

## Parent-Assisted Learning Awareness and Performance of the Grade 7 Students in English

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**Abstract** — This study primarily aimed to determine the relationship between parent-assisted learning awareness and performance of the Grade 7 students in English. The findings of the study were the bases for a proposed intervention plan. The study utilized Universal Sampling in identifying the respondents of the study. This study used the Descriptive correlational method of research to determine the relationship between the parents-assisted learning and academic performance of grade 7 students in English. Table 3 presents the relationship between the parents' awareness of parents' assisted learning and the academic performance of Grade 7 students in English. The results show that the learning attitude and test performance have a computed  $r$  which has an equivalent value of 0.54 and considered as lower than the computed  $t$  value of 3.16 and table value of 0.05 equal to 1.186. Based on the results given, there is a strong positive relationship between the awareness of parent-assisted learning and academic performance of Grade 7 students in English. The results implied that the parents- assisted learning program has a big impact for the improvement of the Grade 7 students' academic performance in English. Which means that if the parents specially when they always see to it through monitoring and validating their child/children on their school performances, there child/children will also give their best by providing excellent performances thus produce good grades. Furthermore, when the child/children have received support to their parents, they also exert less effort towards their school performances. With the cited implications, parents should always see to it that they have always find time to their children in monitoring their performance in school in order for them to be guided and always in the right direction to fulfill their dreams.

**Keywords** — *Parent- Assisted Learning Program; Awareness; Academic Performance; Grade 7*

## I. Introduction

In this time of pandemic, it is certainly challenging for the educational sector to deliver inclusive and equitable quality education. As we all know, there will be no face to face classes while waiting for the vaccine. Thus, Department of Education led to creating a learning continuity plan where distance mode of learning will be awareness of parents on parental learning. One of the recommendable approaches that are applicable and accessible to all type of learners is the modular learning approach. Nardo (2017) defined modular learning or modular instruction as an alternative instructional design that uses developed instructional materials based on the learners' needs. They are urged to work on various activities that are challenging to maintain focus and attention, thus encouraging self or independent study. In this case, teachers will facilitate the learning process by fostering the learners to do their task, by clarifying and explaining how things should be done, and organizing learning resources particularly modules that will serve as the major aid for their learning.

The current pandemic disrupted the traditional schooling practices.

According to Secretary Leonor Briones of the Department of Education, adoption of various learning delivery options such as but not limited to face-to-face, blended learning, distance learning, and homeschooling and other modes of delivery shall be implemented depending on the local COVID Risk Severity Classification and compliance with minimum health standards. One of the preeminent problems facing the educational system nowadays especially on language subject is on comprehension. As stated in the result of Programmed for International Students Assessment 2018 (PISA), the Philippines had an average reading score of 340, more than 200 points below China (555) and more than 100 points less than the OECD average (487). Means, boys' and girls' performances in reading both ranked lowest among PISA-participating countries. Results from PISA indicate the quality and equity of learning outcomes attained around the world and allow educators and policymakers to learn from the policies and practices applied in other countries.

Through time, teachers can develop reading comprehension process and instruction in recent years, but even more awaits the current situation facing educational system under the new normal. For an instance, how do teacher monitors comprehension of its learners while homeschooling? Will teachers' strategies as effective on traditional classroom set-up still be operative and enough for the improvement of comprehension abilities under new normal? How do strategies develop on this trying time? Teachers find it difficult to classify comprehension curriculum spent on the teaching of reading strategies than other types of activities. In setting strategy instruction, complication on free reading, authentic reading and writing activities, decoding skills and teacher-led story discussion may arise as a result of varied home set-up.

Report from Tahud National High School Philippine Informal Reading Inventory (Phil-IRI) from the previous year stated that out of ten (10) learners, four (4) by whom are frustrated readers. Even on subjects like Filipino, learners find it hard to interpret the context of given literature as a result of most pre-evaluation at the beginning of every class. The arising need of developing comprehension usually concerns incoming grade 7 students. Based on the situational report on comprehension level inventory taken from the three consecutive school year analysis, researcher ascertain grade 7 learners as highest on level of frustration since school year 2017-2018 up to the last school year 2019-2020. For the last three years, teachers were able to find remedy of coping up with the problem through constant monitoring and other strategies applied to every student. The problem now comes with the absence of formal face-to-face interaction with learners. Educators can't find traditional classroom reading strategies effective in a homeschooling set-up. It is quite bemusing on the part of the teacher considering that the in-finitude of Filipino learning competency involves developing of student's comprehension level.

