

Operational Efficiency and Accountability Practices of the Philippine National Police and Police and Border Guards: A Strategic Law Enforcement Performance Enhancement Framework

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Abstract

This study investigated the extent of home-school collaborative initiatives and their influence on learners' academic success among Grade 3 pupils in selected public elementary schools in the Sierra Bullones District, Bohol, during School Year 2025–2026. It aimed to determine how parental involvement in home, school, and community activities contributes to learners' academic achievement.

A descriptive-correlational research design using a quantitative approach was employed. The respondents consisted of 100 participants, including teachers, learners, and parents. Data were gathered through structured questionnaires assessing parental involvement across home-based, school-based, and community-based activities. Academic achievement was measured using learners' performance levels. Statistical tools such as frequency, percentage, weighted mean, and Chi-square test were utilized to analyze the data.

Findings revealed that parental involvement was **high in school-based activities** ($M = 4.21$) and **moderately high in home-based** ($M = 4.14$) and **community-based** ($M = 3.96$) initiatives. Most learners were classified under the Near Mastery level (41.0%), indicating satisfactory academic performance. A significant relationship was found between parental involvement and academic achievement ($\chi^2 = 12.48$, $p = 0.014$), confirming that increased parental participation positively influences learners' outcomes. Socio-economic factors such as parents' educational attainment and income also shaped the level of involvement.

The results highlight that strong home-school collaboration enhances learners' study habits, motivation, and academic performance. However, variations in parental capacity and socio-economic conditions require targeted support. Thus, a structured Home-School Collaborative Plan is recommended to strengthen partnerships, improve communication, and promote holistic learner development.

Keywords: *Home-School Collaboration, Parental Involvement, Academic Achievement, Elementary Learners, Educational Partnership*

Chapter 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

A family is the main base of the educational path of a child that provides the environment according to which intellectual and emotional development can take place. It has been found that a home which fosters children curiosity and nurturing has a strong effect on the overall growth of children. A paramount responsibility falls on parents who should ensure that they create the environment in which students will feel motivated to learn, develop, and acquire positive values (Ceka et al., 2017).

In the earlier years, parental play and instructional learning processes help define emotional control and social competence which eventually leads to stability and success in adulthood. When children are well stimulated and encouraged, they will develop proper study habits and attain better academic results. The motivation, self-discipline, and the sustained interest in learning are reinforced with parental guidance in daily learning activities (Wahi, 2022).

The above research findings have highlighted that parental engagement does not only enhance the academic performance but also builds trust and communication between parent and child. Parents supporting their children with their homework, helping them with online learning, or with their tests, develop good study habits early in life (Crisostomo et al., 2020). Good study habits tend to incorporate a regular note taking, organizing, reading and attending classes. Conversely, minds that are not focused on academics or those who are too absorbed with the distractors like spending much time on the screen may not make any progress. Excellence, as we have been reminded by the philosophy of Aristotle, is characterised by habits and the importance of cultivating healthy habitual practices in young students should not be undervalued (Chen et al., 2020).

Formative stage is the most crucial stage in brain development and behavior formation and is mostly at age 0-8 years. Positive or negative experiences at an early age have a long-term influence on the cognitive, social, and emotional development of a child (Li, 2023). As a result, schools focus on active involvement of parents in the development of supportive learning environment using home and school based cooperation. Home-based involvement can be assisting with homework, tracking progress, and discussing academic issues, whereas school-based engagement involves communicating with teachers, being a volunteer in school activities, and decision-making (PISA, 2018).

The teachers have noted that students whose parents are engaged tend to have a better attendance, behavior, academic achievement and social adaptability. The involvement of parents fosters long-term interest in learning as well as willful study behavior. Participation in school programs helps parents to get a more precise idea of the learning setting and allows them to exemplify the value of learning and discipline. Despite possible differences in the quality of involvement, the research has continuously attributed fruitful and enduring parental involvement to improved academic achievement, improved conduct, and greater well-being.

