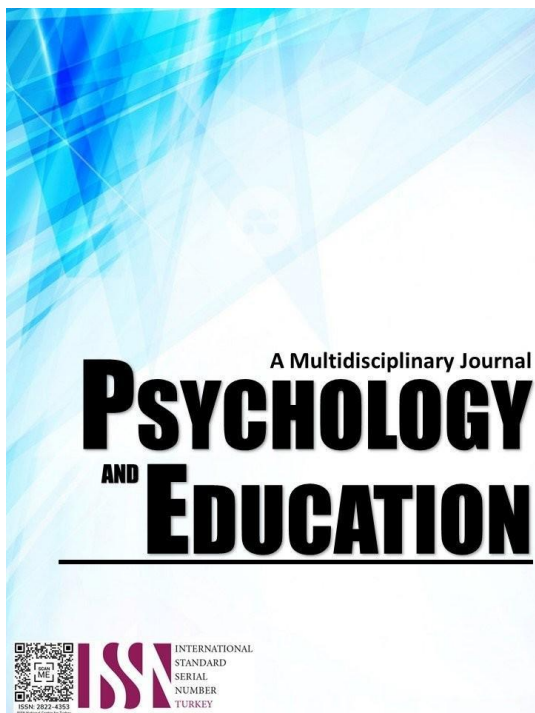


LEARNING SUPPORT OF PANTAWID PAMILYANG PILIPINO PROGRAM (4PS) BENEFICIARIES TOWARDS EDUCATIONAL COMPETENCE IN VIRAY-LISING INTEGRATED SCHOOL



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Learning Support of Pantawid Pamilyang Pilipino Program (4Ps) Beneficiaries Towards Educational Competence in Viray-Lising Integrated School

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Abstract

This study determined the learning support of Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries towards the educational competence in Viray-Lising Integrated School, Polomolok West District, Schools Division of South Cotabato. It utilized a descriptive-correlational design to ascertain the extent of learning support concerning parenting, communication, volunteering, home learning, decision-making, and community collaboration, alongside the educational competence of learner beneficiaries. The study's respondents comprised fifty-five (55) parents of 4Ps beneficiaries. Furthermore, the mean was employed to assess the level of educational competence of the learners. Meanwhile, the Pearson r moment correlation was employed to examine the relationship between the two variables. Additionally, a thematic analysis was employed to classify the responses of the FGD participants, which ultimately corroborate the quantitative findings. The study revealed that the extent of parental learning support concerning the specified domains was great. Accordingly, the learners demonstrated a satisfactory degree of academic proficiency. Consequently, the results indicated an insignificant association between the two variables. Additionally, three themes emerged: basic necessities, educational support, and inspiring change. Finally, an intervention program was established to augment the parental educational support for the beneficiaries of the 4Ps, aimed at improving the learners' academic competence.

Keywords: *4Ps beneficiaries, learning support, educational competence, intervention program*

Introduction

The Pantawid Pamilyang Pilipino Program of the Philippine Government paves a notable path of opportunity for every Filipino household that is under this system, especially in educational support. As stated by Brazal et al. (2019) that the Philippine government's conditional cash transfer program aims to reduce poverty by giving monthly allowances to the most impoverished people. The program is especially beneficial for children aged 0 to 18. Moreover, because of the program's requirement, children must be enrolled in school and demonstrate regular attendance in order to be eligible for the stipend.

Since the Philippine government recognized the need to promote social justice, as outlined in Article XIII of the 1987 Constitution. Some of the highlights that have been given importance are the promotion of social justice, which shall include the commitment to promote economic opportunities based on personal initiative and self-reliance, end the intergenerational cycle of poverty by investing in human capital and improving the delivery of essential services to the poor, including education, health, nutrition, and early childhood care and development, ensure universal primary education, lower child mortality and malnutrition, improve maternal health, encourage healthy lifestyles, and promote overall well-being.

Furthermore, Dempsey Reyes (2022), of the Philippine Daily Inquirer, reported, after 13 years of receiving cash grants, approximately 90% of active beneficiaries of the government's Pantawid Pamilyang Pilipino Program (4Ps) remain below the poverty line, and the majority of them may be delisted from the program if necessary steps are not taken immediately, according to a report by the Commission on Audit (COA). It claimed that there are 4.2 million active 4Ps recipients who have been with the program for seven to thirteen years. But, still, 90% of them, or 3,820,012 households, remain below the poverty line.

However, despite legal processes, funding prioritization, and expanded access, Philippine education has faced numerous challenges. One of the prevalent problems among 4Ps beneficiaries is the learning support from their parents or legal guardians. In this case, Em et al. (2023) affirmed that, parents with lesser socioeconomic status (SES) and less education possess less overt and noticeable parental participation in school related activities. Furthermore, children's perceptions of academic life are influenced by the extent of parental learning support. When parents are involved in education, children stay in school longer, engage in active learning, and accomplish better academically. Ebcay et al. (2023) mentioned that the obligations placed on children's schooling are increasing in a range of contexts, and parents are in a unique position to make sure that these locations best suit their specific learning needs. As expected, they are regarded as the learners' primary educational partner.

Moreover, as highlighted by Omaweng (2022) family factors which encompass a variety of elements like parental involvement, socioeconomic status, family support, parenting style, family structure, and family dynamics caused difficulties for the 4Ps beneficiaries in the area of educational competence. In the same light, the Viray-Lising Integrated School 4Ps beneficiaries experienced the said

scenarios. Some of the 4Ps beneficiaries parents are busy enough to cope up with their day-to-day living which hinder them to participate in the home and school activities of the learners.

These observations clearly illustrate the importance of looking the extent of parental learning support among 4Ps beneficiaries as relatively important to the educational competence of the learner. Hence, it prompted the researcher to go deeper study about the 4Ps Program. It also explores the significant relationship of learning support of 4Ps beneficiaries towards educational competence.

Research Questions

This study aimed to determine whether the extent of parental learning support significantly influence the educational competence of the leaners who were 4Ps beneficiaries. This study sought answers to the following questions:

1. What is the extent of parental learning support among 4Ps beneficiaries in relation to:
 - 1.1. parenting;
 - 1.2. communicating;
 - 1.3. volunteering;
 - 1.4. learning at home;
 - 1.5. decision-making; and
 - 1.6. collaborating with community?
2. What is the level of educational competence among the learners who are 4Ps beneficiaries for the School Years 2021-2022, 2022-2023, and 2023-2024?
3. Is there a significant relationship between the extent of parental learning support and educational competence of the learners who are 4Ps beneficiaries?
4. How do 4Ps funds help schooling of the 4Ps beneficiaries?
5. What 4Ps intervention program can be developed out of the findings of the study?

