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Research Paper

Enhancing Numeracy and Literacy Skills of Grade I Pupils through a Parent-Induced Learning Program: Ilaw sa Lilim for Para Teachers Coping with Bereavement

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Abstract

Literacy refers to the ability of learners to comprehend, analyze, and creatively construct written and printed materials associated with various contexts, whereas numeracy refers to the ability to analyze and interpret numerical principles (UNESCO). The active involvement and participation of the parents in the education of their child is far greater now in the new normal compared to the previous setting. This study aimed to determine the effectiveness of parent-induced learning, namely "Ilaw Sa Lilim Ang Para teachers Kong Natay": an intervention program to enhance Grade I Pupils' Numeracy and Literacy Skills. Through descriptive research design, the study involved 11 parents of those pupils who struggle with language literacy and numeracy who had voluntarily undergone online parental training for two weeks. Also, the statistical tools used in this study were mean, standard deviation, and dependent t-test. Through the mean scores in pre-test and post-test, the results showed that pupils scored in language literacy in terms of phonological awareness, alphabet knowledge, fluency, and reading comprehension. And in numeracy skills in terms of counting, basic arithmetic, number symbols, and recognizing symbols, all significantly improved their rating after the intervention program. The results also revealed a significant difference between the pre-test and post-test mean scores of Grade 1 Pupils in Language Literacy and Numeracy Skills indicating an improvement in their statistical value. Thus, the researcher recommends strengthening the communication link among the parents by tapping them to be actively involved in school and academic-related activities. Also, integrate the intervention program into the curriculum to consistently check and upgrade its needs and applicability, especially in the challenge of the new normal, by considering including it in any future training among the parents. Effective, practical, and feasible pedagogical skills that would meet the different learning styles and interests of the children so as to maintain their span of attention.

Keywords *Parent-Induced Learning, parental involvement, parateacher*

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INTRODUCTION

Education always starts at home. The ability and skill of young minds to read, count, behave, and make decisions later on in life heavily depends on the training and education a person receives at home. The success of a person heavily depends on the kind of training and upbringing he/she

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has been exposed to. It is no secret that home is considered the bedrock or foundation of the character and mental formation of any person. Therefore, parents are crucial in shaping their kids to exhibit the desired behavior. Their involvement becomes an essential element in bringing out the desired outcomes in the children. Parental involvement, when considered, not only confounds the academic aspect of the learners, but also transcends into the holistic needs of the students in terms of motivation, self-esteem, confidence, and the like, which eventually dictates its success regardless of the learners' financial situation (Compton, 2016; Kimaro & Machumu, 2015). Conversely, studies confirm that insufficient or no parental involvement at all heavily affects students' academic performance and school participation (Bower & Griffin, 2011). In essence, parents, siblings, and other significant relatives can share collaborative efforts in bringing out the best learning conditions for the students. It plays an important role and shares the most influential person in a child's academic success (Blair, 2014). Their involvement is manifested in all aspects of the child, bearing the essence of their participation. According to Silao (2018) Parental factor, this contributes enormously on students' success and failure in academic performance. For the last decades, numerous and substantial studies have been consistent with compelling results that the direct involvement of the parents in the academics of their children proved to be the greatest teacher is the home itself. Given with family background and culture, parental involvement remains to be the main predictor of student's success in Math and Science establishing linkages between the gap of school to home set-up. Furthermore, empirical evidence suggests a link between parental involvement in education and academic achievement (Perez Sanchez et al., 2013; Tarraga et al., 2017), as well as improved children's self-esteem and academic performance (Garbacz et al., 2017) and school retention and attendance (Ross, 2016). Since the youth are considered the future of our motherland, according to our national hero, Dr. Jose Rizal, the formation of their character and mental tenacity lies in the hands of their parents. As observed, many youths nowadays are no longer considered an asset to society. Instead, they become a liability involving different vices, delinquencies, and immoral acts. According to Hill and Tyson (2009), the root cause of such a dilemma is the poor foundation established early in their formative years.

