

# FROM PASSIVE RECIPIENTS TO ACTIVE PARTNERS: ENGAGING 4P'S BENEFIT PARENTS THRU BASIC LITERACY TRAINING PROGRAM TO IMPROVE CHILDREN'S WRITING AND READING SKILLS IN PANGYAN ELEMENTARY SCHOOL

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## ABSTRACT

This research investigated the impact of Project 4P's: Panaghiusa sa Pamilya para sa Pagsulat ug Pagbasa program in addressing the poor writing and reading skills of Grade I students in Pangyan Elementary School, one of the far-flung schools in Lupon West District, Division of Davao Oriental. The data were collected from the six (6) Grade I students and six (6) 4P's benefit parents. The study utilized mixed approach design that includes the combination of quantitative and qualitative data. For the quantitative data, a pretest-posttest design for Grade I learners was employed while qualitative data were gathered through In-Depth Interview (IDI) about the parents' experiences and feedbacks on the implementation of Project 4P's. Results from quantitative data analysis indicated an increase of basic reading and writing skills of Grade I students. Consequently, results from qualitative data analysis revealed four themes for 4P's parents lived experiences: (a) Building Confidence as Parents; (b) Parental Engagement; (c) Children's Interest to Read at Home; and (d) Gratefulness and Fulfillment as a Parent while three themes were identified for 4P's parents' feedback on the intervention: (a) Useful and Inclusive; (b) Knowledgeable; and (c) Scheduling Conflicts because of Work. Teacher's reflection and recommendation for educational practice are also discussed.

**Keywords:** *Disengaged Parents, Family Literacy, Parental Involvement*

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## **I. CONTEXT AND RATIONALE**

Due to the implementation of alternative learning delivery modalities that prohibit the traditional face-to-face setup, my Grade I students show no improvement towards performance in basic reading and writing skills. They are known as non-readers having poor handwriting and the alphabet is barely recognizable. Additionally, I have found out that the majority of my students are beneficiaries of the Pantawid Pamilyang Pilipino Program (4P's), but unfortunately their parents are not supportive in their academic performance. These parents may not be aware of how important their involvement at home can be when it comes to their child's success.

Based on my observation, as one of the teachers in Pangyan Elementary School, one of the most common factors why students show low performance is due to the lack of parent's participation in school activities. I have also found out that lack of communication hinders parent participation in schools. Factors that contribute to this lack of communication include their inability to speak, read, and understand English in an academic or personal school setting and their belief that they are overstepping their boundaries by questioning authorities or upholding the rights of their children in schools. With this, parents are embarrassed to participate and be accountable for their children's performance in school. Thus, this could make school and parents' partnership difficult if not impossible. Furthermore, I have noticed that students who lack supportive parents have to struggle on their own.

This not only affects their performance but at the same time, it also came negatively impacting their self-esteem.

Additionally, various research data supported that parent involvement in the Philippines is vague because there is still a need to improve in terms of practices, especially those promoting the parents' active involvement in the child's learning at home and in school. This sounds alarming since parent's participation is the number one predictor of success in early literacy and potential academic achievement. Meanwhile, in the 2018 Program for International Student Assessment (PISA), the Philippines scored the lowest in reading comprehension among 79 participating countries and economies.

Since parent participation is the number one predictor of success in early literacy and potential academic achievement (Boonk et. al., 2018), this urged me to invest in employing innovative methodology appropriate to my students' basic reading and writing skills development. This was possible in Project 4P'S: Panaghiusa sa Pamilya para sa Pagsulat ug Pagbasa an Adult Basic Reading and Writing Enhancement Training for 4Ps benefit parents.

I decided to take action on this study and explored the development of strategies and use the government program such as 4Ps to improve the reading and writing skills of the students in Pangyan Elementary School.

## **II. INNOVATION, INTERVENTION AND STRATEGY**

In this research, I introduced the Project 4P's: Panaghiusa sa Pamilya para sa Pagsulat ug Pagbasa through engaging parents in Adult Basic Reading and Writing Enhancement Training. The said training was an intervention involving Family Literacy. "Family literacy" requires family members engaging in literacy activities within the home community (Packard, 2001). In spite of limited educational chances or negative school experiences, poor parents are nevertheless frequently able to support their children's progress using inherent, non-traditional reading and writing techniques like Project 4Ps (Schawrtz, 1999).

