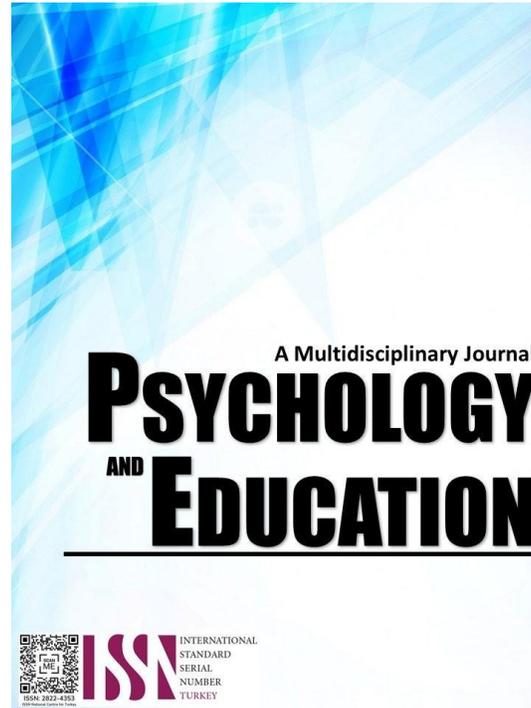


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Level of Parental Involvement in the School Initiated Intervention on Absenteeism and the Academic Performance

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Abstract

This study examined the relationship between parental involvement in school-initiated intervention and Academic Performance in Impasugong I District, Division of Bukidnon. Specifically, it assessed the level of parental involvement in addressing absenteeism, the academic performance of learners, and whether a significant relationship exists between parental engagement and student performance. A descriptive-correlational research design was utilized, with data collected through a structured survey questionnaire. Mean and standard deviation were used to measure levels of parental involvement and student performance, while Pearson's correlation coefficient analyzed the relationship between the two variables. Findings revealed that parents were highly involved in school-initiated interventions, particularly in close-door counseling, home visits, and school feeding programs. However, parental engagement in the Adopt-A-Child Program and CFSS promotion was lower, indicating a need for increased awareness and participation. The study also found that students with consistent parental support demonstrated higher academic achievement, while those with frequent absenteeism showed lower performance in comprehension and subject mastery. Statistical analysis confirmed a significant positive relationship between parental involvements, reinforcing the crucial role of parental engagement in improving learning outcomes. The study concludes that enhancing parental participation in school interventions through structured orientation programs, improved communication strategies, and continuous collaboration between parents and educators can lead to better student attendance and academic success. It recommends strengthening school-based initiatives, expanding parental education programs, and implementing targeted interventions to improve student performance further and reduce absenteeism.

Keywords: *parental involvement, school-initiated intervention, grade IV learners*

Introduction

Absenteeism is a significant challenge in education. It refers to a student's habitual failure to attend school without valid reasons, which can negatively impact academic performance, social development, and future opportunities. Various factors, including health issues, lack of motivation, economic hardships, family problems, or disengagement from school activities, often cause it. Persistent absenteeism can lead to poor academic achievement and increased dropout rates, making it a critical issue that schools must address.

Parents serve as the primary collaborators of teachers within the educational setting. Teachers require support from others. Support and involvement from school stakeholders, particularly parents, are essential. Regular communication regarding student performance is necessary to facilitate agreement and collaboration on interventions when students are struggling, especially concerning attendance (Sheldon & Epstein, 2004). Challenges faced by students can be tackled, and their irregular class attendance can be managed. As a result, engagement from parents in school-led efforts to confront student absenteeism is achievable.

Many students currently miss classes for reasons known only to them. Students must remain in school to achieve the specified learning competencies within the classroom, as outlined by the Department of Education (DepEd) and facilitated by the teachers responsible for the instructional process. Therefore, parental involvement in school-initiated interventions is essential to address the absenteeism issue among learners, facilitating collaboration between teachers and parents to monitor students' attendance in class (Cepada & Grepon, 2020; Rocabo & Abordo, 2023). If parents play a role in the issue, increasing awareness can motivate them to modify their methods, accept accountability, and work alongside educators. Collaboration between educators and parents can create a supportive learning environment that enhances student engagement and motivation in academic pursuits (Rocabo & Abordo, 2023).

Additionally, students experiencing absenteeism may be assigned a school-based foster parent to address deficiencies at home, such as food, educational materials, and financial support that parents are unable to provide. Moreover, the advancement of the Child-Friendly School System (CFSS) can significantly improve student retention, as the well-being of learners is the central emphasis of CFSS implementation. In summary, enhancing student attendance can be achieved by tackling food insecurity within the household. Implementing a feeding program for identified students, initiated by teachers and school administrators, can effectively mitigate this issue.

The most recent Philippine Human Development Report (Minao, 2018) indicates that of every 1000 children entering grade 1, approximately 140 will not only be absent or tardy but will also drop out by grade 2. By the fourth grade, an additional 100 students will have withdrawn from school. Out of the 760 students who complete the fourth grade, only 670 advance to the sixth grade, and only 650 complete the entire six-year elementary curriculum.

