
Relationship Between the Parents' Teaching Guide And The Performance Of The Special Education Learners In Mathematics

MARY JANE N. BALLERA

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

maryjane.ballera029@deped.gov.ph

Abstract — This study aimed to determine the relationship between the Parents' Teaching Guide (PTG) and the performance of the Special Education learners in Mathematics for SY 2021. The findings of the study were the basis 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 effectiveness of the Parents' Teaching Guide to the performance of the selected Special Education Learners in Mathematics. The results were the basis for an intervention Plan. The researcher utilized the universal Sampling in identifying the respondents of the study. The test of relationship between the extent on the implementation of the parent-teacher guide and performance of the special education learners particularly the learners identified as intellectually disabled. The results show that the extent of the implementation of the parent-teacher guide and performance of the special education learners has a computed r that has an equivalent value of 0.82 and is considered lower than the computed t value of 2.862 table value of 0.933.

Based on the results given, it implies that there is a high positive relationship between the extent on the implementation of the parent-teacher guide and the performance of the special education learners performance. Which means that when the learners receive learning materials that underwent certain process of validation and quality assurance in every aspect of the materials together with proper guidance and monitoring of teachers in coordination with parents there are tendencies that the learners will excel and it could improve their skills or competencies which means that there child/children will also give their best by providing excellent performances thus produce good grades. Furthermore, when the child/children received proper guidance from their parents on how to utilize the learning materials very well, the learners will also exert efforts towards their performances in school even In this time of pandemic.

Keywords — *Parents' Teaching Guide; Relationship; Academic Performance; Special Education Learners*

I. Introduction

Amidst the public health emergency brought about by the COVID-19 pandemic, the Department of Education (DepEd) is committed to ensure unhampered delivery of basic education services to its learners and the community, in line with the constitutional mandate of the State “to establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country and society-at-large,” pursuant to Section 2 (1), Article XIV of the 1987 Constitution, as reiterated in Republic Act (RA) No. 10533, or the Enhanced Basic Education Act of 2013.

In accordance with DepEd Order (DO) No. 012, s. 2020, “Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in the light of the COVID-19 Public Health Emergency,” DepEd shall employ multiple learning delivery modalities (LDMs) to ensure the continued provision of learning opportunities to its learners, while protecting the health and safety of both its personnel and learners. This can be done through blended learning, distance learning, and homeschooling.

Based from the Regional Memorandum no. 330 s. 2020, as part of the implementing measures to realize the learning continuity plan (LCP) for the Special Education (SPED) Program and address the challenges of providing accessible and inclusive education to all learners despite the pandemic, each division offices needs to develop teaching guides for parents, guardians, and other responsible individuals who shall serve as temporary learning facilitators for the learners with Disabilities (LWDs) while the face to face learning modality is still suspended and the delivery of the lesson exemplars for SPED is yet to be made.

The researcher being one of those parents having learners diagnose with ADHD really give her the drive to pursue the study in order for the teachers to be more aware on how to handle this type of behavior issues in which there will be chances that if it not be addressed it could increase the risk at school and also at home. Because being a teacher, parent as well with ADHD learner, the researcher must understand how to handle these type of learners with special needs specially in the delivery of the lessons in order to enhance their learning on a heterogeneous type of environment. Moreover, they also needs special attention for the fact that some of those learners have the difficulty in listening, writing speaking and doing mathematical operations thus, they will be easily distracted.

The researcher is strongly believes that the study could make great changes to the lives of the identified learners. It is also one way of giving them hope as they traverse in every level of their learning as learners and create positive changes in their lives by fulfilling their dreams through the different programs, project and activities of the Department of Education.

This study aimed to determine the relationship between the Parents’ Teaching Guide (PTG) and the performance of the Special Education learners in Mathematics for SY 2021. The findings of the study were the bases for a Proposed intervention Plan.

Specifically sought to answer the following questions:

1. What is the extent of the implementation of the Parents' Teaching Guide?
2. What is the performance of the selected Special Education learners in Mathematics in Quarter 2?
3. Is there a significant relationship between the extent of the implementation of the Parent-Teaching Guide and performance of the Special Education Learners in Mathematics?
4. What intervention plan can be proposed based on the findings of the study?

