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Research Article

Quarterly Pasidungog to Parents: An Intervention to Improve Parental Involvement in Printed Modular Instruction

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ABSTRACT

Parental involvement in children's education is crucial for their academic success. Active participation and collaboration between parents and schools can enhance children's learning experiences and improve their academic performance. Thus, this action research focused on the effectiveness of quarterly Pasidungog as an intervention for parents to improve the academic performance of Grade 2 learners in Getafe 2 Central Elementary School, Getafe 2 District, Bohol Division. The researcher aimed to improve the academic performance of twelve (12) Grade II-2 learners. The twelve (12) learners, or 55% of the class, showed deficient academic performance. The monitoring checklist form was used as a data-gathering tool. Descriptive statistics such as frequency, percentage, and weighted mean were used for data analysis. Results showed that the learners' academic performance improved after the Quarterly Pasidungog to parents, as shown in the mean difference before and after applying the intervention. It implies that the conduct of Pasidungog toward parents motivated them to perform their roles as para-teachers to their learners. Recommendations were proposed to encourage parental involvement and strengthen home-school collaboration.

Keywords: *Intervention, Parental Involvement, Quarterly Pasidungog*

Introduction

Parents play an active role in the learning and development of children. During printed modular distance learning implementation in the new normal, they serve as guides and facilitators of learning (Jakaria et al., 2022). As facilitators of learning, they ensure their children accomplish the modules which are given to them based on the agreed distribution and

retrieval schedule. Thus, children's academic success in modular distance learning dramatically depends on parental involvement.

Previous studies revealed that parental involvement significantly helps improve a learners' academic performance (Otani, 2020). This success can be explained by the strong academic support of their home environment (Silinskas & Kikas, 2019). In the absence of

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teachers, parents should act as facilitators. When parents support their children by guiding them in their academic work at home, it results in mastery of the lesson and eventually makes them independent learners.

In response to the crisis experienced by the country, DepEd issued DepEd Order No.12 S. 2020 entitled, "Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency" which ensure learning continuity through parents' involvement in the new learning modality. The Basic Education Learning Continuity Plan has been designed with a legal framework responsive to the "new normal" keeping in mind the constitutional mandate to uphold the right of all citizens to quality education. Meanwhile, Getafe II Central Elementary School of Getafe 2 District obtained a low academic performance for the first eight (8) weeks of the first quarter for the school year 2021-2022 in the Grade II-2 class. Among the 12 classes, Grade II-2 had the lowest academic performance. Out of 22 pupils, 12 pupils have very low academic performance. The parents of these 12 pupils are habitually inactive in getting and submitting the self-learning modules. This factor greatly affects the academic performance of learners in Getafe 2 Central Elementary School.

It can be recalled that during the face -to face learning modality, parents' involvement in the learning activities was not as high as their involvement in the present learning modality during this time of the pandemic. Considering the COVID-19 pandemic and the changes it brought to students' learning, parental home-based involvement is crucial. Due to the shift of learning modality, Getafe 2 Central Elementary School faced a significant challenge regarding parental home-based involvement.

In light of this problem, Getafe 2 Central Elementary School implemented various interventions and strategies to improve learners' academic performance amidst pandemic. In the first eight (8) weeks of the first quarter of S.Y 2021-2022, teachers' record revealed that 12 out of 22 pupils in Grade II-2 class or 55% have very low scores due to the unclaimed and unreturned modules.

Based on the data analysis, the researcher decided to develop an intervention that improved academic performance of learners through parents' involvement in the delivery of modular learning. The Quarterly Pasidungog to most supportive parents in getting and returning complete answered modules is implemented. The results and findings of this study benefited the learners, parents, teachers, and school heads as it can be used as a new intervention in improving the learners' academic performance and can be adopted to other schools, districts and division having the same concern.

