

Improving Reading Ability of Grade Three Learners in the New Normal Education through IPITM (Intensive Parental Involvement and Teacher Monitoring)

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Abstract: The learning crisis of the learners especially in reading nowadays was even worse. In order to address the aforementioned challenge, this research investigation identified and analyzed the improvement of reading ability of Grade Three Canary learners of Binulasan Integrated School for the School Year 2020-2021 in the new normal education through IPITM (Intensive Parental Involvement and Teacher Monitoring). The participants of this study were Grade Three Canary pupils who fall under “Frustration” level in the assessment of reading at Binulasan Integrated School located in Binulasan, Infanta, Quezon, Philippines. Therefore, there were 17 learners was served as the respondents. Thus, this research was quantitative in nature as it utilized quasi-experimental method and purposive sampling method was employed. Hence, data gathered were statistically treated using weighted mean, mean and the paired t-test. Also, the IPITM used as a tool to improve the performance level in reading of Grade Three Learners. The findings revealed that the performance level in reading of grade 3 Canary learners of Binulasan Integrated School before was frustrated and after the implementation of IPITM, they were considered as instructional in the new normal education. It also revealed that there was significant improvement in reading ability of grade 3 pupils, since the Mean in pre-test increased from 36.76 to 47.53 in the post-test. Therefore, there was significant difference in the performance level in reading of learners before and after the implementation of IPITM in the new normal education. Hence, the findings of the study implied that the implementation of Intensive Parental Involvement and Teacher Monitoring was effective. The study recommends that the respective authorities should work collaboratively to intensify parental involvement and teacher monitoring to address the learners’ competencies in reading.

Keyword: Reading Ability, Parental involvement, Teacher monitoring

I. INTRODUCTION

The outbreak of COVID-19 pandemic around the world is a major education crisis (UNESCO, 2019). As a result, the impact of COVID-19 on education as well as the potential parental role in learning and its association with foundational reading and numeracy skills revealed that 53% of children in countries with low and middle income cannot read and understand a simple text by the end of primary education. Then, the learning crisis was even worse in low-income countries, with the learning poverty rate of 90 per cent. Moreover, in the midst of the COVID-19 pandemic, 191 countries had implemented school closures nationwide, resulting 1.6 billion learners affected worldwide. Also, in India alone, there were 320 million students from pre-primary to tertiary level were affected by school closures. However, in sub-Saharan Africa, 240 million were affected. For this reason, the importance of learning at home was intensify and the large rate responsibility of children to learn had fallen on parents. In short, this was a significant burden, particularly for those parents and guardians who worked and those with limited educational attainment (Brossard et al. 2020). Since, parents have been known to be the first teacher from the moment a child was born and as they matured into adults, as well as the traditional role of parents involved teaching, guiding, and raising children to become strong standing members of the communities (Azubuike & Aina, 2020, August 17).

Moreover, before the spread out of the COVID-19 pandemic, according to the result in the 2018 Program for

International Student Assessment (PISA), a worldwide study by the Organization for Economic Co-operation and Development that examines students' knowledge in reading, mathematics, and science, the Philippines among 79 participating countries, scored the lowest ranked in reading comprehension and second lowest in science and mathematics. Then, Filipino students scored an average of 340 in reading, 353 in mathematics and 357 in science which clearly showed, all below the minimum proficiency level of at least 407, 420 and 410, respectively. Evidently, results showed that only one out of five Filipino 15-year-old students achieved the minimum proficiency level in the three learning areas (Mateo, 2019). Then, it is clearly showed that there are many low performing learners who could not understand Math and Science word problems that are written in English (DepEd Memo no. 173, s. 2019).

In line with this, the Department of Education declares DepEd Memo No. 173, series of 2019 otherwise known as "Every Child A Reader Program (ECARP)", which aims to make the Filipino learners a proficient and independent reader and writer at their own generation as well as to empower teachers to become effective in reading and nurture a culture of reading in schools and all department offices. Since, teaching young children to read helps them develop their language skills and helps them learn to listen.

Indeed, the Department of Education shall employ multiple learning delivery modalities (LDMs) to ensure the continued provision of learning opportunities to its learners, while protecting the health and safety of both its personnel and learners through blended learning, distance learning and homeschooling in accordance with DepEd Order No. 012, s. 2020, other known as "Adaptation of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in the light of the COVID-19 Public Health Emergency," ([Department of Education] DepEd Order No. 032, s. 2020).

Meanwhile, Binulasan Integrated School conducted Informal Reading Inventory (IRI), an initiative of the Schools Division Office in Quezon Province through the Curriculum Implementation Division Instructional Management Section that directly addresses its thrust to make every Quezonian child a reader, in the opening of classes for the School Year 2020-2021 for all grade three pupils. Specifically, out of 191 Grade 3 pupils, there were 25% or 47 individuals were fall under frustration level in English.

On the same note, Edward George Bulwer Lytton, an English novelist wrote an old saying, "The pen is mightier than the sword." This proverb means that a person who knows how to read can educate themselves in any perspective of life they deal with. Also, they can go anywhere in the world and the possibilities are endless. On the other hand, non-readers never experience these joys to the same extent (Davis, 2016).