Additionally, students experiencing absenteeism may be assigned a school-based foster parent to address deficiencies at home, such as food, educational materials, and financial support that parents are unable to provide. Moreover, the advancement of the Child-Friendly School System (CFSS) can significantly improve student retention, as the well-being of learners is the central emphasis of CFSS implementation. In summary, enhancing student attendance can be achieved by tackling food insecurity within the household. Implementing a feeding program for identified students, initiated by teachers and school administrators, can effectively mitigate this issue.

The most recent Philippine Human Development Report (Minao, 2018) indicates that of every 1000 children entering grade 1, approximately 140 will not only be absent or tardy but will also drop out by grade 2. By the fourth grade, an additional 100 students will have withdrawn from school. Out of the 760 students who complete the fourth grade, only 670 advance to the sixth grade, and only 650 complete the entire six-year elementary curriculum.

Moreover, the findings of Cepada and Grepon (2020) highlight the strong link between absenteeism and parental involvement among middle school students in Northern Mindanao, Philippines. The research suggests that chronic absenteeism is correlated with inadequate parental supervision and involvement, thus making cooperative efforts at home and in schools more crucial in order to avert attendance problems. Similarly, Pinatil et al. (2022) found a positive correlation between parental involvement and academic performance among university students in the Philippines, demonstrating that active parental support significantly contributes to better learning outcomes.

This study seeks to examine how parental involvement in school-initiated interventions can reduce absenteeism and enhance students' academic achievement in the Impasugong I District. Drawing from these findings, it aims to provide evidence-based recommendations to strengthen parental engagement strategies, ensuring that students remain actively involved in their education and mitigating the long-term effects of absenteeism.

Research Questions

This research aimed to expound the relationship between the degree of parental involvement in implemented interventions to mitigate absenteeism and student performance in the Impasugong I District of the Bukidnon Division in Bukidnon province during the Academic Year 2024-2025. This research aims to address the following:

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 achievement in Impasugong I District, Division of Bukidnon, for the school year 2024-2025?
3. Is there a significant relationship between the level of parental involvement in the school-initiated intervention on absenteeism and the learners' academic achievement?

Methodology

Research Design

This study used a descriptive-correlational research method to examine the relationships between several variables. The descriptive component emphasized the methodical presentation and analysis of relevant data, giving a thorough awareness of the present situation. The objective of the correlational component was to evaluate the degree of the correlation between the identified variables.

Respondents

The subject-respondents of this study are the 100 grade 4 parents of the learners who are experiencing absenteeism problems in the five elementary schools randomly selected from the Impasugong I District.

The respondents in this study were selected using a two-stage process: random sampling for big schools and census enumeration for pupils with absenteeism problems. This approach ensured a fair representation of different school sizes while maintaining accuracy in capturing absenteeism cases among pupils.

In the first stage, stratified random sampling was used to select schools based on their size within the Impasugong I District. The schools were categorized into different strata: the biggest school (Impasugong CES), a bigger school (Impalutao IS), an average school (Capitan Bayong ES), a small school (Bontongon ES), and the smallest school (Magawa ES). To achieve randomness, only the big schools (Impasugong CES and Impalutao IS) underwent random sampling to determine which pupils' parents would be included as respondents. This ensured that a proportional representation of parents from larger schools was included in the study without bias. For smaller schools, all eligible pupils' parents were included due to their limited population size.

In the second stage, census enumeration was used to identify pupils with absenteeism problems. This meant that all Grade 4 pupils whom their teacher-advisers had officially recorded as having attendance issues during the first grading period of SY 2024–2025 were automatically included in the study.

To identify the parents of these pupils, each school's teacher-adviser provided an official attendance record listing students with



absenteeism concerns. The parents of these identified pupils were then selected as respondents, as they played a crucial role in influencing their children's attendance patterns. This dual approach—random sampling for big schools and census enumeration for pupils—ensured a balanced, representative, and data-driven selection process, allowing the study to effectively analyze how school-initiated interventions had influenced pupils' academic achievement in addressing absenteeism.

Instrument

The instrument used in this study was adapted from Deparine (2023), which involved the meticulous and competent development and evaluation of each variable's measurements. The objective of Part I was to evaluate the extent of parental involvement in school-initiated absence prevention methods, with a particular emphasis on the implementation of the school food program, home visits, in-home counseling sessions, Adopt-a-Child, and CFSS promotion. The objective of this study was to conduct a thorough examination of these therapies. The objective of Part II was to obtain the average student performance across all disciplines for the first assessment period of the 2024–2025 academic year from their teacher-advisers.

