

School-Home Learning Clinic: An Innovative Project

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Abstract: *This study is about an innovative project designed to address the educational process of non-face-to-face learning in school. The objective of this study is to assess the effectiveness of the school-home learning clinic project of Pandayan Elementary School in the province of Bulacan, Philippines. A descriptive research design was used in this study. The data came from the performances of the students in the first and second quarters of the school year 2020-2021. Statistical analysis of their performances was done using percentage, mean, and t-test. The study found strong evidence that the school-home learning clinic is effective based on the result of the comparison of the students' performance before the project (First Quarter) and after the administration of the project (Second Quarter). It was therefore concluded that a school-home learning clinic (SHLC) is an effective alternative way of learning for pupils especially in this time of crisis created by the COVID-19 pandemic.*

Keywords—innovation; homeschooling; project, COVID-19 pandemic

1. INTRODUCTION

The COVID-19 pandemic poses challenges to various sectors, especially in responding to basic rights. With the physical distancing and community quarantine being among the measures to contain COVID-19, basic education is among the sectors heavily affected as schools and community learning centers are closed for the physical conduct of classes. In an essay, Apple [1] stated that the crisis has transformed the lives and realities of a huge number of people. As Asio and Bayucca [2] and Jimenez [3] mentioned that the impact of the COVID-19 pandemic changed the course of delivering quality education and halted the education process to both teachers and learners. The current pandemic is categorized as a disaster since it is biological in nature. It is essentially human to survive disasters like this; thus, awareness of disaster is part of learning and its corresponding management and preparations in the community [4][5][6][7]. Education is very important in alleviating the struggles of individuals and finding solutions to problems which was generated by the current situation.

To better serve our stakeholders in providing quality education and fulfilling our mandate to teach with utmost integrity and dedication we come up with the idea of creating a School-Home Learning Clinic. Ray [8] indicated that homeschooling yielded positive results on different variables. Faisal [9] showed that implementing homeschooling and the learning process should be based on the needs of different children. Letzel et al. [10] also found that homeschooling expanded the educational, social, psychological, and equality domains. In the perspective of Bartolome and Mamat [11], they revealed four themes in their descriptive study in parental involvement in early childhood education.

The person involved in this Project Innovation are the School Head and teachers to ensure that the Modified Learning Competencies were properly taught. As we all

know, the ravaging pandemic also affected the teachers in terms of physical, emotional, psychological, and economic aspects. Asio and Jimenez [12] mentioned in their study that there is a significant difference in the assessment of teachers' sleep, religious tasks, and suicidal thoughts. Jimenez [13] [14] also showed that the current pandemic affected the learning resource development of teachers mentally. Since the pandemic is ravaging the country it is also a must to protect the children, thus a protection policy is a must [15]. Therefore, teachers together with their school heads should consider other innovative options in providing a sound quality education for students.

Thus, this study was done to address such a problem. The Pandayan Elementary School has conceptualized the School-Home Learning Clinic to address the difficulty of parents in explaining some of the complex competencies to their children. This Innovation was supported by all teachers, parents, staff, and Barangay Council for the welfare of learners.

The main objective of the study is to analyze the effectiveness of the School-Home Learning Clinic and to help the parents in addressing their difficulty in explaining some of the complex competencies/ lessons to their children.

2. METHODOLOGY

2.1 Research Design

This study used a descriptive type of research design wherein the survey was used as the primary instrument for data gathering.

2.2 Respondents

The target beneficiaries of the School/Home Learning Clinic were the 737 elementary pupils of Pandayan Elementary School, Schools Division of the City of Meycauayan City. They were chosen conveniently since the author is the head of this institution.

Table 1. Students' Enrollment Profile

Grade Level	Enrolment/ Modular		Total
	Male	Female	
Kindergarten	50	50	100
Grade I	58	50	108
Grade II	60	74	134
Grade III	56	68	124
Grade IV	52	30	82
Grade V	46	54	100
Grade VI	49	40	89
Total	371	366	737

2.3 Data Collection Procedure and Process

Teachers will identify the problems encountered by the parents in the Modular Learning Modality. Parents will be scheduled accordingly by grade level. Parents will visit the school according to their scheduled visiting day and hour. Teachers will address the concerns of the parents face to face. Also, teachers will give lectures or explanation on the subjects or lessons which the parents are having difficulty in understanding. Teachers will provide the "School-Home Learning Kit" or the hard copies of the lectures done during the teacher-parent learning clinic for further references.

The school together with the parents shall observe proper safety protocols. The school together with the teachers will monitor the application of the processes done by the parents. In this, monitoring will have to enumerate the effectiveness of the program and the rooms for improvement. Teachers will evaluate the effectiveness and applicability of how the parents were able to deliver and to apply the School-Home Learning Kit to their child/children.

