



April 2017

Proposed Model of Parent Involvement for a Public Secondary School

Gregorio T. Mueco
Philippine Normal University

Follow this and additional works at
pnu-onlinecommons.org/omp/index.php



Online Commons Citation

Mueco, G.T., Favila, S.A. (2017)

Proposed model of parent involvement for a public secondary school

(Master's Thesis, Philippine Normal University)

Retrieved from pnu-onlinecommons.org/omp/index.php/pnu-oc/catalog/book/139

**PROPOSED MODEL OF PARENT INVOLVEMENT
FOR A PUBLIC SECONDARY SCHOOL**

**A Thesis
Presented to the Faculty of
College of Graduate Studies and Teacher Education Research
Philippine Normal University, Manila**

**In Partial Fulfillment
of the Requirements for the Degree of
Master of Arts in Education
with Specialization in Educational Management**

**By
GREGORIO T. MUECO**

April 2017

ACKNOWLEDGMENT

I am sincerely grateful to the persons who have extended their generous help in the completion of this paper.

Dr. Salve A. Favila, my patient and kindhearted adviser, who in the course of writing the entire thesis has never failed to motivate me and has constantly shared ideas on how I could improve my work. Her passion for service and school governance as well as her genuine concern over my personal and professional growth has indeed inspired and driven me to finish this thesis. I am very blessed to have her as my adviser.

Dr. Danilo K. Villena, Dr. Fortunato Vendivel Jr., Dr. Aurora B. Fulgencio, and Dr. Teresita T. Rungduin—the panel of oral examiners—for their valuable insights and comments, and for making me feel comfortable during the oral defense examination.

Dr. Zenaida Q. Reyes, dean of the College of Graduate Studies and Teacher Education Research of the Philippine Normal University for valuable suggestions that helped improve this study.

Mrs. Edna Faura-Agustin, Schools Division Superintendent; **Mrs. Shirley C. Siman**, ASDS; **Mr. Amando V. Faral**, Administrative officer; and, to **all EPS, PSDS fellow secondary and elementary school heads and staff** of DepEd-Tanauan City Division for the motivation, encouragement, support, and advices they have given me.

I also would like to give my deepest gratitude to **Mr. Phillip B. Gallendez** for acting as the school OIC during my leave of absence. My gratitude is also extended to **Mr. Joseph P. Erfe**, faculty member of the PNU-ITL, for his insights and suggestions in improving this study.

To my **family and friends**, my **fellow teachers and staff**, and **parents and students** in Tanauan City National High School, thank you for your understanding and the inspiration you have given me.

Finally, I bring back all the glory and thanks to **GOD** for providing me my much-needed physical strength, wisdom, and positive attitude to overcome all the challenges that I have encountered while working on this paper.

ABSTRACT

Researcher : Gregorio T. Mueco

Title : “Proposed Model of Parent Involvement for a Public Secondary School”

Key Concepts : Parent Involvement, School Based Management, SBM Level of Practice, Model of Parent Involvement

Degree : Master of Arts in Education

Specialization : Educational Management

Adviser : Salve Favila, D.E.M.

This study aimed to propose a model of parent involvement for a public secondary school, particularly for Tanauan City National High School, based on the specific activities in terms of parent involvement drawn from the School Based Management framework, the present level of practice of the school in terms of parent involvement, the factors that affect parent involvement, and the capabilities of parents for involvement.

The researcher utilized the descriptive-developmental method in this study, involving 205 homeroom officers of the school who were purposively chosen to respond to survey questionnaire regarding their beliefs, attitudes, feelings and knowledge about parent involvement and the factors that affect parent involvement. A review of DepEd issuances was conducted to draw out the specific practices from the four principles of

SBM in terms of parent involvement. These practices were subjected to scrutiny and validation by the division SBM team. Furthermore, the school level of practice, in terms of parent involvement, was determined through a self-assessment conducted by the school SBM team and again evaluated by the division SBM team. Focus group discussions were conducted to validate the answers of parents in the survey questionnaire.

Findings revealed that each SBM principle suggested specific practices in terms of parent involvement while self-assessment of SBM documents, validated by the division SBM team, showed that the current level of school practices, in terms of parent involvement, was still at Level 1 (Beginning Level). Furthermore, the findings, based on percentages and frequencies, revealed that majority of parents had positive beliefs, attitudes, feelings, and knowledge about parent involvement and that despite of the barriers for involvement, majority of them still believed that involvement in school must be their priority. In addition, the study also revealed that parents were capable of performing the activities for parent involvement relative to the four components of SBM.

As input towards the improvement of school governance, a model of parent involvement was developed anchored on the SBM framework.

TABLE OF CONTENTS

<i>Title Page</i>	i
<i>Approval Sheet</i>	ii
<i>Acknowledgment</i>	iii
<i>Abstract</i>	v
<i>Table of Contents</i>	vii
<i>List of Appendices</i>	ix
<i>List of Tables</i>	x
<i>List of Figures</i>	xii
 CHAPTER I: THE PROBLEM AND LITERATURE REVIEW	 1
Introduction	1
Conceptual Framework	35
Research Problems	36
Scope and Limitation of the Study	37
Definition of Terms	38
 CHAPTER II: METHODS	 41
Research Design	41
Selection Criteria and Participants	42
Research Instruments	43
Method of Validation	44
Data Collection	45

Data Analysis	47
Role of Researcher	47
Ethical Considerations	48
 CHAPTER III: FINDINGS AND DISCUSSIONS	 50
Question 1	50
Question 2	65
Question 3	73
Analysis of Data on Barriers for Parent Involvement and Capabilities of Parents for Involvement	 81
Basis of the Parent Involvement Model	88
Question 4	90
 CHAPTER IV: SUMMARY, CONCLUSION, AND RECOMMENDATIONS	 98
Summary of Findings	98
Conclusions	99
Recommendations	101
 CHAPTER V: THE PARENT INVOLVEMENT MANUAL	 102
REFERENCES	128
APPENDICES	138

LIST OF APPENDICES

Appendix A	Letter to the Superintendent	138
Appendix B	Letter to the Validators of Instrument	139
Appendix C	List of Validators	140
Appendix D	Clearance to Proceed	141
Appendix E	Letter to Respondents	142
Appendix F	Informed Consent	143
Appendix G	Survey Questionnaire (English)	144
Appendix H	Survey Questionnaire (Fil)	151
Appendix I	Validation Form for Parent Questionnaire	158
Appendix J	Focus Group Discussion Questions	163
Appendix K	Transcription of Focus Group Discussion	164
Appendix L	Parents' Demographic Profile	172
Appendix M	Strategies and Activities for Parent Involvement	174
Appendix N	Certification of Language Editing	179
Appendix O	Certificate of Authenticity	180
Appendix P	SBM Assessment Tool	181

LIST OF TABLES

Table 1	Specific Practices in Terms of Parent Involvement for Leadership and Governance.....	52
Table 2	Specific Practices in Terms of Parent Involvement for Curriculum and Learning	54
Table 3	Specific Practices in Terms of Parent Involvement for Accountability and Continuous Improvement	55
Table 4	Specific Practices in Terms of Parent Involvement for Management of Resources.....	56
Table 5	Capabilities of Parents to Perform Activities for Leadership and Governance.....	58
Table 6	Capabilities of Parents to Perform Activities for Curriculum and Learning.....	59
Table 7	Capabilities of Parents to Perform Activities for Accountability and Continuous Improvement	61
Table 8	Capabilities of Parents to Perform Activities for Management of Resources.....	62
Table 9	School Level of Practice in terms of Parent Involvement for Leadership and Governance.....	67
Table 10	School Level of Practice in terms of Parent Involvement for Curriculum and Learning.....	69

Table 11	School Level of Practice in terms of Parent Involvement for Accountability and Continuous Improvement.....	70
Table 12	School Level of Practice in terms of Parent Involvement for Management of Resources.....	71
Table 13	Summary Table of the SBM Level of Practice.....	73
Table 14	Parents' feelings, attitude and beliefs about themselves, administrator, teachers and the school in general.....	75
Table 15	Barriers that Affect a Parent's Involvement in school.....	79
Table 16	Parent's knowledge of the school's structure, organization and policies on parent involvement.....	80

LIST OF FIGURES

Figure 1	Conceptual Paradigm of the Study.....	35
Figure 2	Identification of Activities and Capabilities for Parent Involvement.....	94
Figure 3	TCNHS Level of Practice in terms of Parent Involvement.....	95
Figure 4	The Framework of the of Parent Involvement Model.....	97
Figure 5	Implementation Framework of the Parent Involvement Model.....	122

CHAPTER I

THE PROBLEM AND LITERATURE REVIEW

Introduction

“It takes a village to raise a child.”

