



# INCREASING PARENTAL INVOLVEMENT ON DISTRIBUTION AND RETRIEVAL OF PRINTED LEARNING MODULES THROUGH PARENTS AWARD REWARD SYSTEM (PARS) PROJECT

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## **ABSTRACT**

Parents have been considered potential partners in the distribution and retrieval of printed learning modules as a main modality of learning at this contemporary time. This study has been conducted to determine the effectiveness of the group-formulated Parent Award Reward System (PARS) project in increasing parental involvement in the distribution and retrieval of the Printed Learning Modules of the Grade 12 learners for S.Y. 2020-2021 and answered the specific questions of the study. Further, this action research used descriptive quantitative and qualitative methods. The quantitative results revealed an overall significant effect of PARS Project implementation within the given time frame. As reflected in the Trend Analysis, PARS Project is deemed to be effective in addressing the cited problem on lack of parental involvement in the distribution and retrieval of printed learning modules. On the other hand, qualitative results also confirmed the effectiveness of the PARS Project conducted. This study accounted the significant themes that include PARS intensified parental involvement in school, strengthened parent-teacher partnership and collaboration, instilled parents discipline supports in the process of learning, developed appreciation towards teachers' work, imparted time management among parents and learners, and encouraged for continuity and sustainability.

*Keywords: Parental Involvement, Parents Award and Reward System (PARS)  
Project, Descriptive Qualitative and Quantitative Method,  
Philippines*

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## **I. CONTEXT AND RATIONALE**

The success of the school operation depends mostly on the constant and active participation of its stakeholders and other related actors and actresses to promote the growth of its major clientele which is the entire student body. Durisic and Bunijevac (2017) have coined that parental involvement is an important factor for a successful education and to comply with this system of integrated support for their students, schools need to partner with parents and develop mutual responsibility for children's success in the educational system. The main reason for this partnership is most likely the development of students' wholistic being. Also, Epstein, Sanders, Simon, Salinas, Jansorn, and Vorhis (2002) stated that there are many reasons for developing and establishing a partnership between school, family, and community.

Moreover, parental engagement in children's learning makes the greatest difference in student achievement (Harris & Goodall, 2008). However, the absence of parents in school reduces child-parent attachment and closer supervision from the parents and the development of the child, especially as regards education is likely to be disrupted (Cotton & Wikelund, 2001).

Furthermore, the Department of Education highlighted the role of parents in the implementation of distance learning in a time of the COVID-19 pandemic. This DepEd Order No.032, s.2020 re "Guidelines on the Engagement of Services of Learning Support Aides to Reinforce the Implementation of the Basic Education Learning Continuity Plan in Time of COVID-19 Pandemic" ensures the role of parents and /or guardians and teachers in the implementation of distance learning delivery modalities at home. This guideline also discusses the household capacity and accessibility to distance learning in a way that household members can provide instructional support to the child's

learning in cooperation with the teachers in charge. It is a manifestation of partnership and collaboration between schools and parents in the continual delivery of distance education in the country in contemporary times.

However, the role of parents in the printed modular in distance learning of Davao del Sur School of Fisheries has been intensified hence, the problem of parents' cooperation in getting the printed modules was identified in terms of time getting and submitting of modules on time. The records of the class advisers at the Grade 12 level manifested a lack of parents' involvement in terms of getting and submitting their children's modules on a given scheduled time. The records have shown that the Flying Fish section only marked 63%the, Fighter Fish section had 73% and Flame Tetra section recorded 78% of parents who had been getting the printed self-learning modules on the scheduled time for the first quarter of School Year 2020-2021. Also, there were only 54% of parents in Flying Fish section, 67% in Fighter Fish and 83% in Flame Tetra who had been returning the printed self-learning modules on the given time. These data revealed that the participation of parents in both the distribution and retrieval of modules of the Grade 12 level in those cited sections had decreased as the time reached to the end of the academic year. The involvement of parents in the distribution and retrieval of modules has been remarkably noted as low. This is the underlying reason prompted the researchers to endeavor in order to increase the parental involvement in this mandate of delivering quality education in this time of pandemic.

It is in this respect that, the Davao del Sur School of Fisheries -Senior High School teacher-researchers conducted Parents Award Reward System (PARS) project as an intervention to the cited problem on the lack of parents' involvement in the modular distribution and retrieval scheme of the school. According to Nigusea and Getachew

(2019) that effective reward system leads to increased satisfaction; where there is recognition of accomplishments; there is a desire to attain high standards; there is a means to achieve personal social goals and high productivity and there is a feeling of competence and freedom. It is in this framework that this intervention is done following a series of activities which were participated by the parents of the mentioned sections to heighten again the partnerships between teachers and parents in the context of continuing the printed modular distance learning. Participation in the series of activities, efforts exerted, and accomplishments of the respondents therein were recognized through some material rewards.

## **II. INNOVATION, INTERVENTION AND STRATEGY**

To address the cited problem, the researchers conducted a group formulated project which is called Parents Award Reward System (PARS) which enabled parents of the Grade 12 level increased their participation in the distribution and retrieval of modules. This PARS project embedded series of activities undertaken by the proponents to the identified respondents of the study. The respondents of this study are the parents of the Grade 12 level, sections, Flying Fish, Fighter Fish and Flame Tetra respectively.

Furthermore, this Parents Award Reward System (PARS) project as an intervention had four folds of activities which was observed, namely: parents' orientation, parents' webinar, parents' attendance in modular distribution and retrieval and the awarding or recognition of most participative/supportive parents who exemplified a consistent participation of all the activities conducted and who genuinely extended their efforts in the realization of the modular distribution and retrieval.

