



# BREAKING THE CYCLE OF DISADVANTAGE: A STUDY OF PARENT MENTORING PROGRAM AS A FAMILY STRENGTHENING INTERVENTION

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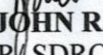
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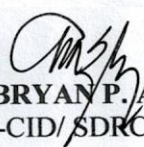
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**APPROVAL SHEET**

This full-blown research paper entitled “**Breaking the Cycle of Disadvantage: A Study of Parent Mentoring Program as a Family Strengthening Intervention**” prepared and submitted by **April Pristine O. Bermejo and Jasmin M. Tampos of Dalipuga Central School** has been reviewed/evaluated and recommended for acceptance and approval.


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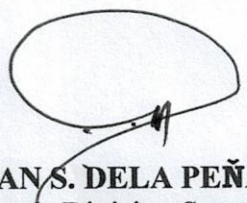
  
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# **Breaking the Cycle of Disadvantage: A Study of Parent Mentoring Program as a Family Strengthening Intervention**

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## **Abstract**

This study sought to assess the efficacy of a parental mentoring initiative in strengthening families and breaking the cycle of disadvantage. Employing a comprehensive mixed-methods approach encompassing surveys, interviews, and focus group discussions, the study collected data from both parents and teachers prior to and following the implementation of the intervention. The findings revealed a notable enhancement in perceived family strength, as reported by both parents and teachers. Additionally, the mentoring program fostered a heightened comprehension of children's behavior and contributed to improved parenting practices. Consequently, the study recommends the widespread implementation of parent mentoring programs, emphasizing the imperative of fostering family engagement in education. These programs should be accessible to all families, particularly those from disadvantaged backgrounds, to help break the cycle of disadvantage and promote social mobility.

**Keywords:** *Parent mentoring program, family strengthening, disadvantaged families, breaking the cycle, academic achievement*

## **Acknowledgement**

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Foremost, we express our deepest appreciation to Conrado & Ladislawa Alcantara Foundation, Inc. (CLAFI) and Consuelo Foundation for their guidance and unwavering support throughout the entire research process. Your insights and resources have been indispensable, and we are profoundly grateful for the collaborative partnership.

Special thanks are due to our District Supervisor, Sir Lino V. Bonggot, for granting us permission to conduct the study and for providing mentorship. We are also indebted to our dedicated adviser, Omar Q. Hussien, PhD, whose constructive criticisms and academic insights significantly elevated the quality of this work.

Our sincere gratitude extends to our colleagues, whose contributions were instrumental in shaping the final outcome. Furthermore, we would like to express our appreciation to the participants, especially the parent leaders and participating parents, whose willingness to share experiences and insights made this research possible. Your contributions are deeply valued.

Lastly, we extend our thanks to our families for their unwavering support and encouragement throughout this research journey.

Above all, we acknowledge that the glory belongs to You, Oh Lord!

*April Pristine O. Bermejo  
Jasmin M. Tamos*

## **I. Introduction of the Research**

In the contemporary landscape, the family's role in a child's academic performance remains paramount. Research has consistently linked family involvement and support to improved academic outcomes and higher levels of achievement (Fan & Chen, 2001; Hill & Taylor, 2004). Unfortunately, not all families can provide the necessary support and resources for their child's educational success, leading to challenges such as poverty, family conflict, and lack of parental involvement, which can create a cycle of disadvantage that is difficult to break (Lareau, 2011; Reynolds & Temple, 2008).

Within the family dynamic, various factors can significantly impact a learner's ability to succeed in school. Poverty, for instance, limits access to educational resources and can result in inadequate nutrition and poor health, further hindering academic achievement (Bradley & Corwyn, 2002). Additionally, lack of parental involvement in a child's education is also a significant predictor of poor academic performance. Parental involvement can take many forms, including monitoring homework, attending school meetings, and volunteering at school. Studies have found that parents who are involved in their child's education are more likely to have children who perform well in school (Fan & Chen, 2001). Furthermore, exposure to domestic violence can also affect children's relationships, leading to difficulties with trust, communication, and conflict resolution, which, in turn, undermine academic and social-emotional development (Holt et al., 2008).

Recognizing the link between family problems and academic performance, Dalipuga Central School emphasizes the importance of understanding the potential effects of family dynamics on student learning. Providing support and resources becomes essential in helping learners and their families succeed. The study is motivated by the need to address the growing importance of strengthening family relationships to support learners facing academic difficulties. A parent mentoring program is proposed as an intervention to strengthen families

and support parents as primary educators, potentially breaking the cycle of disadvantage and promoting better academic outcomes among disadvantaged learners.

## **II. Literature Review**

Disadvantage is a pervasive and complex issue that affects families across the world. Disadvantaged families often grapple with challenges such as poverty, limited access to education, and family conflict, leading to a cycle of disadvantage passed down across generations (Conger & Donnellan, 2007). Family strengthening interventions, including parent mentoring programs, have emerged to support such families, aiming to enhance parenting skills, increase parental self-efficacy, and provide social and emotional support (Allen et al., 2015).

