

Parental-Teaching Approach and Academic Performance of Grade Six Pupils in the New Normal Setting

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Abstract

The success of every educational endeavor requires collaborative efforts between parents and teachers, knowing the fact that students learn their first lesson from home with their parents as their first teachers. Hence, the main purpose of this study is to capacitate the level of parental-teaching and to determine its impact on the academic performance of the children at home in the new normal education. The study used the concept of Quantitative Research, such as Descriptive-Correlational design to determine the relationship between the Parental-Teaching Approach and the Academic Performance of the Grade six pupils in the Modular Class amidst a new normal setting of Education at Salabaca Elementary School, Salabaca, Esperanza, Sultan Kudarat during the school year 2021-2022. Based on the result of the study, parental teaching specifically on the Academic Enhancement of the learners are found to be merely evident or merely effective in the conduct of the Modular-Distance Class. Although it is evident that parents served as direct contacts or moderator when there are clarifications or questions in the module, and as the translators of the module to simplify complexities in the context, still there are competencies they missed like what the real teachers usually do. It is also concluded that parents' effort is evident during the conduct of the Modular-Distance Learning. However, there is no significant relationship between the level of Parental-Teaching and Academic Performance of Grade Six Pupils in the Modular Learning" is hereby accepted.

Keywords: Parental-Teaching, New Normal Setting, Modular Distance Learning, Academic Performance