At the same time, in order to address the aforementioned challenge, the researcher determined and analyzed the Improvement of Reading Ability of Grade Three Learners of Binulasan Integrated School in the New Normal Education through IPITM (Intensive Parental Involvement and Teacher Monitoring).

A. Research Questions

This action research aimed to determine and analyze the improvement of reading ability of grade three learners at Binulasan Integrated School in the New Normal Education through IPITM (Intensive Parental Involvement and Teacher Monitoring). Specifically, this action research sought to answer the following specific questions:

1. What is the performance level in reading of grade 3 learners before implementing the IPITM (Intensive Parental Involvement and Teacher Monitoring) in the new normal education?
2. What is the performance level in reading of grade 3 learners after implementing the IPITM (Intensive Parental Involvement and Teacher Monitoring) in the new normal education?
3. Is there significant difference in the performance level in reading of grade 3 learners before and after the implementation IPITM (Intensive Parental Involvement and Teacher Monitoring) in the new normal education?
4. What is the implications of the findings of this action research for the improvement of performance level in reading of grade 3 learners of Binulasan Integrated School in the New Normal Education?

B. Hypothesis

There was no significant difference in the performance level in reading of grade 3 before and after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring).

II. BRIEF REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the review of the conceptual and research literature and studies from which the current investigation is anchored. This includes various materials based on the similarities of ideas or themes. Since, “thematic organization of ideas is considered as comprehensive, scholarly, systematic and easy to utilize” (Aque as cited by Borreo, 2021).

Parental Involvement

Parental involvement at home can include activities such as discussions about school, helping learners with homework, and reading with children (Sheldon, 2021). Moreover, the primary role of parents in modular distance learning is to establish a connection and guide the children. They are home facilitators or channel to continue the learning process of their children. Since, they are the responsible for interacting with teachers and other stakeholders to acquire different materials and resources needed, check the workweek plan and make sure that their children follow the schedule regularly as well as give conducive learning space for them and give appropriate praises, and rewards to motivate their children to learn. Then, when parents and teachers have common goals to achieve the quality education for every Filipino learner despite of schools' closure, they will both overcome the effects of crisis due to CoVid-19 pandemic (Manlangit, Paglumotan, & Sopera, 2020, October 5 in Lebaste 2020, November 28).

In line with this, Batas Pambansa Blg. 232, Chapter 3, Section 14, states that:

“Paragraph 1, parents, individually or collectively, through the school systems, shall help carry out the educational objectives in accordance with national goals. Then, paragraph 2, declares that parents shall be obliged to enable their children to obtain elementary education and shall strive to enable them to obtain secondary and higher education in the pursuance of the right formation of the youth. Also, paragraph 3, discloses that parents shall cooperate with the school in the implementation of the school program curricular and co-curricular”.

Besides, parents are experts on their children. They have unique one-on-one setting instruction for their kids such as sharing and reading a book at bedtime. On the other hand, teachers are the experts on instruction. They know different strategies suitable to every learner to make progress, but the setting of instruction at this time of crisis makes it difficult to support every child individually. So, through a powerful and sustainable collaboration of parents and teachers with complementary skill sets and a common purpose helps learners learn and more successful (Seale, 2020).

Moreover, a parent believed that through new normal of education in the midst of CoVid-19 pandemic, all types of learners will be benefited such as keep children safe, family's opportunity to form stronger bond and if delivery modes succeeded, it can use in the future for those who have hard time to go to school especially those learners who are in the far-flung areas as well as with special needs. In line with this, a parent is an inspiration both of her kids and her community, despite of her age she recently finished grade 12 since she believed in the power of education to make her children become successful in life. In addition, modular learning for her was a great help because family members can always supervise the students' progress. Also, despite of the challenges, she fully trusted and supported Department of Education's initiatives. On the same note, a parent from remote island received learning interventions from DepEd among others through webinar, to help their children teach at home through modular learning and she did not want to let a year pass without having her children learned anything. Also, she added, working together children continued learning and government protects learners from harm due to CoVid-19 (The Manila Times, 2020 July 30).

Apart from this, Muniandy (2019), studied on the relationship between parental involvement and early reading literacy development. It aimed to examine the importance of parent's involvement in children's

reading abilities at home and to examine and explore on the type of reading materials used by the parents to enable the children to foster interest in early reading. Moreover, parents used different reading materials to motivate their children in reading such as newspapers, books, posters and flashcards. Also, parents encouraged the young parents to find books with larger fonts, colorful and attractive pictures as well as using internet access to get more reading materials. In conclusion, parents were aware of choosing proper reading materials and their children read constantly to achieve good reading proficiency, and the outcome from early literacy development found successful. Also, initiative of parents in providing assistance on their child's literacy skills found effective as well as a positive relationship between the involvement of the parents and early literacy development.