Methodology

Research Design

This study employed the descriptive-correlational research design to find out the learning support among the 4Ps beneficiaries towards the educational competence in Viray-Lising Integrated School. Descriptive research design described the features of the population or phenomenon under study. This methodology prioritized the "what" over the "why" of the research issue. Furthermore, it was a suitable option when the research goal was to determine traits, frequencies, trends, and categories (McCombes, 2023). Moreover, the correlational research design was used to determine whether there was a link between the two variables. According to McCombes (2019), "a correlational research design measures a relationship between two variables without the researcher controlling either of them". Furthermore, the researcher used the correlational to identify the prevalence and relationship between relationship between the extent of parental learning support and educational competence of the learners who were 4Ps beneficiaries. This dealt on knowing and learning how the 4Ps fund help in the schooling of the learners and to provide better data that will support the quantitative variables, qualitative research design was added. According to Chinyere et al. (2023) it is best to apply qualitative research because it seeks to understand thorough comprehension of social phenomena in their natural settings.

Respondents

The respondents of the study were the fifty-five (55) parents and the participants of the Focus Group Discussion (FGD) were the ten (10) parents from Grade 4 to Grade 10 of Viray-Lising Integrated School. The 4Ps beneficiaries parents were chosen as the respondents and participants respectively to whether the extent of parental learning support significantly influences the level of educational competence of the learners. In addition, the chosen parents per grade level shared their experiences on how the 4Ps funds help in the schooling of their children. Furthermore, the researcher incorporated all identified respondents, as the population was under 100, in accordance with Calmorin and Calmorin (2010).

Additionally, the recommended Focus Group Discussion (FGD) is generally conducted with 6-12 participants. In support, Creswell and Plano Clark (2011) posited that purposive sampling entails the identification and selection of individuals or groups possessing substantial expertise or experience in a particular domain of interest. The respondents were chosen based on the following inclusion criteria respectively: 4Ps beneficiaries parents from Grade 4 to Grade 10. In the qualitative aspect of this study, the participants were selected according to the following inclusion criteria: parents who have been beneficiaries of the 4Ps program for three years or more, as well as School-Parents-Teachers Association (SPTA) officers or members, who have a learner enrolled in Grades 4 to 10.

Table 1. *Distribution of Respondents and Participants of the Study*

| <i>Grade Level</i> | <i>No. of Respondents</i> | <i>No. of FGD Participants</i> |
|--------------------|---------------------------|--------------------------------|
| 4 | 5 | 1 |
| 5 | 8 | 1 |
| 6 | 9 | 1 |
| 7 | 6 | 1 |
| 8 | 7 | 2 |
| 9 | 10 | 2 |
| 10 | 10 | 2 |
| Total | 55 | 10 |

Instrument

The needed data for this study was gathered using a questionnaire adopted from Emperado, (2019). The questionnaire involved the extent of parental learning support through parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Data collected was interpreted utilizing a five-point Likert scale with the following descriptions:

| <i>Scale</i> | <i>Verbal Description</i> | <i>Verbal Interpretation</i> |
|--------------|---------------------------|---|
| 5 | Very High | Demonstrate very high degree of involvement |
| 4 | High | Demonstrate high degree of involvement |
| 3 | Moderately High | Demonstrate moderate degree of involvement |
| 2 | Low | Demonstrate low degree of involvement |
| 1 | Very Low | Demonstrate very low degree of involvement |

Part II of the instrument was the educational competence of the 4Ps beneficiaries' learners covering the School Years: 2021-2022, 2022-2023 and 2023-2024 grading period. This was based on the learners' general percentage average or GPA (Deped Order 8, series 2015).

| <i>Scale</i> | <i>Verbal Description</i> | <i>Verbal Interpretation</i> |
|--------------|---------------------------|--|
| 90-100 | Outstanding | The level of educational competence is outstanding and is rated 90-100% |
| 85-89 | Very Satisfactory | The level of educational competence is very satisfactory and is rated 85-89% |
| 80-84 | Satisfactory | The level of educational competence is satisfactory and is rated 80-84% |
| 75-79 | Fairly Satisfactory | The level of educational competence is fairly satisfactory and is rated 75-79% |
| 75 below | Did not meet expectati | The level of educational competence is poor and is rated 74% and below |

Part III was the Focus Group Discussion, responses from the FGD, on the other hand, was coded using thematic content analysis as the primary method. To develop the cluster themes needed to make sense of the participants' utterances, transcripts were processed using an incident-to-incident coding method rather than a word-by-word or line-by-line coding strategy. Textual data gathered from focus group discussions, as well as members' observation notes, was used to confirm the accuracy of the transcription.

Procedure

Thorough planning and preparation were necessary before starting the data collection process. This phase involved defining the study questions, selecting appropriate data collection techniques, and obtaining necessary approvals or consents. The researcher created clear guidelines for gathering data, which included encompassing comprehensive procedures for participants and data management. In this early stage before collecting data, the researcher honed data collection tools, determined the clarity of the questions, and identified any logistical or ethical issues that needed to be resolved before initiating extensive data collection activities.

Quantitative Phase

Data gathering started with the preparation of letters that seek permission for the conduct of the study. First, letters of request sent to the School's Division Superintendent of South Cotabato and School Head of the chosen school asking for permission to conduct the study. Upon the approval of the letter request, the researcher personally distributed the survey questionnaire to the respondents. Prior to this, the researcher gone over with the respondents the portions of the questionnaire that were unclear while also outlining the purpose of the study. The researcher requested them to answer honestly, rest assured that it was treated with respect with regards to the confidentiality of their identity and personally collected the questionnaire as soon as the respondents accomplished them. As soon as the respondents have responded to all the items in the questionnaire, the researcher collected and tallied the data of the research questionnaire and submitted to a statistician for data analysis.

Qualitative Phase

Another schedule was set for the chosen parents to participate in the Focus Group Discussion (FGD) to answer questions formulated based on the SOP no. 4 of the research study. Letter of informed consent and photo/media release authorization was provided to the participants and explained thoroughly. The discussion was done at the agreed preferred date and time of the participants. After the discussion, the researcher analyzed what has transpired during the FGD session. The mentioned activities were; the interactions were voice recorded for data analysis by the researcher. The complexity of conducting a qualitative study lies in the data analysis, after the conduct of FGD to the participants, the audio data was treated with utmost concentration.

After the data gathering phase was complete, the researcher moved on to the data analysis phase, where she examined and elaborated on the collected data in order to answer the research questions. The work at hand involved organizing, categorizing, and analyzing the data using appropriate statistical or qualitative techniques. To increase the validity and reliability of the conclusions, the researcher triangulated the data using many sources or techniques. In addition, the researcher participated in peer consultation or member validation to validate interpretations and confirm that the findings appropriately represent the experiences of the participants. In the end, the researcher published the findings in academic journals, written reports, or presentations, which broadens the scholarly field and directs future practice and research.

Data Analysis

For analysis, the gathered data were categorized, totaled, and coded. The data gathered from the survey was interpreted using the following statistical methods.

