

Implementation Of Parents' Teaching Guide In Relation To The Performance Of The Special Education Learners (Hearing Impaired) In English

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Abstract — This study aimed to determine the significant difference between the Parents' Teaching Guide (PTG) and the performance of the Special Education learners Specially to the Hearing Impaired Learners. 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. The test of difference between the pretest performance and posttest performance of the Special Education Learners specifically to the Hearing Impaired regarding the implementation of the parents' teacher guide in the delivery of the most essential learning competencies. This table on the test of difference has shown how the special education learners (Hearing Impaired Learners) really give the difference during the time when they are still experiencing the usual strategies during the teaching and learning process as well as their outcome after they have already experienced the new learning intervention during the delivery of the specific learning competencies in Special Education Curriculum using the Parents' Teaching guide.

Based from the results, it shows that extent on the implementation of the parents' teacher guide in the test performance of the Special Education Learners (Hearing Impaired) gained in the pretest performance which is equal to 18.67 which is most probably lower than the posttest performance having a test scores. These test performances were lead to the results on the computed t value which is greater than the critical t value and lead towards the decision of the null hypothesis to be rejected as being says" there is no significant difference on the tests performances between the pretest and posttest before and after the implementation of the Parents' teaching guide in the delivery of the most essential learning competencies of the special education curriculum.

Based from the results given, it implies that there is a high positive or significant difference between the pretest and posttest performance before and after the implementation of the parents' teacher guide of the special education learners performance. Which means that when the learners received the Parents' teaching guide, they are well guided on what to do with their respective area of concerns specially from those topics which are difficult to learned by them. It would also help the teachers to assist certain areas that need to be given special attention and put emphasis to the

different topics to be delivered. Furthermore, the utilization of the Parents' teaching guide in the delivery of the different topics to be made by the teachers should continually be doing to further validate the performance of the learners on the different stages of skills that need to be developed by the learners. In terms of assuring the quality of the learning materials it should under different processes of validation with proper guidance and monitoring of District and School Quality Assurance and test its efficacy in order to find assurance that those learning materials could really help to improve the skills or performance of the special education learners. Moreover, the Special Education Teachers have constant communication to the parents of the identified special education learners so that they will be guided on what to do when their children need their utmost attention.

Keywords — Implementation, Parents' Teaching Guide, Performance, Special Education Learners, Hearing Impaired, English

I. Introduction

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 as school Head in a school where the different types of Learners with special needs are currently enrolled and implanting the different learning program that could cater the different learning needs of the children specially those children whom will be focused in this study, the Hearing Impaired learners. being one of those concern individuals having witness different types of learners diagnose with different special needs really give her the drive to pursue the study in order for the teachers as well as the researcher learn the different learning needs of the learners and also to be aware on how they will be catered according to their needs. 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 strongly believes that the study could make as bridge or avenue to help the learners with special needs specially to the Hearing impaired learners and the result will guide her to create plans that could elevate the performance of the learners with special needs. Based from the different premise above, the study is expected to contribute best performances especially in the literacy skills of the learners especially that the learners are experiencing hardships in dealing with the different literacy skills since the pandemic hits Philippines and created changes to the educational scenario in every school where learning takes place.

This study aimed to evaluate the implementation of Parent-Teaching Guide in relation to the performance of Intermediate SPED Learners (Hearing Impaired) during the limited face to face in Ormoc City SPED Integrated School in the Division of Ormoc City. The findings of the study were the bases for a Proposed intervention Plan.

Specifically sought to answer the following questions:

1. What is the pretest performance of the intermediate Special Education learners (Hearing Impaired) in English in before the integration of Parents' Teaching Guide?
2. What is the posttest performance of the intermediate Special Education learners (Hearing Impaired) in English in after the integration of Parents' Teaching Guide?
3. Is there a significant difference on the pretest and posttest performance of the intermediate Special Education learners (Hearing Impaired) in English in before and after the integration of Parents' Teaching Guide?
4. What intervention plan can be proposed based on the findings of the study?

