



Level of Parental Involvement in the School-Initiated Intervention on Absenteeism and the Learners' Academic Achievement

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ABSTRACT

This study aimed to determine the relationship between the level of parental involvement in the school-initiated intervention on absenteeism and the learners' academic achievement in Araling Panlipunan in the District of Quezon III, Division of Bukidnon, during the school year 2022-2023.

Based on the data gathered, the significant findings are the following: There was a very high level of parental involvement in the school-initiated intervention on absenteeism in the areas of close-door counseling, the conduct of home visits, the Adopt a Child program, the promotion of CFSS, and the provision of school feeding. A very satisfactory learner's academic achievement was in Araling Panlipunan in Quezon III District, Division of Bukidnon, for the school year 2022-2023. There was a significant relationship between parental involvement in the school-initiated intervention on absenteeism and the learners' academic achievement in Araling Panlipunan.

In light of the findings, the following conclusions, drawn from the data, were beneficial to the kids who were most likely to drop out of District 3 of the Bukidnon Division: Parents can work with potential teachers to address their children's absenteeism issues. As a result, these children were doing well academically even though they were in District 3 schools' "Learners at Risk of Dropping Out" category. Furthermore, if the learner's absences were solved, they could maintain academic success. High parental involvement in the school-initiated absenteeism intervention is one aspect that contributes to the satisfactory academic achievement of pupils in Araling Panlipunan.

Keywords: *Level of Parental Involvement, School Initiated Intervention, Absenteeism, Learners' Academic Achievement*

Introduction

Parents are the immediate partners of the school's teachers. Teachers cannot do it alone. They need the support and involvement of the school's stakeholders, like parents, since they need to regularly communicate their learners' performance to them so they can agree and collaborate on what to do if their children are no longer doing well in school, especially their attendance.

Problems among the learners can still be solved, and their irregular attendance in class can still be saved. Hence, parental involvement of the parents in their school-initiated interventions on absenteeism by the learners can still be held. In District III of Quezon municipality, the truancy problem among grade 4 learners persists. Hence, parents should deal with this problem to keep learning in school.

Currently, numerous learners keep on dropping out of their classes due to classes that only the learners know. The learners should stay in the school to master the desired learning competencies inside the classroom as prepared by the DEP through the teachers who deliver the teaching-learning process. Hence, the parent needs to get involved with the school-initiated interventions to address the absenteeism problem of the learners so that both the teachers and the parents can help one another keep track of the learners' attendance inside the class. Suppose the parents are the culprits of the problem. In that case, they will be aware of the situation, stop being behind the problem, and try to cooperate with the teachers so that the learners will focus on their studies and remain attentive and motivated to their lessons in class.

Parents play an essential role in ensuring the regular attendance of their children in school. They are the most important people who learn the whereabouts of their children, whether in school or anywhere else. Hence, they are the best individuals to support their children since they can counsel them at home. The teachers can call upon the parents' attention to do close-door counseling about the irregularity of their children's attendance in the classroom. Likewise, they can also be visited by the teachers at home to check on the actual situation of the learner and agree with the parents on how the children can be helped and assisted.

Furthermore, learners with absenteeism problems can be given a foster parent in school to assist the learner with whatever is lacking at home, like food, school materials, and an allowance that the parents could not provide. Moreover, promoting the Child-Friendly School System can also help the learners stay in school because their welfare is the utmost concern when implementing it. Finally, the learners can be saved with their attendance in the school

because if the problem is hunger at home due to lack of food security, this can be addressed by providing a feeding program to those identified learners who do not have this at home with the initiative of the teachers and school head in school.

Conceptual Framework

This study was anchored on the study of Arief Tukiman Hendrawijaya (2019), which states that every organization should be concerned with managing demographic factors at work since their dynamism, attitude toward work, and movement are essential in organization management. The productivity and effectiveness, as well as the general well-being of the personnel, can be challenging owing to demographic failures. For an organization to thrive, its workforce must be effectively managed and employed. Managers should pay attention to the importance of personnel demographics in running their organizations; they must follow through to achieve the best results. One indicator of personnel performance is the biographical information that each personnel possesses.

The conceptual framework of this study emphasizes the importance of demographic factors in shaping job performance and personnel's well-being. By examining the socio-demographic profile of employees, the study aims to provide insights into how demographic characteristics influence job performance and how organizations can effectively manage their workforce to achieve better results.