In connection with this, the designed Parent Award and Reward System (PARS) project commenced its first phase, Parents' Orientation. In this stage, the parents were oriented on the purpose, the expected gestures, and the expected outcomes of the study. Protection and respect of the rights of the parents as respondents of the study were also safeguarded and their consent to participate in the study was manifested in the Informed Consent Form (ICF) of the study. The reiterations of their roles as parents in this remote learning including academic consultations to teacher-advisers also emanated on this stage of parents' orientation following the required health protocols.

The second activity unfolded after parents' orientation which was the parent's webinar. This parents' webinar aimed to provide parents an avenue to amplify their support and participation in the new normal delivery of education. This has been realized through Facebook Live using the School Research Facebook Page upon approval from the School Principal. Topics on this webinar were facilitated by the teacher-researchers and partnered with the expertise of the School's Guidance Counselor delivering the salient points on the importance of parents' support and cooperation.

Also, parents' attendance in the distribution and retrieval of the Self-Learning Modules (SLMs) in the remaining quarter -Grade 12 Senior High School was also monitored and recorded. The number of SLMs returned was accounted for. Weekly schedule of the distribution and retrieval of SLMs was uniformly observed by the mentioned three sections in the Grade 12 level every Thursday of the week from 9 o'clock to 11:00 in the morning. This time set for parents to receive and return the SLMs every Thursday and intended for the purpose of setting bracket for parents for the culminating and awarding ceremony of the project. Those parents who consistently met the schedule were awarded. On the other hand, parents who arrived in school beyond the time limits

were still entertained and given the intended modules. Additionally, parents who arrived after the intended time duration were not awarded but acknowledged for their support in the distribution and retrieval of SLMs. All of these were made clear to parents at the beginning of this project, especially in the orientation stage.

Finally, this Parents Award Reward System (PARS) Project concluded by spearheading the Parental Involvement Recognition Award (PIRA). In this stage, all parents were recognized by giving them a certificate of participation and for parents who were consistently on time in his/her participation as reflected in the attendance sheet from parents' orientation, parents' webinar and in all schedules for module distribution and retrieval were given token of appreciation in a form of material things. Parents who received the material rewards were named as the Most Participative/Supportive Parents. To determine further their participation, attendance sheets were the basis as well as the completeness of the SLMs returned on time as agreed every Thursday of the week. The parents who met the consistency in attendance as well as the completeness of the SLMs returned were given tokens of appreciation in the form of material rewards in the recognition day.

### **III. ACTION RESEARCH QUESTIONS**

This study aimed to determine the effectiveness of the group-formulated Parent Award Reward System (PARS) project in increasing parental involvement in the distribution and retrieval of the Self-Learning Modules of the Grade 12 learners. Specifically, this study sought to answer the following quantitative and qualitative research questions:



1. What is the level of assessment of parents on the activities conducted that comprise PARS Project?
  - 1.1. Parents' Orientation
  - 1.2. Parents' Webinar
  - 1.3. Distribution and Retrieval of Modules
  - 1.4. Parental Involvement Recognition Awarding
2. What is the general assessment of the respondents on the project conducted?
3. Is PARS Project effective in increasing parental involvement in the distribution and retrieval of the printed self-learning modules?
4. How does PARS Project influence parents' involvement in the distribution and retrieval of printed learning modules?

#### **IV. ACTION RESEARCH METHODS**

This section contains sets of procedures carefully drawn by researchers to systematically perform the necessary actions in addressing the problem on the lack of parental involvement particularly in the distribution and retrieval of the learners' self-learning modules. This action research used descriptive quantitative and qualitative design. Descriptive quantitative design is concerned co about describing the nature, characteristics and components of the population or phenomenon (Faltado, Bombita, Boholano & Pogoy, 2016). Whereas qualitative research design reveals the participant's range of views and perspectives concerning specific topics or issues (Henson & Soriano, 2016). In this action research, the assessments, and perceptions of parents on the activities conducted that comprise the PARS Project were measured and the views of the participants as to PARS Project influence were truthfully recorded and analyzed. In

parallel to the above statement, the first premise discussed descriptive quantitative design and the latter statement remarked about the qualitative design of this action research.

Also, this section included the comprehensive discussion of the target participants, a way to gather data and the instruments used and a way to analyze the gathered data.

### **Participants and/or Other Sources of Data and Information**

The participants of the study were the ninety (89) identified parents and guardians of the students in Flying Fish, Fighter Fish and Flame Tetra sections respectively in the Grade 12 level. These 89 parents and guardians were identified based from the learners' record in School Form 1 of the advisers and were involved in answering the adapted research instrument in collecting the quantitative data of the study. Also, these 89 parents and guardians were directly identified as participants of the study anchored on a non-probability or nonrandom technique selection of participants. This technique as classified is called the purposive sampling technique particularly, Total Population Sampling (TPS). This TPS is a technique where the entire population that meet the criteria are included in the research being conducted (Etikan, Musa & Alkassim, 2016).

Whereas parents who were awarded as most supportive parents of the project were included in the in-depth interview to collect the qualitative data of the study. In this case, still purposive sampling particularly following the Homogeneous Sampling technique of selecting participants. This sampling follows the idea on focusing the precise similarity and how it relates to the topic being researched (Etikan, Musa & Alkassim, 2016). In this manner, the similarity of parents who were interviewed was

they were awarded in this project as most supportive parents. The participant's identity was safeguarded, and names reflected in this study are only pseudonyms assigned by the researchers to name the participants of the study.

In specific, there were 35 parents/guardians in Flying Fish section, 14 in Fighter Fish section and 40 in Flame Tetra section. This reached the total of 89 parents who were part in the intervention and all of them answered the adapted questionnaire for quantitative data set and 15 parents who were awarded became part of the in-depth interview in securing qualitative data of the study.