This traditional African proverb is widely used to promote, implement, and sustain “Education for All” (EFA) in the 21st Century. The phrase is an invitation to the global community to unite and break the barriers—ethnicity, culture, religion, economic status, language, gender, etc.—that make education inclusive. The EFA movement is led by the United Nations Educational, Scientific and Cultural Organization (UNESCO). One of the most important goals of EFA is to improve the quality of education and to ensure its excellence so that achievable and measurable learning outcomes are realized by all (Philippine Education for All 2015).

The Philippine government’s support for EFA is evident; education receives the biggest budget allocation (Philippine Education for All 2015, p.2) and legal mechanisms are continuously being developed. This is to uplift the country’s education standards and also to control and deter the declining literacy rate which is reflected in the UNESCO study—in 2003, a total of 9.2 million Filipinos are functionally illiterate or unable to compute and lacked numeracy skills.

The inundated issues and challenges on education inspired the Philippine government to strategize and adapt new schemes, especially, in the school leadership and administration aspect. The enactment of Republic Act 9155 (RA 9155), also known as

the Governance of Basic Education Act of 2001, provides legal basis for the decentralization of the governance of basic education. Decentralization is the transfer of decision making, especially on matters that directly affect school performance, from central or higher office to the local government or offices of the bureaucracy. In the case of the Department of Education (DepEd), the transfer is from the central and regional offices to the division offices and schools (Abulencia, 2013). Thus, providing measures for the delegation of administrative and instructional supervision functions to the school principal is one of its innovations. This transfer of management and governance to the level closest to the learners, the school, and the community is to efficiently and effectively use government resources. The shared governance of stakeholders—school administration and staff, teachers, students, alumni, and parents—is viewed as the most effective way to promote quality education.

An offshoot of RA 9155 is the Basic Education Sector Reform Agenda (BESRA). As a package of policy reforms to improve the quality of education in the Philippines and attain the EFA goals of 2015, it aims to improve educational outcomes through an enabling policy and institutional framework that call for increased stakeholders' participation in schools (Philippine EFA 2015 National Review). The Key Reform Thrust (KRT) No. 1 of BESRA seeks the schools, communities, and stakeholders to be “responsible for all students’ continuous learning improvement” (Philippine EFA 2015 National Review, p.9). This is a reiteration of the mandate of the Philippine Constitution that schools, as basic social institutions, provide formal instruction to enable students to learn and attain the desired educational outcomes. Furthermore, it enables and empowers

schools to manage their own affairs, an effort anchored on the principle that stakeholders are the best persons to plan, manage, and improve the school (Manual on Assessment of School-Based Management Practices, 2009). While KRT 1 envisions continuous improvement in schools, KRT No. 2 calls for a strengthened competency-based process of hiring, deploying, evaluating, promoting, and continuously developing the professional skills of teachers (Philippine EFA 2015 National Review). This thrust highlights that the continuous improvement process in schools should be facilitated by efficient and effective teachers, and that participatory process among the members of the school community must be collaborated by them. Concurrently, KRT No. 3 calls for “multisectoral national strategies” (Philippine EFA 2015 National Review, p.9) for increased participation of stakeholders to achieve desired learning outcomes (www.fnf.org.ph). It “underscores the empowerment of the key stakeholders in school communities to enable them to actively participate in the continuous improvement of schools” (Assessment of School-Based Management Practices, p.5).

The aforementioned thrusts of BESRA have given birth to School Based Management (SBM). The SBM is a governance framework of DepEd which has been cascaded to all Philippine public schools in 2001. It aims to highlight the learners as the center of school practices. DepEd Order No. 83, s. 2012 states that the significant aim of SBM is to enhance the commitment of education stakeholders to their responsibilities and accountabilities in realizing the education outcomes of children and to further promote shared governance between and among members of the school community. It also stresses that the school learning community itself, where the learners belong, is the

central context of SBM. Moreover, the Order mandates that an intensive structural analysis of the factors that impact learning be employed to develop an educational plan that is responsive to contextual issues, problems, challenges, threats, and opportunities.

SBM, as framework for school management, focuses on establishing and strengthening partnership with stakeholders in improving the school (Abulencia, 2013). Parents, the most important stakeholders, have the most significant stake in the operation of schools (Ouwaiye, Bala, Yisa, 2013). Their participation, as suggested by SBM, must revolve around the four areas namely: “Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and Management of Resources” (DepEd Order No. 83, s.2012).

Benefits of Parent Involvement

The kind of attention given to the importance of parent involvement is due the impact it brings to the academic achievement of children. Rose, Gallup & Ellam (1997); Nye, Turner & Schwartz (2006); and Brannelly & Owomoyela (2009) all agreed that the extent of parent involvement is proportional to the level of their children’s academic achievement. In short, there is basis for concluding that when children see their parents involving in school, there is also the tendency for their academic accomplishment to go higher. The studies of the aforementioned researchers revealed that the effect is “educationally meaningful and large enough to have practical implications for parents, teachers, school administrators and policymakers” (<http://www.hfrp.org/publications-resources/publications>). Furthermore, these studies also clarified that when parents are

actively involved in their children's academic enrichment activities at home, children demonstrate improvement in both reading and math performance. Gallup & Ellam (1997) even emphasize that the increased involvement of parents also increases graduation and completion rates. This idea is also supported by local findings, specifically those of Basinang (1996) and Hernandez (2006), who state that activated parent involvement is always an effective tool in increasing the performance of learners because when parents and the school work together to support learning, students tend to perform better and achieve higher, and thus stay in the school longer.

Models and Forms of Parent Involvement

Various global and local programs that involve stakeholders do not point out to one best model for parent involvement. As research trends show, different schools with different settings and cultures have unique ideas and programs by which parents are made as indispensable partners in school governance. Pettygrove & Greenman (1984) has suggested that activities for parent involvement may include any sort of activity relating to crafting of policies, parenting seminars, fund generation, offering of free services to the school, and even the simple sharing of useful information of various sorts with school staff and personnel. Also in the United States, several local education agencies came up with their own versions of parent involvement strategies. Most of the programs are focused on identifying, establishing, and promoting the role of parents in the education of their children. One unique strategy has been promoted by Head Start in 1998 when they come up with a program of allowing parents to assume the role of para-professionals in

order to act as teacher-assistants inside the classroom. The Head Start Manual contends that not only are the achievement and motivation of children increase in this setup, but it also improves family, home, and personal relationships. The trust given to parents to act as assistants of paid teachers recognizes the best position parents hold in determining what children need in the classroom. In addition, it also holds the fact that parents have the best understanding of the learning style as well as the capabilities of their children to learn. Both the Head Start Policy Manual and the Economic Opportunity Act of 1964, in the United States, believe that giving opportunities to parents, to work as partners of teachers and school, ensure the parents' chance of attaining improved social well-being, as well as the opportunity to be hired as school employees. The strategy of Head Start is an example of what Nye (2006) and Price-Mitchel &Grijalva (2009) are suggesting to create fully-engaged parents. According to them, the development of activities and programs, for parent involvement, must allow for creativity and innovation and must assure the maximum tapping of capabilities for involvement. They even call for instituting a paradigm shift on the mindset of parents: that parents' association is limited only to being a member of Parent Teachers' Association and that once a parents' conference is called, matters on financial contribution to support a class project will be discussed.

In the Philippines, BESRA, considered as the most fitting education reform to date, suggests different activities which schools may adopt to ensure effective parental involvement and eventually ensure efficient, participatory, and continuous school improvement process (2009 Primer on School-Community Partnership). These activities

include those that will mobilize the community and the parents to become members of the “School Governing Council”, a school-initiated governing body that is composed of school administrator, local and barangay officials, parents, and even industry partners. Another noteworthy suggestion by BESRA is the establishment of enrichment classes in school and at home; school-based livelihood training for parents and out-of-school youth; and parenting skill seminar. Though different schools may have varied challenges and needs, these activities are geared towards ensuring “a process of continuous school improvement” (A Primer on DepEd’s BESRA, p.7).