And since comprehension level of students is a gateway for a quality education envisioned by the department through the aid of the parents during this new normal, the researcher would like to find anything beneficial on maximizing parent's involvement as basis on the development of effective strategies to progress comprehension level in Filipino among grade 7 learners of Tahud National High School amidst new normal as a contribution to the pursue of quality education. The researcher is greatly motivated to focus on her study on the relationship of parent-assisted learning awareness and performance of Grade 7 students in English.

This study aimed to determine the Relationship of parents assisted learning Program awareness to the Performance of Grade 7 Learners in English. The findings of the study served as a basis of a proposed Intervention plan. Specifically, this study sought to answer the following questions.

1. What is the extent of the parental awareness on the parents assisted learning in times of pandemic?
2. What is the academic performance of Grade 7 learners in English during the Q2?
3. Is there as significant relationship between parents assisted learning program awareness and academic performance of Grade 7 learners in English in Quarter 2?
4. What intervention plan can be proposed based on the findings of the study?

## II. Methodology

**Design.** This study used the Descriptive correlational survey research design to determine the relationship between the parent-assisted learning awareness and performance of Grade 7 students in English. The results will be the basis for an intervention plan. The researcher will utilize Universal Sampling in identifying the respondents of the study. The Tahud National High School in the Division of Leyte is the main locale of the study. The Grade 7 students and Parents/guardian are the main respondents of the study and the data based on the students' performance ratings; survey on the parents' awareness of the parents-assisted learning were utilized. This research is mainly focused to gather data on: The responses of the parents on their awareness on the parent-assisted learning and academic performance of the Grade 7 students in English; Proposed Intervention Plan based on the findings of the study were created.

**Sampling.** There are 53 Grade 7 students and Grade 7 parents/guardian who are included in the study and the primary means of reach is through messenger account; Cell phone numbers; and group chat. However, for the survey on the awareness of parents/guardians, only one parent is considered in the giving of survey tool. In other words, if the parents have 2 grade 7 students, they only filled up one survey tool.

**Research Procedure.** The researcher prepared the research design and tools to be utilized in the study. The researcher formulated the following procedures as guide in gathering of data:

The researcher asked permission from the Schools Division Superintendent as well as to the Public-School District Supervisor (PSDS) to conduct a research study in the school.

The research instrument was given to the identified respondents based on the validated tool adopted from Araceli Martinez (2015). The researcher personally administered to the identified respondents. Then the Researcher used Printed Modular Distance Learning Modality in delivering the English Competencies that was undergone series of validation prior to the usage of the self-learning materials. These materials were also utilized by the parents/ guardians during their learning assistance given to their child/children.

In the collection of data from parents/guardians, the researcher utilized the adopted tool to get the gauge on their awareness as to the implementation of the parents assisted learning program. Moreover, the platforms used by the researcher in getting the data was through different media platforms such as messenger, cell phones, emails, and face to face.

After conducting the pretest, the researcher immediately starts the activities by giving the printed SLMs to the identified participants. After the given allotted time to the parents, the researcher will then give the posttest to see to it if there are improvement in the performance of the learners.

Lastly, the researcher consolidated the data such as rating of students in a form of grades based on the areas mentioned in the DepEd order together with the parent's responses on the awareness of parents assisted learning program adopted.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the students; Parents/ guardian and the teachers was done.

**Treatment of Data.** The performance of the Grade 7 students in English on the area focused was treated through a Mean Percentage Score. And The data on awareness of parent-assisted learning awareness was presented through Weighted Mean. Awareness and performance was gathered through the use of tools and the results were treated through Pearson-r .