### **Data Gathering Method**

In gathering the data, the following steps were observed to secure accurate information and obtain the necessary approval and permit to actualize this study.

*Seeking permission to conduct the study.* First, the researchers wrote and sent a letter of request to the School Principal to ensure that the conduct of the intervention activities are fully permitted and, the minimum health protocols are considered in materializing the intervention.

*Seeking approval and endorsement of the District Research Committee.* In this stage, the researchers sought the approval and endorsement of the District Research Committee Coordinator to qualify for Division Research Committee scrutiny.

*Seeking approval of the proposed action research study from the Division Research Committee.* This phase explained about the researchers' desire in making the endeavor be known by the Division Research Committee and be approved by the Division Superintendent as qualifier for Basic Education Research Fund (BERF) for examination and funding.

*Seeking approval of the proposed action research study from the Regional Research Committee.* This phase explicated about the researchers' aspiration in realizing the endeavor be known by the Regional Research Committee and be approved by the Regional Director as qualifier for Basic Education Research Fund (BERF) for examination and funding.

*Conduct the Proposed Intervention- the PARS Project.* In this stage, the activities under the PARS Project were deliberately executed in accordance with the ethics of research and based also in the known minimum health protocols.

*Administration and retrieval of the questionnaires and conduct in-depth interview.* In this stage, the researchers had given the pre-informed consent to seek the approval of the participants before the distribution of the survey questionnaire and the in-depth interview took place.

*Recording, tallying, and tabulating of the gathered data.* The responses were recorded, tallied, and tabulated in preparation for the statistical treatment of the quantitative data and thematic coding analysis was used in analyzing the qualitative data.

Furthermore, the study used the survey questionnaire adapted from the 6 identified and reliable authors in gathering quantitative data as acknowledged in the questionnaire itself. The questionnaire has two (2) parts. The first part asked the participants about their profile which is deemed as significant in knowing the respondents of this study. The second part contained of items about the involvement of parents in the activities conducted under PARS project and the general assessment of the participants on the project conducted. On the other hand, to gather the qualitative data, a formulated in-depth interview guide questionnaire was used. The

researchers then submitted both the qualitative and quantitative instruments to three (3) experts for content validation. After the validation, the researchers followed the suggestions for refinement purposes of the instruments.

The scales below were used in interpreting the quantitative data to determine the efficacy of the intervention conducted about Parents Award and Reward System (PARS) as group-formulated project in the hope of addressing lack of parental involvement in the distribution and retrieval of the self-learning modules of learners.

<b>Mean Interval</b>	<b>Descriptive Rating</b>	<b>Descriptive Interpretation</b>
4.20-5.00	Excellent	The intervention is 100% effective in increasing Parental Involvement in the Distribution and Retrieval of Printed Learning Modules
3.40-4.19	Very Good	The intervention is 67-99% effective in increasing Parental Involvement in the Distribution and Retrieval of Printed Learning Modules
2.60-3.39	Good	The intervention is 34-66% effective in increasing Parental Involvement in the Distribution and Retrieval of Printed Learning Modules
1.80-2.59	Fair	The intervention is 1-33% effective in increasing Parental Involvement in the Distribution and Retrieval of Printed Learning Modules
1.00-1.79	Poor	The intervention is 0% effective in increasing Parental Involvement in the Distribution and Retrieval of Printed Learning Modules

<b>Mean Interval</b>	<b>Descriptive Rating</b>	<b>Descriptive Interpretation</b>
4.20-5.00	Strongly Agree	The intervention brings 100% impact in increasing Parental Involvement in the Distribution and Retrieval of Printed Learning Modules
3.40-4.19	Agree	The intervention brings 67-69% impact in increasing Parental Involvement in the Distribution and Retrieval of Printed Learning Modules
2.60-3.39	Neither agree nor disagree	The intervention brings 34-66% impact in increasing Parental Involvement in the Distribution and Retrieval of Printed Learning Modules
1.80-2.59	Disagree	The intervention brings 1-33% impact in increasing Parental Involvement in the Distribution and Retrieval of Printed Learning Modules

1.00-1.79	Strongly disagree	The intervention brings 0% impact in increasing Parental Involvement in the Distribution and Retrieval of Printed Learning Modules
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## **Data Analysis**

In analyzing the quantitative data, the researchers used statistical tools in accordance with what the question is measuring. In question 1 of the action research, the researchers employed the descriptive statistics particularly the mean in knowing the level of parental involvement in the activities conducted that include, parents' orientation, parents' webinar, module distribution, module retrieval and the Parental Involvement Recognition Awarding respectively. Meanwhile, the mean analysis was used in analyzing the responses of question 2 in this action research which stated about the general assessment of the respondents on the project conducted. Data generated from question 3 were derived and presented using Gompertz Curve Trend Analysis.

SPSS is the tool that was used in generating the data and finding the accurate results and it was presented using table for data presentation. Likert scale is the scale [Excellence (5), Very Good (4), Good (3), Fair (2), and Poor (1) also, Strongly Agree (5), Agree (4), Neither agree nor Disagree (3), Disagree (2), and Strongly Disagree (1)] respectively. These were used by the researchers in analyzing the answers of the respondents on items indicated in the action research questionnaire.

On the other hand, the generated qualitative data that answered question 4 of this action research were organized and analyzed using Descriptive Analysis of Colaizzi (1978) which identifies the significant statements, formulate meaning, theme cluster and emergent theme. This was done to supplement the quantitative data and strengthened the general aspect of the study.