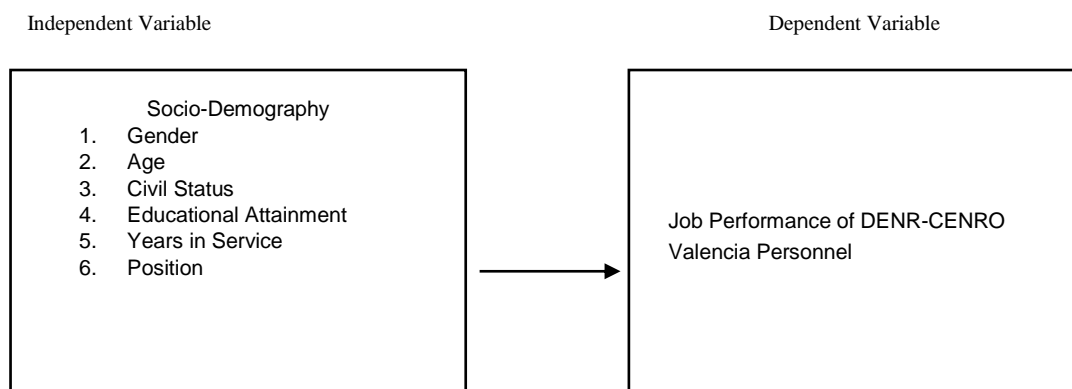


Figure 1. Shows the schematic diagram of the study showing the interrelationship of the independent and dependent variables.

Delimitation of the Study

The study was limited only to parental involvement in school-initiated interventions on absenteeism, such as close-door counseling, home visits, the Adopt a Child program, the promotion of a Child-friendly school system, and the provision of school feeding. Finally, it will cover the pupils' academic achievements in Araling Panlipunan in Quezon III District, Division of Bukidnon, for the school year 2022-2023.

The respondents of this study were the parents of the learners who keep being absent, who are on the list of the teachers in their class, and who have anecdotal records of being always absent and at risk of dropping out of their classes. They are presently enrolled in the elementary schools under Quezon III District, Division of Bukidnon, for the school year 2022-2023.

Review of Related Literature

On School Initiated Interventions in Handling Absenteeism.

A typical early intervention technique in most industrialized countries outside the US is home visits for parents. In most countries, home health visits are free, voluntary, not income-related, and embedded in comprehensive maternal and child health systems. Although a causal link has not been demonstrated conclusively, countries with extensive home visitor programs generally have lower infant mortality than the United States. This is even though per capita health spending in the United States far exceeds expenditures in other industrialized countries.

Legal Bases of Home Visitation

The Dropout Reduction Program legal foundation. Art. Section XIV of the Philippine Constitution of 1987, the Education Act of 1982 (BP 232), R.A. 28 of the United Nations Conventions on the Rights of the Child, and Act 9155 (Governance for Basic Education Act of 2001 law known as Republic Act No. 10410, which strengthens the early childhood care and development system and recognizes the age range of zero to eight years old as the first critical stage of educational development, Appropriating Funds Therefor, and for Other Purposes.

The Positive Effects of Teacher Home Visits

Researchers at the California State University at Sacramento (CSUS) discovered evidence that teacher home visits can boost student performance, encourage parent involvement, lessen discipline issues, and enhance overall positive attitudes toward school after a three-year study of 14 schools that used this strategy. A home visit program can give teachers, parents, and students better connection, communication, and collaboration opportunities.

On School Feeding Program

According to Jacobs and Cueto (2015), school feeding programs can improve educational quality and efficiency through the constant support of parents and other stakeholders. School feeding programs can alleviate short-term hunger in malnourished or otherwise well-nourished children, which can help increase the attention and concentration of pupils, producing gains in cognitive function and learning. It can also motivate parents to enroll their children in school and have them attend regularly for feeding. As the program can effectively reduce absenteeism and increase the duration of schooling, educational outcomes (performance, dropout, and repetition) improve. School feeding can also address specific micronutrient deficiencies by affecting cognition and meeting each child's iodine and iron needs through community school involvement.

