

Positive Approach in Parental Communication (PAPC) Strategic Model used for increasing the academic proficiency level of Balik-Aral Senior High School Students in the Philippines

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ABSTRACT

The Positive Approach in Parental Communication (PAPC) Strategic Model is a new technique designed by the researcher to establish a strong rapport between the parent and the teacher. They provide positive feedbacks to the parents about their child that would eventually lead to the learner's good academic standing. The traditional parental communication method and the Positive Approach in Parental Communication (PAPC) Strategic Model were employed to 10 Grade 11 Balik-Aral learners who finished at least the first grading period in the previous year before they dropped out. This study evaluated the effectiveness of a treatment which was the traditional parental communication for the controlled group, and the Positive Approach in Parental Communication (PAPC) Strategic Model for the experimental group. After analyzing the data, it was observed that both traditional parental communication method and the Positive Approach in Parental Communication (PAPC) Strategic Model increased the academic proficiency level of the Balik-Aral learners. However, Parental Communication (PAPC) Strategic Model achieved a higher mean than the traditional parental communication method. Therefore, it was recommended to establish policies and programs that would strengthen the involvement of parents for the academic proficiency of the learners.

Key words: Positive Approach in Parental Communication (PAPC), traditional communication method, Academic Proficiency Level, Balik-Aral.

1. INTRODUCTION

Parental involvement to the learners' progress plays a vital role in the holistic development of students. Home serves as the avenue where children supposed to first learn the skills that can help them as they take the steps out of their comfort zones. Sivertsen (2015) even emphasized that the role of parents in their child's education is connected to the positive behavior and attitude in school [1]. The guidance of the parents gives a sense of belongingness to the learners that help them face the challenges in the school efficiently.

Chen (2018) enumerated the roles of parents to the curricular standing of their children [2]. Academic achievement increases when parents are involved in their children's education, parental involvement leads to better classroom behaviour, training helps parents of disadvantaged children get involved, reading together at home greatly improves reading skills, and parental involvement lifts teacher morale [3].

However, some parents encounter challenges that hinder them to be involved with their child's education. In today's competitive time and need for extra income, parents are more involved in physically demanding jobs, where both mothers and father are not able to focus on personal and mental growth of the child. The responsibility divided but shattered which led to miscommunications and underdevelopment of the kid [4]. Some parents often work in night shifts which somehow discontinue their involvement in the child's personal and school life. Some parents are also torn between the pressures of stretching a tight budget and wanting their children to belong [5]. As is the case for others, economic constraints prevent their child from full participation in the culture of the school. The lacks of belongingness creates many barriers

between parents and children. Unfortunately, the lack of parental involvement may provide negative results to the learners' academic standing. In fact, the National Dropout

Prevention Center (2019) included the family-related reasons as one of the leading causes of dropouts in the schools [6]. Employment-related problem is also one of the cause of student's dropping out of the school due to their poor family economic status.

In the Philippines, data from the 2016 Annual Poverty Indicators Survey of the Philippine Statistics Authority showed that about 3.8 million of Filipinos aged between 6 to 24 years are not going to school. About 8% of 6 grade students do not graduate while 18% of junior high school students do not get admitted to reach senior high school [7]. In addition, the 2015 Human Development Report showed the mean number of years of schooling in 2014 was only 8.9% [8].

The Philippine Institute for Development Studies (PIDS) shows that about half of school dropouts in the Philippines belong to the lowest (25%) income. The parents of these dropouts are regularly worried regarding their basic needs, shelter and food. They always prioritize more than sending their children to the school.

Thus, the Department of Education (DepEd) tried various ways to address the dropout rate issues nationwide in spite of the financial crisis of some families in the country [9]. Tomacruz (2018), reported that DepEd released a report which states the decrease in number of drop outs from school. The youth individuals ranged from 3.8 million individuals in 2016 to 3.6 million in 2017 [10]. In the year 2016, after introducing the Senior high school in, DepEd recorded the increase in the

attendance of Balik- Aral learners or students. The students who returned to school after dropping out - grew from 158,131 learners in school year (SY) 2016- 2016 to 301,744 in SY 2017-2018.