Procedure

The researcher first sought formal approval to conduct the study by requesting permission to administer the research instrument from the Schools Division Superintendent of the Division of Bukidnon. This request was properly endorsed by the Dean of the Graduate School of Valencia Colleges Incorporated to ensure institutional support. Upon receiving the necessary approval, the researcher then secured permission from the district in charge and the principals of the participating schools to facilitate the smooth implementation of the data collection process. To ensure clarity and accuracy in data collection, the researcher personally administered the questionnaire to the respondents. This direct engagement allowed her to address any concerns or questions raised by the participants, ensuring they fully understood the purpose and content of the survey. Additionally, the researcher coordinated with school officials to schedule the administration of the questionnaire at a time that minimized disruptions to regular classroom activities. This structured approach helped maintain the integrity of the data collection process while being considerate of the school's academic schedules.

Data Analysis

The following statistical techniques were applied to the data analysis. Parental involvement in school-sponsored initiatives, such as home visits, closed-door counseling, the Adopt-A-Child program, CFSS promotion, and school food programs, that seek to decrease absenteeism was evaluated using descriptive statistics. The average quantity and variability of parental engagement were measured using the mean (M) and standard deviation (SD). The percentage of parents participating in different intervention activities was categorized and shown using frequency and percentage distribution. The mean (M) and standard deviation (SD) of the student's performance for the 2024–2025 school year in Impasugong I District, Division of Bukidnon, were computed to ascertain general performance trends depending on grades attained. This study examined the relationship between student academic progress and parents' involvement in school-mandated intervention programs aimed at reducing absenteeism using Pearson's Product-Moment Correlation Coefficient (r). The degree and direction of the relationship between the two measurements were assessed using this statistical method. Additionally, to determine if the connection would be significant at the 0.05 level, significance testing based on the p-value was employed.

Results and Discussion

This section provides an overview, examination, and interpretation of the gathered data.

This section presents the findings on the level of parental involvement in one of the school-initiated interventions addressing absenteeism—close-door counseling. The responses were gathered from parents of Grade 4 pupils who were identified as frequently absent. Their involvement was assessed using a 5-point Likert scale, and the results were interpreted according to predefined descriptive categories. Table 1 below shows the mean scores, standard deviations, and qualitative descriptions of each indicator reflecting parental engagement in this specific intervention.

Table 1. Level of parental involvement in the school-initiated intervention on absenteeism in close-door counseling.

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
I actively respond when my child's teacher informs me that my child needs to see the school guidance counselor regarding absenteeism.	4.43	0.537	Very Highly Involved
I acknowledge and apply the guidance given by my child's teacher regarding strategies to improve my child's school attendance.	4.10	0.628	Highly Involved
I meet with the school head whenever I am informed about an important concern regarding my child's absenteeism.	4.01	0.595	Highly Involved
I value and consider the school head's recommendations in addressing my child's attendance issues.	3.97	0.688	Highly Involved
I take action based on the initial advice provided by my child's teacher regarding attendance concerns.	3.96	0.530	Highly Involved
Overall	4.09	0.419	Highly Involved

Legend: 5 (4.21–5.00) – Strongly Agree – Very Highly Involved; 4 (3.41–4.20) – Agree – Highly Involved; 3 (2.61–3.40) – Moderately Agree – Moderately Involved; 2 (1.81–2.60) – Disagree – Less Involved; 1 (1.00–1.80) – Strongly Disagree – Not Involved at All.



Table 1 presents the level of parental involvement in school-initiated interventions on absenteeism, specifically in close-door counseling. The data show that parents were generally highly involved, with an overall mean of 4.09 and a standard deviation of 0.419.

The highest level of parental involvement was observed in the statement. I actively respond when my child's teacher informs me about the need for my child to see the school guidance counselor regarding absenteeism, which received a mean score of 4.43 and a standard deviation of 0.537, falling under the "very highly involved" category. Conversely, the lowest level of involvement was recorded in I take action based on the initial advice provided by my child's teacher regarding attendance concerns, with a mean of 3.96 and a standard deviation of 0.530. Despite being the lowest, it still falls within the "highly involved" range. Other indicators, such as acknowledging and applying the guidance given by my child's teacher, meeting with the school head whenever I am informed about an important concern, and valuing and considering the school head's recommendations, also yielded high levels of parental involvement, with mean scores ranging from 3.97 to 4.10.

These findings suggest that parents are generally proactive and cooperative when it comes to addressing their child's absenteeism, especially when teachers or school heads initiate communication. Their high level of engagement indicates a readiness to collaborate with school personnel in resolving attendance issues, particularly through structured guidance and counseling efforts.

The findings in Table 1 align with previous research highlighting the crucial role of parental involvement in addressing student absenteeism. The high level of engagement observed in school-initiated interventions, particularly in response to teacher notifications and school guidance recommendations, reinforces Grepon's (2021) conclusion that parental involvement in school-related activities significantly reduces absenteeism. While the study in the Philippines indicated that parents were more engaged at home than in school, the present results suggest that when schools actively reach out to parents, their involvement increases, thereby positively impacting attendance.

