

August 22, 2022

**NIMFA R. LAGO, PhD, CESO VI**  
Assistant Schools Division Superintendent  
OIC-Office of the Schools Division Superintendent  
Tangub City Division

Thru: **MARILOU S. GALVEZ**  
Division Research Coordinator

Dear Sir;

Greetings!

Respectfully submitted the action research of Ralph Rey O. Sultan, Teacher I of Lorenzo Tan National High School for your approval to wit:

1. Parent-Assisted Learning Program (PALP) and the Teachers' Feedback: Proposed Academic Intervention in Printed Self-Learning Material  
Proponent: Ralph Rey O. Sultan

**HERLYN Q. SENARILLOS**  
Secondary School Principal I

**ACTION RESEARCH**

**DATE: August 22, 2022**

**Name of Proponent:** Ralph Rey O. Sultan

**Title:** PARENT-ASSISTED LEARNING PROGRAM (P.A.L.P) AND TEACHERS' FEEDBACK: PROPOSED ACADEMIC INTERVENTION IN PRINTED SELF-LEARNING MATERIAL

**Name of School:** Lorenzo Tan National High School

**Address of School:** Lorenzo Tan, Tangub City

**Contact Number:** 09277703760

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**School Level:**

**Checked by:**

**ELNA G. MENTANG**

Head Teacher I

**HERLYN Q. SENARILLOS**

Secondary School Principal I

**DATE:**

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**Division Level:**

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**MARILOU S. GALVEZ**

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Recommending Approval:

**LORENA P. SERRANO**

Assistant Schools Division Superintendent

Approved:

**NIMFA R. LAGO, PhD, CESO VI**

Assistant Schools Division Superintendent  
OIC-Office of the Schools Division Superintendent

# **ACTION RESEARCH PROPOSAL**

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Title: PARENT-ASSISTED LEARNING PROGRAM (PALP) AND TEACHERS' FEEDBACK: PROPOSED ACADEMIC INTERVENTION IN PRINTED SELF-LEARNING MATERIAL

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**PARENT-ASSISTED LEARNING PROGRAM (PALP) AND TEACHERS'  
FEEDBACK: PROPOSED ACADEMIC INTERVENTION IN SELF  
LEARNING MATERIAL**

An Action Research Paper  
Submitted to the Planning and Research Unit  
Division of Tangub City  
Tangub City

by

**RALPH REY O. SULTAN, T1**  
Lorenzo Tan National High School

## ABSTRACT

It is undeniably challenging for the educational sector to deliver inclusive and equitable quality education in this time of pandemic. Though face-to-face classes are slowly implemented in some schools, there is still the threat of COVID-19 which prevents the full implementation of it. That is why the Department of Education is continually pursuing the implementation of the learning continuity plan (LCP) where distance mode of learning was still reinforced. This study aimed to determine the effectiveness of parent-assisted learning program and teachers' feedback in Self-Learning Material at Lorenzo Tan National High during the fourth (4<sup>th</sup>) quarter of the School Year 2021-2022. The sequential method of research was employed to 26 parents and 5 teachers. Data collected were analyzed using frequency count and percentage, T-test and Thematic analysis technique. The results of the study showed that a parent-assisted learning program and teachers' feedback in Self-Learning Material approach have a favorable impact and are significantly linked to improved academic achievement. The view of parents toward the program's implementation improved, which helps to alleviate the challenges with distance education. However, parents found it difficult to integrate the program into the academic system due to a lack of time and illiteracy. As a result, school administrators and lawmakers should continue to look for ways to improve parents' positive attitude toward their child's education and show them how their attitude affects their child's academic success.

**Keywords:** *Self-Learning Material, distance learning, parent-assisted learning*

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***The Researcher***

## **Context and Rationale**

Parent involvement has always been the key factors of student's achievement. Parents are considered as partners in helping students achieve set goals and competencies in order to develop holistically. Giving of feedback and monitoring of progress are means to help parents actively participate in their children's personal and academic growth. This will not only allow students to be aware of their performance but this will also help parents to know how they can help their children. This has been the practice even before the change in the learning delivery in the Department of Education. It is undeniably challenging for the educational sector to deliver inclusive and equitable quality education in this time of pandemic. Though face-to-face classes are slowly implemented in some schools, there is still the threat of COVID-19 which prevents the full implementation of it. That is why the Department of Education is continually pursuing the implementation of the learning continuity plan (LCP) where distance mode of learning was still reinforced.