At Tarlac National High School (TNHS), where Senior High School (SHS) is also implemented, has recorded 102 Grade. 11 learners who dropped out in the school year 2016-2017. It increased during the school year 2017-2018 with 126 Grade 11 dropouts and five Grade 12 drop-outs. However, the number of dropouts decreased in the school year 2018-2019 with 35 Grade 11 dropouts and 18 Grade 12 drop-outs. These students provided different reasons for being no longer in school such as domestic- related factors that included taking care of siblings, early marriage or pregnancy, parents' attitude toward schooling, and family problems.

Some of them also attributed the case to the individual-related factors such as illness, overage, drug abuse, poor academic performance, lack of interest or distractions, and hunger or malnutrition [11-12]. Others also related the problem to the school that involved teacher factor, physical condition of classroom, and peer influence.

Geographic or environmental factors also served as one of the reasons why these Balik-Aral students stopped schooling. These factors included distance between home and school, armed conflict, and calamities or disasters. There were also those who said that its financial-related that required them to work first for a living [13]. Others also stated that it was because of the death of a loved one, some also transferred to school abroad or transferred to Alternative Learning System (ALS).

In spite of these reasons, there were dropout students who still managed to enroll again this S.Y. 2019-2020. Thus, it is now a challenge for the school

administrators, teachers, and other stakeholders to work hand-in-hand to help the Balik-Aral students in finishing their studies. Part of this is also the primary role of their parents in collaborating with the school to regularly monitor their child's progress and participate in parent-teacher conferences and meetings.

As seen the need to establish a strong parental involvement for the academic development of the Balik-Aral students. The researcher device a new strategic model called Positive Approach in Parental Communication (PAPC) that aimed to increase the academic proficiency level of Balik-Aral Senior High School students at Tarlac National High School for the First Semester of S.Y. 2019-2020. Positive Approach in Parental Communication (PAPC) Strategic Model was a new technique designed by the researcher to establish a strong rapport between the parent and the teacher through providing positive feedbacks to the parents about their child that will eventually lead to the learner's good academic standing.

The present study utilized the Positive Approach in Parental Communication (PAPC) Strategic Model. It aimed to increase the academic proficiency level of Balik-Aral Senior High School learners at Tarlac National High School for the First Semester of S.Y. 2019-2020.

The aimed to find answers to the following questions:

1. How is the academic proficiency level of the control and experimental group described prior to the study?

2. How is the academic proficiency level of the control group described after the traditional parental communication method?

3. How is the academic proficiency level of the experimental group described after to the use of the Positive Approach in Parental Communication (PAPC) Strategic Model?

4. Is there a significant difference in the academic proficiency level of the control group before and after the use of the traditional parental communication method?

5. Is there a significant difference in the academic proficiency level of the experimental group before and after the use of Positive Approach in Parental Communication (PAPC) Strategic Model?

6. Is there a significant improvement in the academic proficiency level of the control group after the use of the traditional parental communication method?

7. Is there a significant improvement in the academic proficiency level of the experimental group after the use of Positive Approach in Parental Communication (PAPC) Strategic Model?

8. Are traditional parental communication method and Positive Approach in Parental Communication (PAPC) Strategic Model effective in increasing the academic proficiency level of the Balik-Aral Learners?

The following hypotheses were hereby provided in the light of identifying the usefulness of the Positive Approach in Parental Communication (PAPC) Strategic Model in increasing the academic proficiency level of the Balik-Aral Senior High

School learners at Tarlac National High School for the First Semester of S.Y. 2019- 2020.

1. There is no significant difference between the academic proficiency level of the control group before and after the use of traditional parental communication method?

2. There is no significant difference between in the academic proficiency level of the experimental group before and after the use of Positive Approach in Parental Communication (PAPC) Strategic Model?

3. There is no significant improvement in the academic proficiency level of the control group before and after the use of traditional parental communication method?

