

4Ps Parents' Involvement and Pupils' Academic Performance: Basis for Intervention Plan



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ABSTRACT: Parents have greatly influenced the overall development of children. This study set out to evaluate the degree of parents' participation among beneficiaries of 4Ps program and the correlation between it and their academic performance. Academic performance of students is the dependent variable, while parents' involvement in parenting, communication, volunteering, at-home learning, decision-making, and community collaboration are the independent variables. This study was conducted at Villanueva South District, Villanueva Misamis Oriental. It employed a descriptive-correlational study design with documentary analysis. Respondents were selected through stratified random sampling. An adapted and modified questionnaire was used. Descriptive and inferential statistical tools like frequency and percentage, mean and standard deviation, and Pearson Product Moment Correlation Coefficient were utilized to analyze and interpret the collected data. Results revealed that 4Ps parents are partially involved. The pupils' academic performance is at satisfactory level. Parents' involvement and pupils' academic performance are significantly correlated. Thus, if parents are greatly involved with their children's affairs including studies, it would increase the pupils' academic performance. This calls for continued parents' involvement by strengthening collaboration with teachers to support pupils' academic performance and track their pupils' learning activities at school and home.

KEYWORDS: 4Ps Parents' Involvement, Intervention, Pupils' Academic Performance

I. INTRODUCTION

Many factors are the most reliable indicators of academic success. Some of these can be socio-economic or perhaps parents' involvement. Parents have greatly influenced the overall development of children. Parents act as their first teachers and provide them with the building blocks they need to adjust to life in school. Parents' involvement is typically seen to support academic progress and collaborating with parents and teachers can improve social functioning. Parents' involvement can also help children behave better at-home and in school. It was found to numerous recent studies that parents' involvement can be beneficial.

Augmenting parents' involvement in education was one of the objectives of the Pantawid Pamilyang Pilipino Program (4Ps). Increasing funding for the 4Ps grant can help achieve this goal by providing parents with more resources to support their children's education. Parents can opt to use the extra cash for things like paying for transportation to and from school or purchasing uniforms and school supplies. To address the issues of poverty and education, the Philippine government established RA 11310, also known as the Pantawid Pamilyang Pilipino Program (Flores et al., 2019). The Philippine government contributes billions of money to the Pantawid Pamilyang Pilipino Program and gives money to deserving students from low-income families. Several social programs and policies to reduce poverty (Aguado, 2021)

Meanwhile, Durisic et al. (2017) stated that by including parents in the educational process, parents' involvement offers schools a significant chance to improve the curricula now offered. Studies have indicated that greater parents' involvement results in better school climate, greater satisfaction among parents and teachers, and higher achievement levels for students. To ensure successful parents' involvement, schools may have partnership programs in place that are constantly developing, putting into practice, evaluating, and improving methods and strategies that encourage involvement in the family and community. Parenting, at-home learning, communication, volunteering, decision-making, and community collaboration are just a few of the activities that schools can promote. Programs for parents' engagement that are effective are based on a thorough analysis of the requirements of the community. Effective parent participation strategies emphasize pleasant interactions and use a strength-based approach to establish trust. Furthermore, parents' involvement in school activities is important since it fosters pupils' academic achievement. Additionally, when parents participate in school events, administrators and teachers can talk to them and find out what they think of their child and the school.

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Furthermore, an academic study conducted in Ghana discovered a strong positive correlation between pupils' academic achievement and parents' involvement. Their study shows that parents' help with homework, setting high but reasonable expectations, inspiring and motivating children, and establishing a home study space, all contribute to better academic achievement. It is the duty of parents to take the initiative to direct and encourage their children's education since they are the ones who socialize them, teach them in school, and expose them to the outside world. It is important for parents to take the initiative and have high standards for their kids' academic achievement (Amponsah et al., 2018).