Statement of Null Hypothesis

Ho1.: There is no significant difference on the pretest and posttest performance of the Intermediate Special Education learners (Hearing Impaired) in English before and after the integration of Parents' Teaching Guide.

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the implementation of Parent-Teaching Guide in relation to the performance of Intermediate SPED Learners (Hearing Impaired) during the limited face to face in Ormoc City SPED Integrated School in the Division of Ormoc City. During The full Face To Face Class implementation in the delivery of the most essential learning competencies in 2nd grading period in in Special Education Subject focused on the Hearing impaired competencies. The main local of the study is the Ormoc City SPED Integrated School which is located under the Ormoc City District 1 in the Schools Division of Ormoc City. In the aforementioned locale where the study was conducted, the main respondents that was chosen by the teacher-researcher was the Intermediate pupils such as the Grad 4, 5, and Grade 6 who were underwent evaluation prior to the inclusion of the implementation of Parent-Teaching Guide in relation to the performance of Intermediate SPED Learners (Hearing Impaired) during the limited face to face in Ormoc City SPED Integrated School in the Division of Ormoc City To The Performance Of The intermediate Learners In Special Education Subject During The full Face To Face Class implementation . These 2 stages of assessment was carefully done by the teacher-researcher herself which are the pretest and posttest performances in Special Education Learners. This is also the time that in between the pretest and

posttest, the different inclusion of the implementation of Parent-Teaching Guide in relation to the performance of Intermediate SPED Learners (Hearing Impaired) during the limited face to face in Ormoc City SPED Integrated School in the Division of Ormoc City. This study of their performances before and after the implementation of the inclusion of the implementation of Parent-Teaching Guide in relation to the performance of Intermediate SPED Learners (Hearing Impaired) during the limited face to face were validated. . This study is mainly focus on the results of the different tests to gather data: The pretest performance of the Hearing Impaired pupils before the implementation of the inclusion of the Parent-Teaching Guide in relation to the performance of Intermediate SPED Learners (Hearing Impaired), The Posttest performance of the Intermediate pupils after the implementation of the inclusion of the Parent-Teaching Guide in relation to the performance of Intermediate SPED Learners (Hearing Impaired), as well as the significant difference of the pretest and posttest before and after the implementation of the inclusion of the Parent-Teaching Guide in relation to the performance of Intermediate SPED Learners (Hearing Impaired) in the delivery of the most essential learning competencies in teaching English for the second Grading Period. In the Quasi- experimental research design, the researcher prepared different inclusion of the Audio-Video Interactive Learning Materials that were focused on the learning competencies which are difficult to pass by the respondents as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed enhancement plan was crafted and taken based on the findings of the study as well as on the recommendations based on the Teacher-researcher findings from the results given by the Intermediate pupils.

Sampling. There are 27 who are included in the study. 10 respondents of the study were Grade 4, 8 learners in Grade 5 and 9 learners were Grade 6. In gathering of data, the actual meeting of the respondents as well as the given the pretest and posttest assessment were given to the Grade 4,5, & 6 pupils inside their respective classrooms. Another way of contacting them are through cell phones of their respective parents for their awareness regarding the study being conducted.

Research Procedure. The researcher prepared the quasi-experimental research design and different tools utilized in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in Special Education subject from the Self Learning Modules of the aforementioned subject that were focused on the different competencies in the 2nd grading period and the Parents Teaching Guide (PTGs) materials. The test questions were used before the Parent-Teaching Guide in relation to the performance of Intermediate SPED Learners (Hearing Impaired) were given to the intermediate pupils. After one month of the intervention of the Parent-Teaching Guide in relation to the performance of Intermediate SPED Learners (Hearing Impaired), posttest was given to the Intermediate pupils with the same test questionnaire given in the pretest assessment. Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the intervention together with the different Parent-Teaching Guide in relation to the

performance of Intermediate SPED Learners (Hearing Impaired) which were utilized for the identified approach in teaching, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through the different Experts from the Schools Division Office, District Office and to the Schools where the available personnel such as the Master Teacher and in coordination with the school head were sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Intervention Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Schools Division Office of Ormoc City. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The Effectiveness of Parent-Teaching Guide in relation to the performance of Intermediate SPED Learners (Hearing Impaired) is the area of focused was treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