Different models of parent involvement suggest unique strategies to ensure maximum participation of parents. According to the model suggested by Chrispeels (1991), communication, as an important component, must be placed at the center to mobilize parents. Chrispeels’ model presents six components: (1) allowing parents to take part in school governance and shared decision-making; (2) establishing effective communication system with parents; (3) recognizing the uniqueness and diverse culture of families; (4) launching programs that are easy enough for parents to participate; (5) helping staff and parents to sustain appropriate parent involvement in all levels; and, (6) allowing schools to connect students and families with the resources that are available in the community as source of educational sustainability. Meanwhile, the model presented by Lunenburg and Irby (2002) gives two strategies that can serve as a guide for teachers and administrators when promoting parent involvement. The first is adopting the involvement areas from the six Epstein Typologies:

Type 1. School help for families, such as adolescent development programs;

- Type 2. School-home communication, such as three-way parent-student conferences with prepared guidelines;
- Type 3. Programs that will involve family to help schools, such as encouraging teachers to be creative in their requests for assistance so that the many skills and interests of parents and community members can be tapped;
- Type 4. Participation in learning activities at home, such as interactive homework that requires students to communicate with the members of their family and community members;
- Type 5. Involvement in school governance, decision-making, and advocacy, such as membership of school committees; and,
- Type 6. Collaboration and exchanges with community, such as community resource directories and work experience
- (<https://www.sps186.org/downloads/table/13040/6TypesJ.Epstien.pdf>).

The second strategy that has been suggested by Luneburg and Irby (2002) is the establishment of a parent center in the school where parents can gather to decide how they will become involved in the school. The idea is that the parents will have a place to congregate and take ownership of some work that they feel can be offered to the school. They conclude that there is no one-size-fits all model for school-parent partnership, rather the model to be selected by a particular school should reflect site-based goals for revitalization and student success.

Campo (2011) has explored a model of parental involvement by Hoover-Dempsey and Sandler. This model identifies three general factors that influence parents' decision

to become involved: (1) parental motivating factors including parental role construction and parental efficacy; (2) general invitations and demands for involvement from the child and school; and, (3) the parental life context. From these factors, Hoover-Dempsey has proposed and examined a model of parental involvement in education for parental involvement at home, parental involvement at school, and parental involvement in academic socialization activities. Campo's exploration of this model highlights the importance of personal invitation, from both the child and the teacher, to get parent involvement. Furthermore, the results of the study indicate that parent motivations and parent perceived invitations significantly contribute to parents' decision to become involved in home, school, and academic socialization activities. In effect, the perceived invitation will develop sense of belongingness among parents; hence they will be motivated to participate in school activities. It is therefore very important that the model of parent involvement will include provision for personal communication with and invitation to parents as part of involving them in school.

In America, some states like Georgia and Ohio come up with unique models that present strategies to promote effective partnership with parents. The Georgia Department of Education has a strategy which is called Parent Engagement Program (PEP). PEP believes that parents, schools, families, and communities working together can create meaningful partnerships that ultimately lead to significant gains across the board of student achievement. The goal of this program is to improve student achievement by engaging and empowering parents to become actively involved in their children's education across all grade levels. The Parent Engagement Program aims to achieve this

through working with partners in local school districts and providing effective and practical research-based practice to equip parents with the best strategies and resources available to help their children succeed in school. The Georgia Fully-Engaged Program in America also aims to develop and deliver communication to parents and families on the factors that influence student achievement and success. It also aims to create collaborative partnership, with external organizations and agencies that supports parent and family engagement initiatives to provide needed services, supports, and resources to schools, districts, and families. It also works with partners in local school districts and throughout Georgia's communities. Specifically, the program focuses on providing technical assistance to all those who participate in parent involvement program. It aims to make the program an instrument for developing parents who are fully engaged (<https://www.gadoe.org>). This model enables parents to develop their skills that they can use for school engagement. If this strategy is integrated in the local setting such as in the case of public schools, more parents will be able to offer help and involve in different school activities.

The Ohio State's Department of Education provides a good model of parent involvement in school. A bill has required the Ohio Department of education to post best practices to help schools improve parents' involvement in their children's learning. These practices include creating a warm school climate for parents and stakeholders; providing information related to child development to create a supportive learning environment; establishing effective school-to-home and home-to-school communication; strengthening families' knowledge and skills to support children's learning at home;

engaging families in school planning, leadership, and meaningful volunteer opportunities; and connecting students and families to community resources that strengthen and support students' learning and well-being (<http://education.ohio.gov>).

The most popular model of parent involvement is Joyce Epstein's Model of School, Family, and Community Partnerships. This model places the students at the center, making them the main actors in their education, development, and success in school. The model suggests that the partnership of the school, family, and community cannot produce successful students; rather, it is the partnership activities that will engage, guide, energize and motivate students to produce their own successes. The idea is that when students feel that they are cared for and are encouraged to work hard in the role of students, they are more likely to do their best in school (Epstein, 2002).

Epstein (2002) says that when each of the components of the overlapping spheres of influence presents different views on the education of children, partnership will not be possible. She further explains that teachers and school heads must promote a school where parents and learners feel a home and a family atmosphere that recognize the uniqueness of each child including the feeling of being special whenever they are in school. A family-like school is characterized by a welcoming atmosphere to all parents, not only to those who are easy to reach. Moreover, parents can support this overlapping sphere of influence by creating a school-like family, where each child feels welcome and recognized as a student. In this kind of family, the parents and other family members reinforce the importance of school, homework, and activities that build student skills and feeling of success. Communities can also contribute to this model by having a family-

like setting. Communities may sponsor school-like opportunities, events, and programs that reinforce and reward students for good progress, creativity, contributions, and excellence. Communities with a family-like setting can create services and events that enable families to better support their children.

Gengler (2014) suggests four models of parental involvement to guide schools on how to take advantage of the contribution that parents can provide to schools. These models are:

1. The Independent Model which is based on the assumption that the schools are responsible for the education of children from the point of view of parents. Parents in this model view schools as separate and independent body from the family in educating children. In this model, there is very little opportunity for shared responsibilities in school.
2. The Mission-Driven Model crafts mission for education and learning and eventually seeks parents' support to realize the mission. The values and practices that are set by the school are believed to be crucial in fostering success in the learning of children, both in school and at home.
3. The Cooperative Model sets the school to work with families to be able to accomplish common goals for the educational success of children. In this model, collaboration among parents and teachers are clearly evident. The drawbacks in this model occur when schools see the curriculum as fixed, and when schools decide not to invite parents as part of curricular decision-making which is very important in the education of children.

4. The Collaborative Model uses collaboration to communicate, recognize strengths of parents, exchange best practices and solve problems together. In this model, the school is open to exploring new policies, practices, relationships, and attitudes that foster partnering for children's school success (<http://www.extension.umn.edu>).

Maria Paredes, the Director of Community Education at Creighton School District in Arizona, has developed a new model for parent engagement that is attracting national attention and positive results outcomes in her district in Arizona, USA. The model which is called the Academic Parent Teacher Team (APTT), where teachers meet at once with all parents in their classroom, replaces the traditional parent-teacher conference with three group meetings throughout the year. In this model, each parent is provided with a folder of their child's performance indicators (www.hfrp.org/publications-resources). Teachers then provide an in-depth coaching session on how to interpret this data based on overall classroom performance, school benchmarks, and state standards. Parents are provided with strategies and tools to help support learning at home. Together, as the model aims, parents and teachers set goals for their students, individually and as a class.

For schools where APTT may be adapted, Paredes informs that the initial step, in building this kind of partnership and in sustaining it, is for the school administration to conduct training and discuss things with parents and teachers. She adds that teachers truly have to understand parent involvement as a key to student progress and learning. But, schools have never actually required parents, mostly low-income families, to have an in-depth understanding of what the world is like. It is about turning everything that is

implicit into explicit for these families; it is about making them participate for the sake of their children and the school.

Most of the models that has been reviewed present common trends in parent involvement. They all recommend strategies to improve parent involvement through variety of programs and activities. Common to these strategies are: (1) identifying parent activities that will help the children in school;(2) improvement of family, home, and interpersonal relationship;(3) communication, as the center of parent involvement strategies, as parental role construction, and as general invitation to parents;(4) promoting effective partnership with parents;(5) creating a warm school climate to encourage parents to visit school;and, (6) strengthening family's knowledge of how the school works and placing the students at the center of all the parent involvement activities.

These trends in parent involvement are considered in the development of a parent involvement model. However, there is a factor that should also be given consideration, that is, to make use of the unique capabilities of parents for parent involvement and to match them to the available areas of involvement in school. Parents commonly express their willingness to participate in parental involvement activities, but strong matching of skills and capabilities with involvement activities will yield to a more effective and more valued outputs.

Another important consideration is the identification and drawing of the activities from the different principles of the school based management. These activities, when offered for parent involvement will definitely ensure that both parents and teachers are

working together for the total development of the students. These will eventually lead to a more improved learning and school performance outcomes.