Teacher Monitoring

Teacher monitors the progress of learners through home visitation, if possible, as long as they strictly followed the social distancing protocols and feedback mechanisms, also guide learners who need special attention. Likewise, learners may ask for assistance from the teacher via email, telephone calls, text message or instant messaging, and other way of communication with internet access (Malaya, 2020; Manlangit, Paglumotan, & Sapera, 2020, October 5).

Also, ensuring teachers' continued engagement with their pupils helps them monitor how much the learner know during the school closures, help to continue learning and pupils feel supported and help establish routinary activities that they usually do in school as well as support parents in educating their children especially those who did not complete their own education and may be illiterate. This can be done through the following, using phone calls, messaging, TV and radio broadcast, social media campaigns or any/all forms of technology available at home as long as parents have practical guidance to do so. Thus, continuous interaction of teachers with their pupils provides a sense of routine and purpose and helps them maintain their professional identities in the midst of pandemic as well as help the learners and parents provide materials and activities that the pupils needed to support modular distance learning and develop their full potential (United Nations Children's Fund [UNICEF], 2020).

Further, Mayhall-Andrews (2018) studied an explanatory survey design on the relationship of parental involvement and reading achievement of ninth-grade students. The result revealed that students whose parents are engaged in their education have more academic success than students whose parents have minimal participation. Also, providing parents with strategies that empower them to become fully involved in the education of their children can bring about positive social change by building strong relationships between the school, family, and community to support the academic achievement of their students.

Synthesis. Good (2017) studied to determine whether the reading achievement of kindergarten learners was affected by a parent involvement workshop intervention. This study consisted of 15 kindergarten students and their parents and caregivers taught strategies and best practices to use while reading at home with their children. Also, they asked to read nightly with their child and complete a response to their reading activity three nights a week. In conclusion, the study suggested that parent involvement may be associated with improvement in literacy achievement among kindergarten students. In addition, Stutzel (2019) studied on the impact of parental involvement on literacy skills in early childhood education. It revealed that there is a connection between the amount of parental involvement working on literacy skills with the child and the success of the child academically even before they enter kindergarten, otherwise they may leave behind. Also, getting parents involved is one of the greatest assets that educators can use to ensure all students are successful. So, it is important that all educators are trained on how to use the greatest asset that they have available to them. On the same note, parental involvement is essential for student development when there is harmonious relationship between parents and teachers and offers many benefits such as improvements in the motivation, performance, character and develop a love of learning of the students as well as improves teacher performance and gives the opportunity for the teacher to listen to parents' concerns and explain to them more about their children's' education. Then, it helps parents feel more comfortable and optimistic with the quality of education and motivate them who did not finish their education to continue it. Although parental involvement helps learners more, it can also have challenges such as parents constantly follow up

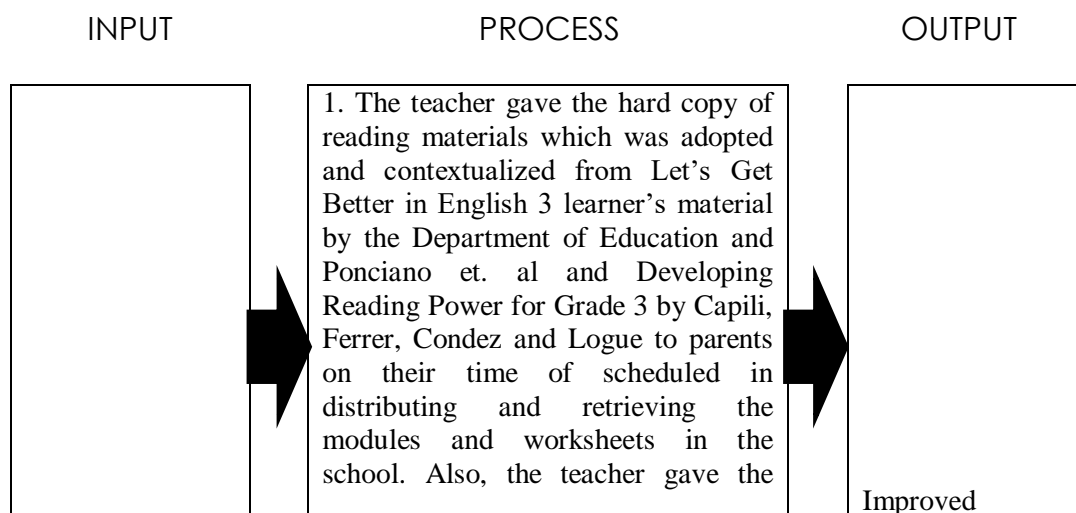
their children's progress that leads to occupy a lot the time of teachers and damage the self-esteem of both the teacher and the student as well as tampering with teacher recruitment, book selection, and curriculum development. At this point, schools should develop policies regarding parental participation to create boundaries so that parents know their limitation (Delgado, 2019). Another point is that, Stone (2016) studied to determine whether second graders' reading comprehension was affected by a brief parent involvement intervention which consisted of reading together with students at home. Then, the respondent were twenty students in a selected second grade classroom and their parents, some of them did not speak English. In order to identify the effects of parent involvement on reading comprehension, a parent or primary caretaker was instructed to read books with student based on their reading level four nights a week. Also, using a pre-test-post-test design, students' reading comprehension test scores were compared using a t-test for paired samples. The results revealed that the students' reading test scores did improve significantly. In the same way, it suggested that the intervention generally was well-received by parents and students. So, future research is recommended to identify what aspects of parent involvement have the most positive effect on diverse students' achievement in reading and in other subjects. Azubuike and Aina (2020) revealed that in Nigeria, due to the COVID-19 pandemic, parents had full-time role of educating their children and supported their learning virtually. Based on their online survey, only 83% of the parents affirmed that they were actively helping their children at this time of crisis. In addition, findings revealed that one of the main challenges faced by parents in teaching their children at home was lack of financial resources to adequately provide remote learning tools, high costs of internet data, alternative power supply and internet-enabled devices as well as there is no power supply in some area.