Similarly, the study by Islam and J. (2021) emphasizes that specific types of parental engagement—such as communication with teachers and participation in school decision-making—are linked to lower absenteeism rates. This further validates the importance of structured school-initiated interventions, such as close-door counseling, in fostering parental responsiveness and collaboration with educators. The indicators in Table 2 demonstrate that parents respond well when teachers and school heads take the lead in addressing absenteeism concerns.

Additionally, McDonald et al. (2023) highlight the effectiveness of parent-focused interventions, particularly in cases of emotionally based school avoidance (EBSA). Their study underscores the need for structured parental support, including self-care strategies, parenting techniques, and improved school communication, to mitigate absenteeism caused by anxiety-related factors. The results in Table 1 suggest that while parents are highly involved in addressing attendance issues, further interventions—such as guided parental training and strategic communication support—could enhance their effectiveness in reducing absenteeism even further.

Another key strategy in addressing absenteeism is for school personnel to conduct home visits. This intervention allows for direct engagement with parents and a deeper understanding of the circumstances that may contribute to learners' absences. The table below presents the level of parental involvement in this intervention based on their responses to specific indicators. Each statement was rated on a 5-point Likert scale, and the results were interpreted using descriptive statistics to determine the extent of parental cooperation during home visitations.

Table 2. *The study assessed parental involvement in the school-initiated intervention on absenteeism, specifically in conducting home visits.*

Indicator	Mean	SD	Interpretation
I am informed in advance about any scheduled home visits from school officials.	4.07	0.517	Highly Involved
I seek and follow advice from school personnel on how to address my child's absenteeism.	4.06	0.468	Highly Involved
I acknowledge and accept formal notices regarding scheduled home visits from my child's teacher or school personnel.	4.05	0.592	Highly Involved
I cooperate in setting agreements with the school to support my child in improving attendance.	4.05	0.520	Highly Involved
I actively participate in discussions between my child and the teacher regarding my child's absenteeism.	4.00	0.492	Highly Involved
Overall	4.05	0.320	Highly Involved

Legend: 5 (4.21–5.00) – Strongly Agree – Very Highly Involved; 4 (3.41–4.20) – Agree – Highly Involved; 3 (2.61–3.40) – Moderately Agree – Moderately Involved; 2 (1.81–2.60) – Disagree – Less Involved; 1 (1.00–1.80) – Strongly Disagree – Not Involved at All.

Table 2 presents the level of parental involvement in the school-initiated intervention on absenteeism in the area of home visits. Based on the responses, parents demonstrated a high level of involvement, with an overall mean of 4.05 and a standard deviation of 0.320.

The highest level of involvement was observed in the item I am informed in advance about any scheduled home visits from school officials with a mean of 4.07 and a standard deviation of 0.517, suggesting that communication between schools and parents regarding upcoming home visits is well-established. Conversely, the lowest score was recorded in I actively participate in discussions between my child and the teacher regarding my child's absenteeism, with a mean of 4.00 and a standard deviation of 0.492, which, although



still rated as “highly involved,” may reflect slight hesitation among parents to engage directly in student-teacher discussions. Other indicators also yielded high mean scores: seeking and following advice from school personnel (mean of 4.06), accepting formal notices (mean of 4.05), and cooperating in agreements with the school (mean of 4.05).

These findings suggest that parents are generally cooperative and responsive to school efforts involving home visits. They are especially engaged when it comes to being informed and consulted, indicating a strong willingness to collaborate with school personnel. However, while communication and coordination are strong, the slightly lower score in parent-teacher-child discussions may point to a need for more inclusive strategies that build parent confidence in participating in such conversations.

The results align with research emphasizing the effectiveness of home visits in fostering parent-school relationships and improving student attendance. Grepon in 2021 highlighted that when parents are engaged in home-school collaboration, school attendance significantly improves. This is evident in the high parental responsiveness shown in the current findings. Similarly, Cosso et al. 2022 found that home-based interventions, when structured effectively, boost parental participation. Bäckström et al. (2021) also reported that home visits strengthen parental confidence and involvement in their child's education. The slight gap in parent participation during student-teacher discussions could be addressed through more guided and inclusive approaches, such as facilitated triad meetings during home visits to boost comfort and engagement.

The Adopt-A-Child Program is a school-initiated intervention designed to support learners at risk of absenteeism by assigning them foster parents within the school community. These foster parents, often teachers or school staff, help address the learners' basic needs and encourage regular school attendance. Table 3 presents the level of parental involvement in this intervention, as measured by their responses to specific statements. The data were analyzed using the mean and standard deviation, with interpretations based on a 5-point Likert scale to determine how actively parents participated in this support initiative.

Table 3. Level of parental involvement in the school-initiated intervention on absenteeism in the areas of the Adopt a Child program.

