
PARENTAL SUPPORT AND CASH ASSISTANCE: IT'S IMPACT ON SENIOR HIGH SCHOOL LEARNER'S ACADEMIC ACHIEVEMENT

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ABSTRACT

This study examined the level of parental support-both moral and financial-and the extent of cash assistance received by senior high school learners from government programs, alongside their academic achievement. Utilizing a descriptive-correlational research design, data were gathered through a structured questionnaire from Grade 12 learners at Valencia National High School. Findings revealed that learners perceive moral parental support as moderately positive and financial support more positively. Government cash assistance programs such as TUPAD and 4Ps were similarly viewed positively by learners. Most respondents achieved outstanding academic results, with over half scoring 90 and above. However, statistical tests showed no significant relationship between parental support (moral or financial) and academic achievement, nor between the amount of cash assistance received and academic success. These results suggest that while parental and financial support contribute to learners' well-being and ability to focus on studies, their direct influence on academic performance may be limited or mediated by factors such as learner motivation, teaching quality, and resource accessibility. Recommendations urge learners to develop self-regulation and seek academic support, encourage parents to maintain active involvement and moral support, advise educators to implement differentiated strategies, and call on policymakers to integrate financial aid with psychosocial interventions. Future research should explore complex mediators influencing the impact of parental and financial support on academic success.

KEYWORDS: *Parental support, cash assistance, it's Impact on Senior High School learner's, academic achievement.*

INTRODUCTION

Education is a fundamental human right and a vital driver of national development. Yet barriers based around finances remain among the greatest obstacles to student success, negatively impacting their functioning in school, involvement with school and eventual success. In contrast to this, senior high school (SHS) learners' academic success is shaped by so many factors and parental supporter and financial aid are one of those vital contributors in fostering motivation, engagement, and performance.

That support can be emotional, academic or financial, and is crucial for student success across the board. Active school involvement, availability to learning resources, and family structures with supportive home environments have all been associated with higher academic attainment (Mensah et al., 2024). Government-led financial assistance programs, such as the Tulong Panghanapbuhay sa Ating Disadvantaged/Displaced Workers (TUPAD) and 4Ps (Pantawid Pamilyang Pilipino Programme), have aimed to address this issue of lowering dropout rates among low-income students. Decades of research show that families coping with increased poverty due to loss of employment can fall into a cycle where children are forced out of school because there is no money for tuition or expenses. Established in 2008, a conditional cash transfer (CCT) program called the Pantawid Pamilyang Pilipino Program (4Ps) was created to help low-income children with their nutrition and health while also providing financial aid for their schooling. designed to support low-income children's health and nutrition while also offering educational subsidies. . If recipients fulfill specific requirements, such as completing school attendance or getting regular health checkups and vaccines, they are paid in cash. . This program aims to end the cycle of poverty between generations by investing in human capital for the poorest families in the country, focusing on children's education.

On the other hand, Tulong Panghanapbuhay sa Ating Disadvantaged (TUPAD) Program is temporary employment through short-term public works and an initiative started (DOLE) in 2009. The TUPAD program, which offers temporary income to vulnerable communities and individuals, also contributes to the development of these communities through labor for public works like road repairs, sanitation projects around the community and environmental conservation efforts.

Both programs are important cash assistance programs that target different aspects of poverty. 4Ps seeks to operate for the long term in producing a productive human resource by creating healthier families; while TUPAD receives an instant fix, though through employment. While

these programs have made a considerable impact on alleviating poverty in many underprivileged families, More concerns about the program's efficacy still exist. compared to other development assistance programs and their sustainability as well as their place in the larger discourse about using government resources to alleviate poverty from the Philippines.

Even though it was important financial aid there are still many families do not know about these programs or face challenges in completing the application process (Walsh, Helting & Riddick, 2024)) Also, money is not enough to ensure that students do well academically. And parental support from more than just a monetary standpoint continues to be important factor in how students remain motivated, resilient and committed to their education. Involvement of Parents in Academic Success Of Children It greatly sustains students' motivation, resilience and persistence to learn, especially during financial adversity.

Pairing financial aid with engaged parents helps keep students from just getting an education but succeeding academically and continuing that into their long-term self-sufficiency.