On the other hand, children who are treated with respect and mutual warmth by their parents essentially perform better in school with a higher sense of self-esteem and self-worth (Hill & Tyson, 2009). Moreover, parents who show positive interest in their children's academic performance and portray an explicit safe and non-threatening environment at home pave the way for the success of their children. As a result, it not only secures the individual's personal achievement but also lays the groundwork for the society's progress toward nation-building. The child's success, whether in school or in life, is proportionally dependent on the support, warmth, and quality of training he or she receives at home. Open and transparent communication at home correlates with academic success and learning success (Cripps & Zyromski, 2009). Furthermore, the kind of training every parent utilizes at home for their children, whether consciously or unconsciously, can be influenced by several factors such as parental styles, parent-child relationships, perceived principles and educational practices, and the like. Hence, analyzing the critical role of the parents will help establish the essence of this study regarding the academic performance of the children in the early foundation of literacy and numeracy skills necessary to determine the strength and weaknesses of the child in the various learning disciplines.

OBJECTIVES OF THE STUDY

The study aimed to determine the effectiveness of parent-induced learning, namely, "Ilaw Sa Lilim Ang Para Teachers Kong Natay": an intervention program to enhance Grade I pupils' numeracy and literacy skills. (DepEd Order No. 12, S. 2015)

RESEARCH METHOD

Research Design

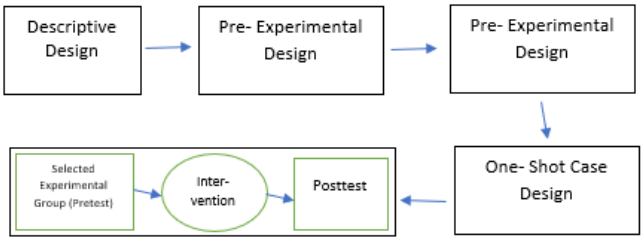

Figure 1. Research Design

The study used a descriptive research design (Figure 1). The method allows the collection of data that can potentially describe the phenomenon in a form that may or may not be quantifiable, such as close-ended scales and open-ended survey questions. According to Babbie (2010), quantitative research design is an excellent way of finalizing results and proving or disproving a hypothesis. Its methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through questionnaires using computational techniques. A pre-experimental design, a one-group pre-test, and a post-test only design was utilized in the study. This type of design involves a one-shot case design, which implies that the particular group of participants is only exposed once to the given intervention or treatment. Once finished with the intervention, a post test is administered to the same group of participants, measuring the extent of academic performance or manifested and observable characteristics under investigation. In the study, parents of those pupils who struggled with language, literacy and numeracy underwent online parental training for two weeks. The data was gathered, classified, and described by the existing situation as it applied to the selected participants.

Participants of the study

Table 1. Distribution of Total number of Participants

Group	No. of Participants	No. of Blind Participants	No. of Actual Particpants
Pupil participants	38	8	30
Parent participants	38	8	30
Total	76	16	60

The study included a total of 60 participants, with 30 pupils and 30 parents. Parents of pupils who performed poorly in the pre-test were invited to participate and voluntarily joined the study after attending an orientation seminar conducted by the researcher. To ensure everyone's safety against the virus, all training and seminars were conducted online.

To meet the paper's requirements, the parent-participants needed to meet the following criteria: (1) stable internet connection at home, (2) commitment to help their children in their education, (3) willingness to participate in the data gathering procedures, and (4) full cooperation to undergo training for the study's duration.

The researcher used three instruments to process the data: the pre-test and post-test, the parental monitoring form, and the lesson exemplar. The pre-test served as a guide for the study's framework and to identify areas to be measured and improved. Both the pre-test and post-test consisted of teacher-made tests directly aligned with the curriculum of PIVOT 4A, which addresses concerns about the new normal. The questionnaire had 25 questions in each of the four domains: phonological awareness, alphabet knowledge, fluency, and reading comprehension, which served as a general gauge of language literacy. Numeracy skills were assessed using counting, basic arithmetic, number symbols, and recognizing quantities. The questions were checked for face and content validity by two master teachers and the school principal. The questions were anchored on

the PIVOT 4A curriculum and covered the Most Essential Learning Competencies (MELCs) under the new normal. A sample pre-test and post-test can be found in Appendix A.