With this, one of the promising approaches used by DepEd-Tangub City Division in reaching all type of learners is the modular learning approach supported by a supplementary material called Self-Learning Material (SLM). This material is made to supplement lessons and activities that will maintain the focus and attention of the learners, which encourages the self or the so-called independent study.

In this case, teachers are the key players of implementing this mode of learning as they facilitate the learning process. They guide learners in doing tasks given to them while organizing learning resources that will aid learning at the same time.

As mentioned above, these Self-Learning Material were made in accordance to the competencies provided by the curriculum guide. This ensures that despite the change of learning modality, learners are still developed holistically. The contents of

the Self-Learning Materials reflect the most important aspects of what is being taught. The modules provide evaluation activities, which relate to the content and objectives of the lessons.

To resolve the concern, teachers crafted interventions that helped the learners to still achieve the learning competencies they have to attain. These interventions include home visitation, strengthening parental involvement, and creating assessment and feedback tools to make sure an effective distance education. This idea will help ideally the learners to uplift their academic performance despite the circumstance brought by the COVID-19 pandemic.

Thus, it is a challenge to continue our initiatives in uplifting the academic performance of the learners in a way where no one will be left behind – through the use of Self-Learning Material and establishing an organized assessment and feedbacking system. Such initiatives are not only beneficial during the limited face-to-face but also for the future of distance learning like open high schools and in the full implementation of face-to-face education. In addition, it is indeed important to understand the interventions that we will implement in our teaching profession. In this premise, the researcher will attempt to immerse the learners in the intervention to strengthen their academic performance.



## **Research Questions**

This study aimed to determine the effectiveness of Parents-Assisted Learning Program (PALP) and teachers' feedback: proposed academic intervention to support at Lorenzo Tan National High School during the 3<sup>rd</sup> quarter of the School Year 2021-2022.

Specifically, the study sought to answer the following questions:

1. What is the performance of the learners before the implementation of the intervention?
2. What is the performance of the learners after the implementation of the intervention?
3. Is there a significant difference between the pre-test and post-test scores of the learners after immersing the research participants in the intervention?
4. What is the parents' perception on the implemented intervention?
5. What are the challenges in the duration of the implementation of the intervention?

## **Innovation, Intervention and Strategy**

**Proposed Innovation.** The Parents' Assisted Learning Program (P.A.L.P.) is an academic intervention in which parents are involved in their children's academic involvement. Parent support programs aim to support and strengthen existing parenting abilities while also encouraging the development of new skills so that parents have the knowledge and skills, they need to fulfill their child-rearing responsibilities while also providing their children with experiences and opportunities that promote learning and development. Parenting support programs include the following characteristics: universal access for families, early support for families, and family involvement at all levels of program administration. This program, on the other hand, includes a variety of parenting activities, such as parent and child play groups, parent education classes and support groups, parenting materials, and specialized parent help in response to specific child-rearing difficulties or parenting queries. Other types of assistance and resources, such as medical or child care resources, are also provided or assisted by these initiatives.

Meanwhile, teacher feedback giving is a consistent process of monitoring and assessment. Feedback from teachers on a regular basis can be a tool to enhance student progress. It entails the exchange of information regarding many elements of understanding and performance between practitioners, peers, and oneself, as well as between learners and practitioners. Teachers' feedback allows the student to reflect on their own learning and learning practices, allowing them to make changes to improve their progress. Thus, improving students' accomplishment while including parents and families in the learning process by providing them with more frequent feedback on their students' learning progress and solutions they may use to help their students develop.

**Intervention and Strategy.** During the fourth quarter of the school year 2021-2022, the program will be implemented. The teachers launched a parent-assisted learning program in the first phase of the intervention, in which parents and guardians assisted their children in understanding the context of distance learning supported by a Self-Learning Material. As part of their daily activities at home, the parents aided their children by clarifying, refining, and explaining the subject matter. Beforehand, the teachers included additional documents in the first part of the SLM identifying the names of parents and guardians, along with signatures as agreement for the support program. The agreement clarifies the program's logic as well as its importance in the students' learning process. Teachers' feedback, on the other hand, began immediately after the Self-Learning Materials were completed in order to check and verify the students' written and oral output. The written reports were given every second week of the month in the second phase. Constructive oral feedback was used to provide clarity on a student's performance.