Recent research underscores the potential benefits of parent mentoring programs for families facing disadvantage, with positive effects on academic achievement, social skills, and emotional well-being (Allen et al., 2015). Social and emotional support, along with mitigating the effects of social isolation, contributes to the positive impact of these programs (Conger & Donnellan, 2007). The quality of the mentoring relationship, characterized by trust, communication, and mutual respect, is identified as a key predictor of positive outcomes, emphasizing the need for effective program design (DuBois et al., 2011).

While the literature points to the potential of parent mentoring programs, further research is warranted to fully understand their impact and identify key contributing factors. This study aims to contribute to this understanding by examining the effects of a parent mentoring program on family well-being and its potential to break the cycle of disadvantage. By shedding light on these interventions, the study aims to inform evidence-based practices that address the root causes of disadvantage and support families in breaking the cycle.

Within the educational realm, breaking the cycle of disadvantage entails ensuring that students from disadvantaged backgrounds have equitable opportunities for success compared to their more privileged peers. A pivotal role in achieving this lies in family strengthening initiatives, addressing the root causes of disadvantage often rooted outside the school environment. Programs offering parenting education and support emerge as potent tools, empowering parents with the skills and knowledge essential for fostering their children's learning at home. Furthermore, these initiatives extend emotional and mental support, fostering resilience in both children and families navigating adversity. Through comprehensive support, the aim is to break the cycle of disadvantage, fostering a positive trajectory for future generations.

Schools can contribute significantly to assisting families in supporting their children's academic success. An exemplary approach is the implementation of a parent mentoring program, providing support, guidance, and role-modeling to help parents enhance their parenting skills and cultivate stronger, more resilient families. This program encompasses educating parents on the significance of reading to their children, offering assistance with homework, and fostering effective communication with teachers and school staff. It guides parents in creating a safe and supportive home environment, encouraging educational activities, and actively participating in their children's education. The resulting improvement in family dynamics, including reduced conflict and enhanced cooperation, can positively impact children's academic performance.

The Parent Mentoring Program stands as a noteworthy family strengthening initiative spearheaded by the Conrado & Ladislawa Alcantara Foundation, Inc. (CLAFI). Executed annually, this initiative seeks to engage families, promoting awareness and commitment to enhancing the quality of basic education in the Philippines. Implemented in 48 schools across

General Santos, Iligan, Zamboanga, Davao, and the province of Sarangani, CLAFI provides funding, resources, and support for program development and execution.

Preceding the parent mentoring sessions is a 2-day Parent Leaders' Training, refining the facilitation skills of parent leaders, teachers, and school heads from the fourteen (14) recipient schools in Iligan City. These trained leaders, in turn, mentor other parents, creating a ripple effect of community collaboration toward children's education. The program, a 2-in-1 initiative, focuses on empowering parents with positive parenting techniques, instilling family values, promoting family planning, fostering healthy husband-wife relationships, and emphasizing child protection. It also underscores the value of education and the significance of principles and values in leadership.

In 2019, CLAFI and Consuelo Foundation developed a comprehensive Parent Mentoring Module, outlining 10 commitments parents should make regarding their children's education, child protection, financial management, and teaching reading at home. In 2020, the module underwent revision and updating, emphasizing the strengthening of families to be more resilient in the face of the ongoing pandemic. For the current school year, the 10 session topics discussed during the parent mentoring sessions are as follows:

Session 1. Dreams for Your Kids

Session 2. Importance of Parental Support to Children's Education

Session 3. Effective Communication and Positive Discipline;

Love Languages

Session 4. Parents as Partners of School

Session 5. Emotional Management Skills

Session 6. Rights of the Child and Its Legal Bases

Session 7. Online Safety

Session 8. A Healthy Family



Session 9. Family Planning

Session 10. Teaching Beginning Reading

As a recipient of CLAFI's programs and initiatives, Dalipuga Central School implemented a Parent Mentoring Program to sixty (60) pre-identified parents from each grade level, encompassing Kinder to Grade Six. The selection criteria focus on parents whose children encountered academic challenges during the initial quarter of the 2023-2024 school year. This strategic initiative is specifically designed to involve parents who have shown less engagement and have been relatively inactive in their children's educational journey. The overarching goal is to effect a transformation, empowering these parents to evolve into proactive advocates championing the cause of their children's education.

### **III. Research Questions**

This study aimed to evaluate the effectiveness of parent mentoring program as a means of strengthening families and supporting learners who are experiencing academic difficulties. It sought to answer the following questions:

1. To what extent do the parents experience child concerns and family problems before and after the intervention?
2. What is the extent of the level of family strength before and after participating in the intervention,
  - 2.1 as perceived by the parents; and,
  - 2.2 as observed by the teachers?
3. Are there significant differences on the levels of family strength before and after the intervention, based on:
  - 3.1 parents' perceptions; and,
  - 3.2 teachers' observations?

4. What are the perceptions of the parents and teachers toward the parent mentoring program?
5. What insights can be gained from this study to facilitate the development of new and improved innovations?

### **Hypotheses**

This study will test the hypotheses at 0.05 level of significance presented in null form and stated as:

H<sub>0</sub>1: There is no significant difference between the levels of family strength before and after the intervention as perceived by parents.

H<sub>0</sub>2: There is no significant difference between the levels of family strength before and after the intervention as observed by teachers.