The aim of this research was to examine the joint associations between parental support and economic assistance for the academic achievement of learners at Valencia National High School. These will examine how academic advisement, emotional support and financial resources impact student performance and engagement. The research will also explore whether government cash assistance reduces financial stress, increases access to educational resources and enhances academic performance. This will allow the study to avail practical recommendations for educators, parents, and policymakers on enhancing support systems that foster student success and promote more equitable educational opportunities.

Conceptual Framework of the Study

This study was based on the implicit theory of intelligence or intelligence mindset in developed by Dweck and Leggett (1988). This theory concerns people's ideas about how mutable intelligence is (Hong et al., 1999). However, this theory distinguishes between two main views which are the incremental theory and the entity theory. The development of motivation theories. Incremental theory refers to intelligence as malleable and that can the individual can be developed by effort and perseverance, whereas entity theory believes in a fixed measure of intelligence (Dweck and Leggett, 1988).

Walker et al. (2005) expanded on this theoretical approach by emphasizing parents' perceptions of intelligence as a key psychological factor affecting their involvement in education. According to Seginer (2006), parental participation is the collection of activities

parents take to support their kids' academic success and psychosocial functioning in both home and school settings.

Models proposed by Walker et al. for example, theoretical (2005) extended this work by providing evidence that parents' intelligence mindsets predict the extent to which they engage with their children's education, (Hornby & Lafaele, 2011). People who have an incremental theory of intelligence as parents, are more likely to value efforts, promote their kids to face challenges and develop analytical thinking. As a result, they show greater engagement in their children's learning processes. On the other hand, parents abiding by an entity theory of intelligence may overstate inherent talent and downplay effort; undermining their self-efficacy in aiding with learning alongside their offspring whilst pulling away from participating fully for fear of being evaluated negatively.

This study also takes into account the emergence of Conditional Cash Transfer (CCT) programs within the field of education policy over the last several decades in multiple countries. Conditional cash transfers (CCT) are programs that give financial aid to low-income families, as long as they devote some of their time and resources to ensuring their children receive an education and proper health care. On the one hand, these programs are directed at increasing educational attainment; however, it is unclear whether CCT initiatives have been successfully incorporated into more comprehensive education policies and if such incorporation improves overall quality of education for the most disadvantaged youths.

The relationship between parental engagement and intelligence mindsets, as well as how CCT programs can affect these variables in educational contexts, were all examined in the current study using these theoretical vantage points.

Significance of the Study

It emphasizes how crucial parental love and financial support are to a student's academic success, particularly in this instance. Many stakeholders will be interested in the findings:

It would help teachers identify the difficulties faced by kids from low-income families and guide the development of academic support initiatives.

Beyond just writing checks, it highlights how important it is for parents to be actively involved in their children's education.

The study offers evidence-based suggestions to policymakers on how to improve government financial aid initiatives like TUPAD and 4Ps in order to better meet the educational needs of students.

The study broadens the learners' understanding of the financial and emotional support networks that are available to assist them in overcoming academic obstacles and achieving academic success.

Definition of Terms

Some words are defined for both the theoretical and practical portions of this study for the sake of clarity:

Achievement in school. The learners' academic background, including grades, fulfillment of requirements, and performance during their senior year at Valencia National High School, will be reviewed in order to assess this.

Assistance with funds. The term "cash assistance" describes financial aid that senior high school learners receive from government programs like TUPAD, 4Ps, or other financial aid programs. This aid is meant to be used for educational purposes, such as tuition, materials, and everyday requirements of the student while they are in school.

Students. All of these pupils are enrolled in Valencia National High School's senior high program for the 2024–2025 academic year.

parental assistance. The level of parental involvement in learning activities carried out by Valencia National High School pupils, including the provision of educational materials, attendance at parent-teacher conferences, and provision of moral and emotional support, was referred to as parental support.

TUPAD stands for Tulong Panghanapbuhay sa Ating Disadvantaged/Displaced. As part of a program to ease the financial burden on students and assist them in paying for their education, TUPAD (Tulong Panghanapbuhay sa Ating Disadvantaged/Displaced) employees offer financial aid to the families of learners.

The 4Ps, or Pantawid Pamilyang Pilipino, program. Through the Pantawid Pamilyang Pilipino Program, or 4ps, families of qualified Valencia National High School students can get financial aid to help them finish their education by paying for school materials and other expenses (including fees and transportation).