The Department of Education emphasizes the role of lifelong learning which is attained through the collaboration of families, schools, and communities that have common objective of learning. This collaboration is also essential with Grade 3 students who are still moving forward through the academic and personal progression of the elementary level (Scholastic Parents Staffs, 2020). Moreover, the COVID-

19 crisis made it clear that parents play an irreplaceable role in supporting at-home learning when schools shut (Bartolome et al., 2017).

The Philippine educational setting still has a knowledge void on the perception of parents towards their role and the effect on the competency of children in reading and studying. This paper concentrates on Grade 3 students of Canlangit Elementary School, Villa Garcia Elementary School and Sta. Cruz Elementary School in attempts to determine the best parental engagement practices to adopt in early grades.

Given that Grade 3 is a period when students should form a lifetime study habit and hence, investigating the relationship between parental involvement and such habits could offer a useful learning experience to the teacher, leaders, and policy makers. Whereas the literature on the importance of parental involvement has been done in the past, little has been done in this particular grade level. Thus, this paper aims at filling that research gap by investigating the impact of parental engagement on the study behaviors of Grade 3 pupils.

The study will employ a mixed-method approach in order to collect quantitative and qualitative data in order to learn how parental support influences learning habits among students. The findings will be utilized in developing effective school based programs and parental workshops that would promote healthy study behaviors. By establishing the optimal types of parental engagement in student motivation and achievement, one can assist schools in developing programs that can promote student learning. Developing positive study routines at this age may be of perennial educational practice and thus reinforcing the principles of home-school collaboration.

Finally, the proposed study will aim at making recommendations that are practical to support the success of Grade 3 learners in their academic growth.

Theoretical Background

The interaction between parents and educators is an essential aspect to defining the education experience and performance of children. When schools actively support the involvement of families, they foster an inclusive atmosphere that would foster interactions and support each other. The establishment of a collaborative partnership between parents and school staff members does not only help in developing the students academically but also socially and emotionally. School leaders should therefore encourage parental motivation and contribution towards the achievement of the institution objectives and educational mission (Bunijevec et al., 2017).

This study is based on four education conceptualizations that are Parental Involvement Theory, Constructivist Theory, Behaviorist Theory, and Motivation Theory.

The Parental Involvement Theory as presented by Joyce Epstein emphasizes the significance of the involvement of parents in the learning activities of their children. Despite the numerous schools that promote parents participation in school and home-based activities, there are parents who are reluctant or confused on how they can effectively participate (Bartolome et al., 2017). Research indicates that the regular participation of parents increases the academic performance, concentration and self-discipline of children especially in the basic subjects like mathematics. When parents regularly monitor and encourage their children, it builds accountability and persistence that will help learners to cope with all challenges and go to school regularly (Kwatubana et al., 2018).

The parents are invaluable in terms of determining the learning behaviors and attitudes of their children towards education. Parents can also contribute by participating in academic affairs and emotional

support such that they can develop responsibility, resilience and discipline in young learners. Contrarily, the lack of parental involvement may cause the lack of motivation and academic performance because children may not get the required encouragement and support to perform well in schools.

Parental involvement is described as the beliefs, behaviors and practices that parents provide either at home or in school that lead to the success of their children in school and their good behavior (Naite, 2021). Parents play an active role in the education of their children thus contributing to the development of motivation, discipline, and responsibility. Children with parents who keep their engagement tend to have a higher level of concentration, increased ability to complete tasks, and more persistence on studying (Ntekane, 2018).

In spite of these advantages, there are some difficulties impeding meaningful parental involvement. There are schools that cannot keep close relations with parents or cannot establish an inclusive environment where any parent will feel at home. The low-income households can encounter other challenges like lack of literacy or language, which can limit them on their capabilities to help with subjects such as mathematics. Research has revealed that parents with greater socioeconomic status tend to be more active in their children education that leads to more positive views on learning and better academic results (Lemmer, 2018).

The Hoover-Dempsey and Sandler Model provides the comprehensive explanation of the circumstances which motivate parents to be involved in the education of their children and the way the involvement influences student achievements. The framework establishes four significant dimensions of parental involvement, which are encouragement, modeling, reinforcement, and instruction. It also emphasizes the power of creating school settings where family involvement is actively encouraged and where school collaboration is facilitated to occur (Whitaker, 2018; Yamauchi et al., 2017).