THEORETICAL FRAMEWORK

This action research was anchored on the Zone of Proximal Development Theory, developed by Soviet psychologist and social constructivist Lev Vygotsky in 1896 – 1934 and Theory of Scaffolding which developed by Jerome Bruner, David Wood, and Gail Ross in 1976. These theories refer to the children can do without help and begin to learn new idea or skills that are difficult to master which can achieve with the guidance and encouragement from knowledgeable persons, parents' helpers, skilled adults or capable peers. Also, when the learners reach their higher order thinking skills and become more competent, they can work independently without the support from others (Manlangit, Paglumotan, & Saperas, 2020, October 5; McLeod, 2019; McLeod, 2018).

Moreover, the above-mentioned theories were applied in improving the reading ability of grade three learners of Binulasan Integrated School in the new normal education through IPITM (Intensive Parental Involvement and Teacher Monitoring).

Improving Reading Ability of Grade Three Learners of Binulasan Integrated School in the New Normal Education through IPITM (Intensive Parental Involvement and Teacher Monitoring)



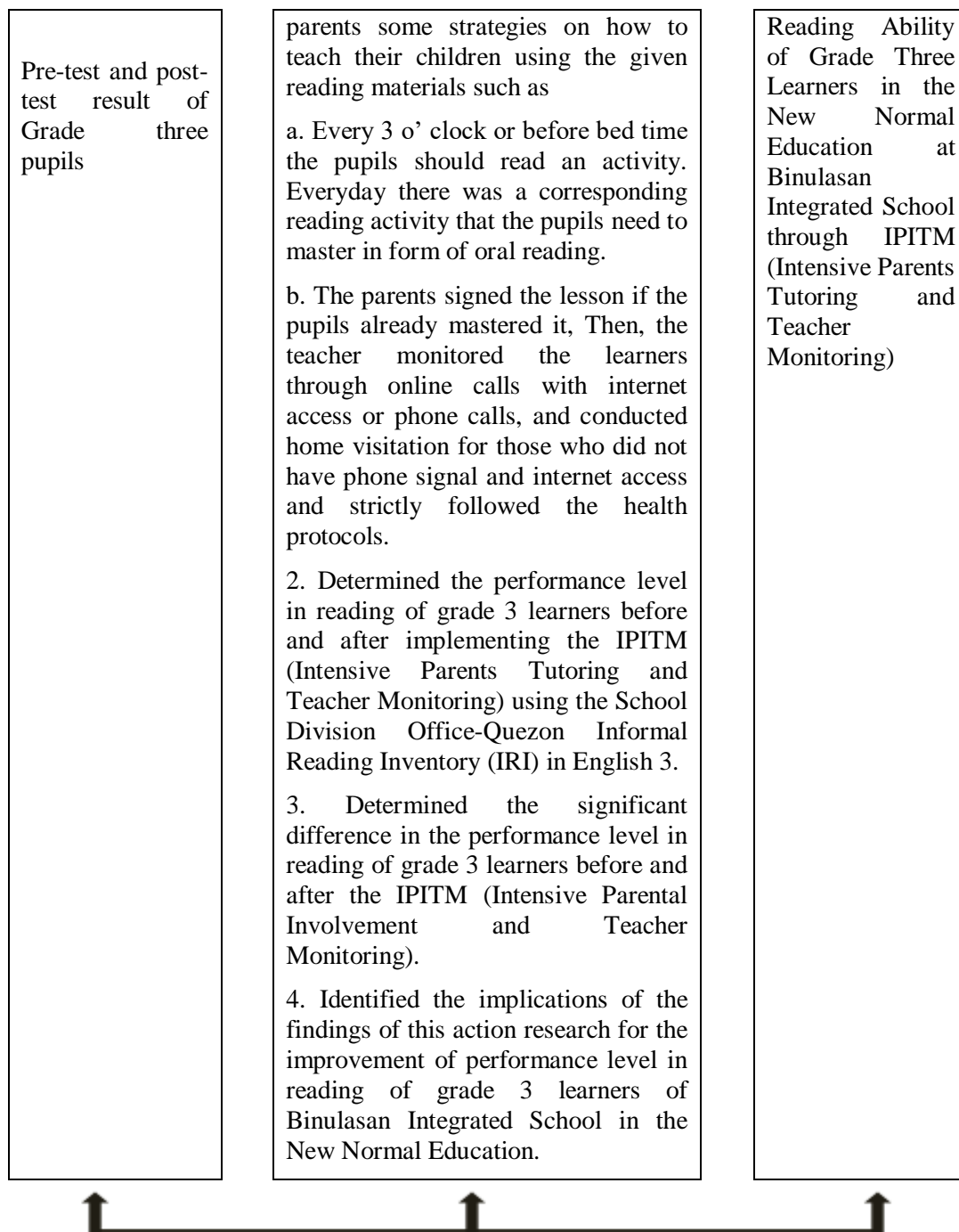


Figure 1. The Research Paradigm.

The research paradigm that guided this study was seen in Figure 1. The researcher used the input, process and output approach.

The **input box** involved the assessment in reading before and after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring).

The **process box** included the analysis of the significant difference of the performance level in reading of Grade 3 Canary pupils before and after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring).

And for the *process box*, the IPITM (Intensive Parental Involvement and Teacher Monitoring) used as a tool to improve the performance level in reading of Grade Three Canary Learners of Binulasan Integrated School in the New Normal Education.

SCOPE AND LIMITATIONS

This action research was limited to seventeen (17) Grade Three-Canary pupils who fall under “Frustration” level in the assessment in reading at Binulasan Integrated School, Infanta, Quezon, Philippines. Its main concern was to determine and analyze the improvement of reading ability of grade three learners during the New Normal Education in English through IPITM (Intensive Parental Involvement and Teacher Monitoring) for the School Year 2020-2021.

III. METHODOLOGY

Research Design

This research was quantitative in nature as it utilized quasi-experimental method. A quasi-experimental design aimed to establish a cause-and-effect relationship between an independent and dependent variable which compare to measure the effectiveness of the strategy used in this research. Since, the researcher often does not have control over the treatment, but instead studies pre-existing groups that received different treatments after the fact. (Thomas, 2021).

Sampling

The participants of this study were Grade Three-Canary pupils of Binulasan Integrated School who fall under “Frustration” level in the assessment of reading. Therefore, there were 17 learners that was served as the respondents of this research. Thus, purposive sampling method was employed in this study. Since, purposive sampling in which the researcher selected the members of the respondents based on the objectives of the study (Etikan, Musa, & Alkassim, 2016).