## **Ethical Consideration**

It was our duty to write and ask permission to the division superintendent of the school's division of Davao del Sur to conduct our study. We informed the parents who served as our participants about the nature of our research. And finally, all participants were given an informed consent form before scheduling the interviews and participating in the research process.

The participants were prepared for the interviewing process, guaranteeing their anonymity and confidentiality. Personal information and the data obtained were protected and kept. Thus, confidentiality was ensured. On the other hand, anonymity was obtained by eliminating the real name of the participants. The real names of the participants were hidden to avoid the revelation of their true identities.

## **V. DISCUSSION OF RESULTS AND REFLECTION**

This section contains the results of this action research based on the statistical tools used in analyzing the quantitative data as per indicated from research questions 1-3. Quantitative data are presented in tabular and graphical forms with discussions and citations. On the other hand, Colaizzi's method of qualitative data analysis has been employed in analyzing the qualitative data as reflected in research question 4. Qualitative data are presented using narrative and testimonial forms of presentation.

### ***QUANTITATIVE DATA***

#### **Level of Parental Involvement**

As accounted by Driessen and Slegers (2005), parental involvement is seen as an important strategy for the advancement of the quality of education. It is in this aspect that the following activities were conducted and that they comprised PARS Project which

is believed to be a great way to addressing lack of parental involvement in the distribution and retrieval of printed learning modules in this new modality of learning.

### Parents' Orientation

Presented in table 1 below are important components of parents' orientation. Orientation is an umbrella term that encompasses a variety of components essential to envisioning future outcomes (Steinberg et al., 2009). Exemplars of these components are information dissemination and opportunity to ask questions about matters pertaining at hand. In the area of realizing PARS Project as an intervention used in the study, information dissemination and asking questions about the project were observed by the participants in the study. Specifically, item number 7 as shown in the table revealed that the orientation was helpful and relevant to enhance child's education from which it has obtained the highest mean value of 4.75 which has a description level of excellent. All items have marked a descriptive level of excellent and it further showed the general rating of 4.66 which means that the parents' orientation that comprises Parents Award Reward System (PARS) project is 100% effective in increasing parental involvement in the distribution and retrieval of printed learning modules.

**Table 1.** Mean Score and Descriptive Interpretation on the Level of Assessment of the Participants on the Conducted Parents' Orientation

Parents 'Orientation		
	Mean	Description
1. Pre – Parent Orientation Information (registration and confirmation).	4.65	Excellent
2. Provided with relevant information regarding my child's academic progress this year.	4.57	Excellent
3. Given the opportunity to ask questions regarding my child.	4.70	Excellent
4. Given the opportunity to address specific academic concerns I have about my child's performance.	4.69	Excellent
5. Teacher was receptive to my concerns.	4.73	Excellent
6. Teacher offered specific strategies to support my child's needs.	4.54	Excellent
7. The orientation was helpful and relevant to enhance my child's education.	4.75	Excellent
<b>Overall Mean</b>	<b>4.66</b>	<b>Excellent</b>



Moreover, the result implies that the conducted parents' orientation as part of the PARS Project has met the necessary requirements of information dissemination and inquiring salient information about the project. Owusu, Tawiah, K-pleglo and Onyame (2014) affirmed that orientation has an increasing awareness for both students and parents during project transition process. This further explains that the program being designed is significant for parents' involvement in the project.

### **Parents' Webinar**

Another contributing activity to PARS Project as a designed intervention program was parents' webinar. This activity has been unfolded with the goal of strengthening parents' involvement and participation in the distribution and retrieval of the printed learning modules. Table below presents the results of the conducted parents 'webinar.

**Table 2.** Mean Score and Descriptive Interpretation on the Level of Assessment of the Participants on the Conducted Parents 'Webinar

<b>Parents' Webinar</b>	<b>Mean</b>	<b>Descriptive Level</b>
1. Speaker`s knowledge of the topic.	4.69	Excellent
2. Speaker`s presentation skills.	4.72	Excellent
3. Visual content presented	4.73	Excellent
4. How accurate was the session description?	4.73	Excellent
5. How did the session compare to your expectations?	4.82	Excellent
6. Overall session evaluation.	4.79	Excellent
<b>Overall Mean</b>	<b>4.75</b>	<b>Excellent</b>

Furthermore, Table 2 revealed that item number 5 which states about meeting expectations, obtained a highest mean value of 4.82 which has a descriptive level of excellent. Another pressing item in the table revealed the lowest mean value of 4.69 which also has an excellent description bracketed under speaker's knowledge of the topic presented in the webinar. An overall mean of 4.75 means that the conducted parents' webinar that comprise Parents Award Reward System (PARS) project is 100%

effective in increasing Parental Involvement in the Distribution and Retrieval of Printed Learning Modules.

In addition, DeMarco (2021) accounted that a webinar has been to communicate the procedures involved in project and special education referral and answer participants questions related to processes and goals of the project. Consequently, parents' understanding on their roles in the new learning of education is validly expected. The Department of Education highlighted the role of parents in the implementation of distance learning in time of COVID-19 pandemic. This DepEd Order No.032, s.2020 ensures the role of parents and /or guardians and teachers in the implementation of distance learning delivery modalities at home from which supported by the goal of this PARS Project as a designed intervention.

### **Distribution and Retrieval of Printed Learning Modules**

Another notable activity as a pressing dynamic in creating PARS Project was distribution and retrieval of printed learning modules. Table 3 below reveals the results of the assessment of the participants.