To determine the extent of parental learning support among 4Ps beneficiaries in relation to parenting, communicating, volunteering, learning at home, decision-making, and collaborating with community, weighted mean was used. The following scale below was used to interpret the Weighted Mean.

| <i>Mean Interval</i> | <i>Extent of Parental Involvement</i> | <i>Interpretation</i> |
|----------------------|---------------------------------------|---|
| 4.50-5.00 | Very Great | Demonstrate very high degree of involvement |
| 3.50-4.49 | Great | Demonstrate high degree of involvement |
| 2.50-3.49 | Moderate | Demonstrate moderate degree of involvement |
| 1.50-2.49 | Less | Demonstrate low degree of involvement |
| 1.00-1.49 | Least | Demonstrate very low degree of involvement |

To determine the level of educational competence among the learners who were 4Ps for school year 2021-2022, 2022-2023, and 2023-2024, mean was used. The following scale was used to interpret the Mean.

| <i>Mean Interval</i> | <i>Description</i> | <i>Interpretation</i> |
|----------------------|--------------------------|--|
| 90-100 | Outstanding | The level of educational competence is outstanding and is rated 90-100% |
| 85-89 | Very Satisfactory | The level of educational competence is very satisfactory and is rated 85-89% |
| 80-84 | Satisfactory | The level of educational competence is satisfactory and is rated 80-84% |
| 75-79 | Fairly Satisfactory | The level of educational competence is fairly satisfactory and is rated 75-79% |
| 74 and below | Did not meet expectation | The level of educational competence is poor and is rated 74% and below |

A test of normality (Kolmogorov – Smirnov Test) was performed to determine if the data gathered were normally distributed or not. Since the data sets turned out to be approximately normally distributed, a parametric Pearson r Moment Correlation was used to determine if there is significant relationship between the extent of parental learning support among 4Ps beneficiaries and the level of educational competence of the learners who were 4Ps beneficiaries. All tests were done at 0.05 level of significance. For the qualitative part of the study, a thematic analysis was used to categorize the responses of the FGD participants into themes.

Ethical Considerations

The Mindanao State University – General Santos Institutional Ethics Review Committee (MSU-General Santos IERC) has recently reviewed the responses to the conditions placed upon the ethical approval for the research/project. The research paper was deemed to meet the requirements of the PHREB (2017) and full ethical approval has been granted with the approval number 282-2024-MSUGSC-IERC. Similarly, to safeguard the wellbeing of persons supplying information through ethical practices is essential in all research endeavors. The researcher used suitable coordination and protocols to maintain ethical standards prior to data collection. A formal letter detailing the study's objectives and procedures was disseminated to the division superintendent, public school district supervisor, administrators, and parent participants in Polomolok, South Cotabato. This letter presented a comprehensive overview of the researcher's aims and methodologies within their specific fields. Additionally, as main sources, the 4Ps beneficiaries parents were given instructions on research objectives and data collecting. Sufficient time was allotted for inquiries and facilitating informed

decisions regarding participation. Consent obtained by completed release and consent documents that outline the study, ensure comprehension, and precede data collection. The parent-participants retained the opportunity to withdraw at any stage of the research, and their privacy and decision not to participate were upheld. All research procedures adhered to the Data Privacy Act (Republic Act No. 10173). The obtained information was kept confidential, safeguarding participants' privacy and anonymity. Maximum caution, truthfulness, and precision are guaranteed during the management of information, analysis, and interpretation.

Results and Discussion

This chapter presents the results, analyses, and interpretations of the data gathered to answer the study's problems. Tables, figures, and texts are used to present, interpret, and analyze the data gathered for the study.

4.1 Extent of Parental Learning Support in Relation to Parenting

Table 2a shows the extent of parental learning support among 4Ps beneficiaries in relation to parenting. As evaluated by the respondents, their parenting was great in supporting program at school that help families with health and nutrition with a weighted mean of 4.25 verbally described as great and interpreted as high degree of involvement. Also, they support the home visiting programs of neighborhood meetings with a weighted mean of 4.02 as well as supervised the learners' activities closely with a weighted mean of 4.00 both described as great and interpreted as high degree of involvement.

Moreover, the parents attend workshops or trainings on parenting and child development with a weighted mean of 3.96 and spend time to help the studies of their children in school with a weighted mean of 3.95, likewise, both described as great and interpreted as high degree of involvement. The results show that parents are actively involved in supporting the various activities which promote development among the learners. Generally, as evaluation made by the 4Ps beneficiaries' parents, extent in terms of parenting obtained a composite mean of 4.04, verbally described as Great and interpreted as High Degree of Involvement. It may be deduced that parents demonstrated proactive engagement in enhancing the health, well-being, and academic pursuits of their children. Likewise, they fully support the school-community activities that help them improve their parenting duties.

Finding affirms and conform to the study of Ebcay et al. (2023) that showed that the obligations placed on children's schooling are increasing in a range of contexts, and parents are in a unique position to make sure that these locations best suit their specific learning needs. As expected, they are regarded as the learners' primary educational partner. In addition, Peterson (2022) stated that Parenting is fostering a child through all developmental stages, providing for and nurturing a child, carrying out the parental duties that come with raising a child, and caring for a child in lieu of having a biological relationship with them. Creating a family that is financially stable, ensuring social development and education in accordance with your values, and adapting to a kid's changing needs as they grow and develop are all important aspects of raising a child in a healthy setting.

Table 2a. Extent of Parental Learning Support Among 4Ps Beneficiaries In Relation to Parenting

| Indicators | M. | Descript | Interpretation |
|--|----|----------|-----------------------------------|
| 1. I attend workshops or trainings on parenting and child developn | 3. | Great | Demonstrate high degree of involv |
| 2. I spend time to help the studies of my children in school. | 3. | Great | Demonstrate high degree of involv |
| 3. I support program at school to help my families with health and r | 4. | Great | Demonstrate high degree of involv |
| 4. I support the home visiting programs of neighborhood meetings | 4. | Great | Demonstrate high degree of involv |
| 5. I supervised my sons'/ daughters' activities closely. | 4. | Great | Demonstrate high degree of involv |
| Composite Mean | 4. | Great | Demonstrate high degree of involv |

Legend: 4.50–5.00 – Very Great; 3.50–4.49 – Great; 2.50–3.49 – Moderate; 1.50–2.49 – Less; 1.00–1.49 – Least.

4.2 Extent of Parental Learning Support in Relation to Communicating

Table 2b shows the extent of parental learning support in relation to communicating. The respondents revealed that they appreciate clear information on all school policies, programs, and assessments with a weighted mean of 4.16 verbally described as great and interpreted as high degree of involvement. They also return the questionnaires/slips sent us the school with a weighted mean 3.85 at the same time attend conferences with the teacher at least twice a year with a weighted mean of 3.76, both described as great and interpreted as high degree of involvement. Additionally, the respondents communicate feelings/ideas with the school officials with a weighted mean of 3.64 and they also conduct regular home – school visitation with a weighted mean of 3.56, each characterized by high degree of involvement. The results show that communication is evidently part of the learning support of the parents that channels information, support and evaluation.