Data Gathering Procedure

The researcher secured all the necessary communication with the school principal before she determined and analyzed the reading ability of Grade Three-Canary pupils of Binulasan Integrated School in English during the New Normal Education. The researcher conducted online parents’ orientation about this research. The Informal Reading Inventory (IRI) was given to Grade Three-Canary pupils of Binulasan Integrated School twice such as before and after implementing IPITM (Intensive Parental Involvement and Teacher Monitoring). This was done online using internet access or phone calls due to COVID-19. The researcher conducted home visits for those who did not have internet access and phone signal and strictly followed the health protocol due to the COVID-19 pandemic. The data gathered was treated using statistical tools.

Research Instrument

The School Division Office-Quezon Informal Reading Inventory (IRI) tool used to gather data. The researcher adopted the 5-item test in English with 53 words in a paragraph to determine the reading ability of Grade 3 Canary learners in the new normal education before and after the implementation of Intensive Parental Involvement and Teacher Monitoring (IPITM) at Binulasan Integrated School. On the same note, the teacher gave to parents the hard copy of reading materials which was adopted and contextualized from Let’s Get Better in English 3 learner’s material by the Department of Education and Ponciano et. al as well as Developing Reading Power for Grade 3 by Capili, Ferrer, Condez and Logue in order to improve the reading ability of learners and some strategies on how to teach their children using the given reading materials such as

- a. Every 3 o’ clock or before bed time the pupils should read an activity. Everyday there was a corresponding reading activity that the pupils need to master in form of oral reading.
- b. The parents signed the lesson if the pupils already mastered it, Then, the teacher monitored the learners through online calls with internet access or phone calls, and conducted home visitation for those who did not have phone signal and internet access and strictly followed the health protocols.

Statistical Treatment

The following statistical tools were used to interpret the data gathered.

1. Weighted Mean. This was used to determine the average reading level and significant difference of Grade Three-Canary pupils of Binulasan Integrated School in the new normal education before and after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring).

The formula is:

$$WM = \frac{\sum x}{N}$$

Where:

WM = Weighted Mean

$\sum x$ = summation of weighted frequencies

N = number of cases

To interpret and satisfy the results of the reading level of Grade Three-Canary pupils of Binulasan Integrated School in the new normal education before and after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring), the School Division of Quezon grading scale below in Informal Reading Inventory for grades 1 to 3 was used and modified by converting mean percentage scores into the weighted mean scores.