**Table 3.** Mean Score and Descriptive Interpretation on the Level of Assessment of the Participants on the Conducted Distribution and Retrieval of Modules

<b>Distribution and Retrieval of Printed Learning Modules</b>		
	<b>Mean</b>	<b>Descriptive Level</b>
1. Picking up all supplies necessary for my child`s/ children`s distance learning on scheduled date.	4.76	Excellent
2. Platforms used for distance learning.	4.83	Excellent
3. My child/ children`s academic progress through remote learning.	4.81	Excellent
4. My assistance given to my child/ children regarding their schoolwork.	4.81	Excellent
5. Communication between parents and teachers.	4.88	Excellent
6. My child/ children`s peer relationship due to physical and social distancing.	4.91	Excellent
7. Rate the quality of your child`s modular printed learning for the second quarter.	4.94	Excellent
<b>Overall Mean</b>	<b>4.85</b>	<b>Excellent</b>

In table 3, item number 7 which describes about quality of child's module obtained a highest mean of 4.94 which has a descriptive level of excellent. Another item which has low rating mean but has a description level of excellent is item 1 which highlights about picking up all supplies necessary for learning. Distribution and retrieval of printed learning modules has a general rating of 4.85 which marks excellent which means that module distribution and retrieval that comprise Parents Award Reward System (PARS) project is 100% linked in increasing Parental Involvement.

The result of module distribution and retrieval clearly supports DepEd Order No.032, s.2020 in ensuring parents and /or guardians and teachers' roles in the implementation of distance learning delivery modalities at home from which this project PARS has been aiming to attain and sustain. From the study of Agaton and Cueto (2021) heavily presented pressing issues like parents have encountered various challenges from the new mode of learning in virtual setting; delivery of instruction; unsatisfactory learning outcomes; financial difficulties while working for the family during lockdown; struggle with the use and availability of technology; and personal problems on health, stress, and learning style from which these issues do not reflect the main focus of this action research which is to assess the distribution and retrieval scheme used in most rural schools today. This could have been another pressing point for study in the future.

### **Parental Involvement Recognition Award (PIRA)**

This PIRA as part of PARS Project has been implemented by the researchers as a culminating activity of the project. This PIRA was basically done to recognize the most cooperative and supportive parents as manifested in the entire process. The result is presented in table 4 reflected in the next page.

**Table 4.** Mean Score and Descriptive Interpretation on the Level of Assessment of the Participants on the Conducted Parental Involvement Recognition Award (PIRA)

<b>Parental Involvement Recognition Award</b>		
	<b>Mean</b>	<b>Descriptive Level</b>
1. Rewards systems incorporate parents` needs which bring positive impact and turnout in parental involvement and retrieval of printed module for distance learning.	4.87	Strongly Agree
2. Reward system came from a negotiation process between the teachers and parents which has a positive effect on the bond between teachers and parents	4.96	Strongly Agree
3. Individual based reward system impacted positively on the level of parents` involvement between members of a group.	4.91	Strongly Agree
4. Reward systems created a strong bond between teachers and parents and have a negative impact on the rate and level of conflict in school partnerships.	4.92	Strongly Agree
5. Parents works have been valued and appreciated.	4.94	Strong Agree
6. The approach taken by the teachers has led to reaching the school objective	4.97	Strongly Agree
<b>Overall Mean</b>	<b>4.93</b>	<b>Strongly Agree</b>

Table 4 contains items which are measured as part of PIRA activity. Item number 6 revealed the highest mean of 4.97 which has a descriptive level of strongly agree. On the other hand, item number 1 marked a lowest mean of 4.87 but has a descriptive level of strongly agree as well. The general rating of 4.93 which has a descriptive level of strongly agree revealed further that, PIRA comprising Parents Award Reward System (PARS) project brings 100% impact in increasing Parental Involvement in the Distribution and Retrieval of Printed Learning Modules.

This further indicates that the PIRA has significantly approved by parents that has led to increase in parental involvement in the distribution and retrieval of printed learning modules. The components as seen in the table were aligned and in accordance with the existing components of parent-teacher partnerships. As confirmed by Krane and Klevan (2018) that there are substantial numbers of studies found to have stated a

significant contribution of parental involvement in students' academic achievement, engagement, and performance.

### General Assessment

Table 5 below presents the overall assessment of the participants on the activities conducted that comprise PARS Project. This general assessment was ensured to clearly present the overall rating of the participants about PARS Project.

**Table 5.** Mean Score and Descriptive Interpretation on General Assessment of Participants on the Activities Conducted that Comprise PARS Project

<b>Distribution and Retrieval of Printed Learning Modules</b>	<b>Mean</b>	<b>Descriptive Level</b>
1. Parents' Orientation	4.66	Excellent
2. Parents' Webinar	4.75	Excellent
3. Distribution and Retrieval of Printed Learning Modules	4.85	Excellent
4. Parental Involvement Recognition Award (PIRA)	4.93	Excellent
<b>Overall Mean</b>	<b>4.80</b>	<b>Excellent</b>

Table 5 revealed item number 4 which covers Parental Involvement Recognition Award (PIRA) has the highest rating mean of 4.93 which has a descriptive level of strongly agree. This further means that PIRA as a concluding activity of PARS Project accepted and approved by parents due to its impact in increasing parental involvement in the distribution and retrieval of the printed learning modules. However, item number 1 which covers Parents' Orientation revealed lowest mean from among all the activities conducted that comprise PARS Project but has a descriptive level of excellent. The overall mean of 4.80 reveals the effectiveness of PARS Project.

This further indicates that PARS Project supports the idea of increasing parental involvement. According to Cotton (2001), those parents who work directly with their children exercise the signs of the most effective forms of parental involvement.

## The Effectiveness of PARS Project in Increasing Parental Involvement

Using Gompertz Curve Trend Analysis, the effectiveness of PARS Project has been derived from and it is presented in a graphical presentation below. This is purposely presented to answer the pressing research question, “Is PARS Project effective in increasing parental involvement in the distribution and retrieval of the printed self-learning modules?” and illustrating its value.