III. Results and Discussion

Table 1
Pre-Test Performance of SPED Learners In English

Score Range	Description	Experimental Group	
		Frequency	%
37-45	Excellent	0	0
28-36	Very Good	5	19
19-27	Good	10	36
10-18	Fair	7	26
1-9	Poor	5	19
Total		27	100
Weighted Mean		18.67	Good

Table 1 presents the pretest performance results of the Special Education Learners particularly to the Hearing Impaired prior to the implementation of the Parents' Teacher Guide in relation to their respective performances. The Parents Teaching Guide is an initiative by the people who are very concern to our learners who have special concern not only for their education but to their personal needs as well. This will help guide the parents on what to do in order for them to be more particular on what should be the norms in teaching those identified learners as they learn Based from the results particularly on the most essential learning competencies that they will be learning every day.

It can be seen in the table 1 which reflects on the performance of the Special Education Learners specially to the Hearing Impaired learners. The researcher prepared the assessment or test questionnaires for having an item of 45 items coming from the different learning competencies follows by a certain table of specification to have a more comprehensive or distribution on the number of items. Based on the results, it was shown that in the excellent level of performance having the scores ranging from 37-45 which is the highest score range amongst the five level of score ranges. In this level, there were none of the respondents who are belong in this level which means that there were zero percent out of the 27 total number of respondents who are respondents of the study or 100 percent. In the very good level of performance having the score ranging from 28-36, there were 5 total number of respondents who are belong to this level with an equivalent percentage of 19 percent. This level of performance has a least number of respondents during the assessment. In the good level of performance which is usually found at the center of the frequency distribution table and it has a scores which somehow ranges from 19-27. In this level of performance, it can be seen from the table that there were 10 total number of respondents out of the 27 over all total of respondents who took the pretest examination and it has an equivalent percentage of 36 percent out of the 100 percent being tested. It can noticed also that this level has the highest number of frequency compared to other level of performances. In the fair level of performance, having the set of scores ranging from 10-18, there were 7 total number of respondents present in this level of performance and has an equivalent percentage which is equal

to 26 percent out of the 27 total number of respondents who took the pretest assessment in which the main purpose is to validate their level of performance or skills on the subject taken. Lastly, from the score ranging from 1-9 and happens to be the last level of performance which has a description of poor level of performance, there were 5 respondents which is usually having the same frequency to the very good level of performance with an equivalent percentage of 19 percent out from the 27 total number of respondents taking the pretest assessment.

Based from the results in the pretest performance of the Special Education Learners focusing on Hearing Impaired implied that the respondents have produce good results as reflected on the table. The reasons for this performance is that some of the teachers in the school specially in the SPED integrated school have really created environment of learning which is conducive for everyone to learn which means that despite of the fact that the school has also lack of different gadgets to be used for our SPED learners, teachers really find alternative means to support the needs of the learners specially to their education. On the other side of the story, regarding the results on the pretest performance gained by the learners specially to the part where learners are not really doing very well on their assessment having the result of fair and poor level of performances which means that having reported with these kind of performance, the teachers should find ways and means in order to help the learners increased their level of performances.