Research Questions

This study aimed to foster parental involvement through Quarterly Pasidungog in the modular instruction to improve the academic performance of Grade II -2 class of Getafe 2 Central Elementary School, Getafe 2 District, School Year 2021-2022. Specifically, the study aimed to answer the following questions: (1) What is the status of the parents' involvement in the Grade II-2 learners' education before and after the intervention? (2) How effective is the giving of quarterly Pasidungog to parents in improving learners' academic performance?

Methods

Participants

The study was conducted among twelve (12) parents and twelve (12) Grade II learners in Getafe 2 Central Elementary School, Getafe 2 District, Bohol Division during the second to third quarter of school year 2021-2022.

Frequency count was used to identify the respondents of the study. A frequency count is a measure of the number of times that an event occurs. The researcher chose them as the participants because of the underlying factor that 12 out of 22 pupils or 55 % in population of Grade II-2 are low in terms of level of parents' involvement. This study used the quantitative research design since pre monitoring checklist data is readily available for analysis and data from post monitoring checklist result can also be analyzed using mean and both data can be compared and contrasted to identify the effectiveness of the proposed intervention.

Data Gathering Methods

In gathering the data of the study, a data analysis of pre monitoring checklist is used to identify the respondents of the study and the parents' involvement. This monitored checklist that shows the involvement of parents in getting and returning modules, assist their children in answering the modules to improve academic performance.

Upon the approval of the letter request to BLGU IATF, the research proponents will personally meet the Grade II-2 teachers, parents and the researcher carefully explained the purpose of the study. After reporting the pre monitoring checklist to the teachers of the grade level being identified as the respondents, the teacher then monitored the process in implementing Quarterly Pasidungog. After the second quarter and the data of post monitoring checklist is available and collected, then comparison of the result will follow in order to identify the change/improvement of academic performance of learners with high parents' involvement. The data gathered from their monitoring checklist was organized in excel form using the tabular presentation.

Intervention

As an intervention of the pressing problem in Getafe 2 Central Elementary School with regards to the low academic performance of learners due to low parents' involvement in Grade II-2 class, this study used the Quarterly Pasidungog of parents as intervention to the parents for a high parents' involvement to improve academic performance of learners.

Pasidungog or giving due recognition to all parents of performing learners will be used as the main tool in improving academic performance of learners. It is a mandate and we been practicing that learners are given quarterly recognition. During the quarterly recognition of high performing learners, most involved parents are also given their certificate of recognition as Quarterly Pasidungog Awardee. One way that parents can help to their children's education is to assist them with their academic work at home.

Pre-Implementation

To identify its most pressing problem, the researcher based the First Quarter Grades. At the end of the quarter, homeroom PTA meeting conducted and released of report cards. After the homeroom meeting, teachers meeting conducted with the school head. After identifying the most pressing problem in school, the researcher crafted a study to address this issue, which is then evaluated by the District Action Research Committee.

Prior to the implementation of Quarterly Pasidungog to Parents, the researcher conducted a meeting with the Grade II teachers and parents to inform them about the study to be conducted and its importance. The researcher also informed the parents through school group chat and disseminated the information about the study. The Quarterly Pasidungog was conducted in the second and third quarter.

Implementation

The teacher tracked the record of the parents during the weekly distribution and retrieval of modules using monitoring checklist. Upon monitoring, the teacher encouraged the parents to support the program. The teachers strictly checked and recorded the scores of pupils weekly. At the end of second quarter in school year 2021-2022, Quarterly Pasidungog to most involved Parents with high academic performance learners was conducted. Focus Group Discussion with parents was conducted showing the weekly result of the program conducted.

Post Implementation

The monitoring checklist was analyzed using statistical analysis to identify whether there is an improvement in academic performance of learners based on the parents' involvement on learning modality. The data of pre and post monitoring checklist was analyzed to determine the effectiveness of Quarterly Pasidungog to parents. Focus group discussion together with the teachers and respondents is made to discuss and inform them about the result of the

study. Upon completion of data analysis if it yields the desired result it will be introduced to other grade level with learners having low parents' involvement. The result was presented to the school and district as part of the interventions to be used to address related problems which other schools, districts, and division can replicate and adopt.