**Figure 1.** The Efficacy of PARS Project in Increasing Parental Involvement in the Distribution and Retrieval of the Printed Self-learning Modules as shown in Trend Analysis

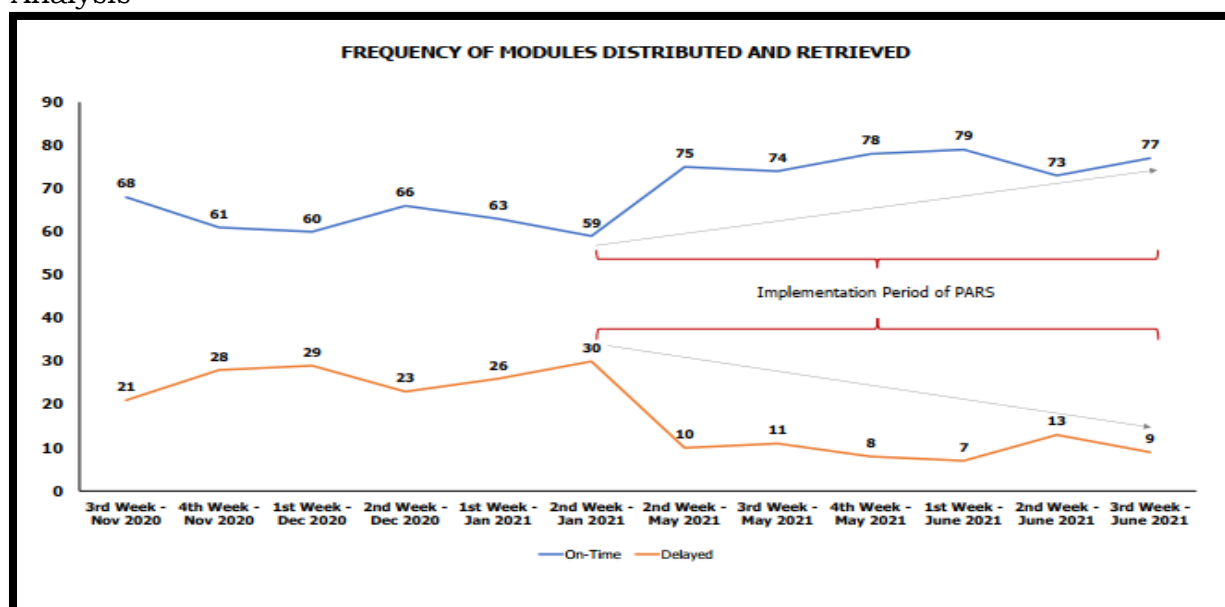


Figure 1 illustrates the effectiveness of the intervention conducted. This speaks to affirm that PARS Project as implemented from third week of January 2021 to first week of May 2021 brought a decreasing number of parents who were not able to go to school to submit and receive the printed learning modules of learners. Orange line indicates delayed submission and retrieval of printed learning modules. On one hand, blue line numbers reflect the increasing on- time submission and retrieval of printed learning modules done by parents. Accordingly, the lines in between two periods (the blue and orange lines) indicate PARS period implementation. A significant effect has

been noted after PARS Project implementation showed the effectiveness of the PARS Project conducted.

### **QUALITATIVE DATA**

#### **PARS Project Influence on Parents' Involvement in the Distribution and Retrieval of Printed Learning Modules**

Qualitative data have been gathered and presented in narrative and testimonial forms. There were 15 parents who were awarded and were placed in an in-depth interview to account the participants' experiences especially during the implementation of PARS Project. The succeeding phrases are emergent themes generated from the conducted in-depth interview. The emergent themes include 1.) intensified parental involvement in school, 2.) strengthened parent-teacher partnership and collaboration, 3.) instilled parents' discipline and support in the process of learning, 4.) developed appreciation towards teachers' work, 5.) imparted time management among parents and learners and, 6.) encouraged for continuity and sustainability.

#### **Intensified Parental Involvement in School**

One of the influences of PARS Project in the involvement of parents in the distribution of printed learning modules is it intensified parental involvement in school as manifested in parents ensuring learners in answering diligently the modules within time frame. Andrea affirmed and said,

*"Nakatabang Maám, parehas anang nagahinan jud ug panahon o oras akong anak para masigurado na maansweran niya ang modules".*

(The PARS project is useful for it allotted time for me to ensure my child answering the modules). (Transcript 1, Page 1, Lines 11-12)

Similar influence of PARS Project as expressed by Elena and lamented,

*“Magahinan jud nako siya ug time tungod kay nagikanahanglan man akong anak anang kuana na makahuman siya aning kuana karon tuiga , kinahanglan nga ako jud na siya gahinan ug panahon”.*

(The PARS Project has helped me allot time for the studies of my grandchild to ensure module accomplishment within time frame). (Transcript 5, Page 1Lines 12-13).

The testimonies of these participants have been affirmed by a theory of Planned Behavior of Bracke and Corts (2012) which emphasizes the impact of attitudes, norms, and controls on parental involvement and further explains that regardless of the perceived level of parental involvement, all parents believed that engagement in their child's education is important.