### **IV. Scope and Limitation**

Dalipuga Central School investigated the effectiveness of parent mentoring program as a family strengthening intervention in breaking the cycle of disadvantage. The study focused on the experiences of sixty (60) pre-identified parents whose children faced academic challenges in the initial quarter of the 2023-2024 school year. Examining a range of factors, including socio-emotional well-being and parental engagement, the research sought to unveil the multifaceted impacts of the program.

Given the constraints of a finite time frame, this study commenced data collection in the first quarter of the 2023-2024 school year. Following the collection phase, an in-depth analysis and discussion of the acquired data ensued. It's crucial to note that the study faced limitations, primarily stemming from the reliance on self-reported data from participants and the potential for response bias.

## **V. Research Methodology**

This study utilized an explanatory sequential mixed-method design, integrating both quantitative and qualitative data collection and analysis in a systematic sequence. In this approach, the researchers initially gathered and analyzed quantitative data, leveraging these insights to guide the subsequent collection and analysis of qualitative data. This methodological choice enabled the researchers to harness the strengths of both quantitative and qualitative methods, thereby achieving a comprehensive and nuanced understanding of the research topic. The quantitative data, acquired through survey questionnaires, facilitated a broad comprehension of the problem or phenomenon at hand. Simultaneously, the qualitative data, obtained through focus group discussions and interviews, delved into specific aspects of the problem or phenomenon, providing a more detailed and in-depth perspective. This two-phase methodology enhanced the overall richness and depth of the study's findings.

### **a. Sampling**

This research was carried out at Dalipuga Central School, situated in North 1 District, Division of Iligan City. The study included sixty (60) parents with children spanning from Kinder to Grade 6, enrolled for the academic year 2023-2024. These parents were purposefully selected to represent the lowest sections across seven grade levels, with a focus on addressing the academic challenges faced by their children attributed to family-related factors.

The researchers utilized the following instruments provided by CLAFI to gather both quantitative and qualitative data:

**Family Strengthening Survey (FSS).** This survey was designed to gather information from parents and guardians concerning the strengths and needs of their families, with the intention of benefiting from the intervention. The survey incorporates closed-ended statements addressing child concerns, family-related issues, family dynamics, and parenting

practices. The primary objective of the FSS is to pinpoint areas where families might be facing challenges, enabling the development of targeted interventions to support and fortify families. The survey results, thereafter, contribute to identifying the strengths and needs of the surveyed families, ultimately guiding the development of programs and services aimed at supporting families within the school community.

**Table 1**  
Scoring Procedure on the Extent of Child Concerns and Family Problems

Scale Value	Description	Mean Range	Interpretation
1	never	1.00 - 1.74	very low level of concern
2	sometimes	1.75 - 2.49	low level of concern
3	often	2.50 - 3.24	moderate level of concern
4	very often	3.25 - 4.00	high level of concern

**Table 2**  
Scoring Procedure on the Extent of the Level of Family Strength as Perceived by Parents

Scale Value	Description	Mean Range	Interpretation
1	never	1.00 - 1.74	very weak level of family strength
2	sometimes	1.75 - 2.49	weak level of family strength
3	often	2.50 - 3.24	moderate level of family strength
4	very often	3.25 - 4.00	strong level of family strength

**Family Strengthening Observation Assessment (FSOA).** This tool was crafted to assess the strengths and needs of families, aiming to tailor appropriate support and services. Similar to the FSS, this tool evaluated various facets of family functioning and overall dynamics. However, the FSOA was uniquely intended for the teacher-advisers of the participating parents, who conducted home visitations to make actual observations of the family in their home environment. The insights gathered from this assessment served as the foundation for devising a tailored plan to support the family and enhance their overall functioning.

**Table 3**

Scoring Procedure on the Extent of the Level of Family Strength as Observed by Teachers

Scale Value	Description	Mean Range	Interpretation
1	not observed	1.00 - 1.66	weak level of family strength
2	can't say/unsure	1.67 - 2.33	moderate level of family strength
3	observed	2.34 - 3.00	strong level of family strength

**Interview questions.** The qualitative data in this study were derived from the responses to a predefined set of questions posed during a Focused Group Discussion with ten (10) parents. This approach aimed to extract profound insights into the overall impact of the Parent Mentoring Program. Furthermore, individual interviews were conducted with five (5) teachers. These interviews played a crucial role in facilitating in-depth probing and elaboration of ideas and experiences shared by the interviewees.

## **B. Data Gathering Methods**

In gathering the data, the following procedures were executed:

**Secured permission to utilize the research instruments.** The researchers obtained permission to use the survey questionnaires by formally addressing a letter to the executive director of CLAFI (refer to Appendices). This step was crucial for understanding specific guidelines and protocols, ensuring the validity and reliability of the obtained results.

**Secured permission to conduct the study.** An action research proposal was meticulously crafted and submitted for approval to the district supervisor and the division research team. This step ensured that the study underwent thorough review and received approval in accordance with established guidelines.

**Pre-assessment.** The Family Strengthening Survey (FSS) was administered as a pre-assessment to predetermined participants attending the parent mentoring session. This pre-assessment aimed to collect baseline data crucial for measuring the effectiveness of the parent mentoring program.