SBM Practices in Foreign Countries

Information regarding the members of the community is very important in establishing school and parents' partnership. Information such as income, educational level, and even occupation is necessary for the school to obtain to be able to develop SBM programs suited to the capacity of parents. Additionally, parents must have firsthand information on how the school is governed, including the issues and challenges of its day-to-day operations.

These practices are described in the study conducted by Bakwai (2003) about the Assessment of the Role of School Community Relationship in the Development of Secondary Education in Nigeria. He says that if secondary schools are to have a strengthened program for parent involvement, the school and community relationship must be given serious considerations. He even notes that schools should have information about the community they are serving. Information should include income, educational level, and occupation of the residents as well as feelings, attitudes, and opinions so that areas for involvement can be well defined and properly identified.

The findings of Bakwai (2003) is shared by Oduwaiye's (2015) study that the knowledge of the community and the stakeholders about the educational undertaking and school operation is important in improving SBM practices. In Northern Nigeria, the

SBM Committee leadership or School Governing Council leadership states that school undertakings should be made open only to people who are not completely illiterate and ignorant of the aims and goals of SBM programs. Furthermore, the implementation of SBM programs and projects must be frequently evaluated to identify areas of weaknesses and to make possible adjustments (Oduwaiye, 2015).

Commitment among stakeholders also plays a crucial role in ensuring their successful participation in school. Development of parents' sense of school ownership is a reflection of the traits shown by the school. The traits that activate commitment and involvement among stakeholders include: (1) giving priority to school/student welfare—desire to help school; (2) concerned with school welfare; (3) service-oriented and avoiding vandalism; and, (4) behaving in a cooperative and admirable way—well-behaved, high moral values, helpful, committed, knowing how to control emotions (Gamage & San Antonio, 1998).

Gamage and San Antonio (1998) point out that the manifestation of indifference to school and the lack of dedication among school leaders and personnel dampen the commitment of stakeholders to participate in the improvement of the school. They further suggest that Philippine schools should take concrete steps to institutionalize democratic leadership through the creation of empowered school councils as one step toward improved educational outcomes.

In Indonesia, a study shows that the effectiveness of the implementation of School-Based Management must rest on the influence and leadership of the principal and

the engagement of a school committee that runs the programs of SBM (Somoeun, 2015). A school committee, according to Somoeun, is defined as an elected group of teachers, parents, and classified employees who work with the school principal to develop, review, evaluate, and allocate funds for school improvement programs. The knowledge and commitment of the school SBM committee is seen as a helpful instrument in the effective implementation of SBM programs and projects in schools.

The study of Somoeun is corroborated by the findings of Thida & Joy (2012) in a study they conducted in Cambodia. Thida and Joy state that the success of School-Based Management is particularly determined by principal leadership, the active participation of the local stakeholders, and the direct support from non-government organizations. They say that in order to successfully accomplish the indicated objectives of School-Based Management, a clear framework of policies, standards, and accountabilities should be developed, and greater autonomy should be given to the stakeholders.

To make the framework for local SBM policies in a province in South Africa work, Stofile (2006) encourages that organization's members, both from the school and the group of stakeholders; need to adopt new thinking patterns in order to be responsive to change. According to him, open communication emerges as the key to creating genuine participation. He also recommends that good interpersonal relations should be maintained at all times to promote participation. Also, for schools to be effective, partnership with parents and stakeholders is essential.

Meanwhile, Bandur (2012) has another recommendation for effective implementation of SBM policies and programs in Indonesian schools. He mentions that school committee members that include parents and teachers must be empowered through in-service trainings, regular professional development sessions, and workshops on school leadership and management to make them ready when confronted by problems and challenges in the implementation of SBM.

In developed countries like the US, Australia, and England, SBM has improved the quality of schools through decentralization by involving local councils and bringing all members of the school community in the management of school affairs. However, it has been clarified that the success of SBM implementation in these countries depends largely on the vivid role that the government and local authorities play in school management (Moradi, Beidokhti,&Fathi, 2016). This finding corroborates the result of the study conducted by Ganimian (2016), specifying that one of the reasons for the slide back of some SBM reforms in Latin America is the declining level of national investment in it. This proves that the support of the national government is very crucial to the success of any education project and reform.

The practices of other countries in terms of SBM clearly show beneficial effects in terms of school governance. Factors identified in other countries as significant to the successful implementation of SBM are similar to what are required in Philippine public schools. However, it is noteworthy to consider that while different schools require unique approach in terms of SBM implementation, it is also very important to consider all the interrelated factors affecting parent involvement in developing a model for a

specific school. All the factors that contribute to the success of SBM must form part of the model and these must be embodied in a framework that the school will use as guide in promoting parent involvement.

Issues and Challenges on Parent Involvement

While participation of stakeholders is considered indispensable in attaining better learning outcomes, many public secondary schools find it difficult to sustain parent involvement. Different models present unique strategies but many of them failed to address the need for a sustainable program for involvement. Some models are focused only on one or two aspects of the children's education thereby failing to come with appropriate strategy for other school concerns. What is needed are programs that will allow parents to develop sense of ownership, accountability and responsibility.

Different researches present reasons for failure of some schools to sustain parent involvement. Ladner (3002) has found out that educational background, economic status, cultural factors, and perceptions on parent-involvement-activities affect parents' decision to get involve in school. Parents must understand what their children need in school and in what areas they can involve themselves. On the other hand, teachers must also consider parents' perception on parent involvement before utilizing them. This mutual relationship between parents and teachers is a key to having a successful parent involvement program in school as found out by Wright (2009). When there are conflicting views of parents and teachers on parent involvement, chances are that parent would be skeptic to involve in school. In some instances, teachers feel that parents do not

care about school because parents claim that teachers do not recognize some of their actions as part of parent involvement.

Most school administrators agree that when teachers' and parents' knowledge, ideas, and beliefs about parents' perceptions are compared, teachers' perceptions are limited to those activities about parents getting involved. Parents, on the other hand, have a much broader view of parent involvement because their ideas are not only centered on what they can do in school, but also include those things they do in the home and community to help in their children's schooling (Lander, 2003).

In another study, Zhou (2014) exposes that parent and teachers both think that parent involvement, the family and community support influence children's academic success. Teachers and parents think that high expectation and decision making for children's education are correlated with academic success. However, they differ significantly in terms of their perceptions on parent involvement. The study reveals that teachers and parents differ in areas such as the use of rewards and incentives, parental expectations, and decision making for children. Teachers give more importance to rewards and incentives than parents. This difference is caused by parents' lack of knowledge and training, especially on matters like high expectation leading to increased motivation and higher level of academic achievement.

There is a need to focus on how to build strong school-parent relationship to convince parents that more participation from them is needed to ensure their children's academic success(Zhou, 2014). Ghysens (2009), in his research, says that parent

involvement in school is perceived by both parents and teachers as very important. His research further shows that teachers' perceptions about parent involvement are generally higher than that of parents. Additionally, based on the data, involvement of parents always depends on what the child needs. An example of this is a parent who communicates more frequently with the teacher when his/her child feels bad at school. The frequency of parents' communication with the teacher depends on the type of situation a child experiences in school.

Although teachers agree that parent involvement has positive impact on student motivation and academic outcomes, teachers also admit that most parents have more interest in the social aspect of parent involvement rather than its educational benefits. In short, most parents will come to school activities and functions where they will personally enjoy rather than for their children's real concern. According to teachers, parents could have stronger impact on student motivation and academic outcomes if they attend education-related school functions (Boyd, 2015).

Economic status, according to Wanke (2008) is another factor that blocks parent involvement. He says that parents who belong to the lower group, in terms of socioeconomic status, feel less affiliated with the school. In this connection, Wanke points out that many public schools, whose majority of parents belong to lower socioeconomic status, experience declining involvement of parents. In the case of rural public schools, there is a very low turn-out of parents during involvement activities and school programs. Feedbacks from teachers and community members reveal that many of

them would rather stay with their job to earn or stay at home to look after their small children.

Another challenge confronting the school's utilization of parent involvement is the fact that as children gets older, involvement of parents in school activities decreases. Despite the overwhelming call and the value placed on parental involvement, research findings show that it is still underutilized in all levels and that in high school, parental involvement is particularly low. Many parents would not like to visit their children's school because they claim that their adolescent children do not feel comfortable when their parents are around. In some instances, students relate their parents' presence in school with discipline problems. This finding agrees with the findings of Gonzales-Dehass& Willems (2003). In their study, Gonzales, et.al discover that many obstacles hinder parents of secondary students from involving themselves in schools. These include: (1) lack of desire and confidence to become involved; (2) educators' lack of desire to encourage parents; teachers' pre-conception surrounding parental capabilities; (3) home-school scheduling conflicts; (4) conflicting beliefs about the ways parents should be involved; (5) vagueness surrounding the changing role of parent involvement during students' adolescent years; and, (5) lack of teacher preparation and administrative support.