2.4 Statistical Analysis

This study employed SPSS 22 in the analysis and computation of the data gathered from the survey. The statistical tools used in this study include a percentage for the average grades of the pupils, a mean for the total average grades of the pupils, and a t-test for the significant differences before and after the implementation of the School-Home Learning Clinic (SHLC).

3. RESULTS AND DISCUSSION

The objective of this study is to determine the effectiveness of the School-Home Learning Clinic at Pandayan Elementary School. The following tables presented the results of the study.

Table 2. Average Grade per Subject before the School-Home Learning Clinic

Grade Level	Subjects	Average Grade Weeks 1-4 (Q1)
Kinder	Kindergarten Domains	77%
Grade 1	ESP	79%
	MTB	77%
	Math	75%
	AP	76%
Grade 2	MAPEH	78%
	ESP	88%
	Filipino	86%
	Math	81%
Grade 3	English	82%
	MTB	87%
	AP	84%
	MAPEH	85%
	ESP	85%
	Filipino	78%
Grade 4	Science	79%
	Math	78%
	AP	78%
	English	76%
	MTB/MLE	79%
	MAPEH	85%
Grade 5	ESP	91%
	English	70%
	Filipino	73%
	Math	70%
	Science	75%
	AP	79%
Grade 6	MAPEH	70%
	EPP	70%
	ESP	93%
	English	70%
	Filipino	72%
	Math	70%
Grade 6	Science	71%
	AP	75%
	MAPEH	71%
	EPP	75%
	ESP	88%
	English	77%
Grade 6	Filipino	79%
	Math	75%
	Science	76%
	AP	78%
	MAPEH	78%
	EPP	80%
OVERALL AVERAGE		78%

Table 2 shows the average grades in each subject for every grade level for weeks 1 to 4 of the first quarter, without the School-Home Learning Clinic (SHLC), which are presented in this table. The table shows the grades in the major subjects from Kinder to Grade 6. As seen, the major subjects like Filipino, Mathematics, Science, and English are

relatively low compared with the grades in the minor subjects (EsP, MAPEH, EPP/TLE, and AP). This is because principles have to be reviewed and common sense cannot be applied. The overall average grade of the whole group was 78 percent.

Table 3. Average Grades of Pupils before School-Home Learning Clinic

Grade Level	Score (%)
K	77
I	77
II	84.71
III	79.75
IV	74.75
V	74.63
VI	78.17
Average	78.00

Table 3 indicated the summary of the average grades of the modular learners per grade level. As observed, the table showed a 78.00 average grade. It implies that there is a need for an intervention to improve the academic performance of the pupils. As per DepEd standards on the academic grades, there should be at least 80% grade for each subject area.

Table 4. Performance of Pupils after the School-Home Learning Clinic (SHLC)

Grade Level	Subjects	Average Grade Weeks 5-10 (Q1) Weeks 1-4 (Q2)
Kinder	Kindergarten Domains	85%
Grade 1	ESP	84%
	MTB	81%
	Math	80%
	AP	81%
Grade 2	MAPEH	82%
	ESP	91%
	Filipino	89%
	Math	84%
	English	85%
Grade 3	MTB	89%
	AP	85%
	MAPEH	86%
	ESP	88%
	Filipino	82%
	Science	83%
	Math	81%
	AP	80%
English	80%	
Grade 4	MTB/MLE	82%
	MAPEH	88%
	ESP	93%

	English	80%
	Filipino	80%
	Math	80%
	Science	84%
	AP	89%
	MAPEH	80%
	EPP	80%
Grade 5	ESP	95%
	English	82%
	Filipino	86%
	Math	81%
	Science	84%
	AP	86%
	MAPEH	83%
Grade 6	EPP	87%
	ESP	93%
	English	82%
	Filipino	86%
	Math	80%
	Science	81%
	AP	83%
OVERALL AVERAGE	MAPEH	85%
	EPP	87%
		84%

Meanwhile, Table 4 reveals the average grades in each subject for every grade level for weeks 5 to 10 of the First quarter and weeks 1 to 4 of the Second quarter wherein the School-Home Learning Clinic (SHLC) was already put into practice and was being utilized by the advisers to the parents. As seen, there has been an improvement in the major subjects like Filipino, Mathematics, Science, and English. However, as compared with the grades in the minor subjects (EsP, MAPEH, EPP/TLE, and AP), they are still a little bit lower as expected. Also, from the previous tables, the overall average of students improved drastically from 78 to 84 percent.

Table 5. Average Grades per Grade Levels After SHLC

Average Grades After SHLC per Grade Level	
Grade Level	Score (%)
K	86
I	90.6
II	88.43
III	89.63
IV	89.75
V	90.13
VI	89.42
Average	89.14

Likewise, Table 5 shows the summary of the average grades of the Modular learners for each grade level. As seen, there is a substantial increase in the performance of the pupils after the intervention. All of the grade levels are now beyond the DepEd required standard grade of 80. The average grade in all of the grade levels is now 89.14.