Scale	Interpretation
3.01-4.00	Independent
2.77-3.00	Instructional
0.06-2.76	Frustration
0.00-0.05	non-reader

2. Mean. This was used to determine the average significant improvement of Grade Three-Canary pupils of Binulasan Integrated School in the new normal education before and after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring).

The formula is: $\bar{x} = \frac{\sum x}{N}$

Where:

\bar{x} = Weighted Mean

$\sum x$ = summation of weighted frequencies

N = number of cases

3. Paired T-Test. This was used to analyze and determine the significant difference of the reading ability of Grade Three-Canary pupils of Binulasan Integrated School in the new normal education before and after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring).

The formula is:

$$t = \frac{\sum d}{\sqrt{\frac{n \sum d^2 - (\sum d)^2}{n-1}}}$$

Published under Volume: 1 Issue: 6 in November-2021

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Where:

t is the t-value

Σd is the sum of differences between the pre-test and posttest

Σd^2 is the sum of squared differences between the pre-test and posttest

n is the total number of paired scores

Research Ethical Consideration

The researcher sought an approval from the respective authorities before conducting this research and guaranteed that the participants' identities as well as personal information was kept confidential and unknown.

Action Research Work Plan

OBJECTIVES	Months											
	1	2	3	4	5	6	7	8	9	10	11	
1. Write action research proposal on improving reading ability of learners in the New Normal	■	■										
2. Submit action research proposal to the 1 st Congressional District Research Committee (CDRC)			■									
3. Revise the action research proposal based from the recommendations of the 1 st CDRC			■									
4. Collect and organize the research data				■	■	■						
5. Draw and formulate conclusions and recommendation based on the findings of the study				■	■	■						
6. Present the complete action research in research plenum in the District and Division							■	■	■	■	■	■
7. Present and publish the action research both local and international platform and journals							■	■	■	■	■	■

IV. RESULTS AND DISCUSSION

This chapter covers the presentation, analysis and interpretation of data concerning the Reading Ability of Grade Three Learners in the New Normal at Binulanan Integrated School before and after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring).

The order of the discussion follows the arrangement of the Statement of the Problem in Chapter 1.

Specific Question No. 1. What was the performance level in reading of grade 3 Canary learners of Binulasan Integrated School in the new normal education before implementing the (IPITM) Intensive Parental Involvement and Teacher Monitoring)?

No.	Number of Words Read Correctly	Weighted Mean	Verbal Interpretations	Rank
1	45	2.65	Frustration	4
2	25	1.47	Frustration	15
3	47	2.76	Frustration	1
4	41	2.41	Frustration	9
5	35	2.06	Frustration	12
6	43	2.53	Frustration	7
7	45	2.65	Frustration	4
8	35	2.06	Frustration	12
9	36	2.12	Frustration	10
10	35	2.06	Frustration	12
11	39	2.29	Frustration	9
12	46	2.71	Frustration	2
13	45	2.65	Frustration	4
14	42	2.47	Frustration	8
15	2	0.12	Frustration	17
16	19	1.12	Frustration	16
17	45	2.65	Frustration	4
Average Weighted Mean		2.16	Frustration	

Scale	Interpretation
3.01-4.00	Independent
2.77-3.00	Instructional
0.06-2.76	Frustration
0.00-0.05	non-reader

Table 1 presents the weighted means, number of words read correctly, verbal interpretations and ranks of the respondents' pre-test in oral/word reading of Grade Three Learners during the School Year 2020-2021 in Binulasan Integrated School before the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring). As shown above, the highest number of words read correctly is 47 out of 53 words with a weighted mean of 2.76 and the lowest is 2 with the weighted mean of 0.12 both verbal interpretations as "Frustration". On the same note, all 17 respondents had verbal interpretations of "Frustration". As a whole, the average weighted mean of the respondents' pre-test in oral/word reading is 2.16 with verbal interpretations as "Frustration".

Based on the data gathered, all the respondents fall under "Frustration" level in oral/word reading before the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring). Since, the effect of CoVid-19 pandemic affects educational institution (UNESCO, 2019), the primary role of parents in modular distance learning is to establish a connection and guide the children. They are home facilitators or channel to continue the learning process of their children. Since, they are the responsible for interacting with teachers and other stakeholders to acquire different materials and resources needed, check the workweek plan and make sure that their children follow the schedule regularly as well as give conducive learning space for them and give appropriate praises, and rewards to motivate their children to learn (Manlangit, Paglumotan, & Sapera, 2020, October 5 in Lebaste 2020, November 28). Also, parental involvement at home can include activities such as discussions about school, helping learners with homework, and reading with children

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To sum up, when parents and teachers have common goals to achieve the quality education for every Filipino learner despite of schools’ closure, they will both overcome the effects of crisis due to CoVid-19 pandemic (Manlangit, Paglumotan, & Sapera, 2020, October 5 in Lebaste 2020, November 28).

Specific Question No. 2. What was the performance level in reading of grade 3 Canary learners of Binulasan Integrated School in the new normal education after implementing the (IPITM) Intensive Parental Involvement and Teacher Monitoring)?