The stake of some school administrators and teachers as well as their personal beliefs about parent involvement also serves as hindrance to the effective implementation of an effective parent involvement program. The attitude of teachers is also very crucial to create a welcoming atmosphere in school for parent involvement. Rhonda Jones

(2015) emphasizes that parents, especially those who are affluent, do not care about their children's schooling and thereby show lack of interest and eventually lack of involvement in school. As a result, parents who belong to this group feel that they are unwelcome or unequipped to get involved in school. Jones considers a welcoming and caring attitude as very important asset and even concludes that school planning and organization is the key to successful parent volunteer programs. She says that teachers should designate parent jobs early in the school year to make it easy for parents to identify the area of participation where they can offer help. It is worthy to consider that the feelings and attitudes of parents must be given primordial considerations for them to develop the desire and the encouragement to participate in school. Desforges & Abouchaar (2003) and Campo (2011) point out that parents should assume a role not only for the purpose of children's academic achievement, but also for the improvement of school governance. Hence, the teachers and the school must let parents feel their importance as partners by recognizing their capabilities and inviting them to participate in school activities.

The foregoing factors that affect parent involvement in school are true to all types of settings. It is therefore very important that before a model for parent involvement is developed, the school must come up with specific activities that parents can participate considering their capabilities to perform these activities. In addition, a model of parent involvement must take into consideration all aspects relative to children's education like school governance, management of curriculum and learning, continuous improvement of the school processes and parents' sense of ownership of these processes and management of the school's facilities and resources.

Challenges on Parent Involvement in Tanauan City National High School

In Tanauan City National High School (TCNHS), involvement of parents is at a very low level. Since its establishment, it has encountered difficulties in sustaining parent involvement due to various reasons. TCNHS is a DepEd public secondary school located at Brgy. Trapiche I, Tanauan City, Batangas. It has been established in 2005 to cater to the growing need for accessible public high school near the Tanauan City proper. It is one of the sixteen secondary schools in Tanauan City Division and the biggest. It has 102 teaching personnel, two non-teaching staffs, two utility workers, a full-pledge school principal and a student population of 2,906 for school year 2016-2017. The school has a total land area of four hectares which provide the school community enough area to house different facilities—science laboratory, football field, school library building, school canteen building, school gym, six academic buildings, administration building, and 10 academic gardens and parks.

For a long time, Tanaueños have undergone schooling in private high schools or public secondary schools of nearby municipalities. Now, it is the other way around. Majority of the school's population comes from the surrounding barangays in the poblacion area and other nearby barangays.

In Tanauan City National High School, the school head and the teachers face difficulty to convene and coordinate with parents regarding children's schooling—class

participation and performance, volunteer work, facilities, and school environment. The average level of participation of parents for the last three years remains low.

TCNHS operational budget—plantilla positions, textbooks, maintenance and repair—is subsidized by the national government. But during the school's initial operation, the salaries of teachers and expenses for the construction of school buildings have been subsidized by the city government. The school does not yet have a complete set of non-teaching staff. It has no existing head teacher positions, making the office of the principal the center of the bulk of workloads, although some functions have delegated to subject area coordinators. Furthermore, TCNHS, with its strategic location, is also tasked to offer the Science, Technology, Engineering and Mathematics (STEM) Program. This additional program has increased the workloads of teachers since it requires closer supervision in terms of implementation and budget management.

Despite the scarcity of funds and incomplete staff, TCNHS has continuously been reaping academic and non-academic awards not only in the division, but at the regional, national, and international levels as well. For five consecutive years, TCNHS has been the representative of the Tanauan City Division in the region's annual search for Best Brigada Eskwela Implementer (Exceptional School Category). The top award has been elusive in the first four years, placing only as runner-up. But on the fifth year, the school has finally been declared CALABARZON's Best Brigada Eskwela Implementer for School Year 2015-2016.

Moreover, during the conduct of the Brigada Eskwela, the researcher, having been appointed as principal for two years only, has observed problems and issues regarding the maintenance of the school's environment and facilities. The number of utility personnel provided by the city government is not sufficient to keep the school ground, gymnasium, sports field, surrounding buildings, and other facilities tidy at all times. The school canteen that caters to thousands of students during recess time is also affected by the lack of personnel and helpers. The school library, the school clinic, and other frontline services also need additional workforce to address the increasing number of clientele. The *Gulayan sa Paaralan*, regarded to be the major source of vegetable produce for the school feeding program, needs regular and efficient gardening to produce better yields. In addition, complaints regarding low turnout of parents on conferences, to discuss matters regarding students' class performance, has also been raised by the school's guidance counselor and class advisers.

TCNHS has an existing Parents Teachers Association (PTA), and SBM has suggested areas where parents can participate. However, the school has not yet come up with a concrete program or model that would clearly define the parent-and-school-collaboration. Moreover, the researcher has also observed that parents have not yet developed a sense of ownership of the school and their willingness to contribute and help is in a very low level (2013 to 2015 SBM Assessment Results). This could be caused by the fact that parents of TCNHS come from different barangays, with a big number of migrants coming from other regions and provinces. Thus, they come from different

backgrounds which cause to produce more varied ideas and perceptions regarding their role as stakeholders of the school.

At the beginning of every school year, each class in the school organizes a Homeroom PTA, mainly for the purpose of pooling voluntary resources to come up with a parent-initiated and parent-funded project that will benefit the learners. Another purpose is to have a class representative in the General PTA Assembly for the election of officers. The elected officers of the GPTA assist the school in coming up with projects for the general welfare of the school and the students.

Though SBM and the BESRA have already been introduced to the TCNHS community, the absence of a model and specific guidelines hinders both parents and school to carry out the ideal school ownership concept. This is reflected in the level of SBM practice of the school for the last 3 years (2013-2015)—Level 1 and the low points on indicators related to parental involvement. These pressing problems and immediate concerns prompted the researcher to develop a model of parent involvement that would activate participation and involvement of parents in school activities and different services that the school provides to its learners.

The proposed model is designed to promote the concept of school ownership among stakeholders. It is similar to Joyce Epstein's (1998) Model of Parent Involvement with six different categories of parent's participation. The researcher believes that the model could serve as a guide to increase the level of parent involvement to improve school performance of learners and the school community, in general. It is hoped that

through the use of this model, a stronger bond and relationship would be established among stakeholders. As such, the entire school community would be greatly benefitted by improved school services and quality education.

Conceptual Framework

The task of educating children is a complicated task that it cannot be left to the hands of educators alone. For education endeavors to become successful, it must be participated by people with the great stakes in children and their parents.

The concepts that surround with the process of Participatory Approach to development have provided the researcher with the insights and the foundation for this study. Participatory development has been introduced in 1996 in response to the need for the Asian Development Bank (ADB) to do more to enhance the sense of ownership among beneficiary projects supported by ADB, and for greater beneficiary participation in all aspects of the project cycle. Eventually, the concept has also been applied to different projects that need local stakeholders' support. It involves the mobilization of concerned stakeholders. This is to empower them to initiate actions that will bring change in the process and eventually their lives. The theory seeks to gather participatory initiatives for the achievement of development projects with the belief that the efforts will become more sustainable and beneficial if the local community members are involved in the process (Campbell & Matilla, 2003). Ondrik (1999) explains that participatory development is a process where the stakeholders themselves influence and take control of

the different efforts and activities for development as well as over the resources that affect the community. According to him, the sense of ownership of stakeholders are fostered and developed when they are empowered to carry out activities for the community. Moreover, this concept entails that participatory development can enhance efforts to reduce poverty—in the case of schools, face the challenges and issues that confront education efforts for children. Common to the theory of participatory approach is the premise about the process of social change, for which development is advocated. This also supports the concept that development is to give a chance to people to participate in the governance of their own lives by utilizing their human capabilities (Bautista, et.al., 2010). Furthermore, it states that the key players—in this case, the school administrator, teachers, students and parents—in development are the human agents who must be trusted and be allowed to make decisions affecting their lives. Also, it promotes that the idea that change cannot be imposed from the outside. Hence, it must begin from those who hold the key roles in the school community, the parents.