In doing this research, I adopted ADDIE model for instructional design (ID) method as a framework in designing and developing educational and training programs. Instructional designers and those who create training programs employ the ADDIE standard process and methodology. The phases of the model are analysis, design, development, implementation, and evaluation. Each stage serves as a dynamic and adaptable standard for creating effective training and performance support devices (Cheung, 2016).

The ADDIE Model consists of five stages, each meant for ensuring that the final output is able to cater for the needs of the learner and to ensure that the process is seamless from analysis to evaluation. Figure 1 shows the phases of the model.



Figure 1. ADDIE Model in Adult Basic Literacy Enhancement Training

### 1. Analysis

I examined the current circumstance in this stage. Basically, understand where everything stands right now in order to identify any gaps that need to be filled.

Pangyan Elementary School is located on the hilltop of the Sitio Pangyan, Tagugpo, Luposn, Davao Oriental with a total land area of 10,000 m<sup>2</sup>. Its learners are all members of Indigenous Peoples (IPs) and recipients of Pantawid Pamilyang Pilipino Program (4Ps) as they are members of less privileged families in the community. It is also empirical that their parents are lack of education and ability to provide support for their performance in school. Hence, based on my performance-based assessment in S.Y. 2021-2022, Grade I learners reflected low in basic reading and writing skills. In fact, none among the 12 students is able to read and write legibly. One of the most frequent reasons is that parents don't participate in school activities because they lack the self-assurance or knowledge to mentor their children and feel

less qualified to assist them as the curriculum becomes more complex.

In this context, I need to take into account parents' capability to help their child learn. Parents can be supported through engaging them in Adult Basic Literacy and Enhancement Training to increased parental participation in their children's education and improved parents' understanding of their child's learning level. It is important that any strategies developed also take into account parents' busy lives and the variety of family situations with support targeted to those who need it most.

## **2. Design**

This is the second phase of the process. In this step, critical decisions were made about the course and how it will be delivered. This aspect concentrated on the development of plans and solutions with the prolific involvement of beneficial parents of the 4P's. I came up with potential solutions with the guide of this second phase to address the problem and designed the Project 4P'S: Panaghiusa sa Pamilya para sa Pagsulat ug Pagbasa an Adult Basic Reading and Writing Enhancement Training Program. I planned to launch this program to teach parents enhanced their basic reading and writing skills following safety measures and safety health protocols. Specifically, I designed to conduct a 5-day face-to-face training with the parents. After every session, the parents will be given modules to be accomplished at



home which serves as their outputs. I also carried out the intervention strategy where the 4Ps benefit parents can actively rendered time in basic reading and writing skills to their children at home.

### **3. Development**

Project 4P'S: Panaghiusa sa Pamilya para sa Pagsulat ug Pagbasa is an intervention program developed to enhance the basic reading and writing skills of the Grade I learners of Pangyan Elementary School. In conducting this program, I planned a 5-day live-in training course on basic reading and writing for 4P's benefit parents and developed a coursework consists of 5 lessons grouped into three modules that are based on the training. The modules and lessons are as follows:

#### **Module 1: Project 4P's Coursework I**

Lesson 1: Basic Hand Writing Strokes

#### **Module 2: Project 4P's Coursework II**

Lesson 2: Alphabet Recognition

Lesson 3: Letter Sounds

#### **Module 3: Project 4P's Coursework III**

Lesson 4: Blending Sounds Together

Lesson 5: Syllable Reading

Additionally, I developed the Basic Reading and Writing Assessment Questionnaire subject for expert validation, ensuring the validity and reliability of the test. This questionnaire was

created for the conduct of an assessment to the Grade I students before and after the intervention.

#### **4. Implementation**

This phase was inclined in carrying out the plans during the design phase. I performed an oral pre-test with each pupil. In this way, I obtained valuable information about the strengths and weaknesses of students in reading and writing. After conducting the pre-test, I carried out the intervention strategy or the Project 4P'S: Panaghiusa sa Pamilya para sa Pagsulat ug Pagbasa an Adult Basic Reading and Writing Enhancement Training Program. At the end of the two-month duration, the post-test will be conducted with the same process during the pre-test.

#### **5. Evaluation**

This is the final phase of the process. With the comparison of scores from the conducted pre and post assessment, I evaluated the performance of the students in their basic reading and writing skills and determined whether the program objectives are addressed.