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
I take time to discuss with my child's foster parent the support they can provide to my child.	4.04	0.549	Highly Involved
I acknowledge the arrangement made by my child's teacher for my child to be adopted by a teacher as a foster parent in the school.	4.02	0.531	Highly Involved
I meet and coordinate with the foster parent assigned to my child at school.	3.99	0.362	Highly Involved
I respond whenever the school calls my attention regarding my child's participation in the Adopt-A-Child Program.	3.99	0.559	Highly Involved
I understand the reasons why my child is being placed under the Adopt-A-Child Program.	3.97	0.521	Highly Involved
Overall	4.00	0.300	Highly Involved

Legend: 5 (4.21–5.00) – Strongly Agree – Very Highly Involved; 4 (3.41–4.20) – Agree – Highly Involved; 3 (2.61–3.40) – Moderately Agree – Moderately Involved; 2 (1.81–2.60) – Disagree – Less Involved; 1 (1.00–1.80) – Strongly Disagree – Not Involved at All.

Table 3 presents the level of parental involvement in the school-initiated intervention on absenteeism, specifically in the Adopt-A-Child Program. The overall result shows that parents were highly involved, with an overall mean of 4.00 and a standard deviation of 0.300.

Among the indicators, the highest level of involvement was found in the item "I take time to discuss with my child's foster parent the support they can provide to my child," with a mean of 4.04 and SD of 0.549, suggesting that parents are actively engaging with school-assigned foster parents. On the other hand, the lowest mean score was recorded in the statement "I understand the reasons why my child is being placed under the Adopt-A-Child Program," Mean of 3.97 and SD of 0.521, though it still falls under the "highly involved" category. Other indicators, such as acknowledging the teacher's arrangement, coordinating with the foster parent, and responding to school communications, also showed consistently high involvement. These results indicate that parents are supportive of the Adopt-A-Child Program and show active participation, particularly in maintaining communication and coordination with foster parents and school personnel. However, the slightly lower score in understanding the rationale behind the program may suggest a gap in parental awareness or comprehension of the program's core objectives, highlighting an area for potential improvement.

These findings are in line with previous research. Vázquez (2021) emphasized that strong parental-school partnerships, particularly in foster care and support settings, contribute significantly to student engagement and social competence. Likewise, Baviskar et al. (2023) found that structured parental monitoring enhances the stability and academic presence of students, especially when schools and families collaborate effectively. Klein et al. (2022) also supported this notion, reporting that proactive parental responses to school-initiated interventions are associated with improved attendance rates. These studies reinforce the conclusion that the success of the Adopt-A-Child Program hinges on sustained and informed parental engagement. Orientation sessions and enhanced communication strategies may be useful to empower parents further to understand and support the program more fully.

The Child-Friendly School System (CFSS) aims to create a safe, healthy, and supportive learning environment for all learners. One key element in sustaining CFSS implementation is the active involvement of parents in various school initiatives that promote student welfare and academic success. Table 5 presents the level of parental involvement in interventions related to the promotion of CFSS,



including safety measures, provision of learning materials, health-related services, and participation in school feeding programs. The responses were evaluated using a 5-point Likert scale and interpreted through descriptive statistics to determine the extent of parental support for CFSS-related efforts.

Table 4. *Level of parental involvement in the school-initiated intervention on absenteeism in promoting CFSS.*

Indicator	Mean	SD	Interpretation
I appreciate and cooperate with initiatives that ensure my child's safety and protection in school.	4.10	0.560	Highly Involved
I support efforts that provide my child with a conducive and nurturing learning environment.	4.06	0.565	Highly Involved
I acknowledge and accept any school assistance, such as supplies, that helps my child stay in school.	4.06	0.509	Highly Involved
I am informed that basic medicines will be provided for my child in case of illness or discomfort at school.	4.01	0.522	Highly Involved
I allow my child to participate in school feeding programs that help address hunger and improve focus in learning.	3.97	0.413	Highly Involved
Overall	4.04	0.304	Highly Involved

Legend: 5 (4.21–5.00) – Strongly Agree – Very Highly Involved; 4 (3.41–4.20) – Agree – Highly Involved; 3 (2.61–3.40) – Moderately Agree – Moderately Involved; 2 (1.81–2.60) – Disagree – Less Involved; 1 (1.00–1.80) – Strongly Disagree – Not Involved at All.

Table 4 shows the level of parental involvement in the school-initiated intervention on absenteeism to promote CFSS (Child-Friendly School System). Parents are generally highly involved, with an Overall Mean of 4.04 and SD of 0.304.

Among the indicators, the highest level of involvement is observed in "I appreciate and cooperate with initiatives that ensure my child's safety and protection in school." Mean of 4.10 and SD of 0.560, indicating that parents place significant importance on their child's safety and well-being in school. On the other hand, the lowest level of involvement is seen in "I allow my child to participate in school feeding programs that help address hunger and improve focus in learning." The mean was 3.97, and the SD was 0.413, which, while still categorized as highly involved, suggests that some parents may have concerns or reservations regarding their child's participation in feeding programs.