The researcher's observations indicate that many students benefit from the 4Ps program. Parents of program participants are required to support their children's academic pursuits. In line with this, the researcher sought to determine the level of 4Ps parents' involvement among Grade 4 and 5 students in Villanueva South District, as well as its impact on academic performance. Thus, this study was conducted.

The study was anchored on Epstein's Theory, which holds that for many reasons, especially to support the success of the younger generation in school and in the future, families, schools, and communities must act without boundaries but as partners. Epstein's model is part of the parents' involvement model, which is education carried out informally at-home but is integrated with the school program so that parents must contribute optimally to shape the child (Waluyandi et al., 2020).

The approach divides parent-teacher collaboration into six categories: parenting, communication, volunteering, at-home learning, decision-making, and community collaboration. The theory's central concept is the value of multiple experiences in assisting students with their overall schooling and academic accomplishment. Epstein also explains that (1) parenting - assisting all families in developing positive home settings for children and assisting the school in understanding their families; (2) interacting — facilitating two-way talks about school programs and children's achievement utilizing various technology; (3) volunteering entails recruiting and coordinating parent assistance at school, at-home, or elsewhere, including audiences for school programs; (4) learning at-home entails providing families with information and suggestions on how to assist students with homework and other curriculum-related materials, and; (5) decision making entails having family members act as representatives and stakeholders in school communication (Epstein et al., 2018)

On the other hand, DepEd Order 8, series of 2015, the Policy Guidelines on Classroom Assessment for the K–12 Basic Education Program, was released by the Department of Education (Llego, 2019). It distinguishes between formative and summative classroom assessments, as well as what is examined in each. It also describes how students are evaluated, the components of summative assessment, the grading system, how learners progress is recorded and computed, how grades are computed at the end of the year for promotion, how learners progress is reported, and how attendance is reported.

II. METHODOLOGY

In this study, content analysis was combined with a descriptive-correlational research design. The researcher looked into the problem and developed solutions in an effort to uphold and accomplish the study's objectives. It also looked at the connection between academic achievement in Grades 4 and 5 at Villanueva South District and parents' participation in a similar manner. Descriptive-correlational research investigates relationships between variables without controlling or manipulating them. A correlation demonstrates the strength and direction of the correlation among two or more variables (Bhandari 2022).

This method is an accurate and systematic description of something, which refers to the extent of the phenomenon or characteristics such as feeling or attitude. Further, it is also a systematic description of someone, which may be an individual, group, or community. Through a survey questionnaire, the learner-respondents who were 4Ps beneficiaries will answer their parents' involvement indicators. The data was collected through a survey questionnaire and administered by the researcher. This research entails gathering, tabulating, computing, analyzing values, and interpreting results. Therefore, all the data gathered from the respondents was organized, tallied, tabulated, and presented in a series of tables.

The respondents in this study were one hundred eighty (180) Grade 4 and 5 selected pupils who were 4Ps beneficiaries in the Villanueva South District during the School Year 2022-2023. This study used a stratified random sampling procedure. The respondents were identified using Slovin's formula with a 5 percent margin of error. From the seven (7) schools, a total of 180 out of 328 pupils were involved in the study taken as respondents of the study. Table A shows the distribution of respondents by school.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of 4Ps parents' involvement in terms of;

- 1.1 parenting;
- 1.2 communication;
- 1.3 volunteering;
- 1.4 at-home Learning

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- 1.5 decision-making; and
- 1.6 community collaboration?