To ensure the smooth delivery of instructions, the Grade 1 teacher followed the Lesson Exemplar (see Appendix B), covering Phonological Awareness, Alphabet Knowledge, Fluency, and Reading Comprehension for Language Literacy, as well as Counting, Basic Arithmetic, Number Symbols, and Recognizing Quantities for Numeracy Skills. Each lesson was discussed weekly based on the given schedule targeting the expected Most Essential Competencies (MELCs) reflected in the PIVOT 4A. Before the implementation of each lesson, the Master teacher or headteacher reviewed the lesson exemplars.

The lesson exemplar is divided into the following sections: Part 1: Objectives, which lists the subject's learning objectives and how they relate to the Department of Education's stated MELCs. Part II is the Content, which includes the topic or lesson to be discussed for a specific period. Part III is Learning Resources, which are the references and materials used as supplementary reading texts to reinforce comprehension and skill-based instruction. Part IV is the Procedures, where a step-by-step execution of the lesson is provided, including the following sub-parts: a. Introduction, where the teacher utilizes appropriate strategies to define the learning skills and competencies to be learned, unlearned, and relearned for the day, and to determine the pupils' prior knowledge to inspire motivation and learning enthusiasm for the subject; b. Development, where the teacher presents activities, related tasks, output, and discussions that focus on the topic of the day to emphasize the explicit competencies to be acquired; c. Engagement, where the teacher allows the learners to participate in various tasks and opportunities to connect their learning meaningfully, enabling teachers to connect classroom activities to actual life applications according to the needs and interests of the students; d. Assimilation, where the teacher lets the learners utilize their ideas into visual demonstrations of facets of information that are collectively assimilated through reflection and imagination as a product of continuously examining and evaluating the facts presented. This also requires the teachers to encourage learners to come up with creative judgment in any given situation where their ideas are tested.

Data Collection Procedures

The study used a quasi-experimental design with a pre-test and post-test control group. The research was conducted for two weeks, from August 24 to September 4, 2020, and was implemented through online learning platforms such as Zoom, Google Meet, and Facebook Messenger. The researcher conducted the pre-test on August 24, 2020, and the post-test was administered on September 4, 2020, after the intervention program.

The researcher conducted an orientation seminar for the parent-participants before the start of the study. During the seminar, the researcher explained the objectives and significance of the study, the roles and responsibilities of the parent-participants, the study procedures, and the research instruments. The researcher also provided technical assistance to the parent-participants who encountered difficulties during the online training and seminars.

The parent-participants were required to accomplish the parental monitoring form, which served as the basis for the teacher's assessment of the pupils' progress during the two-week study. The parental monitoring form included questions about the pupils' attendance, participation, and performance in the online classes. The parent-participants were asked to submit the accomplished form to the teacher every day.

Data Analysis

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 23.0. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to describe the participants' demographic profile, pupils' pre-test and post-test scores, and parental monitoring form scores.

Inferential statistics such as t-test and ANOVA were used to determine the significant differences between the mean scores of the pupils' pre-test and post-test, as well as the significant differences in the mean scores based on the pupils' demographic profile. Pearson's correlation coefficient was also used to determine the correlation between the parental monitoring form scores and the

pupils' post-test scores.

Ethical Considerations

The researcher obtained ethical clearance from the Ethics Review Committee of the researcher's institution before conducting the study. The parent-participants were informed about the objectives and significance of the study and were assured of the confidentiality of their data. The parent-participants were also given the option to withdraw from the study at any time without any penalty. The researcher obtained informed consent from the parent-participants before the start of the study.