### III. Results and Discussion

**Table I**

**Awareness of Parents On Parent-Assisted Learning Of Grade 7 Students**

STATEMENTS	Weighted Mean	Interpretation
1. Communicating with my child's teacher is a pleasant experience.	3.12	Undecided
2. I expect my child to finish high school.	3.81	Agree
3. It upsets me when my child doesn't get As or Bs.	3.02	Undecided
4. I learned nothing useful in school.	2.12	Disagree
5. Eating meals together is important.	3.01	Undecided
6. Parent/teacher conferences are a waste of time.	1.93	Disagree
7. Helping my child with homework is important.	3.38	Undecided
8. Monitoring my child's homework is an important part of his/her education.	3.87	Agree
9. Parents should not be asked to volunteer at school.	3.15	Undecided

10. Extra-curricular activities are more important than getting homework done.	3.16	Undecided
11. It's important to encourage my child so he/she feels successful for simply working hard on his/her homework.	3.68	Agree
12. It's important to be active in school organizations, i.e.. PTA, booster club, etc.	3.71	Agree
13. I expect my child to graduate from vocational school or college.	3.62	Agree
14. Too much emphasis is put on school work and grades.	3.73	Agree
15. My child will know how much he/she can handle when it comes to deciding how many activities to belong to.	3.64	Agree
16. I am content with my level of education.	3.09	Undecided
17. My child knows that I feel grades are important.	3.10	Undecided
18. I have difficulty helping my child with homework.	3.06	Undecided
19. It is the school's responsibility to see that children get their work done, not the parent's.	3.12	Undecided
20. There should be time set aside each evening for homework.	2.90	Undecided
21. Parents have a responsibility to see that their children have their homework done	3.06	Undecided
22. My child's education is very important.	2.96	Undecided
23. Overall, my memories of school are good ones.	3.66	Agree
24. Many of my best memories are school related (classes, dances, games, trips,etc)	3.18	Undecided
25. t's important for my child to see that I am involved in school functions.	3.02	Undecided

26. High school was difficult for me.	2.98	Undecided
27. My child must maintain a B average, or better, to be able to drive the car.	2.97	Undecided
28. My child's school experience has been similar to my own.	3.03	Undecided
29. The amount of time I spend with my child has little bearing on his/her success in school.	3.12	Undecided
30. My view of school affects my child's view of school.	3.22	Undecided
<b>GRAND MEAN</b>	<b>3.21</b>	<b>Undecided</b>

Legend:

- 4.50-5.00 – Strongly Agree
- 3.50-4.49- Agree
- 2.50-3.49 – Undecided
- 1.50-2.49 – Disagree
- 1.00-1.49 – Strongly Disagree

Table 1 presents the results on the responses of parents and or guardian to the awareness of parent-assisted learning program to the Grade 7 students. Based from the results, it shows that some parents were able to agree on some statements such as expecting his/her child to finish high school with a weighted mean of 3.81, Monitoring their child's homework which is important part of his/her education with a weighted mean of 3.87. Other parents agree on awareness on how they give importance to encourage their child to feel successful for simply working hard on their homework with a weighted mean of 3.68. Parents also agree on the importance of being active in school organizations such as PTA and clubs with a weighted mean of 3.71 and Lastly the parents also agree on how they give emphasis on school activities to gain grades. On the other hand, there were parents who have disagree on certain areas of parents assisted learning just like on "I learned nothing useful in school with a rating of 2.12. They also disagree on a certain aspect of parent/teacher conferences are a waste of time with a weighted mean of 1.93. However, there are parents who are still undecided with the assisted learning such as " upsets me when my child doesn't get As or Bs rating with a weighted mean of 3.02, parents should not ask to volunteer at school (3.15) extra-curricular activities are more important than getting homework done (3.16).

They have also undecided about parents' difficulty in helping their child with homework with a weighted mean of 3.06 as well as to parents' point of view are the same with the pupil's point of view at school with a weighted mean of 3.22.

The result implies that majority of the parents or guardians have high expectation on their child/children to finish high school considering that they have full support to their education. The mere fact that the parents have high results on monitoring their learner's homework and always see to it that the pupils always submit school requirements. It has a big connotation that they always look forward to the good side of the learners. It was also shown how parents are very supportive to their children because they have high support to any school activities by attending conferences in school. Moreover, there are situations that parents have could not made any decisions with regards to other parent-assisted learning program maybe because they are not tolerating if there are instances that the child could not hit their expectation towards the school performance. Furthermore, these parents are not visible and do not know what the performance of their child/children are inside or outside school.