The model of parent involvement that will be developed based on the findings of this study has considered the parents as the ones who should take control of all the efforts that shall foster the development of the school community because they and their children are the direct beneficiaries of the product of development. The involvement of parents in all school improvement projects and activities, which will form part of the model, is the best example of mobilizing participatory approach to development.

Shaeffer (1994) states that for a participatory approach to development to become successful, it must start with the assumption that people's capacities, as individuals, must

be enhanced and encouraged for them to become useful in sustaining development. This assumption of Shaeffer leads to a more clarified and essential characteristic of participatory development that would eventually lead to activities that people initiate and direct for their own development. These activities include: “[1] involvement through contribution of resources, materials and labor; [2] involvement through attendance and receipt of information; [3] involvement through consultation, participation in the delivery of a service, participation as implementers of delegated powers; and most importantly, [4] participation in real decision-making at every stage” (Shaeffer, pp. 16-17). In school setting, parents can be motivated and mobilized to engage in these activities to realize the very essence of SBM which is to maximize participation of parents in school governance. Participatory approach to development therefore is an effective approach in implementing SBM in public schools.

Decentralization is a process which is crucial to the facilitation of participation of actors in development. Administratively, it means handing over authorities and decision-making from a higher level to a lower level. In school setting, for which this study is related, decentralization involves the mobilization of parents as partners of the school in governance which is essentially the meaning of SBM. DepEd envisions a decentralize governance of public schools, putting the responsibility of achieving higher school performance outcomes not only in the hands of the school administrator and teachers, but also in the community and with the parents who are seen by the authorities as having the greatest stake in education. Making parents as the great allies of the school will help

teachers draw from them the much-needed support for the day-to-day operation of the school.

SBM as a framework of school governance echoes the principle of participatory approach to development which is to strengthen the commitment of all stakeholders at all levels and to promote shared responsibility and accountability to realize education outcomes for children. The Department of Education has come up with a system by which the stakeholders will be the most important partners of the schools in promoting the education of children. School Based Management identifies the different areas by which parents and stakeholders can effectively serve as partners in school governance and operations.

This study uses the School-Based Management framework, an offshoot of decentralization and the concept of participatory approach to development, as standards for how stakeholders and parents engage in school. The SBM Assessment tool is guided by the four principles of ACCESs (A Child and Community Centered Education System). These principles are: Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and Management of Resources.

The first principle, Leadership and Governance, aims to see the school as a network of leadership that should provide the school with the vision and directions that are relevant to the context of the community where the learning environment exists. Curriculum and Instruction deals with the continuous development of a system that will improve the learning system anchored with the diverse needs of the learners. Accountability and Continuous Improvement is about the provision of a clear, transparent

and accountable system developed by the school leaders, teachers and the stakeholders to ensure that expected performance and filling up of gaps take place. Management of Resources is the principle that ensures collective, judicious and efficient utilization of resources for the effective delivery of learning to the clientele.

The unit of analysis is the school system itself and may be classified as either: beginning, developing, or advanced. When the school has reached the advanced level of SBM Practice, it gains the rank of being an accredited school in terms of SBM practice by the Department of Education's PASBE System of Accreditation. The construct surrounding decentralization is used as one of the framework of the model of parent involvement because it gives the parents the responsibility and accountability to own the processes that will help improve the school as well as the learning outcomes.

The analysis and consideration of the parents' capability to involve in school is anchored on the Capability Approach concept advocated by Amartya Sen, an Indian economist in the 1980s. This concept, as described by Sen, gives significance to the individual's capability of doing things and achieving the kind of lives they value. The capability approach addresses concerns about the evaluation of well-being, but the most that is related to this study is the belief that individuals can differ greatly in their abilities to convert resources into something valuable. According to Sen, one very important thing to consider when evaluating well-being is to consider what people are actually able to be and do. It is also very necessary that people are given freedom to choose the things and the deeds that they have reasons to value.

Capability Approach undertakes key assumptions that people can effectively do tasks based on their capabilities (Robeyns, 2003). This approach “contrasts with philosophical approaches that concentrate on people’s happiness or desire-fulfillment, or on theoretical and practical approaches that concentrate on basic needs fulfillment” (Robeyns, p. 5). Robeyns further points out that the focus on person’s capabilities, in the development of policies, also leads to productive and desirable results. She elaborates that well-being and development should be discussed in terms of the capabilities of people and their abilities to undertake the actions and activities they are more comfortable to engage in. This concept emphasizes that one of the most important things for people is their capabilities to live the life they want to be and to perform according to what they perceive as things that will lead to something beneficial.

In relation to this study, the researcher gives credence to the unique talents and skills that many parents in Tanauan City National High School possess. These talents and skills are not put into practice because parents do not know the areas where they can involve themselves. The parents are very willing to contribute to the school because they all believe that their actions and their capabilities will somehow affect the well-being of their children, in particular, and the school, in general. Moreover, the parents appreciate that the school consider their capabilities as persons and as parents. This, according to them, is an indication that the school gives due recognition to their most significant role for their children, that is, to raise and educate them. The diverse capabilities of parents in Tanauan City National High School are crucial to the development of model of parent

involvement because these capabilities shall be matched to the different available areas of involvement in the school.

This study also uses Joyce Epstein's Framework of Six Types of Involvement in identifying the different areas that parents may consider becoming involved. These types of involvement include: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Massi (2011), in her presentation of Joyce Epstein's Model for School, Family, and Community Partnerships, states that all families care about their children, want them to succeed, and are eager to obtain better information from schools and communities so as to remain good partners in their children's education. However, she also points out that while all teachers and administrators would like to involve families, many do not know how to go about building positive and productive programs and are consequently fearful about trying. Epstein suggests different activities that the researcher uses as guide in aligning different areas of parent involvement under the four principles of SBM.

In relation to Epstein's concept of parent involvement, this study also identified different areas in school governance and operation that parents can engage. Reluctance to get involved because they have no way of knowing where to get involved is always the reason parents give for not participating in school. The concept of Epstein, particularly the different areas of involvement are considered in the development of the model vis-a-vis the SBM activities in terms of parent involvement.

The paradigm of this study clearly shows the interrelating factors that help the researcher in coming up with a model of parent involvement. For the concept of SBM and decentralization to work in school, parent involvement must be mobilized. The involvement of parents, however, must be based on their capabilities, which in the case of Tanauan City National High School, being a big school, and must be matched to the different areas or activities drawn from the four SBM principles and to the school current level of practice. Additionally, the framework also presents Epstein's Six Types of Involvement which are used as guide in identifying the different activities that parents can participate.

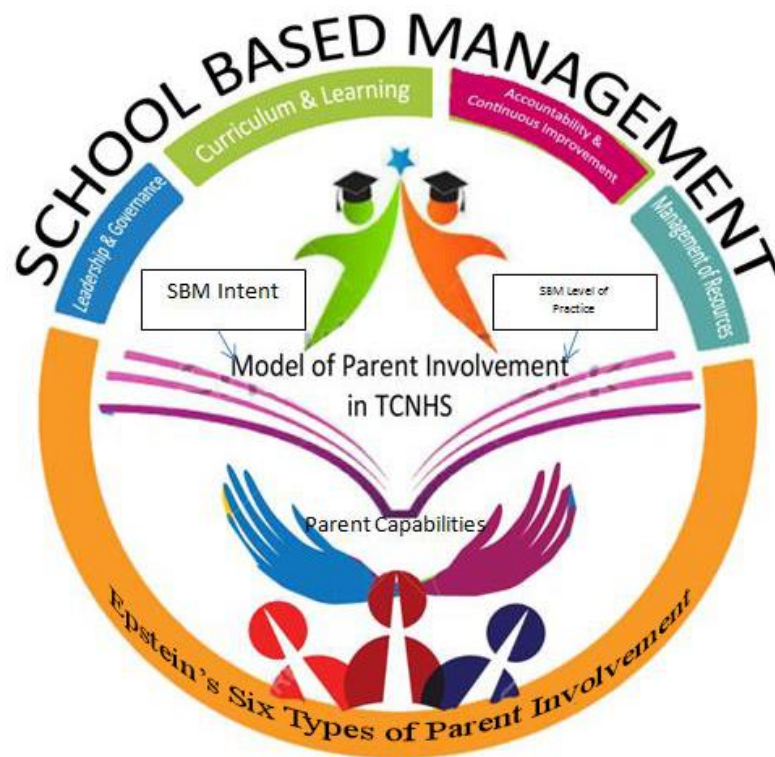


Figure 1. Conceptual Framework of the Study

Research Problems

This study aims to propose a model of parent involvement for a public secondary school particularly for Tanauan City National High School. Specifically, this study seeks to answer the following:

1. What specific practices in terms of parent involvement may be drawn from the four areas of School Based Management governance framework?
 - 1.1 Leadership and Governance
 - 1.2 Curriculum and Learning
 - 1.3 Accountability and Continuous Improvement
 - 1.4 Management of Resources
2. What is the current level of practice of Tanauan City National High School in terms of the activities under the four principles of SBM?
3. What are the factors that affect parent involvement in Tanauan City National High School?
4. Based on the findings, what model of parent involvement can be developed to increase the participation of parents in the implementation of School Based Management in Tanauan City National High School?