FINDINGS AND DISCUSSION

Table 1. Pre-test and Post-test Mean Performance of Grade 1 Pupils in their Language Literacy Skills

Sub-task	Pre-test Mean	SD	DI	Post test Mean	SD	DI
Phonological Awareness	11.23	2.69	B	22.30	2.15	P
Alphabet Knowledge	12.67	2.99	B	22.83	1.72	A
Fluency	9.60	2.08	B	20.00	2.10	AP
Reading Comprehension	8.90	2.62	B	19.53	2.24	D

As gleaned in Table 1, the results revealed the pre and post-test mean scores of Grade 1 pupils in the area of language literacy skills. The data showed that in terms of phonological awareness, respondents got a mean rating of 11.23 (SD = 2.69); for alphabet knowledge, 12.67 (SD = 2.99); for fluency, 9.60 (SD = 2.08); and for reading comprehension, a mean rating of 8.90 (SD = 2.62), which all of these are interpreted as beginning level. This implies that pupils have below-average scores at the program's start. However; after the intervention, it must be noted that pupils' scores significantly improved their rating. In the area of phonological awareness, it has a mean of 22.30 (SD=2.15), which is interpreted as proficient. This signifies that pupils were able to differentiate the different sounds, which can be attributed to the proper and correct aspiration of the parents in teaching their children. Thus, sounds were essentially discriminated against according to their vowel or consonant sounds. Based on the results of Common Core Standards for the state of Michigan, children, especially during the kindergarten stage, should be able to demonstrate the ability to understand, discriminate, and pronounce words, syllables, and sounds using rhyming and counting. At this age, children are able to count, produce segments of syllables, count, and aspirate initial, middle, and final sounds, ranging from new to simple words. It is expected as well that kindergarten learners are able to demonstrate basic skills and knowledge in word-formation sounds, either a vowel or consonant sounds.

In the area of alphabet knowledge, respondents showed the greatest improvement, which is reflected in their mean rating of 22.83 (SD=1.72), which is interpreted as Advanced. This result is considerably expected since parents of these children are already familiar with the basic sounds despite their educational background, especially with the advent of technology, where pupils are basically exposed to numerous opportunities to watch educational videos.

Meanwhile, for fluency skills, respondents were able to read sentences and paragraphs with ease. However, minor mistakes are expected along the way. This can be likewise attributed to the patience and dedication of the parents in teaching their children to read with proper pacing and emotion as warranted by the text. This can be seen in the result where respondents obtained a mean rating of 20.00 (SD=2.10), interpreted as approaching proficiency. Finally, regarding reading comprehension, respondents obtained a mean rating of 19.53 (SD=2.24), categorically interpreted as developing. It must be noted that though the scores in the assessment are relatively higher from

the pre-test compared to the post-test, pupils still struggle to read with ease and confidence and make minimal mistakes as they progress through the lesson. This can be viewed from the aspect that pupils nowadays are prone and thoroughly exposed to gadgets, delimiting the opportunities for them to read often. Despite the fact that these are the prevalent findings of PISA (2018), where reading has been identified as one of the issues that the Department should address, at the outset of the current situation, the role and assistance of parents in implementing discipline and guidance at home played a critical role in their children's reading comprehension. Midraj (2011) argued that parents who provide and give learning resources and actively share their time with their children have a significant impact, particularly on the predictors of students' comprehension and accuracy achievement.

Table 2. Pre-test and Post-test Performance of Grade 1 Pupils in their Numeracy Skills

Sub-task	Pre-test Mean	SD	DI	Post test Mean	SD	DI
Counting	10.80	2.41	B	21.70	2.88	P
Basic Arithmetic	10.40	3.57	B	21.30	2.09	P
Number Symbols	10.47	2.26	B	20.97	2.10	P
Recognizing Quantities	10.37	2.67	B	21.20	2.92	P

As reflected in Table 2, results revealed the pre-test mean scores of Grade 1 pupils in the areas of language and numeracy skills. Specifically, counting has attained a rating of 10.80 (SD=2.41), while Basic Arithmetic got a mean rating of 10.40 (SD=3.57), similar rating for Number Symbol with 10.47 (SD=2.26). In contrast, for Recognizing Quantities, it got a mean rating of 10.37 (SD=2.67), all of which are interpreted as Beginning. This implies, as well, that pupils have below-average scores at the start of the program. However, after the intervention, it must be noted that pupils' scores significantly improved. For Counting skills, respondents got a mean rating of 21.70 (SD=2.88), for Basic Arithmetic, 21.30 (SD=2.09), and for Number Symbols, a mean rating of 20.97 (SD=2.10). For Recognizing Quantities, it got a mean rating of 21.20 (SD=2.92). All the results of the post-test indicated an interpretation of Proficient. This implies that the intervention did not only help improve the scores of the pupil-respondents but, likewise, paved the way for parents to become partners in discipline and learning among their children. This is supported by Cheung & McBride (2016), who discovered that those who have parental involvement show higher interest and performance in Mathematics compared to those who have no parental training group.