Other indicators also show high parental involvement, such as "I support efforts that provide my child with a conducive and nurturing learning environment." Mean of 4.06, SD of 0.565, and "I acknowledge and accept any school assistance, such as school supplies, that help my child stay in school." Mean of 4.06, SD of 0.509. These findings highlight that parents are generally supportive of school initiatives aimed at creating a better learning environment and ensuring that their children have the necessary resources for education. Additionally, "I am informed about the provision of basic medicines for my child in case of illness or discomfort in school." (Mean = 4.01, SD = 0.522) reflects a high level of parental awareness regarding health-related assistance provided by the school.

The findings in Table 4 align with existing research, highlighting the importance of parental involvement in school-initiated child-friendly initiatives aimed at reducing absenteeism. The high level of parental engagement in ensuring their child's safety and protection in school supports Islam & J. (2021), who found that parental cooperation in creating a safe learning environment is linked to improved attendance. The results suggest that parents are particularly committed to school programs designed to enhance student well-being. Similarly, Grepon (2021) emphasized the role of school initiatives in promoting a healthy and supportive learning atmosphere, which is reflected in the study's findings that parents actively support efforts to provide school supplies and basic medical assistance. The high parental involvement in these areas suggests that parents recognize the importance of such initiatives in keeping their children in school. Additionally, Dias & Barroso (2023) highlighted that parental engagement in school-led welfare programs fosters lower absenteeism rates, which is consistent with the results showing that parents generally support feeding programs and other child-friendly school interventions. However, the slightly lower level of involvement in allowing children to participate in school feeding programs suggests that some parents may have reservations, possibly due to concerns about dietary restrictions or program effectiveness.

The provision of school feeding programs is a vital intervention in addressing absenteeism, particularly among learners who face food insecurity. It ensures that students have the necessary nutritional support to stay focused, motivated, and consistently present in school. Table 5 presents the level of parental involvement in this area, highlighting how actively parents engage in supporting their child's participation in school-based feeding initiatives.

Table 5. *The level of parental involvement in the school-initiated intervention on absenteeism significantly impacts the effectiveness of the school feeding program.*

Indicator	Mean	SD	Interpretation
I recognize the efforts of various stakeholders in supporting my child's health and education.	4.34	0.572	Very Highly Involved
I cooperate with the school in monitoring my child's health and nutritional status.	4.15	0.411	Highly Involved
I ensure my child participates in the school feeding program to stay motivated and attend school regularly.	4.07	0.477	Highly Involved
I acknowledge the provision of nutritious meals in the school feeding program and its benefits for my child.	4.04	0.425	Highly Involved



I know my child's nutritional progress and how it impacts their school participation.	3.99	0.541	Highly Involved
Overall	4.12	0.300	Highly Involved

Legend: 5 (4.21–5.00) – Strongly Agree – Very Highly Involved; 4 (3.41–4.20) – Agree – Highly Involved; 3 (2.61–3.40) – Moderately Agree – Moderately Involved; 2 (1.81–2.60) – Disagree – Less Involved; 1 (1.00–1.80) – Strongly Disagree – Not Involved at All.

Table 5 illustrates the level of parental involvement in the school-initiated intervention on absenteeism in the area of provision of school feeding, which is generally highly involved with an Overall Mean of 4.12 and SD of 0.300.

The highest level of involvement is seen in "I recognize the efforts of various stakeholders in supporting my child's health and education." Mean of 4.34, SD of 0.572, which falls under the very highly involved category. It indicates that parents greatly appreciate the contributions of different stakeholders in ensuring their child's well-being, which can positively influence their cooperation with school programs. On the other hand, the lowest level of involvement is observed in "I am aware of my child's nutritional progress and how it impacts their school participation." Its mean is 3.99, and its SD is 0.541, though it still falls within the highly involved category.

Other indicators also show high parental involvement, such as "I cooperate with the school in monitoring my child's health and nutritional status." Mean of 4.15, SD of 0.411, "I ensure that my child participates in the school feeding program to stay motivated in attending school regularly." Mean of 4.07, SD of 0.477, and "I acknowledge the provision of nutritious meals in the school feeding program and its benefits for my child." Mean of 4.04, SD of 0.425. These results reflect a strong parental commitment to their child's participation in school feeding programs, recognizing its role in improving attendance and overall academic engagement.

The findings in Table 5 align with existing research on the significance of parental involvement in school feeding programs. The high level of parental appreciation for stakeholders' efforts in supporting child health and education corresponds with Sahagun (2022), who emphasized that while feeding programs are effective, increased parental participation can enhance their impact. The results suggest that parents acknowledge the importance of school-based nutrition initiatives in supporting their child's learning.