No.	Number of Words Read Correctly	Weighted Mean	Verbal Interpretations	Rank
1	49	2.88	Instructional	9.5
2	48	2.82	Instructional	13
3	51	3.00	Instructional	5
4	48	2.82	Instructional	13
5	48	2.82	Instructional	13
6	52	3.06	Independent	2.5
7	52	3.06	Independent	2.5
8	51	3.00	Instructional	5
9	49	2.88	Instructional	9.5
10	39	2.29	Frustration	15
11	50	2.94	Instructional	7
12	49	2.88	Instructional	9.5
13	53	3.12	Independent	1
14	51	3.00	Instructional	5
15	37	2.18	Frustration	16
16	32	1.88	Frustration	17
17	49	2.88	Instructional	9.5
Average Weighted Mean		2.80	Instructional	

Scale	Interpretation
3.01-4.00	Independent
2.77-3.00	Instructional
0.06-2.76	Frustration
0.00-0.05	non-reader

Table 2 shows the weighted means, number of words read correctly, verbal interpretations and ranks of the respondents’ post-test in oral/word reading of Grade Three Learners during the School Year 2020-2021 in Binulasan Integrated School after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring). As shown in the table above, a respondent number 13 got perfect number of words read correctly ranked 1 with the weighted mean of 3.12 and verbal interpretation as “Independent”, followed by respondents 6 and 7 ranked 2.5 and had 52 number of words read correctly with the weighted mean of 3.06 and verbal interpretation of “Independent”, next, respondents 3, 8 and 14 had 51 number of words read

correctly with the weighted mean of 3.00 ranked 5 with verbal interpretations as “Instructional”, respondents 11 ranked 7 and had 50 number of words read correctly with the weighted mean of 2.94 and verbal interpretations as “Instructional”, ranked 9.5 got respondents 1, 9, 12 and 17 with 49 number of words read correctly with the weighted mean of 2.88 and had verbal interpretations as “Instructional”, ranked 13 got respondents 2, 4, and 5 with 48 number of words read correctly with the weighted mean of 2.82 and verbal interpretations of “Instructional”, a respondent number 10 ranked 15 and had 39 number of words read correctly with the weighted mean of 2.29 with verbal interpretations of “Frustration”, ranked 16 which is respondent number 15 had 37 number of words read correctly with the weighted mean of 2.18 and verbal interpretations of “Frustration”, while ranked 17 got number 16 respondent with 32 number of words read correctly with the weighted mean of 1.88 and had verbal interpretations as “Frustration”. To sum up, the average weighted mean of the respondents’ post-test in oral/word reading after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring) is 2.80 with verbal interpretations as “Instructional”.

Based on the information given above, all the grade three Canary learners at Binulasan Integrated School improved their reading ability with the overall average weighted mean of 2.80 and had verbal interpretation as “Instructional”. In line with this, parents were experts on their children. They have unique one-on-one setting instruction for their kids such as sharing and reading a book at bedtime. On the other hand, teachers were the experts on instruction. They know different strategies suitable to every learner to make progress, but the setting of instruction at this time of crisis makes it difficult to support every child individually. So, through a powerful and sustainable collaboration of parents and teachers with complementary skill sets and a common purpose helps learners learn and more successful (Seale, 2020).

Besides, teacher monitored the progress of learners through home visitation, feedback mechanisms, also guide learners who need special attention and strictly followed the health protocols. Likewise, learners asked for assistance from the teacher via email, telephone calls, text message or instant messaging, and other way of communication with internet access as long as parents have practical guidance to do so. Thus, continuous interaction of teachers with their pupils provides a sense of routine and purpose and helps them maintain their professional identities in the midst of pandemic as well as help the learners and parents provide materials and activities that the pupils needed to support modular distance learning and develop their full potential (UNICEF, 2020; Malaya, 2020; Manlangit, Paglumotan, & Sapera, 2020, October 5).

Specific Question No. 3. Is there significant difference in the performance level in reading of grade 3 Canary learners of Binulasan Integrated school in the new normal education before and after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring)?

Scores Paired	Degree of Freedom	Mean		Computed t value	Computed critical value of t	Interpretation	Decision
		Pre	Post				
Before and after the Implementation of IPITM	16	36.76	47.53	-5.44	1.75	With Significant Difference	Reject Ho

The table shows significant difference in the performance level in reading of grade 3 Canary learners of Binulasan Integrated school in the new normal education before and after the IPITM (Intensive Parental Involvement and Teacher Monitoring). The result indicates that the computed t value which is -5.44 is higher than the critical value of t which is 1.75. Thus, the null hypothesis which states “There was no significant difference in the performance level in reading of grade 3 before and after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring)” was rejected.