## **Action Research Methods**

This study utilized explanatory sequential mixed-method of research with the aid of questionnaire checklist and supporting interview questions. This design deals primarily with aims, purposes, intentions and plans within the practical constraints of location, time, money and availability of respondents. In other words, the research design links a research purpose or question to an appropriate method of data collection and a set of specific outcomes.

### **a. Participants and other source of Information**

The study's participants were Lorenzo Tan National High School's Grade 11 parents and teachers. The study's entire population included 211 parents and 5 teachers. The teacher will use a sample size calculator with a 5% margin of error to determine the sample size of the respondents. As a result, 26 parents will take part in the research. In order to recruit parents and teachers to participate in the study, a purposive random sampling technique was used.

### **b. Data Gathering Methods**

With the recommendation to conduct the study, the researcher initially requested an endorsement from the School Principal to gather the needed data. When the endorsement from the School Principal was sought and after the experts checked the instrument, the researcher personally distributed the questionnaire to the respondents. The researcher also sent a formal letter to the respondents containing the rationale of the study, a request for permission to gather data, and an endorsement letter to gather data to the respective students of Lorenzo Tan National High School. Upon the approval of the letter and when the endorsement from the School Principal was

sought, a copy of the questionnaire was attached to a separate letter addressed to the program head to seek for approval for the conduct of the study. Researcher the gathered the data and interpreted it with correct statistical tools.

### **c. Ethical Issues**

The participants were asked to participate in a research study conducted by the researcher. They understood that the research was designed to gather information about bridging the gap of the implemented distance learning modality in the new normal. They understood that they will not be paid for their participation. They may withdraw and discontinue their participation at any time without penalty. If they decline to participate or withdraw from the study, no one in the institution will be told. They understood that the researcher will not disclose their name in any reports using the information obtained from the questionnaire, and that their confidentiality as a participant in this study will remain secure. They have read and understood the explanation provided and they have been given a copy of the consent form. After this, the researcher administered the instrument to the respondents. Responses were tabulated and collated by strand, and were readied for statistical treatment.

### **d. Data Analysis Plan**

This study utilized the statistical tools to arrive at a correct interpretation of data.

**Frequency count and percentage.** This was used to determine the performance of the learners before and after the implementation of the intervention.

**T-test of independence.** This was used to test the significant difference between the pre-test and post-test scores of the learners after immersing the research participants in the intervention.

**Thematic analysis.** This was used to analyze the data on the parents' perception on the implemented intervention and the challenges in the duration of the implementation of the intervention technique by theme.

## Discussion of Results and Recommendations

### Problem No.1      What is the performance of the learners before the implementation of the intervention?

**Table 1**

*Level of Pupil's Academic Performance Before the Intervention*

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean</b>	<b>Description</b>
Excellent	1	7.69%	2.69	Good
Very Good	10	38.46%		
Good	14	53.85%		
Fair	1	7.69%		
<b>Total</b>	<b>26</b>	<b>100.0%</b>	<b>2.69</b>	<b>Good</b>

Table 1 indicates the level of students' academic performance before the intervention. The table revealed that fourteen (14) respondents or 53.85 percent belonged to the level of good in terms of their academic performance, followed by ten (10) respondents or 38.46 percent who belonged to the level of very good, followed by one (1) respondent or 7.69 percent who belonged to the level of fair and excellent. The grade point average suggests that the students' academic achievement is good for the reason that the responders have a weighted mean of 2.369 which can be readily supported from the data shown above. It suggests that students belonged to the average level in terms of academic performance. This implies that students' scores in the pretest may have been affected by the limited discussion time given by the teacher during their independent study. Students had no access on the supplemental materials such as images and videos presented during real-time discussion and some parents did not dedicate enough time to assist their children.

The current findings is reinforced by the study conducted by Palma (2022), which stated that during pandemic, parental support must incorporate to improve children's academic progress. Parents' help and instructor feedback were found to produce considerable academic advancement among students in their study. Support

from parents at home is not only a nice concept, but it is also required to stay up with the new educational norm. It turns distance learning into an engaging learning experience that help students retain information and improve comprehension (Gazon, 2019).