**Conduct of parent mentoring session.** The parent mentoring session, encompassing ten (10) session topics (see Appendices), was facilitated by the school head and trained parent leaders. External resource speakers, a Registered Guidance Counselor, and a nurse were invited to discuss topics related to Children's Rights and Family Planning. This session aimed to enlighten parents about the significance of their role in their children's education, fostering support for their children's learning and development. Additionally, it aimed to enhance parents' sense of capability and confidence in supporting their children's education, potentially leading to improved academic outcomes.

**Observations through home visitations.** Teacher-advisers of the participating parents conducted home visitations to observe participants in their natural setting, capturing daily routines, behaviors, interactions with family members, and available resources. Following this, teachers completed the Family Strengthening Observation Assessment (FSOA). The observation results informed a follow-up parent mentoring session integrated into the Parent-Teacher Conferences (PTCs).

**Post-assessment.** Following home visitations and follow-up sessions, the teachers administered the FSS to the sixty (60) research participants for post-assessment. Comparing these results with the baseline data obtained during the pre-assessment allowed the researchers to measure the intervention's effectiveness, improve it for future studies, and gain insight into its acceptability and feasibility for further implementation.

**Conduct of Focus Group Discussion (FGD) and Interview.** A focus group discussion was conducted with ten (10) participants to elicit detailed information about their experiences, perceptions, and feedback, providing a more comprehensive understanding of the intervention. FGDs offered a safe space for participants to share thoughts and feelings, with responses recorded and transcribed for qualitative analysis.

**Data Analysis and Interpretation.** Following the acquisition of both quantitative and qualitative data, the researchers organized, summarized, and analyzed the data in alignment with the predefined research questions. The conclusions drawn were crafted to substantiate the study's hypotheses. To achieve this, the researchers employed various statistical tools to summarize, translate, and analyze the responses provided by the participants.

a. Arithmetic mean

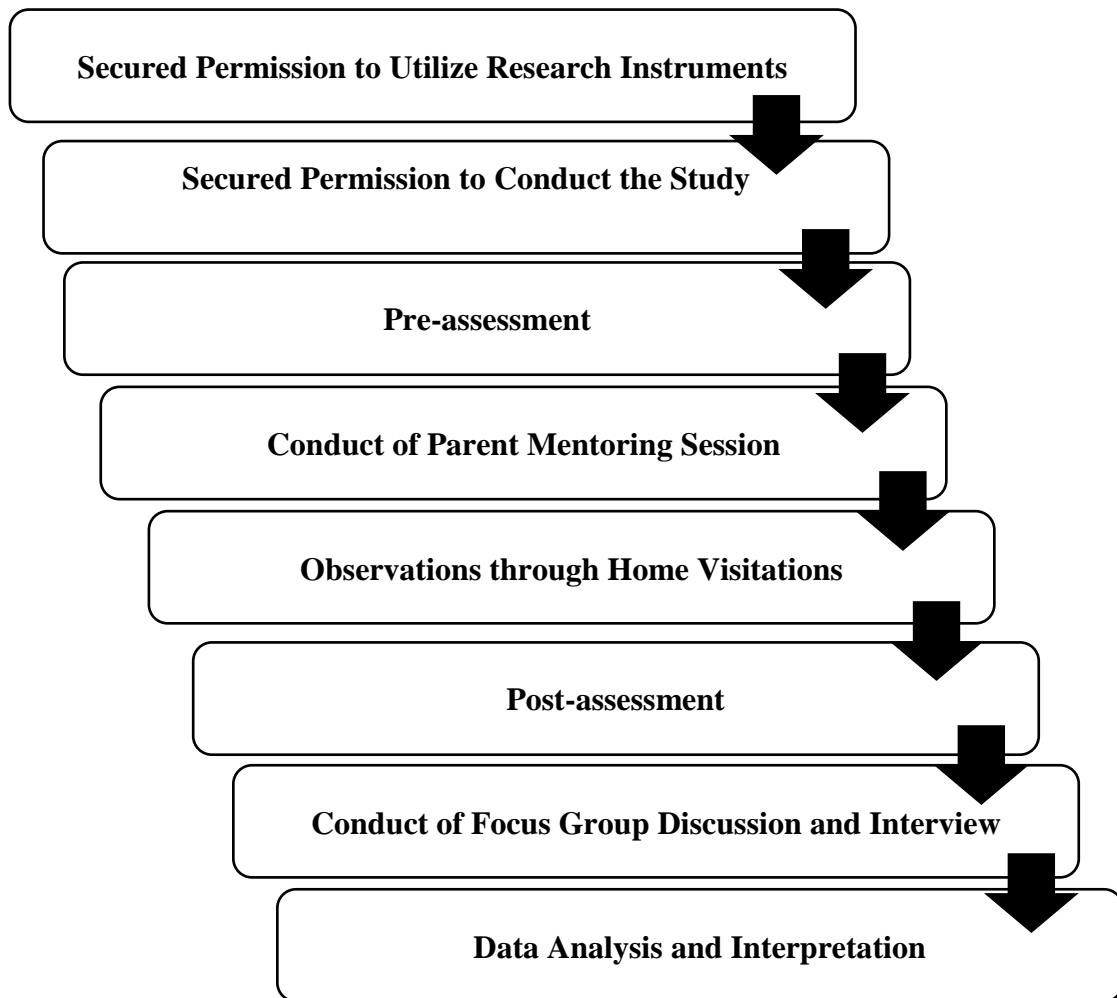
The arithmetic mean was utilized for addressing Problems 1 and 2, determining the extent of family issues encountered by the participants and evaluating the level of family strength before and after the intervention.