Similarly, Matemba and Sulu (2024) found that involving parents through PTAs strengthened feeding program implementation and contributed to improved attendance rates. It aligns with the results in Table 6, which show high parental cooperation in monitoring their child's health and nutritional status. Parent's engagement in ensuring their child's participation in the program supports the study's conclusion that feeding programs are more successful when parents are actively involved.

Additionally, Appiah (2024) highlighted that school feeding programs significantly reduce absenteeism, particularly when parents reinforce the importance of consistent school attendance. The findings show that parents highly acknowledge the benefits of nutritious meals and actively support their child's participation in the feeding program. However, the slightly lower involvement in monitoring their child's nutritional progress suggests that additional awareness efforts may be needed to help parents better understand how nutrition impacts school participation.

Academic Achievement of Elementary Learners

Academic achievement is a key indicator of students' overall learning progress and school performance. Table 6 presents the distribution of Grade 4 pupils based on their level of academic achievement, as reflected in their general performance across subject areas. The learners are classified into adjectival categories according to their grade range, providing a clearer picture of their academic standing and highlighting areas where additional support or intervention may be necessary to enhance learning outcomes.

Table 6. The level of academic achievement among elementary learners varies based on several factors.

Range	f	%	Adjectival Rating
90 – 100	0	0	Outstanding
85 – 89	6	6.0	Very satisfactory
80 – 84	72	72.0	Satisfactory
75 – 79	22	22.0	Least Satisfactory
74 – below	0	0	Poor
Total	100	100.0	

Table 6 shows that the level of academic achievement among elementary learners is predominantly in the satisfactory range, with 72 learners (72.0%) achieving scores between 80 and 84. The majority of students demonstrate an adequate understanding of reading materials, though there is still room for improvement. Meanwhile, 22 learners (22.0%) fall within the least satisfactory category, scoring between 75 and 79, indicating that a significant portion of students may struggle with comprehension and require additional support to improve their skills.

Only a small percentage of learners, six students (6.0%), reached the very satisfactory level with scores between 85 and 89, demonstrating a higher level of comprehension proficiency. However, no students achieved an outstanding rating (90–100) or fell into the poor category (below 74), indicating that while none of the learners are struggling severely, none have reached the highest level of excellence either.

Recent studies have highlighted concerning trends in reading comprehension among elementary learners. The 2024 National Assessment of Educational Progress (NAEP) reported that average reading scores for fourth-grade students declined by 2 points



compared to 2022 and 5 points compared to 2019, indicating a significant drop in reading proficiency levels. Similarly, the 2023 NAEP Long-Term Trend Assessment revealed that 13-year-old students' reading scores decreased by 4 points from the previous assessment in 2020, with declines observed across all performance percentiles. These findings underscore the need for targeted interventions to enhance reading comprehension skills among elementary learners.

Relationship Between Parental Involvement in School-Initiated Interventions and Learners' Academic Achievement.

Understanding the connection between parental involvement and academic outcomes is essential in evaluating the effectiveness of school-initiated interventions. Table 7 presents the statistical relationship between the level of parental involvement in various intervention strategies and learners' academic achievement. Using Pearson's *r* and corresponding *p*-values, this analysis identifies which interventions are significantly associated with students' performance. The results help determine which areas of parental participation have the strongest influence on reducing absenteeism and improving academic achievement.

Table 7. Test of significant relationship between parental involvement in the school-initiated intervention on absenteeism and the learners' academic achievement.

Variable	<i>r</i>	<i>p</i> -value	Interpretation
Close Door Counseling	.354	.000	Significant
Conduct of Home Visits	.271	.006	Significant
Adopt a Child Program	-.008	.941	Not Significant
Promotion of CFSS	.159	.114	Not Significant
Provision of School Feeding	.320	.001	Significant
Overall	.316	.001	Significant

Table 7 presents the test of a significant relationship between the level of parental involvement in school-initiated interventions on absenteeism and learners' academic achievement, revealing mixed results. The overall correlation has an *r*-value of .316 and a *p*-value of .001, indicating a significant relationship.

Among the specific interventions, Close Door Counseling's *r*-value of .354 and *p*-value of .000 show the strongest significant relationship with academic achievement. It implies that when parents actively participate in discussions and interventions that address absenteeism, students tend to perform better academically. Similarly, the Provision of School Feeding with an *r*-value of .320 and a *p*-value of .001 demonstrates a significant positive correlation, highlighting the importance of proper nutrition in supporting academic success. The Conduct of Home Visits *r* value of .271, *p*-value of .006 also has a significant relationship, suggesting that when schools engage families directly through home visits, it positively impacts students' learning outcomes. Therefore, the null hypothesis is rejected. On the other hand, the Adopt A Child Program *r* value of -0.008, *p*-value of .941, and Promotion of CFSS *r* value of .159, *p*-value of .114, shows no significant relationship with academic achievement. It suggests that while these programs may support students in other ways, they do not have a direct, measurable impact on their academic performance.