Table 3. Test of significant difference between the pre-test and post-test mean scores of Pupils in Language Literacy Skills

Test	Mean	Mean Difference	t-value (df=29)	Cohen's d	Effect Size
Pretest Posttest	11.23 22.30	11.07	-25.499**	4.54	Very Large
Pretest Posttest	12.67 22.83	10.16	-21.410**	4.17	Very Large
Pretest Posttest	9.60 20.00	10.40	-32.480**	4.98	Very Large
Posttest Posttest	8.90 19.53	10.63	-26.231**	4.36	Very Large

Cohen's d: 0.01-0.49: Small: 0.50-0.79: Medium; 0.80-2.99: Large; 3.0 or higher: Very Large.
***Significant at .01 level*

As gleaned from Table 3, results showed a significant difference between the pre-test and post-test mean scores of Pupils in Language Literacy Skills, indicating an improvement in their statistical value. For the area of Phonological Awareness, respondents scored a pre-test mean rating of 11.23 and a post-test result of 22.30, having a mean difference of 11.07, with a computed t-value of -25.499, indicating a Cohen's d-mark up of large effect size. Similar data was shown in respondents' Alphabet knowledge, wherein results of the pre-test indicated a mean rating of 12.67. After the intervention, post-test scores rocketed to a mean rating of 22.83. These results have manifested a mean difference of 10.16 with a t-value of -21.410, affecting a large effect size on the population. Furthermore, for Fluency, the pre-test revealed a mean rating of 9.69. At the same time, its post-test got a 20.00 rating with a mean difference of 10.40, indicating a t-value of -32.48 and Cohen's d of 4.98, which means a significant size effect. While for Reading Comprehension, exciting results also showed that in the pre-test, it had a mean rating of 8.90 and significantly improved in the post-test score with a mean rating of 19.53. his has a mean difference of 10.63, having a t-value of-26.23 with a large effect sample size of Cohen's d, which is 4.36. All the results showed a significant difference in the pre-test and post-test mean scores of Grade 1 pupils in language literacy, thus rejecting the null hypothesis.

On the other hand, the huge effect size, as reflected in Cohen's d result, signifies that the intervention has a practical application and the different scores of the participants are vital since the intervention improved the perspective and performance of the group under investigation with statistical treatment.

This therefore, implies that the intervention has helped the respondents to achieve the desired learning performance in language literacy skills. It is based on the effectiveness as well as the support and passion of parents in teaching their children and finding a consistent time to be literacy partners. This result is supported by Kleeman et al., (2012), who found that the parents' participation gave leverage to the learners' literacy and numeracy skills by stimulating their interest in the specific learning discipline. If parents are always beside their children, especially in academic concerns, regardless of their educational background, as long as they have the willingness and commitment, it will spell academic success, and learning will eventually take place.

Table 4. Test of significant difference between the pre-test and post-test mean scores of Pupils in Numeracy Skills

Group	Test	Mean	Mean Difference	t-value (df=29)	Cohen's d	Effect Size
Counting	Pretest Posttest	10.80 21.70	10.90	-21.840**	4.10	Very Large
Basic Arithmetic	Pretest Posttest	10.40 21.30	10.90	-17.842**	3.73	Very Large
Number Symbols	Pretest Posttest	10.47 20.07	9.60	- 19.529**	4.40	Very Large
Recognizing Quantities	Pretest Posttest	10.37 21.20	10.83	- 21.535**	3.87	Very Large

Cohen's d: 0.01-0.49: Small: 0.50-0.79: Medium; 0.80-2.99: Large; 3.0 or higher: Very Large.
***Significant at .01 level*