School Feeding Program Improving Educational Quality and Efficiency

SFPs are one of several interventions that can address some school-age children's nutrition and health problems. SFPs and other school-based nutrition and health programs can also motivate parents to enroll their children and to see that they attend regularly. Based on empirical evidence, pupils who are malnourished or otherwise well-nourished can experience a reduction in temporary hunger when structured and executed appropriately. It helps increase students' attention and concentration, producing cognitive function and learning gains. Encourage parents to register their kids for school and ensure that they attend regularly. Educational results (achievement, dropout rate, and repetition) improve when programs reduce absenteeism and lengthen the school day. Address specific micronutrient deficiencies in school-age children. The most important are iodine and iron, which directly affect cognition. Meeting school-age children's iron and iodine needs can translate into better school performance. Increase community involvement in schools, mainly where programs depend on the community to prepare and serve meals to children. Schools with the support of their communities perform better than those with less community involvement.

Alleviate Short-Term Hunger and Improve Cognition

The number of hungry school-age children is still being determined but will likely be a significant problem in various circumstances. Long commutes to school, cultural meal customs that involve skipping or eating little breakfasts, and a lack of family time or money to give kids healthy meals before and during the school day are just a few of the many variables that lead to childhood hunger. Simply alleviating this hunger in schoolchildren helps them perform better in school.

Providing breakfast to primary school students in Jamaica significantly increased attendance and arithmetic scores. Most beneficiaries were wasted, stunted, or undernourished at one point (Simeon & Grantham-McGregor, 2015). A US study demonstrated the advantages of feeding underprivileged elementary school pupils breakfast. Before starting a school breakfast program, eligible (low-income) children scored significantly lower on achievement tests than those not eligible. Once in the program, however, the test scores of the children participating improved more than those of non-participants. The attendance of participating children also improved (Meyers, 2016).

On Close Door Counseling

Demata (2017) emphasizes that counseling can help address absenteeism and tardiness in school. Children in this situation need to be communicated with so that they can understand the reasons and factors that caused their absenteeism and tardiness.

Therefore, it is customary for these students to receive counseling from the principal of the school, their class adviser, and, if one exists, the guidance counselor. However, Palmada (2016) emphasized that counseling can take action through a discussion behind closed doors where students can express their opinions. In this instance, the young student is eager to discuss the causes and contributing variables of their persistent absences and tardiness. Eventually, the youngster can receive counsel and recommendations to help them with their tardiness and absenteeism issues.

Research Methodology
Research Design

This study used descriptive correlation research. It uses descriptive type because it is designed to establish the relationship between variables.

Research Locale

This study was conducted in the Municipality of Quezon, Province of Bukidnon. Quezon, as a municipality, is a first-class municipality located in the southern part of Bukidnon. According to their application in the central office, this municipality will soon become a city. They have already met the requirements to be acknowledged as one. Quezon is currently working on the development/preparation of their envisioned town in the south.

Quezon is a peaceful municipality in the south with a lower crime rate due to the effective leadership of the current mayor, Pablo Lorenzo, who has exhibited outstanding accomplishments in the short period of his administration. The mayor has made Quezon what it is because he is concerned for the town's constituents. The municipality has many business establishments, such as a banking system, commercial and grocery stores, and hospitals. It is already equipped with essential social services and ready for further industrialization.

Sampling Procedure

The researcher used random sampling, using the accessible parents for the study. These schools are Kiburiao Central School, the most prominent school; Kipolot Integrated School, the bigger school; Puntian Elementary School, the average school; Palacapao Integrated School, the small school; and Minsamongan Elementary School, the smallest school. The number of teachers at the school serves as the criterion for classifying it as significant because the study did not include educators on leave. Then, one of the survey's respondents was a comprehensive list of parents whose kids struggle with absenteeism. Since the researcher is a grade 4 teacher, only students in grade four (4) were considered. The study's respondents were all students with absence issues listed on the teacher's record. Every student with absenteeism issues was assigned an Araling Panlipunan grade at the beginning of the 2022–2023 school year.

Research Instrument

The instrument used in this study is a researcher-made questionnaire where all the indicators in each variable were carefully, thoroughly, and skillfully considered and made. Part I of the survey plans to capture the respondents' data. Part II of the questionnaire intends to capture the level of parental involvement in the school-initiated intervention in handling absenteeism in the areas of conduct of home visitation, close-door counseling, provision of school feeding, Adopt a Child Program, provision of school feeding, and promotion of CFSS. Part III aimed to determine the average grade of the learners in their Araling Panlipunan subject during the first grading period of the school year 2022-2023.

Validation of Instrument

After being tested, the questionnaire was responded to by at least thirty parents of grade V students at Minsamongan ES who were not part of the study. The result was processed for content validation by a panel of experts, like the panel member of her thesis study. The effect of .87 and the validity and reliability test were processed by a statistician using Cronbach's Alpha to check the internal consistency of all the indicators found in the questionnaires.