Table 2
Post-Test Performance Of Intermediate Sped Learners In English

Score Range	Description	Experimental Group	
		Frequency	%
37-45	Excellent	18	67
28-36	Very Good	6	22
19-27	Good	3	11
10-18	Fair	0	0
1-9	Poor	0	0
Total		27	100
Weighted Mean		40.81	Excellent

Table 2 presents the posttest performances results from the assessment of skills taken by the Special Education Learners particularly to the Hearing Impaired after the implementation of the Parents' Teacher Guide which was integrated by the teacher specially during the delivery of the different learning competencies in the second grading period. This endeavor was lasted for 1 month or 4 weeks on the implementation of the intervention to see to it if the chosen intervention will help improve the performance of the learners on whatever concerns they are going to improve or develop . The Parents Teaching Guide is an initiative by the people who are very concern to our learners who have special concern not only for their education but to their personal needs as well specially to those learners who have experiencing hearing imbalance or having impairment in hearing. The aforementioned intervention will help the teachers to be more specific on the type of

strategies they will be applying during the delivery of the most essential This will help guide the parents on what to do in order for them to be more particular on what should be the norms in teaching those identified learning competencies. On the part of the learners, they will be guided on what to do specially that they are experiencing hardship in hearing things around them which usually resulted to the difficulty in pronouncing words correctly. We all know that communicating everyday is one of the best way of learning things around us and making ourselves comfortable to the place where we were in while learning from the different people that surrounds us daily.

It was in the table 1 which reflects on the performance of the Special Education Learners specially to the Hearing Impaired learners. The researcher still using the 45 item test questionnaire for assessing the learners performance coming from the different learning competencies follows by a certain table of specification to have a more comprehensive or distribution on the number of items.

Based on the results, it was shown that in the excellent level of performance having the scores ranging from 37-45 which is the highest score range amongst the five level of score ranges. In this level, there was an increase on the number of frequency compared to the results in the pretest, this level have 18 total of respondents who are belong in this level which means that there were 17 percent from the total number of respondents which is equal to 27 total number of respondents who are respondents of the study or 100 percent. This is the highest percentage of performance considering that majority of the learners who took the examination are in this level. In the very good level of performance having the score ranging from 28-36, there were 6 total number of respondents who are belong to this level with an equivalent percentage of 22 percent. This level of performance has a second to the highest number of respondents during the posttest assessment. In the good level of performance which is usually found at the center of the frequency distribution table and it has a scores which somehow ranges from 19-27. In this level of performance, it can be seen from the table that there were 3 total number of respondents out of the 27 over all total of respondents who took the pretest examination and it has an equivalent percentage of 11 percent out of the 100 percent being tested. It can noticed also that this level has the least number of frequency compared to other level of performances. In the fair level of performance, having the set of scores ranging from 10-18, there were none of the respondents from the 27 total number of respondents present in this level of performance and has an equivalent percentage which is equal to percent out of the 27 total number of respondents who took the pretest assessment in which the main purpose is to validate their level of performance or skills on the subject taken. Lastly, from the score ranging from 1-9 and happens to be the last level of performance which has a description of poor level of performance, there were none from the respondents with an equivalent percentage of 19 percent our from the 27 total number of respondents taking the posttest assessment.

Based from the results in the posttest performance of the Special Education Learners focusing on Hearing Impaired after the integration of the Parents' teaching guide on the delivery

of the most essential learning competencies for the second grading period implied that the respondents have produce excellent results as reflected on the table. The reasons for this performance is that the intervention given by the teachers in the school specially in the SPED integrated school is significantly effective and have created conducive environment for learning for everyone to learn specially from the topics which are very difficult to learn. This means that despite of the fact that the learners have experience difficulties in learning the different learning competencies because of the fact that they are still in the limited face to face implementation as well as lacking of different gadgets to be used for our SPED learners but because of the Parents' teaching guide they really find support that they need to improve their performance specially their skills in writing and reading. In other words, the results on the posttest performance gained by the learners specially to the part where learners are really doing very well on their assessment is a great manifestation that the continued usage of the identified intervention is really a big help to improve learners performance which means that the teachers should find ways and means in order to help the learners increased their level of performances by utilizing the intervention.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test of the Intermediate SPED Learners in English