Regarding behavior, the concept of the behaviorist theory proposed by B.F Skinner especially the operant conditioning principle can be used to explain how parental reinforcement influences the study habits and behavioural growth of children. This theory explains that conducts are reinforced or weakened based on the consequences following the conduct, that is, parental approval, direction and correct chastisement are all vital in determining the learning behavior and character (Schlueter et al., 2017).

The Experiential Learning Theory by Kolb also encourages the notion that learning is a dynamic process that requires experience and surrounds. The theory underlines that people acquire different learning styles based on personal experiences, contemplation, and active experimentation that help to achieve effective learning and skills development (Moses et al., 2017).

In addition to these views, the Motivational Systems Theory (MST) developed by Ford postulates that achievement among students is a product of ability in combination with motivation and favorable environment. A high capability learner may not perform well because of low motivation and a moderately capable learner may perform well due to high motivation. This theory tackles the important role of intrinsic motivation and study habits in the determination of academic results (Atsuwe et al., 2017).

Numerous researchers affirm these associations, which state that parental involvement has a positive influence on the emotional and cognitive development of children, their self-confidence, educational achievements, school attendance, and retention (Tárraga et al., 2017; Garbacz et al., 2017). Effective parent-school relationships apparently outline roles, encourage regular communication, and cooperation, which result in comprehensive student development (Sebastian et al., 2017). Meta-analytical studies in educational systems have continued to reveal that the greater the level of parental involvement, the greater the level of academic achievement. However, a lot of this evidence is of English speaking

nature, and little has been done in Latin America, with Chile being a notable exception because its national policy is in favor of family-school cooperation (Roth Eichen and Volante Beach, 2018; Ministerio de Educacion, Gobierno de Chile, 2017).

Under the Philippine context, there are a few legal provisions that address the significance of parental responsibility and involvement. Republic Act No. 10354 puts emphasis on the fundamental role of the family in education, health, and responsible parenthood. Furthermore, parental accountability to the damages caused by minors is introduced in Article 2176 and the 2180 of the Civil Code of the Philippines and it represents the greater idea of parental authority. Equally, Article 220 of Family Code expresses the responsibilities that parents should have in educating, guiding and nurturing their children according to moral, social and spiritual practices.

Chapter 2

RESEARCH METHODOLOGY

In this section, the research methodology has been elaborated, which includes the study design, study procedures, setting, participants, methods of data collection, data analysis and evaluation techniques.

The selected methodology enables the systematized gathering, systematization, and examination of data. It offers a systematic way of ensuring that the reliability and validity of the study is readily guaranteed. The part answers some of the most important questions concerning the methods applied to collect or create data, the approaches to analyzing it, and the methods utilized to explore the research issue.

Design

The study employed descriptive-quantitative design in assembling data in a population that was selected randomly. The questionnaires were used to collect information based on the adaptation of various studies. The Chi-square was employed to forecast the success of a response variable with the aim of determining whether or not there is significant correlation between the means of two groups. It represents a tool of testing a hypothesis which can be used to test a population-based theory.

The Flow of the Study

The Systems Model was used in this study. The systems model is a process-oriented model which emphasizes on interrelations and movement of information between the various parts. Though it shows the relation of various processes and the operations that they do, it does not give detailed explanation on how these processes are implemented.

The research flow is divided into three parts, the input, the method, and the output. The demographic profiles of the respondents, as well as the extent of parental involvement, were gathered in the Input phase with the help of the instruments modified according to the past research.

and the significant correlation between parental involvement and learner's study habits.

Under Process is the transmittal letter, distribution of questionnaires, data gathering, analysis of inputs, and summary of findings, conclusion and recommendation.

The Output contains the proposed action plan which is the dynamic school-based parental involvement activities.

Environment

Three schools called, Calangit Elementary School, Villa Garcia Elementary School, and Sta. Cruz Elementary School were used as the environment of the study.