As implied in Table 4, the result reflects the significant difference between the pre-test and post-test mean scores of pupils in numeracy skills. In terms of counting, the pre-test indicated a mean score of 10.80. At the same time, its post-test had an impressive mean rating of 21.70, with a mean difference of 10.90. Results also revealed a t-value of -21.840 with a Cohen's d of 4.10, which means it has a huge sample size effect. For Basic Arithmetic, respondents got a rating of 10.40 for the pre-test and 21.30 for the post-test, having a mean difference of 10.90 with a t-value of -17.842, having likewise a huge sample size effect of its Cohen's d, which is 3.73. Further similar results can be seen in Number Symbols, wherein respondents attained a mean rating of 10.47 in the pre-test

and 20.07 after the intervention, with a mean difference of 9.60. Its t-value in this area is -19.529, with the highest Cohen's d result, which is 4.40. Finally, on the Recognizing Quantities, the respondent's pre-test revealed a mean rating of 10.37. At the same time, its post-test attained a rating of 21.20 with a mean difference of 10.83. It also shows a t-value of -21.535, having a huge effect on the sample size on its Cohen's d, which is 3.87. All the results manifested a significant difference in the pre-test and post-test mean scores of Grade 1 pupils in numerical literacy skills, thus rejecting the null hypothesis.

The huge effect size, as reflected in the Cohen's d, signified once again revealed that the intervention had achieved its purpose of not only improving the scores of the participants based on their pre and post-test scores, but, more importantly, the parent-participants did value their role as a para teacher, indicating that the intervention itself has a practical implication on parental perspective.

Therefore, this means that the intervention likewise helped the respondents to attain the desired score in their academic performance in numerical skills, which at the same time, enabled the parents to review their stock knowledge, imposed learning discipline, inculcated behavioral motivational aspects, and catered to various household chores and concerns. This supported the study of Jeynes (2012) that found that in order to achieve the benefits mentioned above, parents should spend a lot of quality time with the children, particularly with their academics, such as leisure reading and guidance from their homework. Simple questions mean something, especially if they provoke creative and critical thinking skills, which do not only recall their assignments and classwork but also create a solid bond and interpersonal communication with the family members. Having this kind of practice will essentially instill into the minds of the learners that their parents do value their education without heavily depending on their grade and academic performance but on the quality of output religiously made and submitted to the teachers.

CONCLUSIONS

In conclusion, the results of this study support the effectiveness of the "Ilaw Sa Lilim Ang Para Teachers Kong Natay" intervention program in improving language and numeracy literacy skills among pupils. The significant improvement in pre-test and post-test scores for language and numeracy skills provides strong evidence to reject the null hypothesis, indicating that there is a significant difference between the mean scores of pupils before and after the program. These findings suggest that the program can be a valuable tool in enhancing students' literacy skills and may be beneficial in improving overall academic performance.

LIMITATIONS & FURTHER RESEARCH

Based on the insightful findings and conclusions of this study, the following recommendations are suggest to strengthen the communication link between parents and teachers to ensure the active involvement of parents in their children's academic-related activities, particularly effective teaching styles, which can enhance parental participation as para teachers. Continuously monitor the program's status and update practices and measures that best meet the interests of students and parental support. Future training should consider the effective, practical, and feasible pedagogical skills of parents to cater to the different learning styles and interests of children and maintain their attention span. Researchers may conduct related studies that will address the limitations of this study, such as the perceived challenges of parents during the intervention process, and consider including other grade levels to validate the findings.

It should be noted that this study's scope was limited to the online intervention program "Ilaw Sa Lilim Ang Para Teachers Kong Natay" focusing only on the four domains of language literacy skills and numeracy skills. The study covered two weeks and included only parents with internet

access. The study was conducted in Southville 6 Elementary School, and due to quarantine measures, all concerned parties were on a work-from-home basis. House-to-house visitation was not possible due to safety protocols, and communication and monitoring were done entirely online through various accessible platforms. However, the study did not consider other factors such as the parents' educational attainment, social and economic status, and parental styles. These limitations can be addressed by future research studies.

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