Statement of Null Hypothesis

Ho1.: There is no significant relationship between the extent of the implementation of the Parent-Teaching Guide and performance of the Special Education Learners in Mathematics.

II. Methodology

Design. This study used the Descriptive Correlational method of research to determine the effectiveness of Parents' Teaching Guide to the performance of the selected Special Education Learners in Mathematics. The results were the basis for an intervention Plan. The researcher utilized the random Sampling in identifying the respondents of the study. All the Elementary Schools in Ormoc City District 1 in the Schools Division of Ormoc City are the main locale of the study. The Special Education learners and Elementary School Teachers are the main respondents of the study and the data based on the special Education Learners performance ratings. This research is mainly focused to gather data on: The responses of the Elementary School Teachers on the extent of the implementation of the Parents' Teaching Guide and academic performance of the Special Education Learners in Mathematics were the focused of the study; Proposed Intervention Plan based on the findings of the study were created.

Sampling. There are 96 Special Education Learners and 15 teachers who were included in the study and the primary means of reach is through messenger account; Cell phone numbers; and group chat. These means of communicating to the respondents are the same all throughout the study. Each identified respondents both teachers and special education learners has given the time to answer the tool/s following the matrix of schedules.

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) of Ormoc City District 1 to conduct a research study in the identified schools.

The research instrument was given to the identified respondents based on the validated tool following the norms or standard based on Regional Memorandum No. 330 s. 2020. The researcher personally administered to the identified respondents. Then the Researcher used Printed Modular

Distance Learning Modality in delivering the Mathematics Competencies to the Special Education Learners that were underwent series of validation prior to the usage of the self-learning materials. Another Materials used by the Researcher was the tool to test or verify the extent of implementation of the Parents' Teaching Guide which were a utilized by the teachers during their learning assistance or the teaching and learning process.

In the collection of data from the Special Education Learners and identified teachers, the researcher utilized the adopted tool to get the gauge on extent of the implementation of the parents teaching guide. 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 validated Parents' teaching guide to the identified Special Education Learners. After the given allotted time to the Respondents, the researcher was then give the posttest to see to it if there are improvement in the performance of the learners after the intervention was done for a specific period of time.

Lastly, the researcher consolidated the data such as rating of special education learners in a form of grades based on the areas mentioned in the DepEd order together with the teacher responses on the extent of the implementation of the parents; teaching guide in teaching mathematics subject based on the most essential learning competencies.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the different School Administrators, approval of the Superintendent of the Division. Orientation of the respondents both the students ; and the teachers were done.

Treatment of Data. The performance of the Special Education Learners in Mathematics Subject on the area focused was treated through a Mean Percentage Score. And The data on extent on the implementation of the parents' teaching guide was presented through Weighted Mean. Extent of implementation and performance was gathered through the use of tools and the results were treated through Pearson-r .

III. Results and Discussion

TABLE 1
IMPLEMENTATION OF PARENT-TEACHER GUIDE

Indicators	Weighted Mean	Interpretation
MOST ESSENTIAL ELARNING COMPETENCIES		
1. The SLM covered the targeted Most Essential Learning Competencies (MELCs) intended for the quarter.	4.10	High
2. The SLM sufficiently developed the targeted Most Essential Learning Competencies (MELCs) intended for the quarter.	4.00	High
INSTRUCTIONAL DESIGN AND ORGANIZATION		
1. SLM has learning objectives that are anchored on the MELCs.	4.90	High
2. SLM uses a variety (at least 3) of self-directed techniques, learning tasks, and formative assessments.	4.82	High
3. SLM has content that is logically developed and organized , i.e.,lessons/activities are arranged from simple to complex, from observable to abstract.	5.00	Very High
4. SLM contains essential instructional design elements that contribute to the achievement of learning objectives.	4.32	High
5. SLM allows for review, comparison, and integration with previous lessons (if applicable).	4.91	High
6. SLM uses various motivational strategies (i.e., advance organizers, puzzles, games) to hook the target user’s interest and engagement.	5.00	Very High
7. SLM uses process questions and activities which require different levels of cognitive domain to achieve desired learning outcomes.	5.00	Very High
8. SLM has written and performance tasks that are differentiated based on target user’s multiple intelligences, learning styles, and readiness levels	4.88	Very High
9. SLM develops 21st century skills and higher order cognition (i.e., critical thinking, creativity, learning by doing, problem solving).	5.00	Very High
10. SLM integrates desirable values and traits.	5.00	Very High
Instructional Quality of Text and Visuals		