Table 1. Overall Level of Parents’ Involvement

Variables	Mean	SD	Description	Interpretation
Parenting	3.78	0.89	Most of the time	Partially Involved
Communication	3.88	0.90	Most of the time	Partially Involved
Volunteering	3.54	0.86	Most of the time	Partially Involved
At-Home Learning	3.42	0.86	Most of the time	Partially Involved
Decision-making	3.45	0.86	Most of the time	Partially Involved
Community collaboration	3.32	0.86	Sometimes	Moderately Involved
Overall Mean	3.56	0.87	Most of the time	Partially Involved

Note: 4.21 - 5.00 Highly Involved 3.41 – 4.20 Partially Involved 2.61 – 3.40 Moderately involved 1.81 – 2.60 Less involved 1.00 – 1.80 Not Involved

Table 1 presents the overall level of parents' involvement data. It registered an overall Mean of 3.56 and SD=0.87, described as Most of the time and interpreted as Partially Involved. This implies that the pupils appreciate the efforts given by their parents. According to Durisic et al. (2017), parents’ involvement gives schools a crucial chance to enhance their current curricula by involving parents in the learning process. Higher levels of parent and teacher satisfaction, better student achievement, and a more positive school climate have all been linked to increased parents’ involvement. Through partnership programs, schools can effectively encourage parents’ involvement by continuously creating, putting into practice, evaluating, and refining strategies and procedures that promote family and community involvement. Numerous activities, such as parenting, home education, volunteering, communication, making decisions, and community cooperation, can be encouraged by schools. Parents’ participation initiatives that are successful are based on a thorough understanding of the particular needs of the community. Utilizing a strength-based approach that emphasizes positive interactions to build trust is one of the most efficient ways to promote parent involvement.

Moreover, the highest rated indicator is Communication with a Mean of 3.88 and SD=0.90, which is described as Most of the time and interpreted as Partilly Involved. This means that pupils believe in communicating with their parents and family members. This implies that parents should communicate well and consistently with their pupils to promote openness, trust, and honesty from the pupils. There are two (2) ways communication can be placed: spoken or unspoken. Parents communicate verbally by using their voice in a particular pitch and tone, saying things in a certain way, and speaking in a dialect their child can comprehend. Intentional and inadvertent body language communication is nonverbal communication. Your words are not the only thing that counts. It's also crucial to pay attention to how you embrace and kiss someone, how you speak, and how you seem. Not only does your communication style help your child learn how to interact with others and influences your child's emotional growth and future ability to form relationships (Unicef.org, 2020).

Meanwhile, the lowest rated indicator, community collaboration, has a Mean of 3.32 and SD=0.86, described as Sometimes and interpreted as Moderately Involved. This data means that the pupils believe their parents or guardians must provide time to collaborate with the authorities or activities at school. Collaborating with others allows both sides to prosper as they can determine their strengths and weaknesses and make innovations to improve them. Salac et al. (2022) confirmed that schools and communities are inextricably connected and that partnership with all community sectors is vital to aiding children in realizing their maximum potential. Community collaboration and schools improves and reinforces the values, culture, and learning experiences schools should provide for their pupils.

Problem 2. What is the academic performance of the 4Ps beneficiary pupils for the SY 2022-2023?

Table 2. Overall Pupils’ Academic Performance

Grade Range	Frequency	Percentage	Mean	SD	Description
90-100	2	1.11			
85-89	34	18.89			
80-84	95	52.78	81.14	3.11	Satisfactory
75-79	49	27.22			
74 and Below	0	0.00			
Total	180	100.00			

Note: 90-100 Outstanding 85-89 Very Satisfactory 80-84 Satisfactory 75-79 Fairly Satisfactory 74 and Below Did not meet Expectations

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Table 2 exposes the Overall Pupils' Academic Performance. It registered an Overall Mean of 81.14 and SD=3.11, described as a Satisfactory level. Moreover, 52.78% of the pupils had academic performance at a satisfactory level, while 27.22% were at a Fairly Satisfactory Level, and 18.89% were at a Very Satisfactory Level. Finally, 1.11% of the pupils achieved an Outstanding Level. This means that the academic performance of the 4Ps pupils is between moderate to low levels. Teachers may provide additional time and activities via remediation or interventions to improve their academic performance. Parents must give opportunities to assist, follow up on, and monitor their pupils' activities at-home so that they will have more time to study and master the lessons they have at school. According to the research done by Pañares and Rapista (2023), the majority of pupils who get financial aid from 4Ps perform well, and the majority of the beneficiaries who get financial aid do satisfactorily academically.