#### **Theoretical Basis**

##### **Bronfenbrenner's Bioecological Theory**

This research was anchored on the Bioecological Theory of Bronfenbrenner. The value of understanding a systemic approach to

human and social development was explored in his research. His bioecological theory has given links to why children each develop differently and what aspects of growth are under the control of the child and what is not. Not only does it look at the biological aspect of development, but also the ecology behind it and the ecosystem involved. His theory is vital for teachers to understand because it enables the teacher to develop fundamental relationships with their students and establish a classroom rich in contact that includes parents. The work of Bronfenbrenner also reveals how their growth is profoundly influenced by the environment and culture that children are surrounded by (Krebs, 2009).

### **III. ACTION RESEARCH QUESTION**

This study was focused on the impact of Project 4P's: Panaghiusa sa Pamilya para sa Pagsulat ug Pagbasa an Adult Literacy Training Program involving 4Ps benefit parents on the development of basic reading and writing skills of Grade I students in Pangyan Elementary School. Specifically, it was sought to answer the following questions:

1. Is there a significant difference between pre test and post test scores before and after the intervention?
2. What are the experiences of 4P's benefit parents on the Project 4P's?
3. What are the feedbacks of the 4P's benefit parents on the Project 4P's?

## IV. ACTION RESEARCH METHODS

### A. Participants and/or other Sources of Data and Information

The present study was conducted with a mixed approach design that includes quantitative and qualitative data. The mixed approach utilizes the advantages of the combination of the above-mentioned data to better understand the research problem, instead of using only statistical trends or personal experiences. The design entails the combination of the findings obtained with the analysis of quantitative and qualitative data collected separately through appropriate techniques and tools (Creswell et al., 2017). The study flow chart is presented in Figure 2.

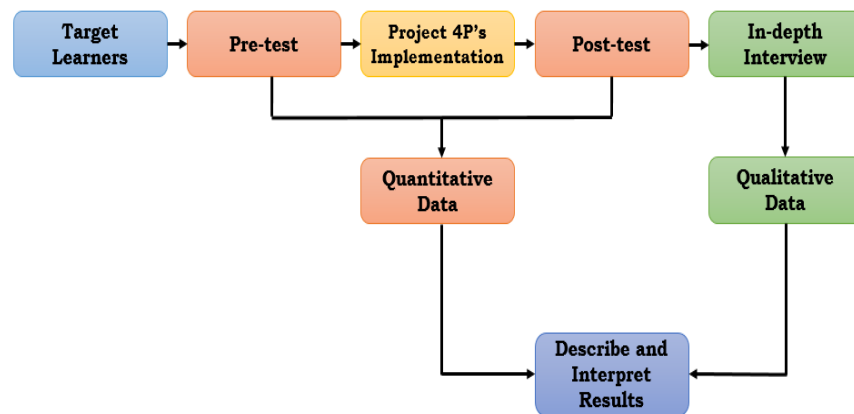


Figure 2. Mixed Approach Intervention Design

Quantitative research data were used to respond to the first research question. In this process, a teacher-made Basic Reading and Writing Assessment test was utilized to gather pertinent data for the research. This test was validated by experts to ensure the test's reliability and validity.

In order to respond to the second and third research questions, qualitative data were gathered. In this design, the study is conducted with individuals or groups, who experienced, expressed, or reflected the phenomenon that the researcher desired to investigate in depth and in detail (Ezer et al., 2021). In this study, an In-Depth Interview was utilized in the observation of the behavior and attitude of the 4Ps benefit parents during the intervention. The data collected was coded in themes to respond to the second and third research questions.

Participants of this research are Grade 1 students and 4Ps benefit parents in Pangyan Elementary School. The participants will consist of 6 students and 6 parents in total.

## **B. Data Gathering Methods**

It involved data coming from the results between the pre-test and post-test of the learners and In-Depth Interviews of the parents. In the context of the COVID-19 pandemic, I took precautions to make everyone as safe as possible during data gathering. Learners were urged to wear masks and keep a minimum of one meter between them and other learners during the test. Also, they were provided alcohol-based hand sanitizer and easy access to soap and water.

There were four stages in this action research that answered the research questions.

Before the implementation of the intervention, the **first stage** of this action research was the conduct of pre-test using a teacher-made Basic Reading and Writing Assessment. The assessment

assessed the learners' prior knowledge of Reading and Writing. The results served as the baseline of the study for further collection of the data.

The **second stage** was the proper implementation or the administration of the Project 4P's: Panaghiusa sa Pamilya para sa Pagsulat ug Pagbasa an Adult Basic Reading and Writing Enhancement Training as an intervention strategy to increase 4Ps benefit parent's participation in improving their children's reading and writing skills. I taught basic reading and writing skills to parents following safety precautions and safety health protocols.