The Methodology

The methodologies and processes used to conduct this investigation are given in this chapter. Additionally, the research environment, population and sample selection of respondents, research tools and their administration, data collection, analysis, and interpretation are all explained.

Research Locale

Valencia City, namely Valencia National High School, located along Lapu-lapu Street, Poblacion, Valencia City, Bukidnon, served as the study's site. Serving a sizable community of over 9,500 students and 300 staff, this esteemed public school is located in the center of the city, in the middle of secondary education. With academic programs and empowered courses like Junior and Senior High School Academic (academic arts and sports), Technical-Vocational Livelihood (TVL), and many more, it serves a diverse student body. In order to accommodate a variety of academic interests, the school also provides the Alternative Learning System (ALS) and the Open High School Program (OHSP) on Sundays.

It is situated in the center of the city and is generally reachable by students, whether they are coming from a rural location or live in a disadvantaged metropolitan area. With citizens from a wide range of socioeconomic backgrounds, Valencia City's rich cultural diversity is reflected in its diversified student body. It serves students with an academic bent, those preparing for careers, and those in need of alternative education. The school offers a varied range of pupils because of its dedication to inclusive education, and this study examines how elements like parental supervision and financial support impact these children.

Respondents of the Study

Students in Grade 12 senior high school who were currently enrolled in Valencia National High School under the Division of Valencia City for the 2025–2026 academic year made up the study's respondents. To guarantee that every sub population within the population is well represented, the current study's sampling was done using stratified random sampling (Taherdoost, 2016). . Using Slovin's formula (Slovin, 1960), the sample size was estimated at around 187 respondents, with a population of 350 learners across six strands (HUMSS, GA, GA (Open High), TVL and ABM).

Sampling Procedure

The respondents for this study would be Grade 12 senior high school learners from Valencia National High School, within the Division of Valencia City for the school year 2025-2026. A stratified random sampling method was used to ensure that all subgroups within the population are well-represented (Taherdoost, 2016). By calculating the sample size for a population of 350 learners distributed across six strands (HUMSS, GA, GA (Open High), TVL, ABM, and ICT) using Slovin's formula (Slovin, 1960), the sample size is estimated to be approximately 187 respondents.

Research Instrument

We would employ a modified version of the original Epstein et al. questionnaire. in order to gather information on financial aid programs and parental support, as stated in Abdul et al. (2002) (2015).The survey instrument is divided into five sections, each of which has five statements designed to capture important subjects like the perceived benefits of cash transfers, the efficacy of government cash help, and parents' financial and moral support for adult children.

Each statement was evaluated using a 5-point Likert scale, with 1 denoting "strongly disagree" and 5 denoting "strongly agree."By letting respondents indicate how much they agree or disagree with each statement, this scale provides a numerical representation of their thoughts and experiences.

Specifically, two different levels were used to evaluate the survey:

For instance, parental support can take the form of financial assistance, emotional support, or involvement in the education of their children.

By using this standardized questionnaire, the researchers were able to collect reliable information that would help them understand how government financial aid and parental participation might support students' academic achievement.

To ensure full understanding and accurate responses to the questions, the researcher personally delivered the surveys. The researcher would provide instructions on how to fill out the questionnaire before distributing it, reminding participants that their responses should be based on their own experiences with parental participation. Participants were given 30 minutes to complete the survey, which allowed them to consider each statement.

Respondents would be assured that all identifying information about them would be removed before analysis and that their answers will be kept strictly anonymous and only used for research purposes.] Upon completion of all the time, their questionnaires would be collected by the researcher to ensure 100% retrieval rate.

Data Gathering Procedure

To ensure a smooth and ethical data collection process, the researcher would first secure written permission from the president of Valencia Colleges Incorporated to conduct the study. Once approval is granted, the researcher would coordinate with teachers to schedule a convenient time for administering the questionnaire during class hours, minimizing disruptions to the students' academic activities.

The questionnaire was personally administered to the respondents to facilitate clarity and ensure proper guidance in answering the items. Before distribution, the researcher would provide clear instructions on how to complete the questionnaire, emphasizing the importance of answering honestly based on their own experiences would parental support. Respondents would be given 30 minutes to complete the survey, ensuring they have ample time to carefully reflect on each statement.