b. Paired T-test

Addressing Hypothetical Problem 3 and its corresponding hypotheses, a paired t-test at a 0.05 level of significance was applied. This statistical method aimed to ascertain whether significant differences existed in the pre- and post-assessment results. The same assessment was administered twice, before and after the intervention, to the same participants, and the calculated difference was examined.

c. Coding

In treating problem number 4, data coding was employed as part of the qualitative analysis stemming from the Focus Group Discussion (FGD). Following the coding process, an analysis was conducted to identify patterns, themes, and insights that would complement the quantitative analysis, offering a more comprehensive understanding of the qualitative aspects of the study.



**Figure 1.** Data Gathering Procedure of the Research

In adherence to the established ethical procedures for research involving human subjects, the researchers diligently sought approval from the district supervisor and the division superintendent through the division research team before administering surveys and implementing the intervention. Additionally, explicit permission was secured from the proprietor of the research instruments utilized in the study (refer to Appendices). Prior to their involvement, all participants underwent an orientation about the action research process, clarifying that the information they provided would solely serve the research's intended purpose. Participants were assured of the strict observance of anonymity, with a commitment that the study posed no risks to them. Paramount to the ethical framework, the researchers



prioritized data integrity, encompassing proper data collection, secure storage and management, and the accurate reporting of results.

## V. Discussion of Results and Recommendations

This section provides a detailed examination and thorough interpretation of the data, aiming to draw meaningful conclusions. The presentation of data is structured in accordance with the sequence of the problem statement, ensuring a coherent understanding of the research findings and their implications for the research questions and objectives.

***Question # 1: To what extent do the parents experience child concerns and family problems before and after the intervention?***

The data presented in Tables 4 and 5 offered an insight into the extent to which parents experience child concerns and family problems before and after the intervention.

**Table 4.**  
*The Extent of Child Concerns Before and After the Intervention*

<b>Child concerns</b>	<b>Mean (Pre)</b>	<b>Interpretation</b>	<b>Mean (Post)</b>	<b>Interpretation</b>
Behavior problems at home	3.56	high level	2.12	low level
Skipping school	1.79	low level	1.34	very low level
Academic failure	1.00	very low level	1.00	very low level
Behavior problems at school	3.63	high level	2.28	low level
Experimentation with substances	1.00	very low level	1.00	very low level
<b>Overall Mean</b>	<b>2.19</b>	<b>low level</b>	<b>1.55</b>	<b>very low level</b>

Table 4 signified that parents exhibited a minimal level of concern regarding their children's behavior prior to the intervention, as evidenced by an overall mean ( $\bar{x}$ ) score of 2.19 . However, after the intervention, the overall mean ( $\bar{x}$ ) score decreased to 1.55, implying that the intervention may serve as an indicator of its effectiveness in ameliorating overall child concerns. The decline in the mean level of concern indicates that parents gained increased confidence in addressing their child-related concerns following the intervention.

Notably, given the negative orientation of the indicators under child concerns, a lower level signifies a more favorable outcome.

Meanwhile, it can be gleaned from Table 5 that parents had a low level of concern regarding family problems before the intervention, registering an overall mean ( $\bar{x}$ ) score of 2.14. Post-intervention, the overall mean ( $\bar{x}$ ) score decreased to 1.51, indicating an improvement in the parents' assessment of their family problems. The decrease in the mean level of concern suggests that the intervention may have a positive impact on the parents' perception of their family problems.

Overall, the data suggest that parents faced fewer concerns and problems following the intervention. This positive shift in parents' perspectives on both child concerns and family problems holds the potential for fostering improved family dynamics and relationships, creating a more positive environment for the growth and development of children.

**Table 5.**  
*The Extent of Family Problems Before and After the Intervention*

<b>Family Problems</b>	<b>Mean (Pre)</b>	<b>Interpretation</b>	<b>Mean (Post)</b>	<b>Interpretation</b>
Financial problems	3.29	high level	2.27	low level
Mental health issues	1.26	very low level	1.09	very low level
Domestic violence	1.67	very low level	1.14	very low level
Substance abuse	1.00	very low level	1.00	very low level
Issues on having clean water	1.92	low level	1.25	very low level
Food shortage	3.16	moderate level	2.12	low level
Issues on hygiene and sanitation	2.20	low level	1.63	very low level
Access to medical services	2.51	moderate level	1.54	very low level
Frequent illnesses	2.27	low level	1.59	very low level
<b>Overall Mean</b>	<b>2.14</b>	<b>low level</b>	<b>1.51</b>	<b>very low level</b>

**2. What is the extent of the level of family strength before and after participating in the intervention,**

**2.1 as perceived by the parents; and,**

**2.2 as observed by the teachers?**

The information presented in Table 6 exhibited the extent to which parents perceived their family strength before and after engaging in the intervention. Prior to the intervention, the overall mean ( $\bar{x}$ ) score for family strength was 2.46, indicating a relatively weak perception of family strength among parents. Following the intervention, the overall mean ( $\bar{x}$ ) score for family strength increased to 3.19. This elevation in the mean level of family strength implies that parents developed a heightened confidence in their capacity to fortify their family relationships after the intervention.

