
Effectiveness of Parents' Involvement and the Performance of Grade 11 Students in 21st Century Literature

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Abstract — This study primarily aimed to determine parental involvement in the Grade 11 students' performance in 21st-century literature. The findings of the study were the bases for a proposed Enhancement plan for the parental involvement. The study utilized complete enumeration in identifying the respondents of the study. This study used the Quasi-Experimental method of research to determine the effectiveness of parental involvement in the performance of the Grade 11 students in 21st century literature. The results present the test of difference between the pretest and posttest scores of the Grade 11 Senior High School Students in 21st Century Literature before and after the implementation of the intervention of the program which focus on the Parents involvement and how does it affect to the academic performance of the aforementioned students in their subject specifically the 21st century literature. The results shows that there was an increase of the data presented in the pretest and posttest considering that the pretest which is equal to 16.06 is extremely change in the posttest using the validated test questionnaires by the Education Program Supervisor with an equivalent score of 26.94. This results in the pretest and posttest resulted to a computed p value of 0.00 lesser than the level of significance equal to 0.05 which means that there is a significant difference in the pretest and post-test performance of the Grade 11 students before and after the involvement of the parents in the delivery of the competencies in the general in the 21st century literature, thus the hypothesis is rejected and the result is significant. The results imply that the application of teachers' intervention to increase the partnership or strong involvement of the parents or guardians towards school activities, which is parental involvement, plays a big role in improving the performance 11 Students in the 21st-century literature. One of the reasons for this positive impact of the intervention to the performance of the students is that they have already strong motivation to pursue their dreams or even doing the right thing in completing their tasks in the school, such as completing their Self Learning Modules or Learners' Activity Sheets (LASs) before it will be submitted to their respective teachers for the validation of their answers whether they gained positive results from the different competencies delivered.

Keywords — *Parental Involvement; academic Performance; 21st Century Literature*

I. Introduction

The current pandemic disrupted 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”.

Parent’s role in learning especially in this challenge of new normal are essential figures. It deals with their identified weaknesses and strength as learning facilitators at home, and so they will be identified as the support system in the school. These could be in the comprehension of the subject matter, retention of knowledge, whether they can read or write, or do parents have the time to facilitate or help out their students learn something about the subject. And with that, the researcher can identify the support systems they might need from school. Based on the School scenario, some of the Parents in Ipil National High School are not that supportive to that of their students considering that during the meeting, only few of the parents/guardians in every section attended. Today’s type of learning delivery, the school has found more difficulty finding the parents’ support in the implementation of the distance learning delivery. It could be a constant contact of parent to teacher for the students’ progress, remediation to be conducted by the teacher, or a teacher volunteer for those parents who could not even read or write.

As a teacher and a researcher, this study will help the school in identifying the needs for improvement in the continuing process of the modular learning modality. Furthermore, considering the problem/s or challenges that may encounter of both parents and teachers in the delivery of the essential services. Thus, it could be an avenue for the parents to be more engaged and effective contributors to the acquisition of learning at home, giving the fact that parents cannot read or write, and some parents are at work. And also, the assurance of students learning based on their output, wherein they could ask somebody to let them answer the module. The researcher is greatly motivated to focus on her study on the effectiveness of parental involvement to the performance of the Grade 11 students in 21st century literature. This study aimed to evaluate the Effectiveness of parent’s involvement to the Performance of Grade 11 students in 21st century Literature. The findings of the study served as a basis for a proposed Enhancement Plan on the Parents Involvement.

Specifically, this study sought to answer the following questions:

1. What is the pretest performance of the Grade 11 students in 21st Century Literature before the Involvement of Parents in the delivery of the competencies?
2. What is the posttest performance of the Grade 11 students in 21st Century Literature after the Involvement of Parents in the delivery of the competencies?

3. Is there a significant difference in the pretest and posttest performance of the Grade 11 students before and after the involvement of the parents in the delivery of the competencies in the 21st Century Literature?
4. What Enhancement Plan on the parental involvement can be proposed based on the findings of the study?

II. Methodology

Design. This study utilized the quasi- experimental type of research in gathering the responses employing the quantitative approach. Ipil National High School Senior High School Department is the main locale of the study. The Grade 11 Senior High School Students were the main respondents of the study and the data based on the students' performance ratings in their pretest and posttest were utilized. This research is mainly focused to gather data on: The effectiveness of the parental involvement to the performance of the Grade 11 students in the 21st century literature; The performance of students were based on the pretest and posttest; Proposed Enhancement Plan on the parental involvement based on the findings of the study.