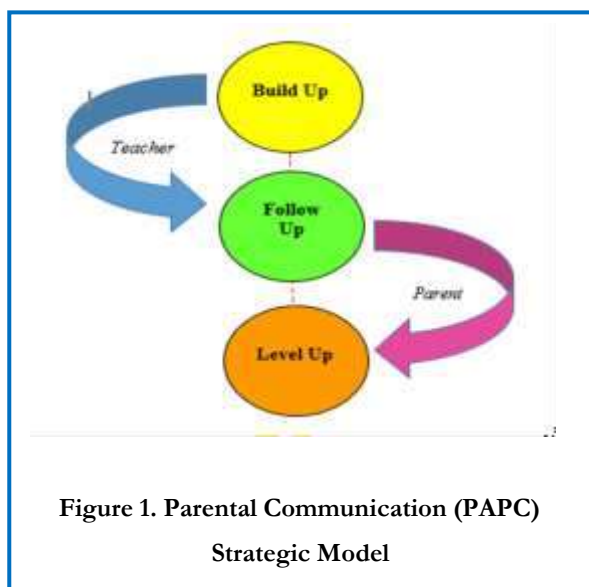
4. There is no significant improvement in the academic proficiency level of the experimental group before and after the use of Positive Approach in Parental Communication (PAPC) Strategic Model?

2. MATERIALS AND METHODS

The action research design was used in this study. It was a method used for improving conditions and practices Action research also generated solutions to practical problems.

The quasi-experimental design was used in this study. Quasi-experiments were often conducted to evaluate the effectiveness of a treatment-perhaps a type of psychotherapy or an educational intervention (BC campus, 2019). Thus, this action research utilized the said type of experimental research since the subjects were not randomly selected.

This action research also evaluated the effectiveness of a treatment which was the



traditional parental communication for the controlled group, and the Positive Approach in Parental Communication (PAPC) Strategic Model. The experimental group was determined by a significant difference in the academic proficiency level of the control group before and after the use of the traditional parental communication method. The experimental group was evaluated before and after the use of Positive Approach in Parental Communication (PAPC) Strategic Model.

2.1. Participants of the Study

The participants of the study were two groups from Grade 11 Technical, Vocational, and Livelihood Track (S.Y. 2019-2020) at Tarlac National High School who were considered as Balik-Aral, or students. These were the students who were dropped out of school of the age group of 18-21 year. The participants were composed of five Balik-Aral learners for the control group who passed their first semester of the previous school year attended but stopped studying. The other five Balik-Aral learners for the experimental group who failed their first semester of the previous school year attended and did not further continue studying.

2.2. Sampling Method

This action research utilized the purposive sampling since the whole population of Grade 11 TVL Balik-Aral students who finished at least the first quarter in the previous year before they dropped out were used as the participants.

2.3. Proposed Intervention/ Innovation Strategy

The Positive Approach in Parental Communication (PAPC) Strategic Model was a new technique designed by the researcher to establish a strong rapport between the parent and the teacher. It provided positive feedbacks to the parents about their child that would eventually lead to the learner's good academic standing. The Positive Approach in Parental Communication (PAPC) Strategic Model was employed to 10 Grade 11 Balik-Aral learners who finished at least the first grading period in the previous year before they dropped out.

The theory that supported the creation of the Positive Approach in Parental Communication (PAPC) Strategic Model was the Skinner's Reinforcement Theory. It states the praise and appreciation or any other reward can increase the possibility of the rewarded behaviour's repetition. In this theory, positive reinforcement was a much better motivational technique than punishment. Anchored with this theory. PAPC Strategic Model involved reporting to the parents the academic standing in a positive way through giving praises and highlighting the strengths of their child. In this way, the researcher tried to find out if positive feedback to parents increased the academic proficiency level of the Balik-Aral learners (figure 1).

The initial stage of the PAPC Strategic Model involved a meeting between the teacher and the parents of the experimental group to determine the reasons why their child dropped out in the previous school year. It also included an orientation to the parents about the objectives and process of the study in order for them to partake in providing positive feedbacks to their child as well. An agreement was also signed between the researcher and the parents regarding the conduct of the experimentation.

After the meeting and orientation to the parents of the Balik-Aral learners, the researcher conducted a weekly reporting to parents in a form of text messaging, call, email, online messaging that only involved positive feedbacks about the learner's academic performance.

The final phase involved an awarding ceremony to the Balik-Aral learners who got a higher academic level after the experimentation, and also to their parents who provided them positive feedbacks.

2.5. Instrument

This study utilized the School Form 9 (Report Card) as the primary instrument in order to determine the academic proficiency level of the Balik-Aral learners. The before and after use of the traditional parental communication for the control group, and the PAPC Strategic Model and the experimental group. The grading sheets were also used to cross-check the data gathered from the SF-9. Unstructured questionnaires were also used in order to determine the reasons of the dropping out of the students.