It can be interpreted that the intervention played a pivotal role in fostering stronger family bonds and relationships, contributing to the creation of a more positive and supportive family environment. The enhancement in parents' perception of family strength is likely to facilitate improved communication and problem-solving skills within the family, ultimately contributing to the enhanced overall well-being of both parents and children.

**Table 6.**

*The Extent of the Level of Family Strength Before and After the Intervention as Perceived by the Parents*

<b>Family Strength Indicators</b>	<b>Mean (Pre)</b>	<b>Interpretation</b>	<b>Mean (Post)</b>	<b>Interpretation</b>
Responsible Parenthood	2.94	moderate level	3.28	strong level
Open Communication	2.11	weak level	3.15	moderate level
Conflict Management & Resolution	2.26	weak level	3.05	moderate level
Stress and Emotion Management	2.52	moderate level	3.30	moderate level
<b>Overall Mean</b>	<b>2.46</b>	<b>weak level</b>	<b>3.19</b>	<b>moderate level</b>

Shown on Table 7 is the extent to which teachers observed the level of family strength before and after parents participated in the intervention. Prior to the intervention, the overall mean ( $\bar{x}$ ) score for family strength as observed by teachers was 2.07, indicating a moderate level of family strength. This suggests that teachers perceived families to possess some degree of strength, albeit with room for improvement. Following the intervention, the overall mean ( ) score for family strength increased to 2.46, signaling a strong level of family strength. This implies that teachers witnessed an enhancement in family dynamics and relationships after the intervention. This improvement in the observed level of family strength holds the potential to yield improved academic outcomes for children. A positive family environment, as indicated by the teachers' observations, can offer the necessary support for academic success.

**Table 7.**

*The Extent of the Level of Family Strength Before and After the Intervention as Observed by the Teachers*

<b>Family Strength Indicators</b>	<b>Mean (Pre)</b>	<b>Interpretation</b>	<b>Mean (Post)</b>	<b>Interpretation</b>
Responsible Parenthood	2.23	moderate level	2.59	strong level
Open Communication	2.11	moderate level	2.38	strong level
Conflict Management & Resolution	1.79	moderate level	2.31	moderate level
Stress and Emotion Management	1.94	moderate level	2.41	strong level
Child Behavior	2.27	moderate level	2.62	strong level
<b>Overall Mean</b>	<b>2.07</b>	<b>moderate level</b>	<b>2.46</b>	<b>strong level</b>

**3. Are there significant differences on the levels of family strength before and after the intervention, based on:**

**3.1 parents' perceptions; and,**

**3.2 teachers' observations?**

To determine if there was a significant difference in the levels of family strength before and after the intervention, as perceived by parents, a comparison of mean scores from pre- and post-assessments was conducted. Table 8 presents the results, showing a computed

p-value of 0.001, which is below the significance level of 0.05. Consequently, the study's findings indicate a substantial difference in the levels of family strength before and after the intervention, as perceived by parents. The significant difference in the mean scores implies that parents noted a positive transformation in their family's strength subsequent to their participation in the intervention. This enhancement holds the potential to foster improved communication, positive relationships, and a more supportive family environment, thereby positively impacting the academic and emotional well-being of children.

**Table 8**

*The Test of Difference on the Levels of Family Strength Before and After the Intervention based on Parents' Perceptions*

Mean scores	Average of differences ( $\bar{X}_d$ )	SD of differences ( $S_d$ )	df	t-value	Sig. (2-tailed)	Remarks
Pre- & Post-assessment	0.476	0.109	59	33.92	0.001	Reject $H_0$ (There is a significant difference.)

To evaluate if the intervention led to a significant change in the levels of family strength, an analysis of mean scores from pre- and post-assessments was conducted based on teachers' observations. Table 9 presents the results, revealing a computed p-value of 0.0009, which is lower than the significance level of 0.05. As a result, the study suggests that the intervention resulted in a noteworthy improvement in family strength levels, as perceived by teachers. The augmentation of family strength stands as a pivotal factor in the academic and social development of students. A robust family environment can provide students with a stable and supportive foundation, improving their confidence, and engagement in school. Furthermore, the findings suggest that the intervention could positively influence teachers' perceptions of families and their involvement in their children's education, hinting at the potential for the intervention to foster improved teacher-parent partnerships.

**Table 9**

*The Test of Difference on the Levels of Family Strength Before and After the Intervention based on Teachers' Observations*

Mean scores	Average of differences ( $\bar{X}_d$ )	SD of differences ( $S_d$ )	df	t-value	Sig. (2-tailed)	Remarks
Pre- & Post-assessment	0.513	0.127	59	31.36	0.0009	Reject $H_0$ (There is a significant difference.)

***Problem 4: What are the perceptions of the parents and teachers toward the parent mentoring program?***

Following a thorough document analysis of the Focus Group Discussion (FGD) for parents and a review of teachers' responses to interview questions, various insights were identified and are discussed under the following themes:

**Theme 1: Challenges in Dealing with Children's Behavior**

Parents discussed a variety of difficulties they encountered while dealing with their children's behavior such as disobedience, disrespect, and lack of interest in school work and household chores.