The **third stage** was the conduct of post-test to the learners with the same process conducted during pre-test. The data were gathered and treated using the graphical analysis to compare the results between the pre-test and post-test that answered the first question in this study.

The **fourth stage** was the conduct of In-depth interview about the experiences and feedback of 4Ps benefit parents during the whole conduct of the intervention. I used a copy of the interview question. This stage helped me to gather data about their thoughts and emphases on the significant effect of the Project 4P's in their active participation in school and improvement of their children's basic reading and writing skills.

### C. Data Analysis

**Graphical Analysis** was used in comparing and analyzing the pre-test and post-test scores of the Grade I learners. Also, in evaluating the performance of the students, the five orderable gradations with their respective range of score and description will be considered:

Range of Scores	Performance Level	Interpretation
10	Outstanding	Very High Proficient
8-9	Very Satisfactory	Highly Proficient
6-7	Satisfactory	Moderately Proficient
3-5	Fairly Satisfactory	Slightly Proficient
0-2	Did Not Meet Expectation	Not Proficient

**Thematic Analysis** was used in analyzing and categorizing the responses of the 4P's benefit parents from the In-Depth Interview conducted. This was appropriate in organizing the responses being provided by the 4Ps benefit parents.

## V. DISCUSSION OF RESULTS AND REFLECTION

This portion of the action research presents the results and discussion that answered the research questions.

### Impact of Project 4P's on the Writing and Reading Skills of Grade I Students

This part answered the first research question and discussed in detail. I conducted a 10-item test for basic writing assessment and another 10-item test for basic reading assessment before the intervention and conducted the same test after the intervention.

The first bar graph shows the scores of the grade I students in their pre-test and post-test on basic writing assessment.

**Writing Skills of Grade I Students**

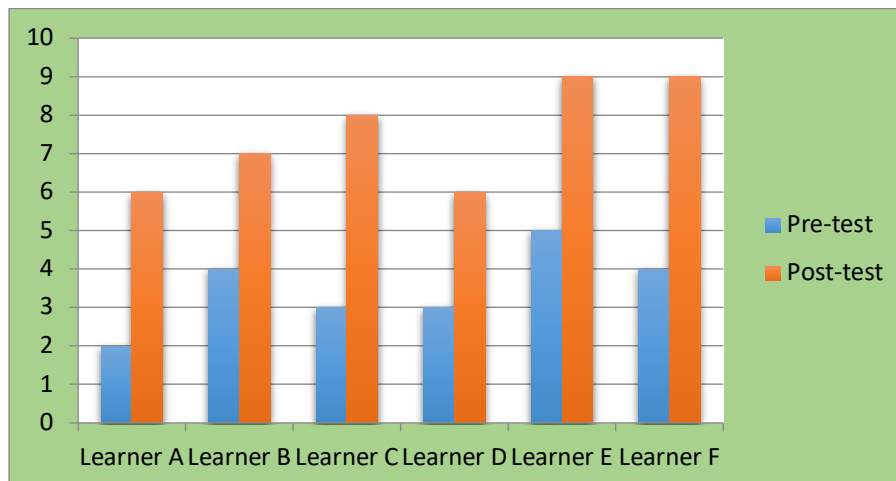


Figure 3. Grade I Students Pre-test and Post-test Scores in Writing

This result shows that the Project 4P's program was effective in improving the writing skills of the learners. Additionally, in a study conducted by Fan and Chen (2019) revealed that parental involvement



had a positive effect on student academic achievement, particularly in English language arts and mathematics.

It is also noteworthy that all six learners showed improvement in their post-test scores compared to their pre-test scores. This suggests that the program was beneficial for all of the learners, regardless of their starting level of proficiency.

Furthermore, Learner F's significant improvement from a score of 4 in the pre-test to a score of 9 in the post-test is a testament to the effectiveness of the program. This marked improvement suggests that the program had a significant impact on Learner F's writing skills.

Generally, after analyzing the data from both pre and post basic writing assessment, it was clear that the students did better on their post exam than their pre exam. It is clear that by the end of the Project 4P's program, all of the students improved their basic skills in writing.