Hence, the 4Ps beneficiaries' parents extent in terms of communicating garnered an overall composite mean of 3.80, verbally described as Great and interpreted as High Degree of Involvement. The results suggest that parents are effectively communicating with school

authorities by valuing the provided information and offering feedback for enhancement, as well as monitoring learners through conferences with teachers. Additionally, the collected data indicates that parents are visiting the school to support their children's quality education.

This verifies the study of Jamhar et al. (2019) that discussed communication as it entails a two-way information sharing between the school and the parents about school programs and students' development. Schools are urged to develop multiple ways of information exchange between the school (teachers) and the family (students). In many cases, parents are encouraged to contact schools at the beginning of each grade level. Various means of communication can be used, including occasional parent-teacher meetings, phone conversations and messaging, social media platforms, and student report cards. This establishes a positive communication bond, which serves as the foundation for discussion of the student experiences challenges later in the year.

Furthermore, in certain instances, Tanase (2023) examined the ways in which twenty-two urban middle and high school teachers engaged and kept in touch with their students' families. Children, their families, the teacher, and the school community all benefit from close home-school communication. Teachers communicate with families in a number of ways, both in person and online, over the academic year. Better student behavior and learning were further results of this communication, as well as families turning into teachers' allies.

Table 2b. *Extent of Parental Learning Support Among 4Ps Beneficiaries in Relation to Communicating*

| <i>Indicators</i> | <i>Mean</i> | <i>Description</i> | <i>Interpretation</i> |
|--|-------------|--------------------|--|
| 1. I attend conferences with the teacher at least twice a year. | 3.76 | Great | Demonstrate high degree of involvement |
| 2. I appreciate clear information on all school policies, programs, and assessments. | 4.16 | Great | Demonstrate high degree of involvement |
| 3. I conduct regular home – school visitation. | 3.56 | Great | Demonstrate high degree of involvement |
| 4. I communicate feelings/ideas with the school officials. | 3.64 | Great | Demonstrate high degree of involvement |
| 5. I return the questionnaires/slips sent us by the school. | 3.85 | Great | Demonstrate high degree of involvement |
| Composite Mean | 3.80 | Great | Demonstrate high degree of involvement |

Legend: 4.50–5.00 – Very Great; 3.50–4.49 – Great; 2.50–3.49 – Moderate; 1.50–2.49 – Less; 1.00–1.49 – Least.

4.3 Extent of Parental Learning Support in Relation to Volunteering

Table 2c shows the extent of parental learning support in relation to volunteering. The respondents showed that they volunteer in school activities when help is needed with a weighted mean of 3.95, verbally described as great and interpreted as high degree of involvement. In the same manner, they encourage provision of financial support in projects and other necessary supplies in school with a weighted mean of 3.93 and assist in every classroom activity with a weighted mean of 3.85, both described as great and interpreted as high degree of involvement. Moreover, the respondents revealed that volunteer training for parents and community members with a weighted mean of 8.82 at the same time showed support in the construction of a parent room or family center for volunteer work, meetings, and resources for families with a weighted mean of 8.80. The results show that parents' volunteerism is innate in nature as they greatly pave ways in providing assistance in every aspect of the school-community activities.

Overall, the extent of parental learning support in relation to volunteering obtained a composite mean of 3.87, verbally described as Great and interpreted as High Degree of Involvement. The data gathered imply that parents contribute their time, effort, and treasure to accomplish tasks deemed necessary for the school's success. In which, their actions affect how their children sees authentic collaboration as an important thing in achieving development in home, school, and to the whole community.

This was highlighted by H.H. Sheikah Fatemah bint Mubarak, Chairperson of the Family Development Foundation (FDF) and the General Women's Union of the United Arab Emirates, volunteering plays a significant role both for individuals and institutions in the country. She emphasized the need of raising kids morally and socially, citing the role that the family and school have in instilling principles of selflessness and creating goals for teamwork, which have a beneficial impact on students' performance (Malluhi & Alomran, 2019).

Furthermore, parent volunteerism in schools has a strong theoretical foundation. For instance, parent volunteers may boost a school's collective efficacy by supervising students more closely and providing more adult support to students who are being bullied or face other risks in school. Given that crime and violence in schools are more likely to occur when there is a lack of adult supervision, parent volunteers may be able to stop delinquent behavior on school property. This is supported by empirical data (Jones et al., 2009, as cited in Hamlin & Li, 2019).

Table 2c. *Extent of Parental Learning Support Among 4Ps Beneficiaries In Relation to Volunteering*

| Indicators | Mean | Description | Interpretation |
|--|------|-------------|--|
| 1. I support construction of parent room or family center for volunteer meetings, and resources for families | 3.80 | Great | Demonstrate high degree of involvement |
| 2. I volunteer trainings for parents and community members. | 3.82 | Great | Demonstrate high degree of involvement |
| 3. I assist in every classroom activities. | 3.85 | Great | Demonstrate high degree of involvement |
| 4. I volunteer myself in school activities when help is needed. | 3.95 | Great | Demonstrate high degree of involvement |
| 5. I encourage provision of financial support in projects and other non-supplies in school. | 3.93 | Great | Demonstrate high degree of involvement |
| Composite Mean | 3.87 | Great | Demonstrate high degree of involvement |

Legend: 4.50–5.00 – Very Great; 3.50–4.49 – Great; 2.50–3.49 – Moderate; 1.50–2.49 – Less; 1.00–1.49 – Least.

4.4 Extent of Parental Learning Support in Relation to Learning at Home

Table 2d shows the extent of parental learning support in relation to learning at home. The respondents revealed that they check homework/assignments that require students to demonstrate and discuss with parents/families what they are learning in class with a weighted mean of 4.35, verbally described as great and interpreted as high degree of involvement. In addition, they reinforce lessons at home with a weighted mean of 4.29 and uphold school – parent compacts with a weighted mean of 4.11, both described as great and interpreted as high degree of involvement. At the same time, the 4Ps parents promote home – school homework completion contracts with a weighted mean of 4.07 while fostering family participation in helping students set academic goals with a weighted mean of 3.95, both described as great and interpreted as a high degree of involvement. The data entail that parents encourage their learners accomplishing their school tasks at home in learning at home as they give regulations in doing so, especially in setting academic goals.

Hence, the extent of parental learning support in relation to learning at home obtained a composite mean of 4.15, verbally described as Great and interpreted as High Degree of Involvement. It may be deduced that parents demonstrated learning support in their homes despite working and running some home errands. In the sense that they monitor school work, discuss their children's school lessons/activities and inculcate the importance of educational competence.

The results supported the study of Yahaya et al. (2020) which stated that the best predictor of the student's Positive-Home-School Relations are crucial for academic achievement. Families can foster a learning environment, set realistic expectations for their children's success, and actively participate in their children's education both at school and in the community. It was also claimed that when parents participate in their children's activities, they perform better in school after receiving an education at home. Also, Liu et al. (2020) examined the contributions that parents make to their children's schooling by using a prior study to build a literature review. Since parents are often the first teachers and spend the most of their time with their children outside of the school, it has been discovered that parental participation is the most important component and helpful resource to raise children's achievements.

