

STRENGTHENING THE GRADE ONE PARENTAL INVOLVEMENT IN DELA PAZ MAIN ELEMENTARY SCHOOL ACTIVITIES DURING THE LEARNING DELIVERY MODALITY



MINERVA B. OXALES
Master Teacher I
Member



EVANGELINE J. ILAGAN
Teacher III
Lead Proponent



ROWENA V. PABALAN
Teacher III
Member

Dela Paz Main Elementary School

ABSTRACT

One of the biggest challenges is for parents to find the time to attend school events or support their children, this is especially true for families with low economic resources. It is also challenging for the teacher when it comes to participation of parents in the educational process means that they have both share the responsibility to teach the learners and work together to achieve the success of school activities. That is why educational institutions should work even harder to make such parents feel welcome and accepted.

Parental involvement in school has been demonstrated to be a key factor for engagement in school outcomes. The purpose of this study was to find whether a correlation exists between parent involvement and school activity success. This focused on parent involvement in school activities and programs, parent expectations of their children and parenting attitudes. Reasons for lack of parental involvement were identified. Lastly, why it's important for parents to be involved and how to achieve increased parent involvement. The survey was conducted per grade level in Dela Paz Main Elementary School. Data was collected through the use of a survey designed specifically for this study. The surveyed parent's attitudes towards education and their involvement with their child and their child's school. The collection of data and information based on survey is through quantitative, evaluated and interpreted.

The results showed that the best indicator of school's success is the extent to which parents are involved in their education. Feeling their parents' support, learners become more motivated and develop a love of learning. Collaboration with parents presents the opportunity for the teacher to listen to parents' concerns and explain to them more about their children's' education. Thus, parental involvement offers benefits to everyone, including the school, the teachers, the parents, and above all, the learners.

Keywords: *parental involvement*, low economic resources, learning modality

INTRODUCTION

Parents have been known to be a child's first teacher from the moment a child is born and as they mature into adults, the traditional role of parents involve teaching, guiding, and raising children to become strong standing members of their communities. Where formal education is concerned, parents are more of providers. Ensuring that children have the needed provision and support to access education and learning. Since the pandemic started, parents are now taking on a more support-oriented role by supporting their children as they take on learning task in the module.

Parent involvement can take many forms, such as parents' becoming informed about their child's school program; communicating regularly with teachers; understanding their child's strengths, needs, and progress; helping with their learning task in modules; attending parent-teacher conferences and other school functions; and volunteering in the classroom.

Parent involvement doesn't just happen spontaneously. It takes a systematic and continuous effort on all parts of the educational team, including school heads, teachers, grade one learners, and of course parents themselves. Parent involvement doesn't happen all at once, and teachers need to take into consideration the needs, desires, and possible challenges presented by each family. Teachers are the most important players in this team effort. They can promote parent involvement one step at a time by maintaining regular two-way communication through survey, self-monitoring tool, chat, call and text.

Parents who take an active role in their children's education are offering the support to their child needs to see success at school. Parents who make

an effort to be present around their children's school are showing their child that they care about an it is important enough to deserve their attention.

METHODOLOGY

In the study, the participants were the principal, 11 grade one teachers, and 358 of the school's parents. The researcher used a qualitative research design. The researcher employed an inductive approach to observe, collect, and interpret data. Data for the study were gathered through the distribution of self-monitoring tools, checklist; conducting personal interviews with the grade one teachers reviewing various documents and records of the parental involvement.

The researcher used tables to assist in identifying common patterns and associations in the data. The table aided in identifying common attitudes among the participants. The participants' interview responses were displayed in narrative form on tables. The second instrument for data collection used in this study was the self-monitoring tool. The researcher decided to use the checklist. In this part of the checklist, the participating grade were asked to respond to the current involvement of parentals at the school and to compare it to what the participants thought it should be. The data from the summary tables were interpreted in narrative form using percentages to support the findings. Between home and school, helped to determine to what extent parents are involved in the school activities. Participants' responses were displayed on summary tables, which allowed the researcher to identify the various attitudes of the parents. The researcher interpreted the data from the summary tables in narrative form,

and the researcher supported the findings through the use of percentages. In order to obtain a better understanding of the parental involvement program in place at the school, the researcher also reviewed the checklist and monitoring tools quarterly. Information gathered from these sources was then interpreted in narrative form.

RESULTS

This study address the effectiveness of the various tools used in strengthening the parental involvement of Grade I parents of Dela Paz Main Elementary School.

The data collection techniques used by the researchers are experiencing, inquiring, and examining. Statistical tool used in analyzing quantitative data. The results will be presented in table form, analyzed and interpreted. The data was analyzed and reported using frequency, average and percentage to identify the 90% of Grade I parents involvement.

Teachers have faced many challenges to implement modular distance learning. Parental -teacher cooperation is required through communication using telephone, cellphone, through text message, group chat in the messenger. Parents need to understand their important role, because their children's learning depends on them. During the Distribution and Retrieval of the activity parents will go to the school to pick up the modules and pass on the work their child has completed. In the second quarter of the year in January, Distribution and Retrieval dropped by 79% due to disasters such as typhoons and floods, which temporarily halted distribution and retrieval. Having a monitoring tool in Grade 1 shows the number of parents patiently taking

modules and passing on the activity at the right time. Teachers always remind parents of the correct day and time of their going to school and adherence to health protocols. In the following weeks of Distribution and Retrieval the data gradually increased until it reached 90%. This is due to the constant contact of Grade 1 teachers with parents and patient reminders.

DISCUSSION

Extensive research has shown that students achieve more in school when their parents are involved in their education. Schools and teachers benefit from parental involvement because involved parents develop a greater appreciation for the challenges that teachers faced. Teacher morale is improved. Communication between home and school helps a teacher to know learners and parents better, which in turn allows the teacher to teach the student more effectively.

Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and learners outcomes. Studies have also shown that parental involvement is associated with student outcomes such as lower dropout and truancy rates. Whether or not parental involvement can improve student outcomes is no longer in question.

The study was the great importance the participants placed on school activities as an engagement for the success of parental involvement. For any parental involvement program to be successful, the participants believed that grade one learners, teachers, and parents must have a good feeling about their school. Moreover, the school data revealed that the participants in this study did, indeed,

have better partnership in educative process. An interview with grade one teachers and the use of self-monitoring tools and checklist reveals that the parent participants in the study are satisfied and happy with their role in their children's education.

The school's parental involvement has a number of strengths: good rapport between the school and the parents, good communications between the school and the community it serves, and a good supporting parents who are indispensable to the school's success.

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