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Using the Appreciative Inquiry Model to Evaluate The Effectiveness of Localized Activity in Teaching Students at Home (LATSH)

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ABSTRACT

The present study improves the performance of Grade 8 students in Technology and Livelihood Education through the Appreciative Inquiry Model to evaluate the effectiveness of Localized Activity in Teaching Students at Home (LATSH). It employed a mixed-method design to understand the research problem better. The paper was divided into four chapters: Discover, Dream, Design, and Deliver. The study respondents were 27% of the total enrolled in Grade 8, belonging to the lower group at Pres. Diosdado P. Macapagal Memorial High School and some TLE teachers. The study administered the pre-evaluation and post-evaluation forms based on Most Essential Learning Competencies (MELCs). The researcher's home-based module (LATSH), which functions as an intervention, was built with extra learning activities, and the results served as the foundation for improving the participants' performance. Administering the home-based learning modules to the TLE students through the pre-test and the summative test revealed a drastic improvement, which means the students are learning step-by-step, which is a good sign. The dream stage consisted of the strengths of the learning modules to facilitate students in optimizing learning. However, it used the implementation of home-based learning for design. It has simplified the teachers' perceptions and views based on related literature. Lastly, in delivering and evaluating the LATSH module in terms of Module Content, Module Teaching and Learning, Module Support, and Module Assessment and Feedback, it was agreed that the module would develop their skills and be a factor for future employment. Based on the study result, the researcher suggested drawing an Action Plan.

Keywords: Home-Based Learning Modules, LATSH, MELCs, TLE

I. INTRODUCTION

Covid-19 brought the entire educational system to the test. Due to school closures and lockdowns to limit viral infections, many schools and institutes of higher learning have changed their teaching and learning activities to online/remote learning, necessitating a shift from face-to-face schooling to online home-based learning (HBL). According to the Philippine Constitution, the state maintains and supports all citizens' right to quality education at all levels, encouraging non-formal and informal educational systems and self-learning and independent study programs (Art XIV Sec 2). On the other side, home-based learning (HBL) promotes self-directed learning. During this pandemic, we cannot deny that HBL is only effective if teachers and parents collaborate to promote children's education and help them develop into self-directed learners (Minke et al., 2014). This study was conducted to practice teaching Technology and Livelihood Education better. TLE is concerned with offering experiences in diverse fields of work and expectations that will build in the individual skill, knowledge, appreciation, and values necessary for practical everyday living, much like a core school topic (Manalo, 2018).

However, there is a consensus because Technology and Livelihood Education face significant obstacles in many regions. Lack of learning materials, equipment, and financial and educational resources, to name a few, all contribute to learners' incompetence. Technology and livelihood education have been cornerstones of excellent education, allowing it to become internationally competitive and generate 21st-century learners. The Department of Education states that "localization of curriculum is a key aspect of the K to 12 Curriculum" because "learning will be more efficient for and meaningful to learners by tying new information to local experiences that are familiar to learners." (DepEd, 2016, sec.15.5, para 2).

According to Perin (2011), contextualized education delivers insignificant subject content in an appropriate context to the learners.

1.1 Teacher

Teachers in Educational District III faced challenges with online teaching during the pandemic, as revealed by feedback from a survey. The module content provided by Division Office was generally adequate but need revision for better learner understanding. Teachers highlighted issues with excessive module activities leading to student boredom and ineffective learning, suggesting a need for adjustments to improve student engagement and motivation.

1.2 Parents

Study of Aman et al. (2019) highlights parental knowledge and involvement as key factors in secondary students' academic progress. Ho & Kwong (2013) emphasize the impact of parental involvement on primary involvement on primary students' self-concept and academic success. Topor et al. (2010) have consistently shown a positive correlation parental involvement and improved academic performance.