Sampling. There are 61 students who are included in the study. The primary means of reach is through Facebook account –messenger account, group chat, and personal cellphone numbers. They were chosen through complete enumeration.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the principal were sought. The proposed title and design were submitted to the Dean of the Graduate Studies office for screening, evaluation, and approval. Upon approval, the office of the Dean of the Graduate School has released approval sheet. When the Dean approved the Graduate School research through their assigned Adviser, the researcher began the process of data gathering. Validation of the instruments through the Education Program Supervisor in Senior High School was sought. A Cronbach's alpha test was used for the reliability test. Orientation of the participants (Students, teachers and parents;/guardian). Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvements

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Schools Division Superintendent; approval of the Superintendent of the Schools Division of Ormoc City Division. Orientation of the respondents both the students and the teachers as well as the parents or guardians was done separately. In the orientation, the issue on the following of the Health protocols set by the IATF and DepEd was raised.

Treatment of Data. The parental involvement's effectiveness to the performance of the Grade 11 students in the 21st century subject was consolidated through a weighted mean. The data on pretest and posttest was presented through Simple Percentage and T-test of Mean Difference.

III. Results and Discussion

Table 1
Pre-Test Performance of Grade 11 in the 21st Century Literature

Score Range	Description	Grade 11	
		Frequency	%
41-50	Excellent	0	0
31-40	Very Good	0	0
21-30	Good	8	13
11-20	Fair	43	71
0-10	Poor	10	16
Total		61	100
Weighted Mean		16.06	Fair

Table 1 shows the pre-test performance of the Grade 11 students in the 21st century literature. Based from the data presented in the table, it shows that the greatest frequency is equal to 43 students or 71 percent out of 61 total number of respondents in FAIR level which has the scores ranging from 11-20. In this level of performance, it shows how students are being concentrated. In the lowest level of performance from the Poor level, there were still grade 11 students belonging to this area having the score ranging from 0-10 with an equal to 10 total number of students or simply a 16 percent out of the total respondents above being tested. In the good level of performance, it is shown on the table that there were 8 total number of grade 11 students with an equal percentile value of 13 percent while there were none in the very good and excellent level of performance having the score range from 31-40 and from the score ranging from 41-50 respectively.

The results in table 1 implied that the data presented coming of the Grade 11 students in the pretest performances in 21st-century literature is not quite good considering that majority of the students are belong to fair level of performances. In other words, these happened because on the lack of support of parents or guardian in the different activities in the school. Another reason for these results is that some parents are working parents in the farm or sugarcane plantation and wanted to do first working rather than attending the school activities to earn a living. Moreover, some of the teachers are find difficulties in reaching the parents and gaining their support considering the fact that some of the feeder barangays of the schools mentioned above are too far

from each other, thus teachers could not really make it in approaching those identified concern students as well as the parents/guardian. Another concern is that some of the parents/guardians have no cell phones and face book accounts that add up to the teachers' challenges to reach them. Furthermore, to keep track of the learners' performance, teachers should find ways to reach the parents/guardians considering the results with an average weighted mean of 16.06 with an equivalent performance level of Fair. Based on the performances given, strong partnership between the barangay officials following the health protocols set to us by the local IATF and DepEd Health guidelines improves the performance in 21st century literature.

Table 2
Post-Test Performance of Grade 11 In The 21st Century Literature

Score Range	Description	GRADE 11	
		Frequency	%
41-50	Excellent	2	3
31-40	Very Good	19	31
21-30	Good	20	33
11-20	Fair	18	30
0-10	Poor	2	3
Total		61	100
Weighted Mean		26.94	Good

Table 2 shows the posttest performance of the Grade 11 students in the 21st century literature after the implementation of parents' involvement whether it is effective or not to the improvement of the academic performance in the aforementioned subject. Based from the data presented in the abovementioned table, it shows that the greatest frequency is equal to 20 students or 33 percent out of 61 total number of respondents the good level which has the scores ranging from 21-30. This level of performance shows how the percentage of students is being increased from the pretest results. In the lowest level of performance from the Poor level, it was lower down based on the pretest result from 11 students to 2 students or 3 percent belonging to this area having the score ranging from 0-10 with the aforementioned respondents being tested. In the fair level of performance with the score ranging from 31-40, there were 19 students to 31 percent out of the 61-total number of respondents. Lastly, in the Score's excellent level of performance ranging from

41-50, there were 2 students or 3 percent.