In addition, the PARS Project also motivated parents to return and receive the printed learning modules on time. Elena revealed during the interview and shared,

*“Ou kay murag madasig ta sa paghatod dire sa eskwelahan sa mga modules ug usab kanang makakuan bitaw ta ug unsa man ang atong makat-onan dire parehas anang niingon na naay ipanghatag murag lipay kay ta noh nga naa tay madawat na award nga murag ang ato pong inig pauli pod nato, lipay kaayo akong apo na nakadawat diay ko ato”.*

(The PARS Project has motivated me to come in school because it gives me happiness knowing that there is something to be given and my grandchild was also happy knowing that I received award from you). (Transcript 5, Page 1, Lines 41-44

This encounter has been validated by the gestures and the willingness of the participants to return and receive the printed learning modules especially after the conducted PARS Project intervention. It is likewise affirmed by Hoover-Dempsey and Sandler's model of the parental involvement process. It suggests that parental role construction frames what parents believe they are supposed to do with respect to their children's education and parents' perceptions of general invitations, opportunities, and



demands for involvement from the school shape parents' beliefs about the school's expectations for their involvement (Reed, Jones, Walker & Hoover-Dempsey (2000).

### **Strengthened Parent-Teacher Partnership and Collaboration**

Another notable theme that has been revealed from the in-depth interview conducted was that PARS Project has strengthened parent-teacher partnership and collaboration. Ingrid has communicated the idea and said,

*“Maayo ang PARS Project Maám kay nalipay ko kay nahimo tang partner sa kani nga higayon. Unya nahatagan mi ug pagtagad aning PARS Project. Nahimo kung mabalantayon na sa akong anak. Mosuport gyud ta tungod kay mao gyud na ang kinahanglan karon which is nahatag ninyo Maám pinaagi aning PARS Project*

(The PARS Project was good. I was happy that I became partner with you, Maám and we were being given attention too by PARS Project. It molded me to create support because it is necessary). (Transcript 14, Page 1, Lines 22-25).

One participant also expressed the same thought on how PARS strengthened her collaboration and partnership with teachers. She conversed and shared,

*“Nakatabang kaayo Maám oy. Natabangan ko nga ang role sa ginikanan sa eskwelahan. Kinahanglanun sad gyud di ay sa eskwelahan. Mao to akong nalearn. So kinahanglan gyud di ay among pakipag alayon ug follow-up namu sa among mga anak”.*

(The PARS Project has helped me understand my role and I am also needed by the school. There's a need for me to collaborate). (Transcript 13, Page 1, Lines 24-26).

The succeeding testimonies have been witnessed as to the actualization of the said act. A study by Love (2014) revealed that parental engagement cannot occur in isolation, administrators and community agencies also need to support the efforts of teachers and it is also being strengthened by a theory of Planned Behavior of Bracke and Corts (2012) which puts importance on parental involvement regardless of the perceived level of parental involvement there is, all parents believed that engagement in their child's education is important.

## **Instilled Parents' Discipline and Support in the Process of Learning**

This action research further reaches substantial information as to the influence of PARS Project in the involvement of parents in the distribution and retrieval of the printed modules. Andrea as a participant in the study has accounted and shared,

*"Kuan maam, daghan2x pud ko nakat onan mam. Maningkamot nami sa akoang bana na dili mulaag amoang anak hantod di mahuman modules kay mag sige man gud na siya bike2x maam kuyog sa barkada ba".*

(I learned a lot, Maám. My husband and I have imposed discipline toward my child. He can't go out and go biking unless modules are accomplished). (Transcript 1, Page 1, Lines 14-16)

It is worthwhile whenever discipline has been in placed at home and became norm to follow by the family. According to Morin (2021) that set of acts and rules that parents use to promote values and behaviors in children, through different styles such as democratic, authoritarian, authoritative, and permissive a significant effect on the well-being of children because it guides moral, emotional, and physical development. PARS Project has given this realization to parents that imposing discipline create an impactful change in the affective and cognitive levels of learners.

Another significant statement from Katahum, a participant. Katahum said,

*"Isip isa kaginikanan, wala gyud koy ikasaway ato Maám. Kay bale reminder to sa ginikanan nga kanang dili magpasagad sa ilang mga anak. Kinahanglang iremind gyud sila ug kung naay activity kinahanglan moadto gyud ang ginikanan"*

(As parent, PARS serves as reminder for me to continue supporting my child. They have to be reminded and if there is activity in school, we have to attend). (Transcript 11, Page 1, Lines 21-23).

This implies that PARS Project has worked with parent to remind its duty to support the educational journey of their children especially at this time of pandemic.

## **Developed Appreciation towards Teachers' Work**

The PARS Project has been a medium for parents and learners to see the value of work of teachers. Ingrid as a participant of the study revealed and shared,

*"Para sa akua Maám, siguro Nakita na man sa mga ginikanan nga gibuhát pud ninyo ang pag kuan sa amoa, siguro kuan mam, nakita pud na mo nga dili pud biya lalim ang pag kuan sa mga modules, siguro Maám, Nakita pud namo ang inyong pagpanerbisyo. Dili biya lalim mam ug makaingganyo pud maski ingon ani ang sistema sa panahon. Makaingganyo ang pagpanerbisyo Maám".*

(For me, Maám. I've seen what you have done, and it is not easy. We've seen your services Maám and it motivated us to do well despite about the current situation). (Transcript 9, Page 1, Lines 42-46).

It clearly shows appreciation and honor about teachers' responsibility in molding the youth. According to Konermann (2012) that teaching is considered one of the most stressful occupations and the burnout levels of teachers are relatively high. The main factors that influence the work of teachers in secondary education are a high workload, a low level of autonomy and little support from the leader. This theme negates this idea because support and appreciation from parents and other stakeholders are up-front.