1.3 Students

Students have shown a preference for face-to-face learning over online education due to the direct interaction with teachers, as highlighted by Hartono et al. (2020). Salhuddin (2021) emphasizes the importance of face-to-face learning for student understanding, contrasting it with the less favored modular distance learning approach. Building on this, a study conducted at Pres. Diosdado P. Macapagal Memorial High School developed LATSH module to address lower scores in Technology and Livelihood Education (TLE) among Grade 8 students, aiming to bridge traditional and new normal education methods and support at-risk students during the pandemic. This study utilizes the Appreciative Inquiry Model (AI) to explore positive pedagogical practices and student experiences, offering a valuable resource for teachers and self-learning materials in the absence of adequate resources.

II. RESEARCH METHODS

This research makes use of mixed method was employed to give value to qualitative and quantitative data to understand the research problem better. The target respondents of the study were 27% of total enrollees in grade 8 who belong to the lower group at Pres. Diosdado P. Macapagal Memorial High School and some TLE teachers. The research instrument used in this study was the pre-evaluation and post-evaluation form based on the Most Essential Learning Competencies (MELCs). It also made of the supplementary learning module (LATSH) developed by the researcher. Modules were distributed weekly to the students, and the retrieval of their responses was weekly. The implementation theory utilized the Appreciative Inquiry Model to guide the study. The research also conducted Focus Group Discussion (FGD) with the selected teachers from Educational District (EDDIS) III who volunteered to participate in this study. The researcher creates a semi-structured questionnaire anchored in the research question.

III. DISCUSSION

This section presented the results based on the data gathered from the respondents using the implementation theory utilizing the Appreciative Inquiry Model consisting of Discover, Dream, Design, and Deliver.

3.1 Discover

Teacher participants were asked about their perception of the use of contextualized modules, and here are their suggestions for this, as verbalized: *“Positive: The modules are very informative and very interesting to answer. Home-based learning also gives parents more time to monitor and guide their children. Negative: The learners tend to be more passive when they receive orders and instructions from their parents than when they receive them from teachers.*

The learners are often not honest in answering their modules and exams” Inducil, M. (personal communication, July 09, 2021). *“Positive - Involvement of parents in the learning of students. Both parents and pupils become responsible for accomplishing SLM. Some students were not interested in finishing their modules due to lack of home supervision”* Frias, J. (Personal communication, July 09, 2021).

“I still believe that whatever learning modalities are used, if you desire to impart, it remains effective. Some parents are not cooperative” Dela Cruz, A (Personal communication, July 09, 2021). *“The students develop study habits and time management”* Lim, A. (personal communication, July 09, 2021).

According to Dioneda (2019), teachers in any subject area should integrate localization and contextualization in teaching because of their optimistic expressions regarding students' performance and enthusiasm towards the lessons. According to Gomez (2019), teaching modules are usually conceptualized as self-contained "units" of content technique. They are offered as "models" that must be adopted by any instructor who uses them to meet the competencies of a specific course. In managing their time, innovating teaching strategies, adapting to the changes brought on by the new normal education trend in education, being flexible, providing alternative plans, remaining optimistic and patient, and equipping themselves with the necessary skills (Acala, 2021).

3.2 Dream

Specifically, this dream stage in the research study further attempted to answer the following questions: (1) What are the teachers' perceived strengths that allow them to help students optimize their learning?

The strengths of the structure and design of the modules in enabling students to achieve learning outcomes are that learning becomes more effective because Modules serve as a guide on different courses offered in TLE. Modular teaching becomes an integral part of an effective teaching-learning process. Thereby, objectives are achievable.

The teachers' perceived strengths that allowed them to optimize their learning were contextualized and localized tasks in the classroom. Therefore, the students actively participate, complete tasks responsibly, and relate functions at home and in the community that encourage the students to ask and answer inquiries.

Here are their suggestions for this, as verbalized: *"I can prepare my learners for using home-based learning modules through continuous communication with them and their parents, and I assist them every step of the way. I will allow myself to collaborate with others to share insights and support one another to effectively implement home-based learning modules"* Chico, G. (personal communication, July 09, 2021).