1. All contents in the SLM are accurate	4.91	Very High
2. The SLM is free from any social content violations	4.80	Very High
3. The SLM has free from factual errors.	4.00	High
4. The SLM is free from computational errors (if applicable).	4.91	Very High
Assessment		
1. The SLM provides sufficient assessment activities that will help the learner track his/her progress and mastery of the target competencies.	4.82	Very High
2. SLM has assessments that are aligned with the specific objectives and contents (i.e., lesson / topic).	4.82	Very High
3. The SLM provides variety of assessment types.	4.44	High
4. The SLM contains assessments that have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used.	5.00	Very High
5. The SLM has assessment activities that ensure active engagement of the learners.	4.82	Very High
6. The SLM has answer keys that provide exact answers for objective-type assessments and discussion points for non- objective types.	4.67	Very High
7. The SLM has pre- and post- assessment items that are constructed differently.	4.71	Very High
Readability		
1. Vocabulary used in the SLM is appropriate to the target user’s level of comprehension and experience.	4.82	Very High
2.Length and structures of sentences in the SLM are suited to the comprehension level of the target users,	4.00	High
3.Paragraph structures in the SLM facilitate smooth flow of ideas and concepts.	4.11	Very High
4.Topics and ideas presented from one lesson to the next are coherent and integrated with each other	4.56	Very High
5.Instructions, discussion points, questions, and activities are clear to the target users.	4.61	Very High
References		
1. The copyrighted texts and visuals are accurately cited on the page where they are presented (i.e., primary and/or original sources are cited) containing the following: Title of the work Name of creator Title of source. Title of source where the work is included, and/or publication details	4.82	Very High

2.The references are properly cited in the Reference List containing the following: Name of creator Title of source Publication details: publisher, location of publisher, date of publication, etc.	4.44	High
Grand Mean	4.67	Very High

Legend:

4.50-5.00 - Very High

3.50- 4.49 - High

2.50- 3.49 - Moderate

1.50- 2.49 - Low

1.00-1.49- Very Low

Table 1 presents the results on the extent of the implementation of the Parent- Teacher Guide to the special Education Learners specifically the Intellectual Disability learners. Based from the results particularly on the most essential learning competencies indicator, on the area of the SLM covered the targeted Most Essential Learning Competencies (MELCs) intended for the quarter has a weighted mean of 4.10 which is interpreted as high and the SLM sufficiently developed the targeted Most Essential Learning Competencies (MELCs) intended for the quarter with a weighted mean of 4.00 and interpreted as high.

Based from the aforementioned results, it shows that teachers really crafted the modules based the skills of the special education learners particularly on intellectual disability which means that there were possibilities that the learners who will be answering the modules will hit the required target or get the desired skill/s for the specific competency/ies.

On the indicator which focuses on the Instructional Design and Organization, majority of the results are interpreted as High and very high. Some of the results are in the area in which teachers are crafted SLM which has content that is logically developed and organized , i.e., lessons /activities are arranged from simple to complex, from observable to abstract with a weighted mean of 5.00 (Very High), SLM uses process questions and activities which require different levels of cognitive domain to achieve desired learning outcomes with a weighted mean of 5.00 interpreted as very high, 9. SLM develops 21st century skills and higher order cognition (i.e., critical thinking, creativity, learning by doing, problem solving) with a weighted mean of 5.00 (Very High) and SLM integrates desirable values and traits which has a weighted mean of 5.0 (very high). Other sub-indicators are interpreted as High level with a weighted mean of 4.32 to 4.9. Some of the sub-indicators are the following: SLM allows for review, comparison, and integration with previous lessons (if applicable), all contents in the SLM are accurate & the SLM is free from computational errors (if applicable) with a weighted mean of 4.91 (High) respectively.

Based from the data above, it shows that the modules crafted were excellently done in the sense that the modules are comprehensively produced which connotes that from the objective to

activities down to the assignments are interrelated with each other which means there were continuous in learning thus, the learners has the possibilities to improve their performances or skills.