Meanwhile, a study conducted by Rai and Penjor (2020), stated that the remedial class increased the competency of the low performers. Remedial programs aim to get students back on track and uplift them; they are regarded as an integral component of education. It is considered a quickly expanding strategy to prevent pupils from losing their learning. Remedial education is intended to individually help students with trouble in particular subject areas. Moreover, remedial programs are meant to reduce the discrepancies between students' current knowledge and expectations. They refresh essential abilities. Due to the high number of children experiencing learning difficulties, remedial programs are growing. The core subjects are the focus of remedial programs. The program provides additional support to help the pupils catch up to their peers. Additionally, they accept all pupils, even those with learning difficulties (Guban & Revilla, 2022).

Problem 3 Is there a significant relationship between the 4Ps parents' involvement and pupils' academic performance?

Table 3. Test Correlation between Parents' Involvement and Pupils' Academic Performance

Parent's Involvement	r-value	p-value	Level of Correlation	Description	Interpretation
Parenting	0.439	0.002	Moderate Positive Correlation	Reject Ho	Significant
Communicating	0.484	0.002	Moderate Positive Correlation	Reject Ho	Significant
Volunteering	0.544	0.002	Moderate Positive Correlation	Reject Ho	Significant
At-Home Learning	0.453	0.001	Moderate Positive Correlation	Reject Ho	Significant
Decision-Making	0.544	0.002	Moderate Positive Correlation	Reject Ho	Significant
community Collaboration	0.424	0.001	Moderate Positive Correlation	Reject Ho	Significant
Overall	0.481	0.002	Moderate Positive Correlation	Reject Ho	Significant

Note: Significant if the computed p-value is less than 0.05

Table 3 shows the Overall Test Correlation between parents' involvement and pupils' academic performance. It registered a computed r-value of 0.481 with a p-value of 0.002. The computed p-value is lower than the p-critical value of 0.05 level of significance. Thus, the null hypothesis is rejected. This means that the independent variables of parents' involvement in terms of parenting, communicating, volunteering, at-home learning, decision-making, and community collaboration significantly correlate with the dependent variable of pupils' academic performance. This suggests that parents' involvement in their children's school activities improves academic performance. The findings of the study of Pinatil (2022), that when parents are more involved in and supportive of their children's education, the results speak for themselves. As a result, the study recommends that parents take a more active role in the education of their children by helping school authorities and administration create programs and events.

For Parenting, it registered a computed r-value of 0.439 with a computed p-value of 0.002. The computed p-value is lower than the p-critical value of 0.05 level of significance. Thus, the null hypothesis is rejected. This indicates that parenting significantly affects the pupils' academic performance. This implies that parents must consistently provide parenting time to their pupils so they will have better academic performance. The study conducted by Weicker (2020) yielded noteworthy findings, suggesting that pupils who expressed satisfaction with their upbringing performed better academically than those who did not. The current study's findings broaden our understanding of the relationship between successful academic performance and parents' practices. Furthermore, the study indicates that parents' style still significantly impacts adolescents' academic careers. The study showed that tough, supportive parents typically produce the most successful academic outcomes.

For Communication, it registered a computed r-value of 0.484 with a computed p-value of 0.002. At the 0.05 level of significance, the calculated p-value is less than the p-critical value. Thus, the null hypothesis is rejected. This means that students' academic performance is significantly affected by communication. This implies that parents must be consistent in communicating with their pupils as well as with their teachers to check and monitor their struggles and progress. Whatever challenges the pupils have, they will be addressed appropriately. Academic attainment is noticeably greater for parents who communicate fearlessly with their children and teachers than for those who do not. Academic achievement is much lower in students whose parents cooperated less with the teachers' demands.