Table 2d. *Extent of Parental Learning Support Among 4Ps Beneficiaries In Relation to Learning at Home*

| Indicators | Mean | Description | Interpretation |
|--|------|-------------|--|
| 1. I attend conferences with the teacher at least twice a year. | 3.76 | Great | Demonstrate high degree of involvement |
| 3. I appreciate clear information on all school policies, programs, and assessments. | 4.16 | Great | Demonstrate high degree of involvement |
| 3. I conduct regular home – school visitation. | 3.56 | Great | Demonstrate high degree of involvement |
| 4. I communicate feelings/ideas with the school officials. | 3.64 | Great | Demonstrate high degree of involvement |
| 5. I return the questionnaires/slips sent us by the school. | 3.85 | Great | Demonstrate high degree of involvement |

Legend: 4.50–5.00 – Very Great; 3.50–4.49 – Great; 2.50–3.49 – Moderate; 1.50–2.49 – Less; 1.00–1.49 – Least.

4.5 Extent of Parental Learning Support in Relation to Decision-making

Table 2e shows the extent of parental learning support in relation to decision-making. The respondents showed that they gave permission to their children to join extracurricular activities with a weighted mean of 4.31. Additionally, they support the parent–community advocacy groups which lobby for school reform and improvements with a weighted mean of 4.00 while also discussing educational matters with teachers and principals with a weighted mean of 3.93. To add, all of the stated indicators are verbally described as great and interpreted as high degree of involvement.

Moreover, the parents agreed in the participation of their children in socio-civic organization with a weighted mean of 3.91 as well as they joined in the PTA/PTO, parent advisory council, or parent participation in school committees with a weighted mean of 3.80, each

verbally described as great and interpreted as high degree of involvement. The results revealed that decision-making is part of the parental learning support of the 4Ps parents and it is vital in the realization of the different school activities of the learners.

Generally, the extent of parental learning support in relation to decision-making obtained a composite mean of 3.99, verbally described as Great and interpreted as High Degree of Involvement. The data gathered imply that learning support involves crucial decision-making which will results in the accomplishment or not of school activities. Learners are the main players of the teaching-learning process yet their participations are based on the approval of their parents. Likewise, the involvement of parents in the school association greatly impact the educational system given to their children.

The study about stakeholders in education, parents are eligible to participate in policy development and plementation inschools. This is because they have direct accountability for the learners who may be impacted by those policies, implying that they are part of the relevant public policy implementation in each system or institution (Ssenkasi et al., 2021). So, when parents attend school gatherings, they make recommendations, offer advice, and provide support that can help the school improve. The progress and academic performance of students are heavily influenced by the amount of support the head teacher receive from parents. Significantly, the success of any school administration in terms of student performance is dependent on the ability to lobby for parental support.

Another research by Lareau (2004) stated (as cited in Ssenkasi et al., 2021) when parents are involved in their children's education, they meet other parents who can supply them with information on school policies and practices. Furthermore, when parents and teachers engage, teachers learn about the parents' expectations for their children as well as the teachers' expectations for their students. It is noted that parental involvement and connection with local officials are critical for children's academic success.

Table 2e. Extent of Parental Learning Support Among 4Ps Beneficiaries In Relation to Decision-making

| Indicators | M. | Descripti | Interpretation |
|---|----|-----------|-------------------------------------|
| 1. I join in the PTA/PTO, parent advisory council, or parent partici school committees. | 3. | Great | Demonstrate high degree of involvem |
| 2. I give permission to my sons/daughter to join extracurricular activ | 4. | Great | Demonstrate high degree of involvem |
| 3. I support the parent – community advocacy groups which lobby fo reform and improvements. | 4. | Great | Demonstrate high degree of involvem |
| 4. I agree in the participation of my sons/daughters in so organization. | 3. | Great | Demonstrate high degree of involvem |
| 5. I discuss educational matters with teachers and principals. | 3. | Great | Demonstrate high degree of involvem |
| Composite Mean | 3. | Great | Demonstrate high degree of involvem |

Legend: 4.50–5.00 – Very Great; 3.50–4.49 – Great; 2.50–3.49 – Moderate; 1.50–2.49 – Less; 1.00–1.49 – Least.

4.6 Extent of Parental Learning Support in Relation to Collaborating with the Community

Table 2f shows the extent of parental learning support in relation to collaborating with the community. The respondents revealed that they attended PTA meetings with a weighted mean of 4.18 as well as rendered services to the community with a weighted mean of 3.76, both verbally described as great and interpreted as high degree of involvement. Moreover, they cooperated with the school in the implementation of the school program with a weighted mean of 3.64, verbally described as great and interpreted as high degree of involvement.

Furthermore, the respondents participated in the school-community sponsorship of multicultural events and activities with a weighted mean of 3.58 while also encouraging partnerships with local organizations to provide adult mentors for students with a weighted mean of 3.49, both verbally described as great and interpreted as high degree of involvement. The results showed the parents collaboratively enagage in the community as part of the parental learning support to their children.

Overall, the extent of parental learning support in relation to collaborating with the community garnered a composite mean of 3.73, verbally described as Great and interpreted as High Degree of Involvement. The results entail that parental involvement encompasses not just in home and school but also in the community. Parents greatly nourish their relationship among authorities by supporting different activities for the welfare of their children. This simply means that community has an effect on how the learners learn as well.

Research by Sylaj (2020) was anchored to Epstein's Framework, school-community collaboration and partnership programs and parental involvement in school has a positive impact on parents' ability to assist their children, their assessment of teachers' skills and teaching quality, teachers' perception of parents' ability to assist with home school assignments, and learners' attitudes towards school. This was corroborated by Okon et al. (2019), that community and parental involvement in education are indicators of academic achievement. Involvement from the community, parents, and schools is crucial to students' performance and academic success.

Table 2f. Extent of Parental Learning Support Among 4Ps Beneficiaries In Relation to Collaborating with the Community

| Indicators | M. | Descripti | Interpretation |
|------------|----|-----------|----------------|
|------------|----|-----------|----------------|

| | | | |
|---|-----------|--------------|---|
| 1. I attend PTA meetings. | 4. | Great | Demonstrate high degree of involvement |
| 2. I cooperate with the school in the implementation of the school projects. | 3. | Great | Demonstrate high degree of involvement |
| 3. I render services to the community by students, families, and school. | | Great | Demonstrate high degree of involvement |
| 4. I participate in the school-community sponsorship of multicultural activities. | 58 | Great | Demonstrate high degree of involvement |
| 5. I encourage partnerships with local organizations to provide adult education for students. | 49 | Great | Demonstrate high degree of involvement |
| Composite Mean | 3. | Great | Demonstrate high degree of involvement |

Legend: 4.50–5.00 – Very Great; 3.50–4.49 – Great; 2.50–3.49 – Moderate; 1.50–2.49 – Less; 1.00–1.49 – Least.