Scope and Limitation of the Study

This study is limited to the development of a model of parent involvement in Tanauan City National High School based on the specific activities drawn from the four areas of SBM framework, the school's current level of practice in terms of parent involvement, the factors that affect parent involvement and the capabilities and skills of parents for involvement. The model also uses Joyce Epstein's Six Types of Involvement and it features the different strategies that will address the low level of practice of the school in terms of parent involvement. The main respondents of this study are the parents of Tanauan City National High School. The parents' age, sex, civil status, level of education, number of children in school, and level of income are also obtained to establish the profile of the respondents. The researcher utilizes the Homeroom PTA officials of the school as the respondents of the study and employs the descriptive-developmental research design. An important design limitation of this study is that the data has been collected from TCNHS, one of the only three schools and the biggest in the district of Tanauan City North, and may not be generalized to include other schools in the district, or even the whole division of Tanauan City.

Definition of Terms

Below are the operational definitions of the following terms:

A Child and Community- Centered Education System (ACCESs).

ACCESs is the representation of the vision of the Department of Education for all public schools. As a product, it is the ultimate outcome of the school communities working together to protect the right of every child for quality education and better life. In the study, it represents the four guiding principles of School Based Management from which the specific activities for parent involvement are drawn.

Accountability and Continuous Improvement.

This third principle of ACCESs, as used in the study, covers the specific activities that allow parents to gain responsibility and accountability in monitoring and reviewing school performance to determine the gains and gaps which will be the basis for plans for future actions.

Curriculum and Learning.

Curriculum and learning is the second principle of ACCESs. As used in the study, it is the principle that covers the activities where parents can collaboratively contribute to the improvement of the curriculum and school learning processes.

Leadership and Governance.

Leadership and governance is the first principle of ACCESs. It specifies activities that will allow shared vision, mission, and goals with parents to let them contribute to the governance of the school.

Management of Resources.

Management of resources is the fourth principle of ACCESs. It is the transparent, effective, and efficient management of school resources.

Model.

Model is a system or a set of guidelines to be followed or imitated. In this study, It is defined as a program for volunteering which will be used by parents in offering services to the school.

Model of Parent Involvement.

As used in this study, it refers to the developed model of a parent volunteering program that includes the different tasks, areas and opportunities in which parent-volunteers can engage, the strategies and the time frame, and the parents who will take part in the program.

Parent.

Parent refers to either the father, mother, or the guardian of a student.

Parent Involvement.

This study uses Epstein's (1995) definition of this term. Parent involvement is providing for children's health and safety, developing parenting skills and child-

rearing approaches that prepare children for school and that maintain healthy child development across the grades. It is building positive home conditions that support school learning and behavior all across the school years, talking regularly with school staff about programs, children's progress, and other school affairs.

Parent Volunteers.

Parent volunteers are parents of Tanauan City National High School who voluntarily undertake or express willingness to undertake a service for the school.

School Based Management (SBM).

SBM is a governance framework of DepEd that aims to highlight the learners as the center of school practices. It also aims to enhance the commitment of education stakeholders to their responsibilities and accountabilities in realizing the education outcomes of children and to further promote shared governance between and among members of the school community.

Volunteer.

A volunteer is a person who voluntarily undertakes or expresses a willingness to undertake a service without pay. As used in this study, volunteer refers to parents or guardians of students of Tanauan City National High School who wish to volunteer in school and involve themselves in areas/tasks of participation as identified by the teachers/school.

CHAPTER II

METHODS

This chapter describes the methodology used in the study. It has been arranged into the following sequence: (1) Research Design, Research Site, (2) Selection Criteria and Participants, (3) Data Collection, (4) Data Analysis, (5) Role of Researcher, (6) Method of Validation, and (7) Ethical Considerations. It also presents and discusses the specific activities in terms of parent involvement drawn from the SBM framework, the level of practice of Tanauan City National High School in terms of parent involvement, the factors that affect parent involvement, and the different areas of involvement that parents are capable of doing. The findings and discussions are presented according to the sequence of the questions enumerated in Chapter 1.

Research Design

This study employed the descriptive developmental method. It aimed for the development of a proposed model of parent involvement based on the specific activities in terms of parent involvement drawn from the SBM governance framework, the level of practice of Tanauan City National High School in terms of parent involvement, the factors that affect parent involvement including: (1) parents' belief, feelings, and attitude about themselves; (2) the teachers and the school in general; (3) the parents' knowledge of the school structure, organization, and policies on parent involvement; (4) the barriers

that affect parents' involvement in school, and (5) the different areas of involvement in school that parents find comfortable doing based on their capabilities and skills. This study followed the Type 2 Category of developmental research introduced by Richey and Klein (2005) that involved constructing a model and identifying the conditions for its successful implementation. Questionnaires, document analysis, and focus group discussions with parents were used to gather the data needed in the study.

Selection Criteria and Participants

Purposive sampling was used in selecting participants for this study. The respondents of this study were the Homeroom PTA Officers of Grade 7 to Grade 11 sections of Tanauan City National High School Junior High School and Senior High School. The Homeroom PTA Officers were chosen because the positions they held made them the most capable to participate in the parent involvement program in the school. The HPTA Officers were being elected yearly, at the beginning of the school year. Usually, those who clinched the top positions were those who had been active in the school and had always been visible whenever there were school activities. During the orientation of respondents, the HPTA officers were informed about the responsibilities they held and gave their consent to participate in the model of parent involvement that would be introduced in the school. The participants included: 205 Homeroom PTA Officers of the school. An orientation of HPTA Officers was conducted to inform them

of their inclusion in the pool of respondents and to inform them about the nature and purpose of the research.

Research Instrument

A researcher-made survey-questionnaire was used primarily to gather the data needed in this study. The questionnaire was adapted by the researcher from several instruments on parent involvement. It consisted of five (5) major parts. The first four parts required the respondents to mark their best option. It was structured on a five-point scale for parts A, B and C, and a four-point scale for part D. These were: (A) Parents' feelings, attitude and beliefs about themselves, administrator, teachers, and the school in general; (B) Barriers that Affect a Parent's Participation in School; (C) Parents' Knowledge of the School; structure, organization and policies on parent involvement and (D) Parent Involvement Capabilities. For parts A, B and C, respondents were requested to select from: 5—Strongly Agree; 4—Agree; 3—Neutral; 2—Disagree; and, 1—Strongly Disagree. For each statement, the highest possible response was a response of Strongly Agree and it received a value of five. The lowest possible response was a response of Strongly Disagree and it received a value of one. Part D of the questionnaire dealt with the capabilities of parents to perform the different activities in school. These activities in terms of parent involvement were drawn from the four SBM principles. The respondents were requested to select from 4—Very Capable; 3—Capable; 2—Somewhat Capable; and, 1—Not Capable. The highest possible response was a response of Very Capable and it received a value of 4, while the lowest possible response was a response

of Not Capable with a value of 1. A response of two and three fell between the highest and lowest response level. A response of Very Capable meant that the parents had the knowledge, skills, and attitude to perform the stated activity very easily. A response of Not Capable meant that the parents did not have the skills and knowledge to perform the stated task and therefore would have difficult time to perform the stated activity. The responses of parents in Part D were used by the researcher to substantiate the findings in terms of Question no. 1.

Part E required the respondents to provide demographic profiles which were considered by the researcher in determining the types of activities that will be included in the model of parent involvement as well as the scheduling of parent involvement activities.

Method of Validation

The survey questionnaire was validated by 10 experts in the field of school operations and educational management in terms of content. The validation instrument requested the validators to rate each statement with Suitable, Not Suitable, and Needs Revisions. A column for Remarks/Suggestions for Revisions was provided to give the validator the opportunity to write the suggestion and changes needed.