P2: "Magsige'g pasaway, dili mo mosunod. Sila pay masuko kung tambagan anang ilahang dili maayo na binuhatan." ("They keep misbehaving, not following instructions. They even get angry when reprimanded for their unacceptable behavior.")

P3: "Magsigeg yawyaw ang mga bata ron. Wala nay mga respeto sa ginikanan." ("The children these days keep on talking back. They no longer have respect for their parents.")

P5: "Usahay dili gyud malikayan nga masuko ta sa ilang binuhatan. Grabe ka mga badlungon. Gusto sige rag dula." ("Sometimes, it's really unavoidable for us to get angry with their actions. They're extremely naughty. They just want to keep playing.")

P9: "Kani akong anak, tapulan kaayo. Dili interesado sa iyang eskwela ug sa trabaho sa balay." ("My child is very lazy. Not interested in school and household chores.")

Teachers, in turn, observed challenges in parental discipline consistency, attributing it to busy schedules and difficulties in setting and enforcing rules at home.

T1: "Teaching children becomes challenging when discipline is not consistent from parents. It's not easy to implement what we teach when there's a lack of proper discipline at home."

T4: "We struggle to make the children understand what is right and wrong because they receive different messages from their parents. Some lack clear guidance at home, making it challenging for us to teach and correct inappropriate behavior."

T5: "We can truly see the difficulty in enforcing discipline on children due to the busy life of parents. But we understand that parenting is not an easy task. They face many challenges in life."

## **Theme 2: Learnings and Realizations from Mentoring Sessions**

Both parents and teachers reported gaining valuable insights and strategies for addressing challenging behaviors and enhancing family dynamics. The mentoring sessions facilitated self-reflection and personal growth, fostering a deeper understanding of effective parenting techniques.

P4: "Sa mga mentoring sessions, nakat-unan nako unsaon pag-atubang sa mga nga panghitabo sa kinabuhi. Nalipay ko nga akong nakat-unan ang mga pamaagi sa pagtudlo nga makatabang sa kaayohan sa akong anak." ("In the mentoring sessions, I learned how to face life's challenges. I am happy to have acquired teaching methods that contribute to the well-being of my child.")

P7: "Nabati nako unsa ka-importante ang maayo nga relasyon sa pamilya. Naay mga bag-ong kaalam nga gihatag sa mga mentoring sessions sama sa paghatag og positibong suporta sa tinguha ug pangandoy sa akong anak." ("I realized how crucial a good family

relationship is. The mentoring sessions provided new knowledge, such as giving positive support to my child's efforts and aspirations.")

P8: "Nalipay ko nga nakadawat mig mga praktikal gikan sa mentoring sessions nga makatabang sa amo. Karon, mas masayran nako unsaon pinaagi sa pag-atiman sa iyang kinahanglanon." ("I am pleased that we received practical advice from the mentoring sessions that can benefit us. Now, I know better how to address his needs through proper care.")

Likewise, the teachers echoed the appreciation and learnings of the parents, noting that the parent mentoring program helped to strengthen the partnership between home and school, leading to better communication and collaboration.

T2: "As teachers, we are grateful for the positive outcomes of the mentoring sessions. We are pleased to see the importance of the parent mentoring program in developing a strong relationship between home and school."

T6: "We share the sentiments of the parents in recognizing the positive impact of the mentoring sessions. It allows us to work together more effectively in supporting the students."

### **Theme 3: Recommendations and Suggestions for Program Enhancement**

Parents and teachers recommended regular program sessions to sustain the positive outcomes achieved. Continuous participation was seen as an opportunity for ongoing improvement in parenting skills. Practical skills, particularly those benefiting children, were suggested for inclusion in future sessions.

P4: "Unta magpadayon ang mga ing-ani nga kalihokan. Makatabang kaayo ang padayon nga pag-apil sa mga ing-ani ilabi na nga makatabang para sa kaayuhan atong mga anak." ("I hope activities like these will continue. Continuous participation in such endeavors is very helpful, especially in benefiting the well-being of our children.")

P6: "Maayo unta nga himuon nga regular kini nga programa aron masabtan og maayo sa mga ginikanan ang importansya sa ilang papel sa paglambo sa ilang mga anak." ("It would



be great to make this program regular so that parents can better understand the importance of their role in the development of their children.")

P10: "Kami nagapasalamat sa mga nagdumala sa programa. Unta makaapil mi sa sunod pa nga mentoring sessions kay dako siya nga tabang." ("We are thankful to the program organizers. We hope to participate in the next mentoring sessions as it is a significant help.")

Additionally, the teachers emphasized the importance of addressing the root causes of family conflicts and recommended providing practical tips on managing finances and entrepreneurial ideas.

T2: "Ang pagpadayon sa programa dako kaayo'g tabang alang sa mga ginikanan ug mga maestra." ("Continuing the program is a tremendous help for parents and teachers.") It would be beneficial to add practical tips and entrepreneurial ideas."

T5: "We recommend continuing the program with regular sessions to assist parents in their journey of parenting. It's really important to focus on practical topics and approaches to address the root causes of family conflicts."