First, a letter of consent was provided to approving authorities in order to conduct the action research. Once the letter is approved, the researcher asked

the Senior High School Record section to determine the total number of Balik Aral learners in Grade 11 Technical, Vocational and Livelihood (TVL) track. Then, a letter was sent to the parents of the Balik-Aral learners to request for their cooperation in the study.

The researcher also used supporting documents to provide basis on the drop-out cases of the students such as School Form 2, School Form 5A, School Form 9, and School Form 10. Documents also included orders and memorandum released by the Department of Education and the existing laws based on the Philippine constitution that supported the target of minimizing the extreme absenteeism of the students. This study utilized the School Form 9 (Report Card) as the primary instrument in order to determine the academic proficiency level of the Balik-Aral learners before and after the use of the traditional parental

2.7. Data Analysis

The data that was obtained through the School Form 9 that was subjected to statistical treatment. The T-Test of difference between the student's academic proficiency level before and after the use of the PAPC Strategic Model was used in this study which was run in SPSS software. This statistical test determined whether PAPC Strategic Model was effective in increasing the academic proficiency level of the Grade 11 TVL Balik-Aral

Table 1. The Academic Proficiency Level of the Controlled Group

Participants	General	Description
1	75	Fairly
2	76	Fairly
3	75	Fairly
4	75	Fairly
5	77	Fairly

Table 2. Academic Proficiency Level of the Experimental group prior to the study

Participants	General	Description
1	70	Did not meet expectations
2	70	Did not meet expectations
3	70	Did not meet expectations
4	70	Did not meet expectations
5	70	Did not meet expectations

learners.

3. RESULTS AND DISCUSSION

Schools nationwide have continuously worked together with the internal and external stakeholders to maintain and improve the promotional rates of the learners and lessen the number of dropouts. Various interventions were done to solve the issues on absenteeism and tardiness. However, dropout rates were constantly present in the educational fields and it greatly affected the academic performance of the learners [14].

Table 3. Academic Proficiency Level of the Experimental group after the study

Participants	General	Description
1	75	Fairly Satisfactory
2	81	Satisfactory
3	77	Fairly Satisfactory
4	76	Fairly Satisfactory
5	80	Satisfactory

Thus, the present study utilized the Positive Approach in Parental Communication (PAPC) Strategic Model that aimed to increase the academic proficiency level of Balik-Aral Senior High School students at Tarlac National High School for the First Semester of S.Y. 2019-2020.

3.1. The Academic Proficiency Level of the Controlled and Experimental Group Prior to the Study

Balik-Aral learners faced day-to-day struggles that made it difficult for them to regularly attend their classes.

The academic proficiency level of the control group for the first semester of the last school year they attended and its progress and achievement level description.

The academic proficiency of the Balik-Aral learners under the control group was characterized by Fairly Satisfactory level based on DepEd Order No. 58, s. 2017 [15]. Learners with Fairly Satisfactory progress and achievement status had general averages ranging from 75-79.

The Department of Education has released DepEd Order No. 58, s. 2017 mandating all the schools nationwide to adopt the new school forms that involved the School Form 9 or the Learner Progress Report Card where the quarterly grades of the learners were recorded.

Based on DepEd No. 8, s. 2015 entitled "Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program", the Fairly Satisfactory achievement level was characterized by the average acquisition of the learners' skills on the particular grade level [16]. However, it also implied that though the learners were able to meet the requirement to proceed to the next semester,

Table 4. Academic Proficiency Level of the Experimental group after the study

Participants	General	Description
1	80	Satisfactory
2	77	Fairly Satisfactory
3	79	Fairly Satisfactory
4	82	Satisfactory
5	79	Fairly Satisfactory

they were still lacking some skills needed for them. Thus, the schools must provide remediation programs for these learners in order for them to master the needed competencies.

The academic proficiency level of the experimental group for the first semester of the last school year they attended and its progress and achievement level description (table 2).

All of the participants under the experimental group did not meet the expectations required for the first semester of the last school year they attended. These learners failed their first semester subjects due to different reasons. In an interview, Participants 1 and

Table 5. Significant difference before and after treatment of the control group

	Before	After
Mean	75.6	77.8
Variance	0.8	6.7
Observation	5	5
t stat	2.56	
T critical	2.13	

2 were working students. Participant 3 got pregnant at the early age. Participant 4 had family issues while Participant 5 became uninterested in going to school because of some personal issues.