Canlangit Elementary is a government-operated elementary school located in the Brangay Canlangit, Sierra Bullones, Bohol. Founded in 1916, the school has been one of the major learning institutions of the barangay offering good educational services at Kindergarten up to Grade Six within the K-12 Basic Education Program. It is located in a rural village with hilly terrain, sparsely distributed households, and farming environment, which is typical of an upland Boholano village. The school functions within the confines of the Sierra Bullones District of Division of Bohol and is still working towards ensuring inclusive and accessible education to the learners in the area. The community has shown dedication to ensuring that educational services are available in remote areas despite geographical barriers, as their area is reachable via local barangay roads and is fairly far apart, as concerns the district office.

The Villa Garcia Elementary School is also a government based school in Barangay Villa Garcia, Sierra Bullones and serves learners in Kindergarten to Grade Six. It is located in the same district and it is among the rural schools in the region that has received infrastructure assistance programs. It is interesting to note that it was among the recipient schools in the classroom-donation program by Philippine Chinese Federation in Bohol that assisted in enhancing its facilities and learning facilities. School has a school code of 118695 in the official book of the Department of Education - Division of Bohol and still retains its mission of offering basic education to children within its barangay areas. Its rural and serene location and its growing facilities make it a good learning environment to the pupils.

The Santa Cruz Elementary School, however, is situated to Barangay Santa Cruz, which is also in Sierra Bullones. It is located at school code 118694 on the DepEd Bohol registry that provides Kindergarten and elementary education in a standard rural setting. The school is the primary educational establishment of the children of the barangay and the sitios adjacent to it, as it meets the educational requirements of the families who are mostly involved with farming and other small-scale livelihood. It has its share of the problems of accessibility, lack of resources, and infrastructural challenges, but it still perseveres in the fulfilment of the mandate of the DepEd, namely quality, equitable, and culture-driven education. The community support and the teaching faculty that has worked hard in the school is the pillar of its activities.

Respondents

There were 100 participants in this research, which included 14 teachers, 25 parents and 61 Grade 3 learners. Grade 3 advisers were mostly considered the teacher respondents but the remaining teachers were randomly chosen to get the necessary sample size. The parents or guardians and learners were also selected randomly among the Grade 3 population of the selected schools, which meant that each of them had equal opportunities to become participants of the study (Shin, 2020).

The identification of the total respondents was made by the size of the population in each school that was participating and the percentage allocation of the respondents. The sample size is the part of the

population which is chosen to capture the features of the entire population. Random sampling- a technique where a small group is chosen to represent a big population, was also adopted to obtain a representative group since it gives accurate information without necessarily surveying all members of a population. It is a method through which the researchers can make valid conclusions regarding the entire population.

Table 1 presents the specific breakdown of the respondents in the various categories of participants that will be included in the study.

Table 1
Distribution of Respondent Groups

| Schools | Teachers | Learners | Parents | Total | % |
|------------------|-----------------|-----------------|----------------|--------------|---------------|
| Canlangit E/S | 4 | 20 | 7 | 31 | 31 |
| Villa Garcia E/S | 6 | 21 | 10 | 37 | 37 |
| Sta Cruz E/S | 4 | 20 | 8 | 32 | 32 |
| Total | 14 | 61 | 25 | 100 | 100.00 |

Instrument

The study utilized research instruments adapted from an earlier investigation that incorporated elements applicable to the present topic (Hsieh, 2023). Data were collected through a structured questionnaire composed of four major sections. The first section gathered information on the respondents' demographic characteristics. The second section evaluated the level of parental involvement in basic education based on the perceptions of the respondents. The third section assessed the learners' academic performance in English, Science, Mathematics, and Filipino. Lastly, the fourth section focused on identifying challenges and issues related to parental engagement and its influence on the study habits of learners in the primary grades.

To complement the quantitative data, informal interviews were also carried out to obtain additional qualitative insights. These interviews provided deeper understanding and context regarding the experiences, perceptions, and attitudes of parents, teachers, and learners toward parental involvement in education.