To maintain confidentiality, respondents would assured that their answers will be kept strictly anonymous and used solely for research purposes. After the allotted time, the researcher would collect all completed questionnaires to achieve a 100% retrieval rate, ensuring the integrity and completeness of the data for analysis.

Scoring Procedure

Following guidelines for survey scoring, the researcher graded the responses after gathering the questionnaires. For every respondent, responses were systematically recorded.

The Likert scale format employed in the questionnaire was the basis for scoring, which would be done on a pre-established scale. To further examine the corpus of data, the scores would then be interpreted using the scale that was adopted. These procedures aid in the classification and analysis of all the responses received in order to derive further insights from our research.

Statistical Treatment of Data

Data from the survey was counted, arranged in tables, and then statistically examined to get informative results. A distinct standard statistical procedure was applied to each study question.

Descriptive statistics including frequency counts, percentages, means, and standard deviations will be used to assess parents' financial and spiritual support for senior high school students. We used a Likert-type survey question to quantify moral and financial support on an ordinal scale.

This entails analyzing the respondents' cash aid using descriptive statistics. This analysis will focus on the factors of aid received, such as the mean, minimum, maximum, and total amount. Due to the fact that cash aid is indicated by measurable figures, it was considered ratio data.

The Pearson's Product-Moment Correlation was employed to assess the connection between academic achievement and parental support.

Academic success was measured using interval data, namely the Grade Point Average (GPA) and the General Weighted Average (GWA). If there is a strong relationship between student achievement and parental support, it will be revealed by the correlation analysis.

We would again use Pearson's correlation to determine the relationship between financial help and academic accomplishment. Since financial aid (ratio data) and academic success (interval data) are both continuous variables, their relationship was assessed using this correlation test. Further insight into how financial aid affects students' progress can be gained by using regression analysis to see how predictive it is for academic success.

This study aimed to make reliable and fact-based inferences about how government funding and family support affect student achievement by using these statistical techniques.

FINDINGS

Parental assistance falls into the fair category when it comes to offering senior high school students moral support. Parents provided their senior high school students with adequate financial support.

The results of an analysis of the financial aid provided by government organizations to senior high school students were favorable. The students produced outstanding academic work.

The degree of parental support and senior high school students' academic achievement did not significantly correlate.

Likewise, there was no discernible correlation between senior high school students' academic achievement and the amount of financial aid they received (via TUPAD and the 4Ps).

CONCLUSIONS

The research for this paper served as the foundation for the conclusions reached.

According to research, parents of seniors in high school offer both positive financial assistance and moderate moral support, indicating a nurturing home environment that supports general wellbeing.

The students viewed TUPAD and 4P's Cash aid from various government programs favorably as extra help to lessen financial difficulties.

The vast majority of the students had exceptional academic achievement, demonstrating that they were able to maintain their high academic standing despite without parental or financial support.

Academic achievement in senior high school is not connected with parental support.

Senior high school students' financial aid whether from TUPAD or the 4Ps cannot be linked to their academic achievement.

Recommendations

The students may acquire metacognitive abilities and learn how to self-monitor, which can help you comprehend and manage your learning process. In addition to using school resources like tutoring, counseling, or extra help sessions to address learning issues, join academic organizations or peer study groups to discuss concepts and learn from peers.

The parents. To stay informed about your children's academic progress and expectations, you will need to keep in touch with them and their teachers. Provide them with plenty of time for self-evaluations, a suitable study space at home, and moral support. Encourage them to engage in extracurricular activities that foster resilience and socializing in addition to their studies.

Differentiation is one tool that teachers can use to address the various requirements of senior high school students. Collaborative learning spaces foster social-emotional growth and academic support among peers. Exams that mix formative and summative methods can be used to track students' progress and provide timely, helpful feedback.

The lawmakers. For example, develop all-encompassing assistance plans that include financial aid along with emotional and intellectual treatments. Invest in professional development to give educators the tools they need to teach a diverse student body. Encourage legislation that fosters collaboration between schools and families to enhance student support networks.

The future's researchers. Examine the effects of different types of parental assistance on a range of academic accomplishments throughout time. the impact of metacognitive and motivational learning techniques on senior high school students' academic achievement. Take into account contextual elements that compound parental and financial support, such as peer impact, instructor quality, and the availability of school resources.

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