4.7 Overall Extent of Parental Learning Support Among 4ps Beneficiaries

Table 2g shows the overall extent of parental learning support among 4ps beneficiaries in relation to the different domains. The extent of parental learning support in relation to parenting obtained a composite mean of 4.04. In addition, the extent of parental learning support in relation to communicating obtained a composite mean of 3.80 and in relation to volunteering obtained a composite mean of 3.87. Also, the extent of parental learning support in relation to learning at home obtained a composite mean of 4.15, while in relation to decision-making and collaborating with the community both obtained a composite mean of 3.99. Moreover, all the specified domains in parental learning support are verbally described as great and interpreted as high degree of involvement.

Hence, the Overall Extent of Parental Learning Support Among 4ps Beneficiaries in Viray-Lising Integrated School garnered an overall weighted mean of 3.93, verbally described as Great and interpreted as High Degree of Involvement. It can be inferred that parents are highly involved with their children at home, school, and in the community. Parents supported their children's activities at home by keeping an eye on their homework and encouraging a good attitude toward learning. In order to assist teachers in the classroom and with other extracurricular activities that are essential to the teaching-learning process, they are able to contact with the teachers and administrative staff while they are at school. Additionally, through community education, the parents are able to support activities that help their children become more socially conscious. As they continue their academic path, the 4Ps recipients gain from these actions.

Based on the Social Capital Theory of Coleman, as the results showed the degree of the extent of learning support provided by parents of 4Ps beneficiaries, families have an important influence in their children's social capital development. In addition, the social capital in both the family and the community influences the development of human capital in a society's future generations. He stressed the family's importance in building social capital. Thus, the family bears a significant duty for raising a healthy generation and maintaining a healthy society. The family is thought to be the most important source of social capital, followed by the environment. Individuals who profit from social capital are a reflection of the family and the larger community, which includes the school, the neighborhood, and other organizations. It was discovered that parental social capital had a considerable influence and explained a big part of the diversity in students' academic achievement (Bofota 2013, as cited in Njeze et al., 2020).

This research shows that owing to mounting proof that family engagement enhances student learning results, schools are emphasizing encouraging families to be involved in their children's education. The study revealed that the family engagement tactics that the teachers self-reported derived from a parent involvement discourse that viewed school as the primary learning platform and family and community contexts as secondary. By differentiating and reevaluating parent involvement and engagement approaches, the study identifies the potential for educators to improve family-school collaborations (Baxter & Kilderry, 2022).

Furthermore, parental involvement at school takes several forms, such as volunteering, holding teacher conferences, attending workshops, and participating in school decision-making. Parental involvement in the student's education at home also entails establishing expectations for education, encouraging the student, and offering assistance with homework. At the same time, as a result of several strategies that have increased performance, parents have become more involved in school activities as well as at home (Diaz, 2023).

Table 2g. Extent of Parental Learning Support Among 4Ps Beneficiaries

| Indicators | Mean | Description | Interpretation |
|-------------------------------------|-------------|--------------|---|
| 1. Parenting | 4.04 | Great | Demonstrate high degree of involvement |
| 2. Communicating | 3.80 | Great | Demonstrate high degree of involvement |
| 3. Volunteering | 3.87 | Great | Demonstrate high degree of involvement |
| 4. Learning at home | 4.15 | Great | Demonstrate high degree of involvement |
| 5. Decision-making | 3.99 | Great | Demonstrate high degree of involvement |
| 6. Collaborating with the community | 3.99 | Great | Demonstrate high degree of involvement |
| Overall Mean | 3.93 | Great | Demonstrate high degree of involvement |

Legend: 4.50–5.00 – Very Great; 3.50–4.49 – Great; 2.50–3.49 – Moderate; 1.50–2.49 – Less; 1.00–1.49 – Least.

4.8 Level of Educational Competence Among the Learners Who Are 4Ps Beneficiaries

Table 3 shows the level of educational competence among the learners who are 4ps beneficiaries for three consecutive years, 2021-2022, 2022-2023, and 2023-2024. The mean of the learners' educational competence for the first year is 84.29. In the second year, their educational competence garnered a mean of 84.24 while in the third year the mean of their educational competence is 83.29. Moreover, all of their academic competence was verbally described as Satisfactory.

The overall educational competence of the 4Ps learners is 83.94, verbally described as Satisfactory. It can be inferred that the learners are good enough in their academics. Likewise, the data showed no sign of great fluctuations with the learners' GPA for the last 3 years. This can be attributed to the fact that 4Ps Program only get the attendance of the learners without requiring them of higher educational competence. Thus, allowing them to attend school without extending extra effort for their grades.

On the other note, Albert Bandura's Social Learning Theory (1977) was adopted to anchor the level of educational competence among 4Ps beneficiaries learners. Accordingly, viewers process and think about what they see being modeled, which, when paired with environmental circumstances, leads to assimilation and imitation of positive or negative actions. Likewise, beneficiaries of the 4Ps program acquire diverse forms of quality education through their primary educators, the parents. Moreover, socio-economic status significantly influences their academic performance at home, in school, or within the community.

Furthermore, children's academic achievement is deemed to be important in order for them to be equipped for the next level in the educational ladder. As stated by Sujarwo et al. (2023) when it comes to success indicators in the implementation of education, learners will always be the primary focus. Put simply, if learners demonstrate strong learning outcomes, the procedure is considered effective. This is crucial since it has to do with learners meeting their learning objectives in the form of accomplishment. These accomplishments are often recognized annually using a set of standard value indicators by means of an evaluation.

Accordingly, academic performance is a result of education. It is the extent to which a learner, instructor, or institution has met their educational objectives. It encompasses various learning disciplines, including numeracy, reading, science, and history, among others (Restauro et. al, 2021).

Table 3. *Level of Educational Competence among the Learners who are 4ps Beneficiaries*

| <i>School Year</i> | <i>Mea</i> | <i>Description</i> | <i>Interpretation</i> |
|--------------------|------------|--------------------|---|
| 2021-2022 | 84.2 | Satisfactory | The level of educational competence is satisfactory and is rated 80-84% |
| 2022-2023 | 84.2 | Satisfactory | The level of educational competence is satisfactory and is rated 80-84% |
| 2023-2024 | 83.2 | Satisfactory | The level of educational competence is satisfactory and is rated 80-84% |
| Overall Mean | 83.9 | Satisfactory | The level of educational competence is satisfactory and is rated 80-84% |

Legend: 90–100 – Outstanding; 85–89 – Very Satisfactory; 80–84 – Satisfactory; 75–79 – Fairly Satisfactory; 74 and below – Did Not Meet Expectation.

4.9 Relationship Between the Extent of Parental Learning Support and Educational Competence of the Learners Who Are 4Ps Beneficiaries

Table 4 shows the relationship between the extent of parental learning support and educational competence of the learners who are 4ps beneficiaries. Since the p-value (0.3865) is greater than 0.05, there is no significant relationship between the extent of learning support of the 4Ps beneficiaries and their level of educational competence. The Pearson Product moment correlation coefficient of 0.1198 indicates that there is a positive very weak correlation between the two variables. It implied that even the parental learning support of 4Ps beneficiaries is great it does not affect the altitude of the learners' educational competence.