Ethical Considerations

The respondents were informed that their participation in the study was voluntary and that the research was conducted for academic purposes only. The researcher ensured the confidentiality of the gathered data and took measures to protect the personal information of the respondents. The respondents' interests were also protected by the Data Privacy Act of 2012, which prohibits accessing, transporting, or copying their data without approval from the Regional Research Committee.

Data Analysis

The data from the Monitoring Checklist was analyzed using frequency count and average weighted mean to evaluate the effectiveness of the Quarterly Pasidungog Intervention for Parents in improving the academic performance of Grade II-2 learners in Getafe 2 Central Elementary School. The comparison of the mean average difference between the pre- and post-monitoring checklists was used to determine if there was an improvement in academic performance after the intervention. The results were presented in tabular form.

Results and Discussion

Level of Parental Involvement Before and After Applying the Intervention

Table 1 presents the level of involvement of parents in the modular distance learning before and after the quarterly Pasidungog as intervention.

Table 1. Level of Parents Involvement Before and After the Quarterly Pasidungog as Intervention

| Range | Parental Involvement | | | | | | % |
|-------|----------------------|----------|-------|-------|-----------|--------|-------|
| | Before | | | After | | | |
| | F | Level | % | F | Level | % | |
| 10-12 | 0 | Very Low | 0% | 11 | Very High | 91.66% | 10-12 |
| 7-9 | 0 | Very Low | 0% | 1 | Low | 8.33% | 7-9 |
| 4-6 | 0 | Very Low | 0% | 0 | Low | 0% | 4-6 |
| 0-3 | 1 | Low | 8.33% | 0 | Low | 0% | 0-3 |

As depicted in the table, before the intervention only 1 or 8.34 % out of 12 parents is involved in getting and returning the modules. However, after the intervention, out of 12 parents, 11 or 91.66% are already involved in getting and returning the modules.

Effectiveness of the Quarterly Pasidungog as Intervention

Table 2 presents the effectiveness of the intervention based on the variance before and after its implementation.

Table 2. Comparison of the Parents' Involvement Before and After the Intervention

| Phases of Intervention | | Variance | Remarks |
|------------------------|--------|----------|--------------------------|
| Before | After | | |
| 8.33% | 91.66% | 83.33% | Involvement has improved |

Table 2 presents the simple difference between the after intervention mean deducted by the before intervention mean to test increase or decrease of involvement of the 12 participating parents to arrive at the mean difference. It could be seen that the mean of the after-

intervention results of the participants (91.66%) is higher than the before-intervention results (8.335) by exactly a mean difference of 83.33%.

The above findings stressed that the results after the quarterly Pasidungog as intervention

have a high increase in parents' involvement. This explained that the level of parents' involvement have **improved**. The increase of parents' involvement led to the increase of academic performance of learners.

Conclusion

The researcher realized that the quarterly Pasidungog to parents is an effective intervention to intensify parents' involvement to improve learner's academic performance. The results of this study will benefit learners, parents, teachers, and other schools that are dealing with the same issue.

This will serve as a wake-up call for parents regarding their substantial support and great influence in improving learners' academic performance and strengthened strong partnership with the parents. Furthermore, for other schools with a similar problem, the intervention used in this study will be extremely beneficial in resolving their low involvement in parents' participation.

Recommendations

Based on the foregoing findings, the following recommendations are hereby stated:

1. Getafe 2 Central Elementary School should continue establishing and maintaining programs that can encourage and engage the parents to involve in all academic tasks and

school activities to improve the academic performance of learners;

2. Institutionalize the Quarterly Pasidungog to parents to all grade levels.
3. It is recommended that the present study may be reviewed and even replicated to provide a deeper comparison of the results.
4. There should be close monitoring of every program and project implemented to achieve 100% participation.
5. Future researchers may widen the coverage of their studies by extending to the national and global scope.

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