The findings in Table 7 align with existing research, highlighting the importance of parental involvement in school-initiated absenteeism interventions and their impact on academic achievement. The overall correlation *r* value of .316 and *p*-value of .001 indicate a significant positive relationship, consistent with Cipada and Grepon (2020), who found that increased parental engagement reduces absenteeism and improves student performance. It supports the notion that when parents actively participate in school interventions, students are more likely to attend classes and achieve better academic outcomes.

Additionally, Omarkhanova et al. (2024) emphasized the significance of different forms of parental engagement, such as communication with teachers and participation in school programs. It aligns with the significant positive relationship found in Close Door Counseling and Conduct of Home Visits in Table 8. These findings suggest that direct parental involvement in counseling and home visits enhances student learning outcomes by addressing absenteeism-related challenges.

Moreover, Fatimaningrum (2022) found a moderate but significant correlation between parental involvement and academic achievement, reinforcing the results for the Provision of School Feeding. Proper nutrition plays a crucial role in student learning and focus, and parental cooperation in school feeding programs supports students' well-being, leading to better academic performance.

The absence of a significant relationship between parental involvement and academic achievement in these studies suggests that academic success may depend more on internal and institutional factors than on parental support alone. In the case of the Mariano Peralta National High School study, the findings reveal no significant relationship between parental involvement and the academic performance of Grade 12 students. It suggests that other factors—such as students' self-discipline, school facilities, or teaching quality—might play a more dominant role in academic success (Quijano et al., 2023). Supporting this, a study in Cebu among junior high school students revealed a very low negative correlation (*r* = -0.06) between parental involvement and academic achievement, reinforcing the idea that parental engagement alone is not always a strong predictor of student performance (Albiso et al., 2022). Similarly, In Davao Oriental, a study on the Pantawid Pamilyang Pilipino Program (4Ps) found no significant correlation between parental involvement and students' academic achievement despite students performing well in core subjects. It may be due to low engagement in learning activities at home, volunteering, and decision-making roles, which are key areas where parental influence typically strengthens academic outcomes (Maimad et al., 2023).

Conclusions

Regarding parental involvement, the study concludes that parents were highly engaged in the school-initiated interventions designed to address absenteeism. Their strong participation in activities such as close-door counseling, conduct of home visits, and provision of school feeding demonstrates that when schools actively reach out and create structured avenues for involvement, parents respond positively and collaborate in supporting their children's school attendance. This high level of involvement signifies that parents recognize their vital role in their children's education, particularly when guided and supported by the school.

With regard to learners' academic achievement, most students were found to be performing at a satisfactory level, with a few achieving higher performance ratings. Although no students were failing, the limited number of learners reaching the highest achievement levels indicates the need for continuous academic support and targeted interventions to help more students excel. These findings highlight that while students are generally coping, there remains a considerable opportunity to raise performance through enhanced school-home collaboration and support mechanisms.

In terms of the relationship between parental involvement and academic achievement, the study concludes that a significant positive correlation exists. Specifically, interventions like close-door counseling, home visits, and school feeding showed meaningful contributions to learners' academic performance. Based on this evidence, the null hypothesis (H₀), which stated that there is no significant relationship between the level of parental involvement in school-initiated interventions and the learners' academic achievement, is rejected. It indicates that direct and intentional parental engagement is an essential factor in improving student outcomes. At the same time, general support programs without strong academic components may require enhancement to yield measurable impact.

Based on the findings of this study, the following recommendations are proposed to enhance parental involvement in school-initiated interventions, reduce absenteeism, and improve learners' academic performance:

It is recommended that school administrators and heads continue to strengthen parental engagement by institutionalizing structured programs such as close-door counseling and regular home visits. These interventions should be scheduled consistently and supported with clear communication guidelines to sustain active parental involvement, particularly for students who are frequently absent. Training and orientation sessions may also be provided to help school personnel manage these programs effectively and build stronger partnerships with families.

Teachers and class advisers are recommended to maintain proactive communication with parents and provide regular feedback regarding their children's attendance and academic progress. Teachers should also be encouraged to identify learners at risk of absenteeism early and involve parents in developing personalized support plans. Furthermore, incorporating parent participation in academic monitoring—such as through parent-teacher meetings, learning conferences, or attendance tracking tools—can enhance the impact of home-school collaboration on student performance.

Parents and guardians are encouraged to sustain their involvement by actively participating in school-initiated programs and maintaining open communication with teachers and school leaders. They should also be educated about the importance of targeted involvement that supports both attendance and academic achievement. Parent organizations such as the PTA (Parents-Teachers Association) may also be mobilized to support school feeding initiatives, organize community-based learning support groups, and assist in awareness campaigns promoting the value of consistent attendance.

Lastly, the Department of Education (DepEd) and local government units (LGUs) are advised to support schools in implementing intervention programs by allocating resources, providing teacher training, and creating policies that institutionalize effective parental involvement practices. Collaboration with community stakeholders should be strengthened to address barriers to school attendance and ensure that interventions reach all learners in need.

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