Table 4. *Relationship Between the Extent of Parental Learning Support and Educational Competence of the Learners Who Are 4Ps Beneficiaries*

| <i>Variables</i> | <i>r</i> | <i>Degree of Relationship</i> | <i>p-val</i> | <i>Remarks</i> |
|---------------------------|----------|-------------------------------|--------------|-----------------|
| Parental Learning Support | 0.1198 | Positive very weak | 0.38 | Not Significant |
| Educational Competence | | | | |

*Tested at 0.05 level of significance

Omaweng (2022) highlighted that family factors which encompass a variety of elements like parental involvement, socioeconomic status, family support, parenting style, family structure, and family dynamics caused difficulties for 4Ps grantees in the area of educational competence.

On the other hand, another factor was seen by Kovacs et al. (2023) as they investigated the effects of parent participation in school-based physical activity intervention programs on behaviors that affect children's health. Although there are many different types of parental participation, the review only discovered a small number of interventions that address this function. It is challenging to assess the efficacy and impact of these programs, and it is still unknown how parental participation affects kids' health-related behaviors like exercise and diet. The paper also emphasizes how little is known about other links between parental participation and accomplishment, like academic achievement.

Additionally, Jabar (2023) made some observations regarding the significance of giving parents the opportunity for home-based parental involvement. Low-income parents spend most of their time making ends meet to survive financially. Schools can offer opportunities for parents to participate in their children's education at home, rather than competing for their time. Through parenting for education, schools can use parents' capacity to impact their children's academic performance. Also, recent research indicates that parents' involvement in their children's homework may not always result in the academic results they want. According to the findings of these studies, the quality rather than the quantity of parental homework involvement counts (Dettmers, Yotyodying & Jonkmann, 2019).

4.10 How do 4Ps Funds Help Schooling of the 4Ps Beneficiaries

Among the objectives of this study was to ascertain how do 4Ps funds help schooling of the 4Ps beneficiaries in Viray-Lising Integrated School. The data was gathered through Focus Group Discussion and conducted among (10) 4Ps beneficiaries parents.

Three (3) themes came out after the qualitative data analysis. These are: Basic Necessities, Educational Support, and Inspiring Change.

Basic Necessities

Basic necessities include food, water, shelter, clothing, and medically necessary health care, which may include but is not limited to medical treatment or activities, as well as medication. To sustain daily activities, particularly attending classes, it is necessary to meet such needs in order to assure learning.

The following are some of the excerpts of the participants' statements.

Gipalit nako ma'am og school supplies sa mga bata og bugas. (FGD, P1, Line 3)
(I bought school supplies for the children and rice, ma'am.)

Akoa gipalit pud nakog gamit sa akong mga anak, bag, mga pagkaon nila og mga sud-an. (FGD, P2, Lines 4-5)
(I also bought things for my children, bags, their food, and dishes.)

Gigamit nako ang pondo sa 4Ps sa pinaagi sa pagpalit sa school supplies nilaog uniform. Gikan sa sapatos paingun sa sinina. (FGD, P4, Lines 8-9)
(I used the 4Ps fund to buy their school supplies and uniforms. From shoes to clothes.)

Sa akua mam sa feeding dili sila makaapil mam ang akua nuong apo mam mao to makaapil. Pero sa mga check-up, mga deworming makaapil jud. (FGD, P4, Lines 162-164)
(For me, ma'am, during the feeding, they can't participate, ma'am, my grandson is the one who can participate. But for check-ups, deworming, they can definitely participate.)

The qualitative data reveals that basic necessities such as food, clothing, health care, and school supplies are crucial for achieving holistic learning development. The allocation of these components via the 4Ps cash support had a beneficial impact on learners.

Apparently, as the Philippine government recognized the need to foster social justice as provided for in Article XIII of the 1987 Constitution. Some of the highlights that have been given importance are the promotion of social justice shall involve the commitment to promote economic opportunities based on personal initiative and self-reliance, end the intergenerational cycle of poverty by investing in human capital and improving the delivery of essential services to the poor, including education, health, nutrition, and early childhood care and development, ensure universal primary education, lower child mortality and malnutrition, improve the maternal health, and ensure healthy lifestyles and promote well-being for everyone.

Moreover, Ebcay et al. (2023) mentioned that the obligations placed on children's schooling are increasing in a range of contexts, and parents are in a unique position to make sure that these locations best suit their specific learning needs. As expected, they are regarded as the learners' primary educational partner.

Educational Support

Educational support is an act in which vital components of education are provided to motivate students to attend class. This kind of support has proven to be a key factor in maintaining status as a 4Ps beneficiary. The following are some of the excerpts of the participants' statements.

Sa akola mam pasalamat ko sa 4Ps kay sa akola 4 akong estudyante, high school duha, Silway-8 and duha dire sa Viray. Bisan dili dako ang hatag sa 4Ps pero dako akong pasalamat kay mapaeskwela nako adlaw-adlaw, matagaan nakog balon adlaw-adlaw, adlaw-adlaw gyud sila makaeskwela labi na gyud sa pamasaha, pamasaha jud number 1. (FGD, P1, Lines 61-65)
(For me, ma'am, I am grateful for the 4Ps because I have 4 students, two in high school, Silway-8, and two here in Viray. Even though the assistance from 4Ps is not much, I am very grateful because I can send them to school every day, I can give them allowance every day, every single day, they can go to school especially with the fare, fare is really number 1.)

Ako pud mam pasalamat pud ko kay naay 4Ps tapos balon sa mga bata adlaw-adlaw, pamasaha tapos palit nilag mga gamit. (FGD, P3, Lines 72-73)

(I also want to give thanks because there is 4Ps and the children receive allowances every day, fare and then they buy their supplies.)

Based on the given statements, the participants were grateful for the cash aid program of the government as they were able to compensate the day-to-day expenses of their children in going to school. Based on the given statement, it encompasses from fare to the allowance of the learners. In addition, this aid greatly helps them in providing the necessary aspect of the learners in attending school.

Additionally, they prepared their children's meals and allowances every school day. By doing these acts, the learners were motivated to attend the class as attendance was very much important for the program. Also, the parents were grateful for the support of the teachers especially in monitoring their studies and whereabouts.

Para sa akola mam sayo sa buntag gahikay jud ko para sa bata, pakan-on, everyday jud makasulod sa klase. Syempre 4Ps member importante jud ang attendance. Atimanon jud ang mga bata. (FGD, P1, Lines 97-99)

(For me, ma'am, early in the morning, I really prepare for the child, feed them, and make sure they can attend class every day. Of course, as a 4Ps member, attendance is really important. Really take care of the children.)