**Problem No. 2            What is the performance of the learners after the implementation of the intervention?**

**Table 2**

*Level of Pupil's Academic Performance After the Intervention*

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean</b>	<b>Description</b>
Excellent	2	7.69%	3.84	Very Good
Very Good	20	76.92%		
Good	3	11.54%		
Fair	1	7.69%		
<b>Total</b>	<b>26</b>	<b>100.0%</b>		

Table 2 depicts the academic performance of students after the intervention. The table revealed that twenty (20) respondents or 76.92 percent, had very good academic performance, followed by three (3) respondents or 11.54 percent, who had good academic performance, followed by academic performance of one (1) or 7.69 percent, and 7.69 percent who had fair and excellent academic performance. Because the responses have a weighted mean of 3.84, the grade point average implies that the pupil's academic achievement is very good, as evidenced by the data presented above. It signifies that students meets the learning objectives even in the distance learning modality utilized. Parents' participation in the program and teachers' feedback have been linked to improved student achievement.

This suggests that the PALP and teachers' feedback may have helped students increase their posttest scores. With the help of their parents and teachers, students were able to accomplish their goals and meet the set learning objectives. This indicates that the intervention improved the students' performance significantly.



Parental involvement as a support in school contributes directly to visually grasp learning ideas (Espina, 2021). Parents and students are aware of their progress in learning assessments thanks to teachers' input. This encourages students to be more accountable for their education in order to achieve high marks in the activities.

**Problem No. 3**      **Is there a significant difference between the pre-test and post-test scores of the learners after immersing the research participants in the intervention?**

**Table 3**

*Is there a Significant Difference Between the Academic Performance of the Pupils Before and After*

<b>Variables</b>	<b>Mean</b>	<b>Computed P</b>	<b>p – value</b>	<b>Decision</b>
Before	2.69	0.352*	0.000	Ho Rejected
vs After	3.84			

ns = not significant at .05      \* = significant

Table 3 shows the test of significant difference between the academic performance of the students before and after. Base on the computed t-value of 0.352 which is higher than the p-value of .0000 shows the rejection of the hypothesis. Therefore, there is a significant difference between the academic performance of the pupils before and after. This implies that parent involvement in a child's education is consistently found to be positively associated with a child's academic performance. Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researcher, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives.

**Problem No.4**      **What is the parents' perception on the implemented intervention?**

Parent involvement has been defined and measured in multiple ways, including activities that parents engage in at home and at school and positive attitudes parents have towards their child's education, school, and teacher. The distinction between the activities parents partake in and the attitude parents have towards education was highlighted in this study. It was found out that [P1] *“it helps to increase the academic performance (mas nidako ang grado kung amua sila tabangan”*. This assumption helps to increased frequency of activities associated in the distance learning modality, whereas positive attitudes of the students towards education and school were associated with the child's increased academic performance. Izzo et al. (2019) posited that an increase of the parent's activities, such as increased number of parent-teacher contacts, helps with worsening achievement, as increased contacts may have occurred to help the teacher manage the child's existing problems. The significance of parent attitudes toward education and school is less well understood, although attitudes are believed to comprise a key dimension of the relationship between parents and school. Parents convey attitudes about education to their children during out-of-school hours and these attitudes are reflected in the child's classroom behavior and in the teacher's relationship with the child and the parents.

On the other hand, [P2] *“it increase the cognitive competence of the pupils (mas ni taas ang kahibalo sa bata)”*. Perceived cognitive competence is defined as the extent to which children believe that they possess the necessary cognitive skills to be successful when completing academic tasks, such as reading, writing, and arithmetic. It is believed that higher parent involvement contributes to an increase in a child's perceived level of competence. A theoretical pathway supported that children's perceptions and expectations of their cognitive competence are influenced by others: (a) performance accomplishments/performance mastery, (b) vicarious reinforcement,

(c) verbal persuasion, and (d) emotion regulation (Bandura, 1977). In addition, a child's increased perception of cognitive competence is consistently related to higher academic performance.