The results in table 2 implied that the data presented of the Grade 11 students in the post-test performances in 21st century literature is really good considering that most of the students belong to a good level of performance. In other words, these happened because on the increased of parental or guardian support to the different activities in the school specially during this new normal. Another reason for these results is that some of the parents are really caring their child or children in the development of the students endeavor particularly in the school performances. Even though, some of the parents or guardian are working in the farm or sugarcane plantation and they wanted to do first working rather than attending the school activities to earn a living, they chose to go first with the activities in the school maybe because they have strong partnership now with the parents or guardian. Moreover, some of the teachers have no longer find any major challenges in reaching the parents and gaining their support considering that even there are feeder barangays of the aforementioned schools are too far from each other they opted to reach the teachers or the school principal to inquire the performance of their students whether they gained positive result to every delivered competency made by the teacher through the different learning modality. Thus, teachers could really make it in approaching those identified concern students as well as the parents/guardian. Another positive result brought by the strong involvement of parents or guardian concerning to student's development in the school considering the result in which some of the parents/guardians gave extra effort by connecting to the teachers using their new bought cell phones and they also learn how to use face book to add up the positive impact in the partnership. Furthermore, in order to keep track the learner's performance, teachers are now finding ways and means to reach the parents/guardians through virtual of group chat that which may be the reasons why the results in average weighted mean is from 16.06 to 26.94 with an equivalent of good level of performance in the 21st century literature.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test Scores

Groups	Test Scores		p value	Level of Sig	Decision	Interpretation
	Pre	Post				
Grade 11	16.06	26.94	0.00	0.05	Reject H ₀	Significant

Table 3 presents the test of difference between the pretest and posttest scores of the Grade 11 Senior High School Students in 21st Century Literature before and after the implementation of the intervention of the program which focus on the Parents involvement and how does it affect to the academic performance of the aforementioned students in their subject specifically the 21st century literature. The results show an increase in the pretest and post-test data considering that the pretest which is equal to 16.06 is extremely change in the post-test using the validated test questionnaires by the Education Program Supervisor with an equivalent score of 26.94. This results in the pretest and posttest resulted to a computed p value of 0.00 lesser than the level of significance equal to 0.05 which means that there is a significant difference in the pretest and post-test performance of the Grade 11 students before and after the involvement of the parents in the delivery of the competencies in the general in the 21st century literature, thus the hypothesis is rejected and the result is significant.

The results in table 3 imply that the application of teachers' intervention to increase the partnership or strong involvement of the parents or guardians towards school activities, which is the parental involvement, plays a big role in improving the Grade 11 Students in the 21st century literature. One of the reasons for this positive impact of the intervention to the performance of the students is that they have already strong motivation to pursue their dreams or even doing the right thing in completing their tasks in the school such as completing their Self Learning Modules or Learners' Activity Sheets (LASs) before it will be submitted to their respective teachers for the validation of their answers whether they gained positive results from the different competencies delivered.

IV. Conclusion

The study's findings showed that the implementation of parental involvement in the delivery of the competencies in the 21st century literature significantly increases the Grade 11 Senior High School Students' performance. Furthermore, the students' parental support adds up to their motivation to give extra effort in completing their Self- Learning Modules and or Learners' Activity Sheets.

V. Recommendations

1. That Enhancement plan for parental involvement should be utilized and practiced in teaching the 21st century literature and other major subjects taken by the senior high school students.
2. The Public School District Supervisor (PSDS) should fully evaluate parents or guardians' participation as they embark in the supplemental materials in teaching and let the teacher/s aware of the different strategies found in the environment and not focus on one strategy only.

3. The School Principal should conduct In Service- Training (INSET) on how to improve the partnership based in order for them to be fully aware on the benefits given by the parental involvement in the delivery of the competencies.

5. Teachers should attain the different training stages, including the in-service training, to help them become competent and receptive to the different techniques in teaching in the new normal.

6. Teachers should allow the students to let their parents helps to learn the subject to increase their potential in learning through their own pace in order for them to discover their potential.

Furthermore, the researcher allows future researchers to conduct the same study to verify the effectiveness of parental involvement in the delivery of the competencies towards the performance of the grade 11 students in the 21st century literature.

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