On the area of Instructional Quality of Text and Visuals, majority of the teachers have a very high regards on this indicator in the sense that majority of the weighted mean is 4.91(very high) particularly on the indicator of “contents in the SLM are accurate” as well as the SLM is free from computational errors. The only indicator with a low weighted mean but still interpreted as “High” with an equivalent weighted mean of 4.00 is the SLM has free from factual errors.

Based on the results on the instructional quality of text and visuals it shows that before they will be reproduced all the areas such as contents, and computational are being validated and quality assured which means they undergone certain processes from the learning resource team for approval.

In the assessment indicator with 7 sub indicators, majority are very very high and high interpretation. There was only one (1) sub-indicator which gained very high with an equivalent weighted mean of perfect 5.00 and this is the SLM which contains assessments that have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used. Some of those sub- indicators which gained high interpretation are the following SLM provides sufficient assessment activities that will help the learner track his/her progress and mastery of the target competencies, SLM has assessments that are aligned with the specific objectives and contents (i.e., lesson / topic) and The SLM has assessment activities that ensure active engagement of the learners with the weighted mean of 4.82 while there are some of the sub-indicators which considered high but low in weighted mean and those are the following such as the SLM provides variety of assessment types with a weighted mean of 4.44 while the other sub-indicator which belong to the bottom is the SLM has answer keys that provide exact answers for objective-type assessments and discussion points for non- objective types with a weighted mean of 4.67.

Based from the result on the assessment indicator it implies that the crafting of assessment is based on the most essential learning competencies which based on the capacity or skills of the special education learners particularly on the intellectual disability.

On the Readability which is one of the indicators in the implementation of the parent-teacher guide, majority of the results are interpreted as high which means that the weighted mean 4.11 to 4.82 respectively. Some of the sub-indicators which have the weighted mean of 4.82 are the following Vocabulary used in the SLM is appropriate to the target user’s level of comprehension and experience which interpreted as Very high, Paragraph structures in the SLM facilitate smooth flow of ideas and concepts having a weighted mean of 4.11, Topics and ideas presented from one lesson to the next are coherent and integrated with each other with a weighted mean of 4.56 and lastly on the Instructions, discussion points, questions, and activities are clear to the target users having a weighted mean of 4.61. On the other hand, the sub-indicator which has a weighted mean of 4.00 is the Length and structures of sentences in the SLM are suited to the comprehension level of the target users.

Each of the modules to be distributed and to be utilized by the learners should be as readable as possible by anyone. The results in the assessment implied that visibly excellent considering the results which resulted to a very high interpretation which means that the assessment to be utilized is in accordance to the standard set by the Learning Resource Department or in the regional level based on the Regional Memorandum no. 330 s. 2020.

Lastly, on the indicator which completed the extent on the implementation of the parent-teacher guide which is the Reference. Based on the result, it shows that sub-indicators resulted to high and very high interpretation. Among the 2 sub indicators, the copyrighted texts and visuals are accurately cited on the page where they are presented (i.e., primary and/or original sources with a weighted mean of 4.82 while the high level with a weighted mean of 4.44 is the references are properly cited in the Reference List containing the following: Name of creator Title of source Publication details: publisher, location of publisher, date of publication, etc.

Based from the results on the extent on the implementation of the parent-teacher guide it implies that that teachers really crafted the modules based the skills of the special education learners particularly on intellectual disability which means that there were possibilities that the learners who will be answering the modules will hit the required target or get the desired skill/s for the specific competency/ies. On the other hand, the modules crafted were excellently done in the sense that the modules are comprehensively produced which connotes that from the objective to activities down to the assignments are interrelated with each other which means there were continuous in learning thus, the learners has the possibilities to improve their performances or skills. On the instructional quality of text and visuals it shows that before they will be reproduced all the areas such as contents, and computational are being validated and quality assured which means they undergone certain processes from the learning resource team for approval. On the assessment indicator it implies that the crafting of assessment is based on the most essential learning competencies which based on the capacity or skills of the special education learners particularly on the intellectual disability. Each of the modules to be distributed and to be utilized by the learners should be as readable as possible by anyone. The results in the assessment implied that visibly excellent considering the results which resulted to a very high interpretation which means that the assessment to be utilized is in accordance to the standard set by the Learning Resource Department or in the regional level based on the Regional Memorandum no. 330 s. 2020.