Data Gathering Procedure

The researcher sought permission from the school's division superintendent in the Division of Bukidnon to float the instrument of the study. The Dean of Valencia Colleges, Inc.'s Graduate School approved her documents. She also obtained approval from the principals of the participating schools and the office of the supervising district. The researcher gave the questionnaire to the responders to answer any questions they might have had and ensure they understood what they were supposed to complete. She also planned the introduction of her questionnaire to avoid interfering with or undervaluing the classes.

Statistical Treatment of Data

The data was processed using the following statistical tools:

Parental involvement was part of the school's efforts to reduce absenteeism by computing a weighted mean.

Mean and percentages were employed to determine the learners' academic achievements in Araling Panlipunan.

The Pearson Product Moment Correlation Coefficient was used to determine the significant relationship between the level of parental involvement in school interventions to handle absenteeism and the learners' academic achievement in Araling Panlipunan.

Summary

This study aimed to determine the relationship between parental involvement in school-initiated intervention and absenteeism in the areas of close-door counseling, home visits, the Adopt a Child program, the promotion of CFSS, and the provision of school feeding. This study has crafted the following statement of the problem:

To name: 1. What is the level of parental involvement in the school-initiated intervention on absenteeism in the areas of close-door counseling, the conduct of home visits, the Adopt a Child program, the promotion of CFSS, and the provision of school feeding? 2. What are the learners' academic achievements in Araling Panlipunan in Quezon III District, Division of Bukidnon, for the school year 2022-2023? 3. Is there a significant relationship between the level of parental involvement in the school-initiated intervention on absenteeism and the learners' academic achievement in Araling Panlipunan?

The respondents to the study were the parents of public elementary schools in Quezon 3 District, Division of Bukidnon. This study utilized the descriptive-correlation method of research using statistical tools such as weighted mean and standard deviation for the level of parental involvement in the school-initiated intervention on absenteeism in the areas of close door counseling, the conduct of home visits, Adopt a child program, promotion of CFSS, and provision of school feeding, mean and percentage for the learners' academic achievements in Araling Panlipunan in Quezon III District, Division of Bukidnon for the school year 2019-2020, Pearson r Product Moment Correlation for the test of a significant relationship between the level of Parental Involvement in the School Initiated Intervention on Absenteeism and the learners' academic achievement in Araling Panlipunan.

Findings

Based on the data gathered, the significant findings of the study are the following:

There was a very high level of parental involvement in the school-initiated absenteeism intervention programs, which included close-door counseling, home visits, the Adopt a Child program, the promotion of CFSS, and school feeding.

A very satisfactory learner's academic achievement was in Araling Panlipunan in Quezon III District, Division of Bukidnon, for the school year 2022-2023.

There was a significant relationship between parental involvement in the school-initiated intervention on absenteeism and the learners' academic achievement in Araling Panlipunan.

Conclusions

In light of the findings, the following conclusions were formulated:

Therefore, the parents can be potential teachers' partners in eradicating the absenteeism problems of the learners, whose primary beneficiaries were the LARDO of District 3 of Bukidnon Division.

Therefore, these learners were doing well in their studies even though they belonged to LARDO in the schools of District 3. Further, they can still achieve outstanding grades when their absenteeism problems are addressed.

The high parental involvement in the school-initiated intervention on absenteeism also contributes to satisfactory learners' academic achievement in Araling Panlipunan.

Recommendations

Based on the findings and conclusions, the following recommendations are at this moment offered:

Teachers may sustain a very high level of parental involvement in school-initiated interventions on absenteeism in the areas of close-door counseling, home visits, the Adopt a Child program, the promotion of CFSS, and the provision of school feeding by keeping track of these parents with less supervision and monitoring since they were already at the height of their involvement in absenteeism problems in their schools.

School heads may strengthen the learners' academic achievements in Araling Panlipunan from very satisfactory to outstanding by religiously intervening in their absenteeism problem. They can mobilize their teachers and parents to work hand in hand to address their LARDO and make education a quality one in Quezon III District, Division of Bukidnon, for the school year 2022-2023.

Department of Education officials may help improve the very high level of parental involvement in the school-initiated intervention on absenteeism by creating a mechanism, like a reward system, for the school heads, teachers, and parents who do not have "learners at risk of dropping out" in every class of their school, which would also encompass their learners' academic achievement in Araling Panlipunan.

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