## **Imparted Time Management among Parents and Learners**

Moreover, Maria as a participant elaborated the value of time and promptness. She said,

*"Tungod kay mamahimong sumbanan ni Maám sa ubang ginikanan nga mokuha ug hatud gyud sila ug modules sa takdang oras o panahon nga gi schedule sa eskwelahan".*

(Because PARS Project can be a model by other parents, and this will ignite them to get the learning modules on time). (Transcript 13, Page 2, Lines 30-31).

Further, a significant statement from one participant that supports the statement of Maria. Ingrid said,

*“Kay murag nakahatag siya sa ginikanan nga kinahanglan gyud di ay nga mokuha mi sa modules sa tamang oras ug gilantaw pud d ay ninyo ang among kahago. So, mas maayo gyud nga ipadayon siya”*

(The PARS Project has given realization to parents that there is a need to get the printed learning modules on time.) (Transcript 9, Page 2, Lines 50-52).

This further implies that parents’ involvement increases in daily attendance, decreases in chronic absenteeism, or both of learners (Epstein & Sheldon, 2010).

### **Encouraged for Continuity and Sustainability**

The participants were asked as to suggestions on what to do with PARS Project. Participants have lamented continuity and sustainability of the project. Significant statements from the participants are as follows:

Beatrice said,

*“Dapat ipadayon Sir, kay para daghan pang mga parents nga aktib”*

(Shall be continued, Sir so that there will be a lot of parents to be active). (Transcript 2, Page 1, Lines 37-38).

Supported by Candice and said,

*Ipadayon jud, ipadayon sir ang webinar ug ang maayo nga pag, ipadayon ang inyong maayong pagtagad sa mga parent para mga parent noh like sa inyong gihimo karon nga mga maayo kaayo mo pagpasabot sa mga parents, taas ug mga pasensiya bisan ug usahay mga estudyante bisan ug kuan bisan usahay kuanan, gitagaan gyud bisag lain gyud na unta bahala lang.*

(The PARS Project has to be continued Sir especially the webinar. Your good rapport has to continue and your patience as well because students are sometimes irresponsible but have been given chance). (Transcript 1, Page 1, Lines 65-68).

The significant statements above have rallied a strong support about the institutionalization of PARS Project in school. It is not only about the awards that they look after but the values that it brought to and among parents and other stakeholders and most importantly for learners' development. On the other hand, Buck (2017) a program includes a cohesive whole rather than singling out funding as the key to sustainability and shows that a program needs a strong, clear identity, a base of engaged constituents, and capacity that is aligned to deliver the results promised by its identity and meet the needs of its constituents in order to be sustainable. This is one thing to be established in this program.

Data have been presented and interpreted. The quantitative and qualitative data of the study have cited PARS Project to have influence and relationship in increasing parents' involvement in the distribution and retrieval of the printed learning modules as shown in the trend analysis. The trend analysis speaks of the effectiveness of the intervention conducted as seen also in the results of the in-depth interview that the PARS Project has instilled effectiveness in addressing lack of parental involvement in the distribution and retrieval of printed learning modules.

Therefore, in the advent of the pandemic, the teaching profession has remained true to its mandates including the principles that it embraces. It continues to evolve and develop the for learners' sake and welfare. Also, parents' collaboration as seen in their involvement in school activities is an imperative element for a learning institution to continue to labor on its mission and meet nation-building. Parents as significant elements in the process, and their involvement in the educative yearning especially in this new modality learning is deemed important. Significantly, a sustainable project for parents to continue its partnerships with schools must build.

## ***REFLECTION IN CONTEXT***

Parents are important actors and actresses in the arena of education of children. Their roles exude in the development of learners because when parents are implicitly working and are recognized in the educational system, the the holistic development of a child will probably arise in the spectrum of learning. The PARS Project serves as vehicle in solidifying parent-teacher partnerships to foster development among learners. This is also a good opportunity for the school to consider parents collaboration as they take part in the stakeholder's part in promoting the welfare of the whole school and prime for the learner's growth.

Recognizing parents because of their enormous contribution in school especially in the development of learners is a factor that the school must consider. It is evident in the conducted intervention that this PARS Project intensify emotion and support of parents because they are being given a place to participate, a place to consult and place where they can cast their concerns. When parents are provided with avenues such as evident in the conducted PARS Project, the unlimited support of parents in school will likely happen because of the idea that parents are included in the operation of the school, working for the improvement of learners. Inclusivity matters especially in parents' shoes. Inclusivity matters especially on parents' contribution and participation in all areas of the school activities, efforts, and vision.

Finally, since parents are deemed to be actors and actresses of support in the stage of improving and reaching quality teaching and learning, an award and reward initiative or program must take into place in strengthening parent-teacher partnerships, instilling time consciousness, adhering to the proper conduct of discipline and imparting the significance of participation, collaboration, and inclusion. Thus, PARS Project best

fits in delivering these learning values among students, parents, teachers, and other stakeholders in a school community.

## **VI. ACTION PLAN**

This section presents the action plan for dissemination and utilization of the results of the study. The activities are presented below.

Table 6. Action Plan for Dissemination and Utilization

<b>ACTIVITY</b>	<b>OBJECTIVE</b>	<b>PERSON INVOLVED</b>	<b>TIMELINE</b>
Dissemination of Results through LAC and Parents' General PTA Meeting	Inform school head, teachers, and parents about the result of the study	Research Proponents School head, Teachers and Parents	May 2022
Preparation for Activity Design and Policy Brief	Craft activity design matrix and Policy Brief for Parents' Orientation	Research Proponents	May 2022
Memorandum of Agreement Signing	Sign Memorandum of Agreement for Utilization	Interested Party (Parents, Teachers, SGC, WATCH Advocates)	June 2022
Monitoring and Evaluation	Monitor and evaluate the extent of implementation of the adapted program	Implementers, Proponents and SMEA.	June 2022

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