In fact, some reports suggest that teenage pregnancy was the leading cause of the high dropout rate in the schools nationwide [17]. The PSA's Annual Poverty Indicators Survey even found out that school dropouts had hit over 2.97 million which is about 61.9 % of girls aged between 16-24 years, are pushed for marriage.

Communication Method

Teachers usually employed traditional parental communication method in reporting the performance of their learners. In this study, the said method involved communicating with the parents every time the learners did not perform well in the class.

The academic proficiency level of the control group after employing the traditional parental communication method during the first semester of the school year 2019-2020 is shown in table 3.

Majority of the Balik-Aral learners achieved a fairly satisfactory level when the traditional parental communication method was employed to them. These learners still lacked a higher level of skills though they were able to pass both first and second semester.

Two participants, on the other hand, achieved a satisfactory rating. Based on DepEd No. 8, s. 2015 entitled "Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program", the Satisfactory Rating was given to those who got 80-84 grade which indicated a passing rate.

Table 6. Significant difference before and after treatment of the experimental group

	Before	After
Mean	70	79.4
Variance	0	3.3
Observation	5	5
df	4	
t stat	11.57	
T critical	2.13	

3.3. Academic Proficiency Level of the Experimental Group after to the use of the Positive Approach in Parental Communication (PAPC) Strategic Model

The Positive Approach in Parental Communication (PAPC) Strategic Model was designed by the researcher where parents involvement in the participants' academics were encouraged.

Some studies proved this by stating that the engagement of parents leads to the success of their child in the school [18]. When parents invest in their

children's school lives, students have the encouragement and expertise they need to not only complete their homework, but also grow a lifetime learning passion.

Table 4 shows the academic proficiency level of the experimental group after employing the Positive Approach in Parental Communication (PAPC) Strategic Model.

It revealed that all the participants under the experimental group had a passing grade after employing the Positive Approach in Parental Communication (PAPC) Strategic Model with Participant 4 with the satisfactory grade of 82, followed by Participant 1 with a satisfactory grade of 82.

The findings may indicate that the involvement of parents helped the participants to achieve a passing grade and get promoted. Studies supported this by proving that research on the impacts of parental participation [19]. It has shown that the involvement of parents in their children's education and student performance is consistent and positive. Studies have also found out that parental participation entails positive effects such as reduced dropout and truancy levels.

Table 7. Significant improvement of the control group after the use of treatment

	Before	After
Mean	75.6	77.8
Variance	0.8	6.7
Observation	5	5
t stat	2.56	
T critical	2.13	

3.4. Significant Difference in the Academic Proficiency Level of the Control Group Before and After the Use of the Traditional Parental Communication Method:

Teachers are committed to working with parents in order to facilitate student learning. For this relationship and for creating a sense of community between home and school, good communication is important. In such transformations, teachers are trying to improve and extend their skills to optimize productive contact with parents [20].

Table 8. Significant improvement of the control group after the use of treatment

	Before	After
Mean	70	79.4
Variance	0	3.3
Observation	5	5
df	4	
t stat	11.57	
T critical	2.13	

The significant difference in the academic proficiency level of the control group was observed before and after the use of the traditional parental communication method (table 5). The grades of the participants in the control group have an increase of 2.56 after the traditional communication method was employed to them. This further implied that communicating to parents and reporting their child's problem in terms of academic standing, attitude, and behaviour was effective in increasing

Table 9. Effective approach in increasing the academic proficiency level of the Balik-Aral learners

	Control	Experimental
Mean	2.2	9.4
Variance	3.7	3.3
Observation	5	5
df	8	
t stat	6.09	
T critical	2.31	

their academic standing. This result was supported by the previous study where they conducted a study on Parent's involvement and student academic performance. They found that there was a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence [21].

3.5. Significant Difference in the Academic Proficiency Level of the Experimental Group Before and After the Use of Positive Approach in Parental Communication (PAPC) Strategic Model

The Positive Approach in Parental Communication (PAPC) Strategic Model would eventually lead to the learner's good academic standing. The Positive Approach in Parental Communication (PAPC) Strategic Model was employed to 10 Grade 11 Balik-Aral learners who finished at least the first grading period in the previous year before they dropped out.