The second bar graph shows the scores of the grade I students in their pre-test and post-test on basic reading assessment.\

### Reading Skills of Grade I Students

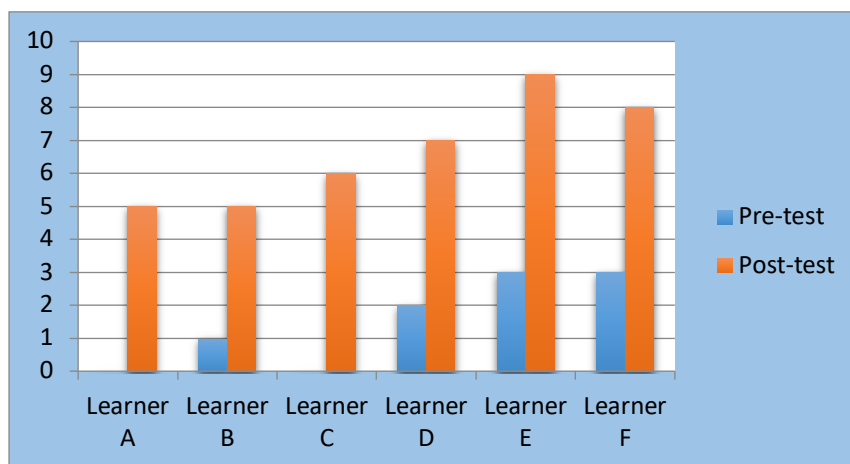


Figure 4. Grade I Students Pre-test and Post-test

### **Scores in Reading**

The result of all six learners getting higher scores on their post-test compared to their pre-test is a positive outcome. Evidently, parents can lead by example by modeling reading habits at home. This means taking time out to read in front of their children, showing them that reading is enjoyable and an essential activity (National Association for the Education of Young Children, 2013).

It is worth noting that learner E made significant progress, going from a score of 3 in the pre-test to a score of 9 in the post-test. This improvement shows that the program was particularly beneficial for this learner. It is important to consider and analyze the reasons why the program had such a significant impact on learner E.

Finally, after examining the data from the basic reading assessment taken before and after the exam, it was evident that the students performed better on the post exam than the pre exam. It is evident that upon completion of the Project 4P's initiative, the students exhibited significant improvement in their fundamental reading skills.

### **Parents' Experiences in Project 4P's**

This part answered the second research question and discussed in detail. This question entails four themes: (a) Building Confidence as Parents; (b) Parental Engagement; (c) Children's Interest to Read at Home; and (d) Gratefulness and Fulfilment as a Parent. These four themes emerged from the lived experiences of parents regarding the

implementation of Project 4P's: Panaghiusa sa Pamilya para sa Pagsulat ug Pagbasa through engaging them in Adult Basic Reading and Writing Enhancement Training.

The following are the themes derived from the responses of the parents during the interview. The codes are used such as IDI\_P1\_Q1 (which means In-Depth Interview; Parent 1; Question 1).

### Building Confidence as Parents

Almost all of the parents revealed that they build confidence and self-esteem during and after the implementation of Project 4P's. Regardless of their level of educational accomplishment, they are more driven to participate in school activities and confident in their ability to teach basic writing and reading skills to their children at home. This is a good manifestation as research has shown that support for disadvantaged parents can help them become more interested and assured in their children's education, which results in better outcomes (Axford et al., 2019).

Pia (not the real name) expressed her confidence and conviction in providing support for the modules and homework of her child, especially in teaching basic reading and writing as she said:

*“Murag na dasig nako mutudlo ma’am sa akong anak karon kay naka balo-balo nako gamay ug unsaon. Sauna wala gyud kayo koy matabang saiya ug naa ipangutana kay misan ako mag lisod man pod ko ug sabot sa mga pagtulun’an.” (IDI\_P2\_Q1)*

(I am motivated to teach my child now ma'am because I already learned how to. I am not able to help him before for I, too, is not knowledgeable enough of the lesson.)

She added:

*“Maong kining akong anak dili nalang pod gyud ni mangutana sa akoo kay kabalo naman siya na wala koy ikatubag kayo tungod kay dili pod ko kabalo.” (IDI\_P2\_Q1)*

(That is why my child won't bother to ask me anymore because he knows I can't answer his questions for I also have no idea.)

Accordingly, prior to the implementation of Project 4P's, several participants also expressed the barriers they faced towards involvement in their children's literacy. They shared that they do not have the confidence or skills to guide their children in basic reading and writing because they think that they have less ability and effectiveness to contribute to their children's education.

Ariela (not the real name) also expresses her sentiments on doubting herself in helping her child in school works as she said:

*“Maong maulaw ko sauna mutudlo sa bata kay di ko sigurado ug tama ba na ako gitudlo o mali kay maglisod man pod kog basa sa uban na naa sa libro labi na ug lisod.” (IDI\_P6\_Q1)*

(That is why I am also having second thoughts of teaching him the lesson for I am not sure if it's right or wrong because I find some words in the book difficult to read and understand.)