"I explained to parents or guardians that the quality of learning will not be achieved if they are answering the modules. If the students honestly answer the modules, I will know the particular interventions I will provide." Victoria, J. (personal communication, July 09, 2021).

The teachers' participants' perceived strengths allow them to facilitate students to optimize their learning through home visitation to know the learners' status and know them personally so that the teacher will see the intervention or strategies that would help the learner achieve the learning. The most important thing was creating a good relationship between parents and the teacher, which was integral to molding the learners.

Students' responses to the module survey regarding knowledge with five indicators were included in the category, and four of the indicators were rated as agreed by the students' respondents. In contrast, one hand was placed strongly agree. The statement was, "The module allows me to learn new things," with a weighted mean of 4.51. The grand mean was 4.24 with a verbal description of Agree.

3.3 Design

Specifically, this design stage of the research study further attempted to answer the following questions: (1) What action plans should be implemented as shared by the teachers, parents, and students? (2). What action plan can be created or designed to ensure the achievement of learning competencies and active implementation of the modules?

The participants were asked if their action plan should be implemented as shared by the teachers, parents, and students. Here are their suggestions for this, as verbalized:

3.3.1 Students Responses

"The modules should be in a larger font size because some students have bad eyesight" Cruz, C. (personal communication, July 27, 2021). *"I learn even if I only study at home."* Cunanan, V. (personal communication, July 27, 2021). *"Alisin sana ang key to correction sa likod upang maiwasang ng ibang studyante ang kanilang pandadaya at pangonngopya dito"* Flore, M.S. (personal communication, July 27, 2021).

"For me, it is okay, but sometimes the tint of the module is blurry, and it is hard to understand what is written. To improve it, also maybe put more examples of the lesson minsan po kasi medyo mahirap intindihin kapag walang example." San Jose, N. (personal communication, July 27, 2021).

"The things that I liked in this module were that it was easy to understand the content and the topic was easy to comprehend" Adriano, M.A. (personal communication, July 27, 2021). *"The thing I like in module was the wording was easily understood, and the terms were very common to us, and it is easily remembered"* Villarama, T.D. (personal communication, July 27, 2021). *"The assessment because you can easily answer because you already know the topic and already understand"* Arizobal, A. (Personal communication, July 27, 2021).

3.3.2 Parents

"Having a hard time studying at home because she cannot understand her lesson" Flores, G. (personal communication, October 27, 2020). *"Very lazy in studying at home because she cannot understand her lessons"* Rabino, L. (Personal communication, October 28, 2020). *"Does not show interest in his studies because he has no motivation from his parents."* Ador, A. (personal communication, October 26, 2020).

3.3.3 Teachers

"Not all of the students had retained knowledge because of lacking time, where they answered modules, time-consuming so I guess let limit activities where it has a great retained to them by using localize materials and contextualization" Cruz, B. (Personal communication, November 27, 2021).

"No key to correction, I will use simple words for discussions; it has only 2-3 activities to cover the learning outcome" Chino, G. (Personal communication, November 09, 2021). *"If I were given a chance to design a module, I would craft the module by contextualizing the terms and using localized materials to represent the lesson so that they can easily comprehend it."* Bareng, J. (Personal communication, November 09, 2021).

The teachers' participants were asked if their action plan could be created or designed to ensure the achievement of learning competencies and active implementation of the modules. Here are their suggestions for this, as verbalized: *"LAC sessions in the school may greatly help with this."* Feliciano, L. (Personal communication, July 09, 2021).

"Simplify all activities and assessments; they must be brief and lessen the number of items so learners can accomplish all required tasks. However, all of them should be based on MELC" Frias, J. (Personal Communication, July 09, 2021). *"On the part of the teachers, we are already open-minded about it; the most difficult part is the part of the parents. Some needed to be more cooperative. Parents must also be open-minded about it and willing to do their part for the benefit of their children"* Gotamanga, F. (personal communication, July 09, 2021).