Data Gathering Procedure

The data gathering process of this study was carried out through a series of organized and systematic procedures to ensure ethical compliance, accuracy, and reliability of the collected information. Prior to the actual data collection, the research instrument underwent thorough review and approval by the research adviser and relevant experts to establish its validity and appropriateness to the objectives of the study. Once approved, the researchers prepared a formal letter of request addressed to the Schools Division Superintendent of Bohol, which was endorsed through the respective School Heads of the three identified

learning stations. This letter sought official permission to conduct the study within the selected schools and clearly outlined the purpose, scope, and significance of the research.

During coordination meetings with school administrators and concerned personnel, the researchers provided a comprehensive explanation of the study, particularly its aim to examine the relationship between parental involvement and learners' study habits and how these factors may influence the academic performance of elementary pupils. The researchers also discussed the data collection procedures, including the administration of questionnaires and the conduct of informal interviews, ensuring that all processes would be implemented in an organized and non-disruptive manner. Furthermore, emphasis was placed on ethical considerations such as voluntary participation, confidentiality of responses, anonymity of respondents, and proper handling of all collected data. The researchers assured the school authorities that all information would be used strictly for academic purposes and would not cause any harm or disadvantage to the participants.

In addition, the researchers explained the interventions, methods, and potential benefits of the study, highlighting how the findings could contribute to improving home-school collaboration and enhancing learners' study habits and academic performance. After securing the approval and consent of the School Heads, the researchers proceeded to obtain authorization from the Schools Division Office of Bohol. Upon receiving all necessary permissions, the researchers coordinated the schedule for data collection and implemented the distribution of research instruments to the selected respondents, ensuring that all procedures were conducted efficiently, ethically, and in alignment with the approved research plan.

academic achievement and underscores the need for sustained efforts to foster active participation from parents in both home and school settings.

Chapter 3

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, major findings, conclusions, and recommendations of the study. It provides a concise synthesis of the research process, including the objectives, methodology, and key results obtained from the analysis. The discussion highlights the relationship between parental involvement and the academic achievement of Grade 3 learners, supported by statistical evidence and observed trends. Furthermore, this chapter offers practical recommendations intended to strengthen parental engagement and improve learners' academic performance, thereby contributing to enhanced educational practices and holistic learner development.

Summary

This study examined the extent of parental involvement and its relationship to the academic achievement of Grade 3 learners in selected public elementary schools in the Sierra Bullones District, Bohol, during the School Year 2025–2026. The research employed a descriptive-correlational design using a quantitative approach. A total of 100 respondents participated in the study, composed of 14 teachers, 61 learners, and 25 parents. Data were collected using a structured questionnaire developed by

the researcher and were analyzed using statistical tools such as frequency, percentage, weighted mean, and Chi-square test.

The results revealed that parents demonstrated a high level of involvement in school-related activities and a considerable level of engagement in home- and community-based activities. Specifically, parental involvement was rated as “Highly Involved” in school-initiated activities (overall mean = 4.21) and “Quite Involved” in both home-initiated (4.14) and community-based activities (3.96). In terms of academic achievement, most learners were classified under the Near Mastery level (41.0%), followed by those in the Good and Attained Mastery levels, indicating generally satisfactory performance. The Chi-square test confirmed a significant relationship between parental involvement and academic achievement ($\chi^2 = 12.48$, $p = 0.014$), suggesting that increased parental participation positively influences learners’ academic outcomes. The findings also reflect the socio-economic background of the respondents, where most parents were high school graduates, self-employed, earning ₱10,001–₱20,000 monthly, and belonging to medium-sized families.

Findings

Based on the analysis of the data, the following findings were derived:

1. Most parents were high school graduates (40.00%), self-employed (28.00%), and belonged to the income bracket of ₱10,001–₱20,000 (40.00%).
2. The majority of families consisted of five to six members (48.00%) and resided in concrete or brick houses (40.00%).
3. Parents were “Quite Involved” in home-initiated activities (overall mean = 4.14), with the highest involvement observed in maintaining routine schedules.
4. Parents were “Highly Involved” in school-initiated activities (overall mean = 4.21), particularly in attending PTA meetings and recognition programs.
5. Parental involvement in community activities was rated “Quite Involved” (overall mean = 3.96), with the highest participation in clean-up drives.
6. The academic achievement of learners showed that 41.0% were in the Near Mastery level, while 19.7% attained mastery, indicating generally satisfactory academic performance.
7. A significant relationship exists between parental involvement and academic achievement ($\chi^2 = 12.48$, $p = 0.014$), leading to the rejection of the null hypothesis.