The findings above revealed that there was significant improvement in the reading ability of grade 3 pupils, since the Mean in pre-test increased from 36.76 to 47.53 in the post-test. On the same note, Muniandy (2019) concluded on the relationship between parental involvement and early reading literacy development

that parents were aware of choosing proper reading materials and their children read constantly to achieve good reading proficiency, and the outcome from early literacy development found successful. Also, initiative of parents in providing assistance on their child's literacy skills found effective as well as a positive relationship between the involvement of the parents and early literacy development. Apart from this, the study on an explanatory survey design on the relationship of parental involvement and reading achievement of ninth-grade students revealed that students whose parents are engaged in their education have more academic success than students whose parents have minimal participation. Also, providing parents with strategies that empower them to become fully involved in the education of their children can bring about positive social change by building strong relationships between the school, family, and community to support the academic achievement of their students (Mayhall-Andrews, 2018).

Specific Question No. 4. What was the implication of the findings of this action research for the improvement of performance level in reading of grade 3 Canary pupils of Binulasan Integrated School in the new normal education?

The following were the significant implications of the research study:

1. The result revealed that all the learner-respondents fall under frustration level in the pre-test of oral reading ability. This implied that these pupils need to undergo in the remediation through IPITM (Intensive Parental Involvement and Teacher Monitoring).
2. The findings disclosed that after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring), the reading ability of all the respondents increased. This implied that through a powerful and sustainable collaboration of parents and teachers with complementary skill sets and a common purpose helps learners learn and more successful (Seale, 2020).
3. The study revealed that there was significant difference and improvement in the performance level in reading of grade 3 before and after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring). This implied that the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring) was effective.

Summary of Findings

Performance Level in Reading of Grade 3 Canary Learners of Binulasan Integrated School in the new normal education Before Implementation of the Intensive Parental Involvement and Teacher Monitoring (IPITM)

The reading ability of grade 3 Canary Learners of Binulasan Integrated School in the new normal education before the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring) evaluated as "Frustration" as reflected by the overall average weighted mean of 2.16.

Performance Level in Reading of Grade 3 Canary Learners of Binulasan Integrated School in the new normal education After Implementation of the Intensive Parental Involvement and Teacher Monitoring (IPITM)

The reading ability of grade 3 Canary Learners of Binulasan Integrated School in the new normal education after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring) evaluated as "Instructional" as reflected by the overall average weighted mean of 2.80.

Significant Difference in the Performance Level in Reading of Grade 3 Canary Learners of Binulasan Integrated School in the new normal education before and after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring)

The result indicated that the computed t value which is -5.44 is higher than the critical value of t which is 1.75. Thus, there was significant difference in the performance level in reading of grade 3 learners before and after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring). The findings also revealed that there was a significant improvement in the reading ability of grade 3 pupils, since the Mean in pre-test increased from 36.76 to 47.53 in the post-test.

The Implications of the Findings of the Research Study to Improve the Performance Level in Reading of Grade 3 Learners of Binulasan Integrated School in the new normal education.

The findings revealed that the reading ability of grade 3 Canary Learners of Binulasan Integrated School in the new normal education before evaluated as “Frustration”. Then, after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring) it evaluated as “Instructional”. Therefore, there was significant difference and improvement in the performance level of grade 3 learners in the new normal education before and after the implementation of IPITM.

V. CONCLUSIONS

Based on the summary of findings the following conclusions were derived:

1. The performance level in reading of grade 3 Canary learners of Binulasan Integrated School before implementation of the Intensive Parental Involvement and Teacher Monitoring (IPITM) was frustrated in the new normal education.
2. The reading ability of grade 3 Canary learners were considered as instructional after the implementation of the Intensive Parental Involvement and Teacher Monitoring (IPITM) at Binulasan Integrated School in the new normal education.
3. There was significant difference in the performance level in reading of grade 3 Canary learners of Binulasan Integrated School in the new normal education since the performance level in reading improved before and after the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring).
4. The results of the study implied that the implementation of IPITM (Intensive Parental Involvement and Teacher Monitoring) was effective.

VI. RECOMMENDATIONS

In the light of the aforementioned findings and conclusions the following are hereby recommended:

1. The DepEd Quezon needs to:
 - a. Draws and implement programs that would help the teachers to monitor the progress and development of performance level of learners such as upgrading internet providers. Since, it is risky to conduct home visitation under the new normal.
 - b. Plan and conduct webinars and trainings on strategies and approaches for parents to support and assist their children properly in modular distance learning.
 - c. Sponsor and provide colorful reading materials that suitable to the needs and interest of every learner. So that, the learners motivate and intensify their reading skills at home under the new normal.
2. The teachers should:
 - a. Make and implement a comprehensive strategic plan to intensify the parent involvement not only to improve the performance level of learners in reading but also the competencies needed to develop learners' full potential and become successful in modular distance learning during this time of CoVid-19 pandemic.
 - b. Support and adapt the IPITM (Intensive Parental Involvement and Teacher Monitoring) to improve the performance level of the learners and their competencies as well.
3. For the Future Researchers:
 - a. Have a deepened analyzation and understanding about the multi-cultural background of every learner to develop a positive attitude to communicate, interact, and foster acceptance and tolerance with individuals from varied cultures as well as to create harmonious relationship with parents and strengthen parents' involvement in all school programs and activities.

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ISSN 2792-4009 (online), Published under Volume: 1 Issue: 6 in November-2021

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