**Problem 5:** How can the insights gained from this study be leveraged to facilitate the development of new and improved innovations?

The insights derived from this study present valuable opportunities for leveraging innovation in the following ways:

(1) **Enhancing existing parent mentoring program.** The study's findings on the challenges parents face in managing their children's behavior, coupled with the insights gained from the mentoring sessions, provide a foundation for enhancing the existing parent mentoring program. Tailoring the program to specifically address the identified challenges can contribute to its effectiveness.

(2) **Development of new parenting interventions.** The positive outcomes observed in the parent mentoring program suggest the potential for developing new parenting interventions.

Replicating and adapting the program for different communities or schools allows for a broader reach, addressing the unique needs of parents and children in diverse settings.

**(3) *Strengthening of parental involvement in education.*** The study underscores the significance of parental involvement in education. The insights obtained can inform the creation of strategies to further enhance parental participation. This might involve providing resources or workshops for parents to acquire more effective parenting skills. Collaboration between teachers and parents to establish consistent rules and consequences for behavior at home and school can also be explored.

## **Conclusion**

The findings of this study suggest that parent mentoring programs can be an effective family strengthening intervention for breaking the cycle of disadvantage. The program demonstrated success in augmenting perceived levels of family strength, as evaluated by both parents and teachers, and effectively addressed challenges linked to children's behavior. The substantial disparity in mean scores between pre- and post-assessments provides tangible evidence of the intervention's triumph. Equipping parents with essential skills and knowledge resulted in a more robust family environment, accompanied by positive shifts in their perceptions and approaches to parenting. Encouragingly, both parents and teachers expressed affirmative views and acquired valuable insights from the program, culminating in constructive recommendations for future enhancements.

This parent mentoring initiative emerges as a valuable instrument for fostering enhanced communication, positive relationships, and a more supportive familial milieu. By specifically addressing parental challenges in managing children's behavior, the program holds promise for cultivating improved academic and emotional outcomes in children. The insights gleaned from this study stand as a foundation for refining and advancing parent mentoring programs as influential tools in family strengthening.

## **Recommendations**

Drawing from the study's findings and conclusions, the following recommendations are proposed:

- 1. Long-term implementation of parent mentoring.** Implement the parent mentoring program as a sustained, long-term intervention to maximize its enduring benefits. This approach allows parents ample time to apply acquired skills and strategies, fostering sustainable enhancements in family strength. Securing support from the School Governing Council (SGC) and external stakeholders is imperative to ensure the program's financial backing for prolonged success, thereby maintaining its relevance within the school community.
- 2. Intensified training for parent leaders and teachers.** Heighten the training provided to parent leaders and teachers, concentrating on refining their skills in communication, conflict resolution, and problem-solving. This ensures their adeptness in effectively guiding and supporting parents in navigating family issues.
- 3. Establishing a support system.** Forge a strong support system within the school and community for parents and mentors. This entails creating a platform for parents to share experiences and challenges, and mentors to receive feedback and support from program coordinators, fostering a collaborative environment.
- 4. Conduct further research.** Undertake additional research to probe the enduring impacts of parent mentoring programs on children's academic and emotional well-being, as well as the sustainability of program benefits over time. This exploration will provide valuable insights for future program development and implementation, ensuring their ongoing effectiveness and benefit for disadvantaged families.

## VI. Dissemination and Advocacy Plans

<b>Objectives</b>	<p>This study endeavors to assess the effectiveness of parent mentoring in fortifying families and aiding learners grappling with academic challenges. The research findings are intended to be disseminated and utilized:</p> <ul style="list-style-type: none"><li>• To amplify the research's impact by ensuring widespread dissemination and meaningful utilization of the findings among stakeholders.</li><li>• To foster the adoption of evidence-based practices by providing practitioners and stakeholders with accessible findings, along with tools and resources for implementation in their respective domains.</li></ul>
<b>Audience</b>	<p>The following will benefit in the dissemination and utilization of the research findings:</p> <ul style="list-style-type: none"><li>• learners;</li><li>• parents;</li><li>• teachers;</li><li>• researchers;</li><li>• school administrators;</li><li>• policy makers; and,</li><li>• other stakeholders</li></ul>
<b>Timeline</b>	<p>This plan will be executed post the research study's completion, with the dissemination of findings commencing in January 2024 and continuing until the conclusion of the school year 2023-2024. However, the utilization of findings will be contingent upon the ongoing relevance of the topic, as it may serve as foundational data for subsequent research endeavors.</p>
<b>Resources</b>	<p>The successful implementation of this plan relies on the collaboration of stakeholders, both internal and external, who will contribute material resources (such as handouts, reproduction costs, etc.) and human resources (knowledge and expertise).</p>
<b>Strategies</b>	<ul style="list-style-type: none"><li>• Researchers will showcase their findings at research congress, facilitating the sharing of insights with a diverse audience of researchers and practitioners in the field. This platform allows for feedback and suggestions to further refine the research.</li><li>• The researchers aim to submit the research findings to pertinent academic journals for publication. This ensures that the findings undergo peer review and are made accessible to a broader audience of researchers and practitioners.</li><li>• The research findings will be publicly disseminated through social media platforms, enhancing accessibility and raising awareness about the research and its consequential implications.</li></ul>

## VII. References

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