Table 6 shows the significant difference in the academic proficiency level of the experimental group before and after the use of the Positive Approach in Parental Communication (PAPC) Strategic Model. It revealed that the grades of the participants under the experimental group increased from 2.2 to 9.4. This implied that the PAPC Strategic Model which involved reporting to the parents the academic standing of the participants in a positive way through giving praises and highlighting the strengths of their child was effective in increasing the academic standing of the participants.

Vanderbilt University (2020) proved the importance of providing positive feedback to the learners [22]. The purpose of positive reinforcement is to improve children's probability

of conducting themselves accordingly. Such positive reinforcement is particularly important for children who struggle with regulations. The most important positive reinforcement is action-based praise or concise praise- a positive comment about a child or group of children explaining a good behaviour in concrete, visible and measurable words.

3.6. Significant Improvement in the Academic Proficiency Level of the Control Group after the Use of the Traditional Parental Communication Method

The parental participation applies to other school buildings such as commitment, including attending parent-teacher conferences, contributing to extracurricular events, tracking student grades, imparting parental values, assisting with homework, and offering intrinsic and extrinsic encouragement [23]. The traditional parental communication method involved reporting to the parents the concerns and issues about their child that mostly included the negative feedbacks about their child's academic standing.

The findings showed the significant improvement in the academic standing of the control group with a 2.56 increase after the use of the traditional parental communication method (Table 7). This further revealed that reporting to the parents the concerns and issues about their child that mostly included the negative feedbacks about their child's academic standing was an effective measure in increasing their grades.

Truly, academic motivation and success improve when parents invest in their children's schools. Students' engagement in learning, skills and understanding a subject area enhances and encourages student achievement [23]

3.7. Significant Improvement in the Academic Proficiency Level of the Experimental Group after

the Use of Positive Approach in Parental Communication (PAPC) Strategic Model

Positive feedback given to parents who understand what students do well is important. Some teachers frequently say what students do wrong but never praise and accept good results. Like most people, when they are recognized, students respond well [24].

It was revealed that there was a significant improvement in the academic standing of the experimental group using the Positive Approach in Parental Communication (PAPC) Strategic Model (Table 8). It indicated that from a failing grade of 70 to a passing grade of 79.4 when PAPC was employed among the participants. The data further implied that providing positive feedbacks to the parents about their children motivated them to encourage their children as well as provided more support for them to pass their subjects and achieve higher grades. This proved that learners whose parents are more interested in their education have higher academic standing than those whose parents are less interested. Not only among the researchers, but also among policymakers who have integrated efforts to increase parents' participation in broader educational policy initiatives, the impact of parent participation in school success was noted [21]

3.8. Effective Approach in Increasing the Academic Proficiency Level of the Balik-Aral Learners

Parent involvement happens when teachers include parents in school activities or events and parents are voluntary with their home and school services. They make an undertaking in this way. Parents are committed to prioritizing educational outcomes in their children and teachers are

committed to listening and creating space for parental cooperation [14]. Thus, this study was conducted to engage the parents in their child's academic growth and to determine which of the two interventions were effective in improving the academic standing of the Balik- Aral learners: the traditional parental communication method, or the Positive Approach in Parental Communication (PAPC) Strategic Model.

It revealed that the Positive Approach in Parental Communication (PAPC) Strategic Model employed to the experimental group provided a significant increase to the academic standing of the participants than the use of the traditional communication method employed to the experimental group (table 9).

The data further implied that providing positive feedback about the learners' academic standing was a more effective approach than reporting the negative issues and concerns about the learners. Center for Enhanced Teaching and Learning (2020) supported this by highlighting that providing praises on the learners' commitment and work or study habits, coupled with input on progress towards learning results, contributed to higher achievement [25].

In addition, positive feedback aimed to increase the likelihood of children engaging in appropriate behavior. Children fighting the rules most need this positive feedback. It was important to comment immediately when these children follow the rules, no matter how easy it looks. This feedback was vital to their success [24].

4. CONCLUSION

Giving positive feedbacks to the parents was more effective than reporting negative issues and concerns about their child's academic standing.

Therefore, it was recommended to establish policies and programs that would strengthen the involvement of parents for the academic proficiency of the learners.

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6. CONFLICT OF INTEREST

NA

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