She happily added:

*“Pero karon ako na pod ginapaningkamotan tudlo akong bata kay naa man pod ko nakutlo sa training na gibuhat ni ma'am. Ang*

*akong natun'an ako rapod ipasa saakong anak aron siya makabalo.” (IDI\_P6\_Q1)*

(But now, I am trying my best to teach my child because I am able to learn something from the training conducted by ma'am. I taught my child everything I've learned for him to know.)

## Parental Engagement

Parental engagement is concerned with how families, caregivers, and parents support and promote their kids' academic and extracurricular learning (Willis et al., 2021). After the intervention, the parents expressed their commitment to making their child's education a priority. Some of the participants accepted the challenge in providing learning opportunities at home, specifically in teaching basic reading and writing.

Bea (not the real name) shared how the intervention made her realized her role as a parent in the education of her child as she said:

*“Sauna isalig ragyud nako na tanan sa maestra ang pag skwela saakoa anak. Pero kadtong COVID gi module sila, wala mi choice kon dili kami mo tabang sa module. Akong kopyahon nalang nang answer key sa likod kay aron lang makapasa.” (IDI\_P4\_Q1)*

(I used to depend on the teacher in educating my child before but because of the COVID, they are under modular distance learning so we did not have a choice but to help them. I will just copy the answer key at the back just to pass.)

She added:

*“Pero ako anak dili pagyud kabalo mubasa ug surat, karon maygali naka attend mig*

*seminar sa Project 4P's natudlo-tudloan nako ako anak ug nakaingon gyud ko na importante gyud diay na isip isa ka ginikanan magpakabana sad ta sa pagskwela saatong mga anak.” (IDI\_P4\_Q1)*

(But my child is not capable of reading and writing, we are fortunate enough to attend the Project 4P's seminar, now I can teach my child and say that it is really important for a parent to be hands on to the education of their children.)

In this situation, parents play a significant role in their children's overall learning and education by taking part in and facilitating a variety of learning experiences and activities both inside and outside of the classroom.

#### Children's Interest to Read at Home

Parents and families are crucial in developing lifelong readers, even while teachers may do a lot to support pupils in improving their reading abilities and inspiring a love of reading. Families can give children the valuable gift of being a lifelong reader regardless of socio-economic status. With this, almost all of the participants shared on how their children expressed interest to practice reading at home after the intervention.

Catriona (not the real name) with a joyful heart expressed how her child loves to read at home with her as she said:

*“Ganahan na siya karon magpatudlo og basa nako kay gitudloan daw ko ni ma’am. Unya ganahan pod siya na magsabay mig answer sa modules namo. Nalingaw siya kay murag*

*huna-huna niya na classmate naman nako ni si mama.” (IDI\_P3\_Q1)*

(He likes me to teach him how to read now because I am being taught by the teacher and he likes us to answer the modules together. He thinks I’m his classmate and he finds it funny.)

Likewise, Pia (not the real name) affirmed:

*“Magpatudlo na siya nakog basa sa balay, sauna dili gyud na magpatudlo kay dili daw kuno ko kabalo si ma’am radaw.” (IDI\_P2\_Q1)*

(He lets me teach him how to read in the house, before he won’t let me do it for I do not know how to unlike his teacher.)

She added:

*“Mag sabay ming duha mag basa-basa sa balay kay makita man ko niya na nag answer pod ko sa module.” (IDI\_P2\_Q1)*

(We read together in the house because he can see me also answering the module.)

Overall, findings suggest that children with interested parents are more driven to learn for learning's sake because they imitate their parents' enthusiasm for education and learning (Ghazi et al., 2010). Accompanying and supervising children’s main school goals – that is, to study and to learn – modelling positive behaviours and attitudes towards school and conveying the importance of school have the strongest positive impact on learning (Hoover-Dempsey et al., 2005).

#### Gratefulness and Fulfillment as Parents

The benefits of parental involvement and support are enormous, both for school administration and for children's academic outcomes

(Balarin and Cueto, 2007). As the parents underwent the intervention, they also owned it as their achievement and brought fulfilment to the most of them.