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
Experimental	Pre	18.67	4.119	0.924	Reject Ho	Significant
	Post	40.81				

The table 3 presents the test of difference between the pretest performance and posttest performance of the Special Education Learners specifically to the Hearing Impaired regarding the implementation of the parents' teacher guide in the delivery of the most essential learning competencies. This table on the test of difference has shown how the special education learners (Hearing Impaired Learners) really give the difference during the time when they are still experiencing the usual strategies during the teaching and learning process as well as their outcome after they have already experienced the new learning intervention during the delivery of the specific learning competencies in Special Education Curriculum using the Parents' Teaching guide.

Based from the results, it shows that extent on the implementation of the parents' teacher guide in the test performance of the Special Education Learners (Hearing Impaired) gained in the pretest performance which is equal to 18.67 which is most probably lower than the posttest performance having a test scores which is equal to 40.81. These test performances were lead to the results on the computed t value which is equal to 4.119 which is greater than the critical t value having a result equal to 0.924 and lead towards the decision of the null hypothesis to be rejected as being says" there is no significant difference on the tests performances between the pretest and

posttest before and after the implementation of the Parents' teaching guide in the delivery of the most essential learning competencies of the special education curriculum.

Based from the results given, it implies that there is a high positive or significant difference between the pretest and posttest performance before and after the implementation of the parents' teacher guide of the special education learners performance. Which means that when the learners received the Parents' teaching guide, they are well guided on what to do with their respective area of concerns specially from those topics which are difficult to learned by them. It would also help the teachers to assist certain areas that need to be given special attention and put emphasis to the different topics to be delivered. Furthermore, the utilization of the Parents' teaching guide in the delivery of the different topics to be made by the teachers should continually be doing to further validate the performance of the learners on the different stages of skills that need to be developed by the learners. In terms of assuring the quality of the learning materials it should under different processes of validation with proper guidance and monitoring of District and School Quality Assurance and test its efficacy in order to find assurance that those learning materials could really help to improve the skills or performance of the special education learners. Moreover, the Special Education Teachers have constant communication to the parents of the identified special education learners so that they will be guided on what to do when their children need their utmost attention.

IV. Conclusion

Based on the findings of the study, it showed that the integration of the Parents' teaching Guide (PTG) is significantly effective in improving the test performance of the Special Education Learners (Hearing Impaired) on the delivery of the different learning competencies thus, continues utilization of the abovementioned intervention on the other grading period to deliver the different learning competencies on the special curriculum program. Moreover, constant giving of Technical Assistance of the teachers to the parents on how to utilize the intervention is significantly important because the parents will also guide their learners when they are in their respective homes.

V. Recommendations

1. The Proposed intervention plan on the implementation of the parents' teaching guide in relation to the test performance of the special education learners with Hearing Impaired Learners should be applied and implemented in the delivery of the most essential learning competencies on the different subjects of the special curriculum.
2. The Education Program Supervisor who is in-charge of the special program should do usual monitoring and evaluation regarding the implementation of the program in order to see it that they the different activities conducted or implemented in the school should addressed the need if every child.

3. The School Principal should conduct regular monitoring every 11 week of every quarter as well as during portfolio day to see to it that the output made by the learners are given justice by letting their parents or guardian witness the output of their child in every grading period.
4. The teacher should observe the how the learners doing their respective tasks either individual or group as well as conduct monitoring on the output which will be done in their respective homes of the learners and parents through home visitation to properly assess their performance and give technical assistance if the need arises.
5. The parents/ guardian should ask technical assistance to the special education teachers if there are some areas of concern that leads to the development of the child.
6. Furthermore, the researcher allows future researchers to conduct the same study to verify the significant effect on the implementation of the parents' teaching guide to the performance of the special education learners particularly to the Hearing impaired learners in relation to the learning competencies.

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