**Problem No. 5            What are the challenges in the duration of the implementation of the intervention?**

Along with the integration of the implemented program, many challenges from the parents and also from the school have been revealed. [P1] “*shortage of time, illiteracy (kulang sa oras ug dili kahibaw)*” Parents have to work to maintain the financial standing of the family. They have to work from dawn to dusk every day. On the other side, some parents do not want to go to school because they think that they are illiterate, they don't feel confident to talk or don't know what to talk to teachers, and they don't know the system of the school. This is also the reason that most parents neglect their children's education. In addition, they are not aware of the significance of education so that they just do not care about it. Moreover, they also believe that only teacher has to be responsible for their kids' education. If their kids do not do well at school, they will blame teacher. They do not understand their responsibility towards their children's learning. Lastly, [P2] “*lack of sensitiveness from the school system (mura raman sab ug wala ang skwelahan)*”. When the school does not care about the parental involvement in education, most of the students and parents just don't care, too. Some parents really need to be encouraged to involve more in their children's education and they need the school to understand their socioeconomic level, personal, and financial problems, etc. Furthermore, when the parents want to involve in their children's education, some schools do not encourage or sometimes accuse them of interference.

## **Conclusion and Recommendations**

There was a beneficial outcome to the parent-assisted learning program, the feedback given by teachers, and there was a substantial relationship between the increased academic performance. When parents have a more positive attitude toward the implementation of the program, it helps to alleviate some of the concerns that are concerned with modular training. When the program was integrated into the educational system, however, challenges such as a lack of available time and illiteracy were observed on the part of the parents. Therefore, school administrators and policymakers should continue to investigate ways to increase a parent's positive attitude about the education of their child and demonstrate to parents that a parent's attitude is related to their child's academic performance. In addition, parents should be made aware of the connection between their attitude and their child's academic performance. Future public policy should place an emphasis on the development and promotion of school programs that give parents the ability to increase their child's perception of their own cognitive competence. Additionally, future research should be funded to better understand the mechanisms by which this phenomenon takes place. Given the crucial connection between the students, parents and teachers, and its relationship to the academic performance of the child, the administration of the school should examine measures to improve these relationships. A portion of the daily schedule could be designated by the administration of the school for the purpose of conducting team-building activities involving the students, the teachers, and the parents.

## Action Research Work Plan

Annual Objective	Measure of indicator	Activity	W 1 to 4	W 4 to 7	W 7 to 11	W 11 to 15	Members in-charge	Date of implementation
To help the learners in uplifting their academic performance using tools for effective learning.	75% of the learners under the frustration level of accomplishing their modules will engage to the implementation of the interventions	Immersing the learners to the PALP for parent involvement, and teachers' feedback					Teachers	April 12- June 24, 2022
To maximize the use of modular instruction for students' learning growth	100% of the materials that will be developed by the researcher will be given to the learners.	Distribution of learning materials					Teachers	April 18- June 13, 2022
To uplift strong partnership with the parents	50% of parents will participate in the intervention implementation	Implementing PALP					Teachers	April 29 – June 24, 2022
To provide research-based intervention as support and help for struggling learners	75% of the teachers will also implement the intervention for learners	LAC Sessions					LAC Session Coordinator	July 4- August 5, 2022

## Cost Estimates

<b>II. Maintenance and Operating Expenses</b>	<b>Quantity</b>	<b>Rate</b>	<b>Amount</b>
A. Direct Cost			
Supplies and Materials			
A4 Bond Paper	3 reams	210.00	630.00
A4 Specialty Paper	1 ream	70.00	70.00
Printer Inks:			
Black	1 bottle	300.00	300.00
Magenta	1 bottle	300.00	300.00
Cyan	1 bottle	300.00	300.00
Yellow	1 bottle	300.00	300.00
			1,9+00.00
<b>II. Survey and Focused Group Discussions</b>	<b>No. of Persons</b>	<b>Rate</b>	<b>Amount</b>
Food	22	350	7700.00
			7,700.00
<b>Total</b>			<b>9, 600.00</b>

## **Dissemination and Advocacy**

The research work was presented while the researcher is being mentored and monitored to see how they can progress further. After the necessary changes have been made, the outcomes of the research will be presented at the research congress that is being held by the division. As soon as the findings of the research have been validated by the members of the panel, they will be distributed to the school's internal and external stakeholders during the meeting between the parents and teachers, as well as the School Learning Action Cell. The findings of the research will be applied in the process of decision-making and the development of policies for the dissemination of modular instructions. In addition, the results of this study will be included into the school improvement plan (SIP) that is currently being developed at Lorenzo Tan National High School. In addition, with the approval of the S, this inventive method will be promoted and encouraged to be used in schools located within Tangub City District in order to assist in raising the academic performance of learners in not only in distance learning but also during the full implementation of face-to-face classes.

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