Conclusions

Based on the findings of the study, it is concluded that parental involvement plays a crucial role in enhancing the academic achievement of Grade 3 learners. Parents in the Sierra Bullones District demonstrate active participation in both school and home-based educational activities, contributing to the development of positive study habits and improved academic performance among learners. The significant relationship between parental involvement and academic achievement confirms that learners benefit from consistent parental guidance, supervision, and support.

Furthermore, the study highlights that socio-economic factors such as income, occupation, and educational attainment influence the level and nature of parental involvement. Despite financial limitations, parents continue to support their children through emotional encouragement and active engagement in school-related activities. The findings also suggest that a strong partnership between home and school is essential in promoting effective learning environments and ensuring the holistic development of learners.

Recommendations

In light of the conclusions drawn from the study, the following recommendations are proposed:

1. Schools should strengthen home-school collaboration by implementing regular communication strategies, parent orientations, and engagement programs that emphasize the importance of parental involvement in academic success.
2. Teachers should encourage parents to establish structured study routines at home and actively monitor their children's academic progress.
3. School administrators should develop inclusive parental involvement programs that cater to different socio-economic backgrounds, ensuring equal opportunities for participation.
4. The Department of Education and school leaders should provide capacity-building activities such as parenting seminars, literacy programs, and training workshops to enhance parents' ability to support their children's learning.
5. Schools should implement intervention and remedial programs for learners under the Lack Mastery and Need Mastery categories to improve academic performance.
6. Future researchers are encouraged to conduct similar studies with larger samples or across different grade levels and locations to further validate and expand the findings of this research.

CHAPTER 4**OUTPUT OF THE STUDY****HOME-SCHOOL COLLABORATIVE PLAN FOR LEARNERS' ACTIVITIES**

This chapter presents the proposed output of the study, developed based on the findings and conclusions, in the form of a Home-School Collaborative Plan. This plan is designed to enhance learners' academic achievement and study habits by strengthening the partnership among parents, teachers, and the community.

RATIONALE

The results of the study revealed a significant relationship between parental involvement and the academic achievement of Grade 3 learners, highlighting the essential role of parents as active partners in the educational process. The findings further showed that parents in the Sierra Bullones District demonstrate high involvement in school-related activities and moderate to strong participation in home and community-based practices. These forms of engagement contribute positively to learners' academic performance, study habits, and overall development.

Despite the generally positive level of parental involvement, some learners were still categorized under "Lack Mastery" and "Need Mastery," indicating the need for continuous support and structured interventions. This situation underscores the importance of strengthening collaboration between home and school to ensure that all learners receive consistent academic guidance and support. A well-structured program that integrates parental participation in home, school, and community activities can further enhance learners' motivation, discipline, and academic outcomes.

The proposed Home-School Collaborative Plan aims to formalize and strengthen this partnership by providing organized activities, capacity-building programs, and communication strategies. It emphasizes that parental involvement is not only supportive but also a shared responsibility that directly influences learners' success. By fostering cooperation among parents, teachers, and community stakeholders, the plan seeks to create a more responsive and supportive learning environment that promotes holistic learner development.

OBJECTIVES

This Home-School Collaborative Plan aims to:

1. Strengthen parental involvement in learners' academic and developmental activities across home, school, and community settings.
2. Enhance parents' capacity to support their children's study habits and academic performance through targeted training and guidance.
3. Increase parental participation in school programs and activities that promote collaborative learning and shared responsibility.
4. Improve communication and coordination between parents and teachers for effective monitoring of learners' progress.

5. Promote community engagement to support learners' holistic development and social responsibility.

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