Dako kaayo kog pasalamat gikan kinder hangtod nag grade10, gasuporta jud sila kay ang mga maestro gina monitor jud nila akong mga estudyante, ga eskwela sila, ginamotor jud hangtod makaadto sa balay. (FGD, P9, Lines 208-212)

(I am very grateful from kindergarten up to grade 10, they really supported me because the teachers really monitor my students, they go to school, they are really driven until they get home. I am really grateful to the teachers because they closely monitor the students.)

According to the qualitative data, offering fundamental components of schooling such as fare, allowance, parental and school support encourages students to attend school at all times. Thus, effective utilization of finances from cash aid is vital, in tandem with moral support from both parents and the school.

The Philippine government's conditional cash transfer program aims to reduce poverty by giving monthly allowances to the most impoverished people. The program is especially beneficial for children aged 0 to 18. Moreover, because of the program's requirement, children must be enrolled in school and demonstrate regular attendance in order to be eligible for the stipend (Brazal et al., 2019).

In addition, the Conditional Cash Transfer program in Latin American countries served as the model for the Pantawid Pamilyang Pilipino Program (4Ps) in demonstrating efficacy in encouraging impoverished households to accumulate human capital. It has been demonstrated to be successful in terms of health care, education, and providing wholesome food for the family. In conclusion, this program gives these households financial incentives as long as they comply with the requirements it sets down (Pantawid Pamilyang Pilipino Program (4Ps) Operations Manual, 2021).

Inspiring Change

Inspiring change refers to the activities and experiences of the 4Ps beneficiaries. This is the best case scenario that occurred both during and after the rightful utilization of the financial grants. The following are some of the excerpts of the participants' statements.

Ako pugson jud nako akong anak makaeskwela mam kay sayang baya. (FGD, P5, Lines 117-118)

(I will really push my child to go to school, ma'am, because it's important.)

Para sa akola mam maganda ang epekto ng 4Ps, adlaw-adlaw nga pag-eskwela sa mga bata mam mahatag nimo, sa panginahanglan sa panimalay mahatag nimo. May uban ma pang savings nimo, para mapangbaon nila og mga expenses. (FGD, P1, Lines 218-221)

(For me, ma'am, the 4Ps have a good effect. You can provide daily schooling for the children, ma'am, and you can also meet the household needs. Some of it can be for your savings, so they can cover their expenses.)

Based on the qualitative results, beneficial changes occur among the learners and parents who received 4Ps benefits. The program had a real influence on the beneficiaries' day-to-day life.

Wokocha (2022) stated that parent participation improves pupils' learning outcomes. Therefore, parents should never stop financially, emotionally, and morally supporting their children's education. Thus, it was advised that parents check in with their children's teachers and schools regularly to see how they are doing academically. Children's study time should be supervised by parents as well.

In addition, Aranas et al. (2021) stated that 4Ps significantly improved the school's performance indicators. This study also enhanced awareness of the school personnel and beneficiaries of the program's strengths, flaws, opportunities, and threats. Moreover, the study concludes that the 4Ps undoubtedly improved their recipients and the school that has 4Ps students. It is consequently suggested that the program be maintained but upgraded to guarantee the achievement of its aims. In the long run, the 4Ps' goal is to achieve improvements in human capital. The 4Ps approach has the potential to improve educational attainment, nutrition, and health outcomes, as demonstrated by other nations that have implemented the CCT.

4.11 Proposed Intervention Program

A Parental Learning Support for 4Ps beneficiaries' parents is a structured initiative designed to provide parents with the necessary support, resources, and guidance to make informed decisions about their parental learning support to enhance their children's educational competence. This program typically includes a range of activities such as open forum and meetings, parents' literacy and numeracy events, trainings on enhancing parents' spirit of volunteerism and collaborating with the school community, conferences that enhances proper communication as well as determining the communication barriers, and an information drive about the importance of their involvement in the decision-making in school. The goal is to improve the parental support of the 4Ps beneficiaries especially in dealing with the educational competence of the learners.

Based on the results of the study, the extent of parental learning support among 4Ps beneficiaries garnered a total weighted mean of 3.93 which entails high degree of involvement in all domains. On the other hand, the level of educational competence for 3 consecutive years is satisfactory which means that the level of educational competence is rated 80-84% only. Thus, there were no sign of great fluctuations with the learners' GPA for the said years. Moreover, the overall mean of 84.29 in the level of educational competence is likewise satisfactory. With regards to being 4Ps beneficiaries the participants' responses illustrate the importance of basic necessities and educational support at the same time they experienced an inspiring change because of the program.

Lastly, an intervention program which entitled, "Intensifying Learning Support of 4Ps Beneficiaries: A Key Towards Improving Educational Competence in Viray-Lising Integrated School", will be conducted that aims to promote better home-school-community relationship among parents, learners, and teachers to produce quality 4Ps beneficiaries.

Conclusions

The overall extent of parental learning support among 4Ps beneficiaries in Viray-Lising Integrated School was great. It can be inferred that parents are highly involved with their children's varied activities at home, school, and in the community. Consequently, the family of the 4Ps beneficiaries is regarded as the primary source of social capital, succeeded by the environment. Individuals that derive benefits from social capital exemplify the influence of their family and the broader society, encompassing schools, neighborhoods, and various organizations. The overall level of educational competence among 4Ps beneficiaries was satisfactory. It can be deduced that learners are sufficiently proficient in their academics. Similarly, the statistics indicated no significant shifts in the learners' GPA during the past three years. This might be ascribed to the 4Ps Program's focus solely on learners' attendance, without necessitating advanced educational qualifications, consequently enabling students to attend school without exerting more effort for their grades. There is no significant relationship between the extent of learning support of the 4Ps beneficiaries and their level of educational competence. It suggested that although the parental learning support of the 4Ps beneficiaries was substantial, it does not directly influence the learners' educational capacity. The 4Ps beneficiaries' participants' responses illustrated the importance of basic necessities and educational support while experiencing an inspiring change because of the program. Additionally, it can be inferred that the 4Ps cash aid enhances the lives of the beneficiaries, especially towards the betterment of learners' education. An intervention program was created to intensify the parental learning support towards improving the level of educational competence among 4Ps beneficiaries of Viray-Lising Integrated School. This is to address the problems experienced by the beneficiaries and promote improvement among them.

Based on the study's conclusions, the following recommendations are suggested: Intensify the parental learning support of the 4Ps beneficiaries towards parents' communication with the teachers, school administrator, and community personnel that foster growth in

learning. The developed topic will teach parents how to approach and share their thoughts with school staff. Enhance the educational competence of the 4Ps beneficiaries of Viray-Lising Integrated School by campaigning for quality results and inculcating a positive outlook towards achieving good grades. Improve 4Ps parents' ability in guiding the educational competence of the learners by holding meetings with the teachers and providing the parents with ideas on how to help their kids at home. Encourage 4Ps parents to continue the efficient usage of the cash aid, especially in the education of the learners. Lastly, replicate the study in other schools of Barangay Glamang to validate its findings.

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