TABLE 2
PERFORMANCE OF SPECIAL EDUCATION LEARNERS

EQUIVALENT	SCORE RANGE	FREQUENCY	PERCENTAGE
Excellent	57-70	81	84
Very Good	43-56	14	15
Good	29-42	1	1
Fair	15-28	0	0
Poor	1-14	0	0
	TOTAL	96	100

Table 2 presents the performance of the special education learners. Based from the results it shows that there were 81 learners or 84 percent who gained excellent performance with a score ranging from 57-70 while in a very good performance, there were 14 learners or 15 percent from the score ranging from 43-56 and there was one (1) special education learner who are belong to good level of performance ranging from the score of 29-42. It was also shown in the table 2 that none of the special education learners belong to the fair level of performance having the score ranging from 15-28 as well as in the poor level ranging from the score of 1-14 which a 0 percent value respectively

The result in table 2 implies that the role of teachers as well as the type of modules or learners activity sheets we gave to the learners really matters their performances. It is a bridge to learners development in such manner that during the learners development there should be a quality learning materials to be utilized for them as they traverse different skills on the different competencies they will be learning thus, every learner have the right to accept quality learning materials in whatever activities that the learners will be learned specially they will be taught outside school premises or in their respective homes. Furthermore, when the learners received excellent learning materials from the school, they also give excellent output which later excellent output in a form of grades will be showcased by them. We all know that special education learners specially those learners who are identified with intellectual disability need special attention thus, teachers must give best learning materials that will sought to their learning needs so that sooner or later they will show 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 EXTENT ON THE IMPLEMENTATION OF
 PARENTS' TEACHING GUIDE AND PERFORMANCE OF SPECIAL EDUCATION
 LEARNERS

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
IMPLEMENTATION OF PTG AND PERFORMANCE	0.82	2.862	0.933	Reject Ho	Significant Relationship (High)

The table 3 presents the test of relationship between the extent on the implementation of the parent-teacher guide and performance of the special education learners particularly the learners identified as intellectually disabled. Based from the results, it shows that extent on the implementation of the parent-teacher guide and performance of the special education learners has a computed r which has an equivalent value of 0.82 and considered as lower than the computed t value of 2.862 and table value of 0.933.

Based from the results given, it implies that there is a high positive relationship between the extent on the implementation of the parent-teacher guide and performance of the special education learners performance. Which means that when the learners receive learning materials that underwent certain process of validation and quality assurance in every aspect of the materials together with proper guidance and monitoring of teachers in coordination with parents there are tendencies that the learners will excel and it could improve their skills or competencies which means that there child/children will also give their best by providing excellent performances thus produce good grades. Furthermore, when the child/children received proper guidance from their parents on how to utilize the learning materials very well, the learners will also exert efforts towards their performances in school even In this time of pandemic.

IV. Conclusion

Based on the findings of the study, it showed that there was a high or strong relationship between the extent on the implementation of the parent-teacher guide and the performance of the special education learners particularly the intellectually disabled. Furthermore, the giving of the quality assured learning materials or modules will help the learners improve their performances.

V. Recommendations

1. The Proposed intervention plan on the relationship between the extent on the implementation of the parent-teacher guide and the performance of the special education learners particularly the intellectually disabled should be utilized by all other teachers handling learners with special cases to help increase the performance of learners.
2. The Education Program Supervisor handling in SPED should fully evaluate the different activities or intervention implemented and to be implemented in the school in order to give specific technical assistance to the teachers, 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 learners.
4. The teacher should conduct monitoring to learners and parents performance through home visitation to properly assess their performance and give technical assistance if deemed necessary.
5. The parents/ guardian should give importance on the constant follow up of their child's performance in order for them to be motivated.
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.
7. Furthermore, the researcher allows future researchers to conduct the same study to verify the relationship between the extent on the implementation of the parent-teacher guide and the performance of the special education learners particularly the intellectually disabled.

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AUTHOR'S PROFILE



MARY JANE N. BALLERA

The author is born on November 15, 1987 at Palompon, Leyte Philippines. She finished her Bachelor of Elementary Education at Palompon Institute of Technology. She is currently finishing her Master's degree of Arts in Education major in Elementary Education at Western Leyte College of Ormoc City.

She is currently a teacher I in Department of Education and Kindergarten Teacher in Alta Vista Elementary School, Ormoc City, Leyte, Philippines.