Rabiya (not the real name) shared how the intervention helps her fulfill one of her obligations and responsibilities to her child as she said:

*“Tungod ani nga programa napakita nako saako mga anak na naa koy ikatudlo sailaha misan tuod wala koy nahuman. Lami sa paminaw nga matudloan nimo imo anak ug makatuon imo anak saimoha.” (IDI\_P1\_Q1)*

(Because of this program I am able to show my children that I have something to teach them even though I haven't graduated. It feels good to teach your child and your child learning from you.)

With gratefulness on her face, Venus (not the real name) uttered:

*“Walay kabutanagan ako kalipay ma'am kay nakatabang ko sa pag skwela saako apo. Dili na kayo ko maglisod pagtudlo saiyaha.” (IDI\_P5\_Q1)*

(I am very happy ma'am because I am able to help in educating my grandchild. It is not so hard for me to teach them now.)

Likewise, Catriona also expressed her gratification as she said:

*“Isip usa ka ginikanan, importante gyud diay na magpakabana ta sa pagtuon saatong mga anak. Mapasalamaton sad ko kay misan edaran nako, nakatuon gihapon ko ug dli pa diay ulahi ang tanan aron makatuon.” (IDI\_P3\_Q1)*

(As a parent, it is really important to be active in the learning process of our children. I am thankful that even though I'm old, I am still learning and I learned that it is not too late to learn.)



Furthermore, Pia shared:

*“Lipay kayo ko kay nakahibalo nako sa mga sounds sa letter sauna wala ko kahibalo. Nalingaw sad ko kay mura kog nibalik og skwela.” (IDI\_P2\_Q1)*

(I am so happy to know the sounds of the letter that I haven’t known before. I had fun because it feels like I’m going to school once again.)

### **Parents’ Feedback derived from their Experiences in Project 4P’s**

This part answered the third research question and discussed in detail. This theme entails three themes: (a) Useful and Inclusive; (b) Knowledgeable; and (c) Scheduling Conflicts because of Work. These three themes emerged from their feedbacks as participants in the implementation of Project 4P’s: Panaghiusa sa Pamilya para sa Pagsulat ug Pagbasa.

The following are the themes derived from the responses of the parents during the interview. The codes are used such as IDI\_P1\_Q2 (which means In-Depth Interview; Parent 1; Question 2).

#### **Useful and Inclusive**

Most of the participants expressed that the program is very useful as it helps them improve both their parenting and literacy skills while providing their children with educational support specifically in academics. With the aid of the program, they were able to emphasize bringing reading and writing into their home and making it a family activity.

Rabiya shared how she appreciated the program as it helps her in learning basic literacy and let her feel comfortable teaching her child as she said:

*“Dako gyud ang benepisyo na makuha sa programa sama ani kay kaming mga ginikanan na walang-wala, natagaan mi ug opportunity na makakat-on ug dako kini na tabang dli lang saamoa kundili para pod sa among mga anak aron matudloan pod namo sila sa balay.” IDI\_P1\_Q1*

(There is a huge benefit coming from this program the parents like us who has nothing was given opportunity to learn and this is a big help not just to us but also to our children in making them learn inside our home.)

While Pia affirmed:

*“Nakatabang gyud kayo ang amo gi attendan na seminar kay mura pod mi na review amo gi skwelahan sauna sa elementary sa dugay na nga panahon.” IDI\_P2\_Q1*

(The seminar that we attended has helped us so much because it seems like we are reviewing what we have learned in elementary from long time ago.)

Furthermore, it is manifested that the intervention program typically emphasizes the fact that parents should be encouraged and supported in their role as “their child’s first and most important teachers.”

#### Knowledgeable

As they are part of the disadvantaged parents in the community, participants described the intervention as knowledgeable. For them, the knowledge and learning that they had gained from the program about

basic writing and reading skills builds their esteem to connect in the front-line teaching and learning process.

As Ariela said:

*“Daghan gyud mi nakat-onan sa kani na programa. Misan maglisod nami ug sabot pero gina paningkamotan sa maestra na matudloan mi ug makabalo musulat ug mubasa.”* IDI\_P6\_Q1

(We have learned so much in this program. Even though we found it hard to understand but the teacher did her best to teach us well in writing and reading.)

Similarly, Bea shared the same sentiments as she said:

*“Daghan gyud kag makutlo na kaalam sa programa.”* IDI\_P4\_Q1

(I learned a lot from this program.)

#### Scheduling Conflicts because of Work

Nevertheless, despite the participants good feedback in the intervention, some of them found the intervention as a conflict to their busy lifestyle. Although parents are trying to the best of their abilities to attend and comprehend to the program, they can't deny the fact that they have to prioritize their livelihood first.