The plan of action that should be implemented as shared by the teachers, parents, and students is the Localized Activity in Teaching Students at Home (LATSH). It is a strategy designed to produce behavior change to improve low-level student performance, help struggling students, and measure their progress. Furthermore, the plan of action can be created or designed to ensure the achievement of learning competencies and active implementation of the modules, utilizing a modular learning design that is a flexible framework for curriculums in K-12 education. This design aims to ensure the realization of a lifelong, whole, and meaningful learning that fits the 21st Century. Will accept the speed of change and the increasing importance of personal differences and support all modern learning methods as traditional.

3.4 Delivery

3.4.1 Module Content

The modules will develop the student's skills and can be a factor for future employment. The module content from the Division Office was quite fair, but some content on the modules needs to be modified so that learners can easily understand what is intended.

The respondents agreed that the module will enable the students to develop skills that will help them for employability or career development. Likewise, they agree that the modules develop the student's skills and can be a factor for future employment. See Appendix.

Adonis (2020), the learner, struggled with questions asked in the self-learning modules, which were too difficult even for an adult like him to figure out. He also mentions that learners will adapt and adjust to the new learning modalities but not in the proper interest of the lesson; even the learners and parents need help understanding the contents of the modules.

3.4.2 Module Teaching and Learning

The respondents agreed that the teachers focused on modules that interested the students and were good at explaining things.

Dioneda (2019) stated that teachers in any subject area should integrate localization and contextualization in teaching because it expresses an optimistic effect regarding students' performance and enthusiasm towards the lessons. According to Gomez (2019), teaching modules are usually conceptualized as self-contained "units" of content technique. They are offered as "models" that must be adopted by any instructor who uses them to meet the competencies of a specific course.

3.4.3 Module Support

The students agreed that they could contact teaching staff when needed, and the reading list is helpful. See Appendix. Teachers need to encourage learners to learn by working closely with parents/guardians so that they will know what teachers' expectations are and so that they can closely monitor learners at home. Minke et al. (2014) state that a good relationship between teachers and parents is vital to student learning. This means that the parents support their learners once they know the teacher's expectations for academic performance. Research reveals that student.

This means that the parents support their learners once they know the teacher's expectations for academic performance. Research reveals that students' learning depends on the parents' support in helping the learner in school-related activities, either academic or extracurricular activities, and provides an encouraging learning environment (Mora & Escardibul, 2018).

3.4.4 Module Assessment and Feedback

The students agreed that they found the assessment requirements and marking criteria clear and that the module had prepared better for the assessment tasks. See Appendix. Most of the modules contain too many topics and activities. On the other hand, according to Adonis (2020), the learner needs help with questions asked in the self-learning modules that were too tricky even for an adult like him to figure out. He also mentions that learners will adapt and adjust to the new learning modalities but not the proper interest of the lesson even the learners and parents struggle to understand the contents of the modules (Pe et al., 2020)

IV. CONCLUSION

1. The Discovery indicated that utilizing contextualized modules is beneficial for all learners during home-based learning.
2. Student performance notably enhance Cookery and Beauty Care module in home-based learning.
3. Evaluation of student's Knowledge, Skill, and Attitude during Home-Based Learning (LATSH) showed that the module facilitated seamless learning and theme recognition.
4. The Dream highlights the effectiveness of module structure and structure and design in facilitating students learning and achievement.
5. Modular teaching is deemed essential for an effective teaching-learning process, leading to achievable objectives.
6. Teachers' strengths lie in utilizing contextualized and localized classroom tasks, as well as active student participation to optimize learning outcomes.
7. The Deliver phase found that LATSH module to be efficient in Module Content, Module Teaching, and Learning, as it fosters skill development crucial for future employment and generates student interest.

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