Table 6. T-test for the Performance of Pupils Before and After the SHLC

Pre-Test Descriptive Stat Result		Post-Test Descriptive Stat Result	
Mean	78.00	Mean	89.14
Median	77	Median	89.63
Mode	77	Mode	None
Standard Deviation	3.46	Standard Deviation	1.54
Sample Variance	12.01	Sample Variance	2.360990476
Skewness	1.30	Skewness	-1.720300305
Range	10.08	Range	4.6
Minimum	74.63	Minimum	86
Maximum	84.71	Maximum	90.6
Sum	546.01	Sum	623.96
Count	7	Count	7

Table 6 shows the descriptive analysis of both the results of the Before and After SHLC average grades of the pupils from Kinder to Grade 6. The average grades *BEFORE SHLC* have obtained an overall total of 546.01 while the average grades *AFTER SHLC* have a decent total of 623.96.

Further, the table shows the results from the average grades *BEFORE SHLC* and the average grades *AFTER SHLC* have means of 78.00 and 89.14, respectively, while having standard deviation among the AVERAGE grades of 3.46 and 1.54. The range was at 10.08 and 4.6, respectively, while the frequently recurring scores were only 77 from the *BEFORE SHLC* grades.

The results implied that with the same number of average grade scores from the same group of learners who have undergone the SHLC project, all of their academic performances in their respective grade levels have improved at a significant level.

The results supplement the fact that the program initiated and implemented by the school significantly improved the academic performance of learners in all subjects from Kinder to Grade 6. More so, the parents' presence and their direct involvement in the lessons can boost the achievement of their children [16] wherein monitoring the progress of their kids can guarantee that their child will strive to make the best of him/her. Finally, the program also received positive feedback from parents and pupils, and other stakeholders of the school. In a different perspective, another study showed the effect of remediation activities on Grade 5 pupils which showed substantial results [17].

Table 7. Descriptive Analysis of the Average Grades Before and After the SHLC

t-Test: Paired Two Sample for Means		
	Average Grades Before SHLC	Average Grades Before SHLC
Mean	78.00	89.14
Variance	12.01	2.360990476
Observations	7	7
Pearson Correlation	-0.234713472202715	
Df	6	
t-stat	2.52	
Critical value	1.943	
Level of significance	0.05	

Table 7 indicates the t-test for paired two samples for means. At 0.05 Alpha level of significance, statistical analysis showed that the absolute value of the t-Statistic (2.52) is observed to be larger than the absolute value of Critical t value which is 1.943. Hence, the Decision Rule is to Reject the Null hypothesis. This implies that the School-Home Learning Clinic project implemented by the school has a significant effect on the academic performance of pupils in all subjects from Kinder to Grade 6.

The results strengthen the significance of a successful teacher-to-parent-to-child teaching-learning process which is believed to be a powerful tool in building a strong foundation of a Distance Learning Modality, particularly Modular learning.

4. CONCLUSIONS

After thorough scrutiny of the findings of the study, the following conclusions were hereby made.

1. The overall average grades of pupils in all subjects in all grade levels before the School-Home Learning Clinic was 78%. Their mean score fell below the 25th percentile of the test. This reflects a poor performance on the part of the learners in all their subjects.
2. The overall average grades of pupils in all subjects in all grade levels after the School-Home Learning Clinic was 89.14%. Their mean score has now increased above the 75th percentile of the test. This reflects a better performance on the part of the learners in their subjects after parents have undergone the intervention, School-Home Learning Clinic.
3. There is a significant difference in the academic performance of pupils in all their subjects and all levels before and after the intervention, School-Home Learning Clinic. The said program-intervention shows a positive effect on the academic performance of the pupils while their parents attend the SHLC.

5. RECOMMENDATIONS

After a thorough analysis of the given feedback, the following recommendations are given:

1. School-Home Learning Clinic developed because of the belief that this strategy will offer unique benefits especially during this time of the pandemic. The advisers and teachers will have the opportunity to see the parents face to face and give clarifications to instructions unclear to them and their children. The teachers will have the opportunity too to give a review of lessons that the parents have already forgotten so that the parents will be able to transfer the learning to his/her child. Since it has generally received positive feedback from parents, guardians, teachers, and advisers, it is therefore recommended that the said strategy be implemented and utilized in every elementary and senior high school in SDO – Meycauayan.
2. SHLC can foster a special positive relationship between the parents and the teachers which can provide additional benefits on the teaching-learning process. And therefore, the SHLC is highly recommended.
3. It is further recommended that an evaluation of the said strategy be undergone to assess its effectiveness and benefits. After identifying the benefits and advantages, the program should be promoted to all the parents so that more parents will attend and be further benefitted.
4. And finally, it is also recommended that more schedules will be offered, considering the availability of parents and/or guardians and considering their most convenient time.

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