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Thus, it is crucial to communicate with the pupils and their teachers to check their progress and even the challenges the child faces at school and in their studies (Fu et al., 2022).

For Volunteering, it registered a computed r-value of 0.544 with a computed p-value of 0.002. At the 0.05 level of significance, the calculated p-value is less than the p-critical value. Thus, the null hypothesis is rejected. Thus, volunteering has a big impact on students' academic achievement. This suggests that parents may provide time to volunteer and participate in various school-led activities as it allows them to bond with their pupils and show support to the school and its teachers' vision and dreams for the betterment of their pupils. According to Oco (2022) and Das et al. (2023), pupils are more motivated and inspired when they witness their parents getting involved in school-related activities, such as helping with assignments or attending different school functions. This is because students manage to find time to assist their school and parents despite knowing they are busy.

For At-Home learning, it registered a computed r-value of 0.453 with a computed p-value of 0.001. The computed p-value is lower than the p-critical value of 0.05 level of significance. Thus, the null hypothesis is rejected. This means that at-home learning has a significant impact with the pupils' academic performance. This implies that parents must monitor their pupils' activities at-home, especially regarding their studies. Grades improve when parents relate to their children because they are more driven to learn. A significant impact on a student's achievement depends on how involved they are. The degree of parents' participation increasingly impacts a child's academic progress. As a result, parents must support and mentor their children's at-home learning to reinforce and extend what they learn in the classroom (Durisic et al., 2017).

For Decision-Making, It registered a computed r-value of 0.544 with a computed p-value of 0.002. The computed p-value is lower than the p-critical value of 0.05 level of significance. Thus, the null hypothesis is rejected. This means that parents' decision-making significantly relates to the pupils' academic performance. This implies that parents must give importance to helping or assisting their pupils in making decisions vital to their pupils' activities and things to do. According to Drasti (2021), students are more motivated when they observe their parents attending and engaging in different school-related activities. They are pleased to see their parents participating in decision-making processes since this will help the school implement its policies and ensure its safety and security.

For Community collaboration, It registered a computed r-value of 0.424 with a computed p-value of 0.001. The computed p-value is lower than the p-critical value of 0.05 level of significance. Thus, the null hypothesis is rejected. This means that collaboration with the community has a significant relationship with the pupils' academic performance. This implies that parents may emphasize the impact of community participation or involvement on their pupils. Children with involved parents learn more outside of the classroom, have a better overall experience, and do better academically. Parents must also help their children develop outside of the preschool setting. Parents aware of what is happening in their child's preschool classroom find it simpler to draw connections between what is taught at school and what happens at-home. A child's growth and the promotion of lifelong learning are significantly reliant on this interaction. Consequently, it is critical to spend quality time together with kids by taking them to libraries or museums (Spreeuwenberg, 2020).

IV. CONCLUSIONS

In the light of the above-cited findings, the following conclusions are drawn from the study:

1. Pupils believe in the necessity of Communication with their parents. Parents who are highly involved in their child's education, mainly through effective communication with teachers, play a significant role in ensuring their child's success inside and outside the classroom.
2. The pupils demonstrated basic proficiency but still needs enhancement activities and remediation.
3. Since parents' involvement is partial, academic performance is less. Pupils are more motivated when they see their parents participating in various school-related activities.

V. RECOMMENDATIONS

Based on the above findings and conclusions, the following recommendations are presented:

1. Parents may give time to accompany their children to reading libraries or other reading centers and encourage them to participate in community-based activities to foster a supportive learning environment and engagement outside of school, which help improve and contribute to the child's overall performance.
2. School heads, teachers, and parents may create programs, trainings, and interventions that uplift the pupils' academic performance level and include stakeholders' involvement at school.
3. The school head and teachers may create programs and activities that promote collaboration and strengthen parents' involvement to help improve and increase pupils' academic performance.
4. The intervention plan made in this study is recommended to be implemented.

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