To this Catriona mentioned:

*“Gusto gyud ko makakat-on pero unsaon taman panagsa makabalibad gyud ko kay matunong and schedule na ting kopras namo. Lisod man pod biyaan amo panginabuhian.”* IDI\_P3\_Q1

(I really wanted to learn but what can we do, sometimes I am rejecting the opportunity especially when it conflicts the schedule of

harvesting coconuts. It would be so hard if we leave our work behind.)

She added:

*“Pero kadtong higayon na wala ko ka attend mapasalamaton rapod ko kay gitagaan gihapon kog higayon na ma balikan tong leksyon na wala nako ma apili.”* IDI\_P3\_Q1

(But during those times that I haven’t attended, I am so thankful that I am still given a chance to go back to the lesson I have not attended.)

Hence, it is important that any strategies developed also take into account parents’ busy lives and the variety of family situations with support targeted to those who need it most (Winthrop, 2020).

Based on the findings, the Project 4P’S, an Adult Basic Reading and Writing Enhancement Training Program for the 4P’s benefit parents really improves the writing and reading skills of the grade I pupils. As shown, grade I pupils had increased their scores in both reading and writing assessment conducted in post-test compared to their scores in pre-test.

Additionally, considering the importance of parents’ participation and involvement in school activities, 4P’s benefit parents parental involvement are increased, their effort to support schools are encouraged, and they are directly contributing to the success of their children's school performance.

I can still remember before when I overheard negative feedbacks from some of the parents saying, *“Nganong tudloan man namo among mga anak na trabaho mana sa maestra?”* (Why are we going to teach

our children when it's their teacher's job?). This perception is usually coming from passive parents who do not participate in school events or activities. As a teacher, it is really difficult for me when the children are expected to do well in school yet don't get any help from their parents. Consequently, the idea saddens me because these parents' are unaware on how they play major roles in the educational success of their children. They always claim that they belong in minority groups who have nothing to do with accompanying and supervising their children to study and to learn. They may avoid communicating with the school because they are intimidated by the language, the curriculum, or the staff.

Fortunately, with the help of Project 4P's, little by little the parents take an active role in their child's education. I feel appreciated because parents have improved communication with me and have started to realize the work and challenge that teachers' encounter. It also helps me to get to know the student more, allowing me to teach in a more personalized and effective way. Additionally, I have noticed significant improvements in the motivation and performance of my students, particularly in terms of their writing and reading skills.

### **Reflection**

As a teacher conducting this research, I've realized that certain schools may have partnership programs in place that continuously develop, implement, analyze, and improve strategies and practices that promote family and community involvement. Like Project 4P's Program,

schools can encourage involvement in several areas including parenting, learning at home, communication, volunteering, decision-making, and community collaboration. While specifics may differ, all parent involvement programs share the same goal of increasing parent-school collaboration in order to promote healthy child development and safe school communities.

Finally, the most important lesson I've learned in launching Project 4P's is to never underestimate the capabilities of the parents. We must not think and show to them that we, teachers and schools seen them having less ability and effectiveness to contribute to their children's education. As the study of Newman et al. (2019) reveals, parental involvement is most effective when viewed as a partnership between educators and parents. Effective parental involvement strategies should be better understood by teachers and parents in order to support student progress. Parents do not end their role being passive recipients, with proper guidance and recognition from teachers and school head; they can be our active partners in developing children's full academic potential.

## **VI. ACTION PLAN**

<b>Activities</b>	<b>Objectives</b>	<b>Persons Involved</b>	<b>Date/ Time Frame</b>
Conduct Homeroom PTA Meeting	To disseminate results and findings in the action research to the parents.	-Researcher -Teachers -Parents	January 2023

Conduct School Learning Action Cell on the use of Project 4P's	To inform and disseminate the results of the study and to make plan in using the program in other grade levels for the next school year.	-Researcher -Teachers	January 2023
Present the Sample Completed Action Research to other Schools	To inform and disseminate the results of the study and to make plan in using the program in other school within the district.	-Teachers -School Head	February 2023
Attend Division Colloquium	To disseminate results and findings in the action research in a colloquium.	-Researchers -Division Personnels	August 2023
Attend Regional Research Congress	To disseminate results and findings in the action research in a colloquium.	-Researchers -Region/ Division Research Focal Persons	September 2023
Upload the Completed Action Research to E-Saliksik (Department of Education Research Portal)	To disseminate results and findings of the action research nationally.  Archiving Research	Researcher	October 2023

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