**Table 2**  
**Academic Performance of Grade 7 Students in English**

Grade Range	Description	Grade	
		Frequency	%
90-100	Outstanding	9	17
85-89	Very Satisfactory	6	11
80-84	Satisfactory	24	46
75-79	Fairly Satisfactory	14	26
Below 75	Did Not Meet Expectations	0	0
Total		53	100
<b>Weighted Mean</b>		<b>83.15</b>	<b>Satisfactory</b>



Table 2 presents the Academic performance of the Grade 7 learners in English. Based from the results it shows that there were 9 learners or 17 percent who gained Outstanding performance with a grade ranging from 90-100 while in a very satisfactory performance, there were 6 learners or 11 percent from 85- 89 grading level performance. But majority of the learners belong to 80-84 grade range performance having 46 percent (14 learners) with a satisfactory performance out of the 53 learners being tested. It was also shown in the table 2 that none in the 75 and below grading performance or 0 percent who did not meet expectation.

The result in table 2 implies that the role of parents on learners development is very important in such manner that during the learners development there should be a proper guidance to be given to their respective child in whatever activities that the learners are doing may it be inside or outside school premises. Furthermore, when the learners received positive support with their parents, they also give positive feedback to their parents by simply giving excellent output in a form of grades, they always shows optimism towards their different activities set by the school specially in the implementation of the Modular Distance learning delivery in education.

**TABLE 3**

**Test of Relationship Between the Awareness of Parents on Assisted Learning and Academic Performance of Grade 7 Students in English**

<b>Variables Correlated</b>	<b>r</b>	<b>Computed value or t</b>	<b>Table Value @.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
<b>Learning Attitude and Test Performance</b>	0.54	3.16	1.186	Reject Ho	Significant Relationship <i>(Strong Positive Relationship)</i>

The table 3 presents the test of relationship between the parents' awareness on parents assisted learning and academic performance of Grade 7 students in English. Based from the results, it shows that the learning attitude and test performance has a computed r which has an equivalent value of 0.54 and considered as lower than the computed t value of 3.16 and table value of 0.05 equal to 1.186. Based from the results given, it means that there is a strong positive relationship between the awareness of parent-assisted learning and academic performance of Grade 7 students in English.

The results implied that the parents- assisted learning program has a big impact for the improvement of the Grade 7 students' academic performance in English. Which means that if the parents specially when they always see to it through monitoring and validating their child/children on their school performances, there child/children will also give their best by providing excellent

performances thus produce good grades. Furthermore, when the child/children have received support to their parents they also exert less efforts towards their performances in school. With the cited implications, parents should always see to it that they have always find time to their children in monitoring their performance in school in order for them to be guided and always in the right direction to fulfill their dreams.

#### **IV. Conclusion**

Based on the findings of the study, it showed that the awareness of Parents- Assisted learning Program is significantly effective in increasing the academic performance of the Grade 7 students in English.

#### **V. Recommendations**

1. The Proposed intervention on the relationship between the parents-assisted learning program awareness and academic performance of grade 7 students in English should be utilized by all other teachers in the school where study is conducted so that other teachers and parents will be guided on what to do to increase the performance of students and be aware on what are the initial steps to improve strong ties between the school and community.
2. The Education Program Supervisor in English should fully evaluate the different the impact of the program to give specific technical assistance to both parents and students.
3. The School Principal should conduct monitoring on the conduct of quarterly portfolio to properly evaluate and validate the performance of both parents and students specially in English.
4. The teacher should conduct monitoring on students and parents' performance to properly give technical assistance and conduct conference if deemed necessary.
5. The parents/ guardian should give importance on the constant follow up of their child's school performance to touch their lives and motivate them to do extra mile to fulfill their dreams.
6. The Brgy Officials particularly the kagawad in charge in education should conduct constant follow up to their constituents and give assistance if necessary, just to improve their way of living.

Furthermore, the researcher allows future researchers to conduct the same study to verify the effectiveness of Web based instruction to the performance of Grade 1 and 2 pupils in Mathematics.

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