Three of the validators were Public Schools District Supervisors—two were Education Program Supervisors, three were principals, all from DepEd-Tanauan City, and two were graduate school professors from the Philippine Normal University. The choice for the ten validators rested on the assumption that they had more exposure on

parent involvement practices in schools. The questionnaire was validated for its relevance on the subject matter, appropriateness of the text content, and coverage of the content area. After making all the necessary adjustments, the experts approved the instrument as valid for collecting data in this study.

The survey questionnaire was translated into Filipino for easy comprehension of the respondents. Filipino translation was validated by three Filipino language specialists—Education Program Supervisor in Filipino and two Master Teachers in Filipino. The Filipino translation of the questionnaire was the one administered to the parent-respondents.

In order to determine the reliability and the internal consistency of the items in the questionnaire, Cronbach alpha test was used. Each part of the questionnaire was subjected to the test and got a coefficient ranging from 0.76 to 0.82 indicating that the questionnaire had good reliability (www.hr-guide.com) .

Meanwhile, the specific activities drawn by the researcher from the SBM indicators in terms of parent involvement were validated by the division SBM team. The division SBM team also used the indicators: Suitable, Not Suitable, and Needs Revision to validate if each activity is indeed suitable for parent involvement.

Data Collection

The questionnaires were administered after the orientation of parents while other respondents brought the questionnaires home to accomplish and were returned thru the

class advisers after three (3) days. After the document analysis and the administration of the questionnaire, focus group discussions were conducted after two weeks to validate the answers in the questionnaire. There were four focus group discussions for Grades 7 to 10 parents. The focus group discussion lasted for 1 hour per group. The participants were chosen based on their position as homeroom officer in each class. Each group was composed of 9 to 10 participants. Each section per grade level was represented. The main topic of the focus group was parent involvement and the capabilities of parents to involve in school activities. The focus group discussions were recorded and the data gathered from the respondents were saved in the researcher's data base (online and local) and would be greatly handled with strict confidentiality. Major themes arising from the focus group discussions were used to validate the responses of the parents in the survey-questionnaire and to substantiate the findings of the study.

The researcher utilized DepEd issuances particularly the DepEd Order on the Revised SBM Implementation which contained the Revised SBM Assessment Tool to draw the specific practices in terms of parent involvement from the four areas/principles of SBM: (1) Leadership and Governance, (2) Curriculum and Learning, (3) Accountability and Continuous Improvement, and (4) Management of Resources. The SBM Assessment Tool provided different indicators per principles which were presented for assessment purposes. Activities related to parent involvement were drawn by the researcher from the indicators and were then subjected to validation by the Tanauan City Division SBM Team of Evaluators. The present level of practice in terms of parent involvement was determined using the school's self-assessment of SBM documents

which was also validated by the division SBM Team. These documents were narratives and accomplishment reports of the school practices in terms of parent involvement.

Data Analysis

This study used descriptive method—a survey, document analysis and focus group discussion to gather data. The data collected were analyzed by the use of tables, narrative summaries, and content analysis. The last section of the survey collected demographic data. Tables were used to present data collected from the respondents. Frequency count was used to determine the number of responses to each item in the questionnaire while percentage was used to compare two or more magnitudes. Variables and narrative summaries about the highest and lowest percentages on each table were highlighted.

Role of Researcher

The researcher assumed different roles throughout the conduct of this study. Prior to data gathering, the researcher selected the respondents of the study and determined the sampling procedure. He also identified the information that would be needed from the respondents from which a parent involvement program would be developed. After which, the researcher developed an instrument that was used to gather the needed information. In the program development phase, the researcher served as the designer of the program.

Ethical Considerations

Below were the ethical considerations observed in this study:

1. Permission to conduct the research was obtained from the Department of Education-Division of Tanauan City through its Schools Division Superintendent, Dr. Edna Faura-Agustin to conduct study in the selected school and to use the name of the school in the manuscript (Appendix A).
2. Consent forms, together with an information letter which included detailed information on the purpose of the research and how data were collected, were given and discussed to the participants of this study.
3. The study employed all the reasonable measures to ensure that the participants were protected from harm as a consequence of this research. Focus group discussions and interviews were conducted within the school premises and the responses were kept strictly confidential.
4. The study protected the anonymity of all the participants.
5. In the process of interviewing, audio recordings were utilized with the permission of the participants.
6. The participants of this study were informed that their participation would be voluntary and that they could withdraw from the study at any point in time, without any penalty and without damaging the relationship with the researcher.
7. The respondents were informed that they would not receive any financial benefit and or remuneration as participants in the study.

8. The participants were informed about the nature of the study and were debriefed about the results of the study.
9. The developed model of parent involvement program of Tanauan City National High School was shared to all the respondents and all members of the school community including students, teachers, parents, and the School Governing Council during the researcher's State of the School Address (SOSA)—the Stakeholders' Assembly.
10. Conflict of interest was avoided, HPTA Officers' decision to withdraw from the research did not affect whatsoever the academic standing of their children.

CHAPTER III

FINDINGS AND DISCUSSIONS

The purpose of this study is to propose a model of parent involvement based on the specific practices drawn from the four principles of SBM (Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and Management of Resources), the school's current level of practice in terms of the performance of the specific activities under each area of SBM, and the factors that affect parent involvement and parents' capabilities to perform specific activities.

The current level of practice, on the other hand, has been determined using the self-assessment results of SBM practices (see Appendix), validated by the division SBM team. Moreover, the factors affecting parent involvement and the parents' capabilities to perform specific activities under the four areas of SBM has been determined using the survey questionnaires administered to 205 respondents.

This chapter presents and discusses the findings of this study following the sequence of research questions in Chapter 1.

Question 1: What specific practices in terms of parent involvement may be drawn from the four areas of School Based Management governance framework?

- 1.1 Leadership and Governance
- 1.2 Curriculum and Learning
- 1.3 Accountability and Continuous Improvement

1.4 Management of Resources

The specific practices in terms of parent involvement have been drawn from the activities identified by the researcher using the indicators of the four principles of SBM. The identified activities are those that parents, teachers, and school head may perform under the following principles: (1) Leadership and Governance; (2) Curriculum and Learning; (3) Accountability and Continuous Improvement; and (4) Management of Resources. These activities are categorized according to those that are specifically intended for parent involvement and those that are for teachers and school head. These identified activities have been validated by the Division SBM Monitoring Team.

As experienced by the researcher, one of the reasons for low parent involvement is the failure of the school to identify specific tasks that will meet the SBM indicators. Most schools give their own interpretations regarding the kind of activity parents' may perform. This will usually bring inconsistencies in the implementation of SBM practices.

Since the indicators are written for assessment purposes, the researcher has presented them in a way that the parents and teachers will easily understand. Moreover, each written task is focused to meet the needed parent involvement of each SBM principle. This is also validated by the division team who has categorized each activity as either suited for parent involvement (P), and suited for teachers' and/or the school head (T/SH). The activities suited for parent involvement are those that call for parents' as contributor to the achievement higher performance outcomes. Meanwhile, activities that are technical in nature are categorized under T/SH or could be performed only by teachers and the school head.

Table 1. Specific practices in terms of parent involvement for leadership and governance

No.	Activities	Category
1	Assist in the Crafting and development of School Improvement Plan (SIP) and Annual Implementation Plan (AIP) / homeroom plan	P
2	Collaborate with the school in designing programs and projects that are aligned to the SIP and AIP	P
3	Takes part in reviewing the school's vision and direction	P
4	Participate in dialogues and attend meetings for the formulation of school/classroom policies and regulations	P
5	Organize a clear structure and work arrangement that promote shared governance	T/SH
6	Participate voluntarily in school activities and collaborate with the teachers about the outcome of the activities (Ex. Volunteering as technical working committee member during parent assembly)	P
7	Provides feedback to the school/teachers for the purpose of improving school programs and projects	P
8	Build school linkages by partnering with other agencies and stakeholders	P
9	Help the school in the promotion of school advocacies and programs	P
10	Prepare a long-term program that addresses the training and development needs of the school	T/SH
<i>P – Activities for Parents</i>		
<i>T/SH- Activities for Teachers/School Head</i>		

Table 1, above, shows the different activities identified by the researcher after analyzing the SBM indicators in DepEd Order No. 82, s. 2012. These activities are all related to the indicators under Leadership and Governance. A monitoring team from DepEd Tanauan-SBM has validated the content of Table 1. Eight of these activities have been categorized as those that can be performed by parents and can be considered as areas for parent involvement. Two of these activities have been categorized as activities specific for the teachers and the school due to its nature and

the expertise of the persons involved. Moreover, the indicators include those that involve (a) development of the School Improvement Plan, (b) Annual Implementation Plan, (c) sharing of DepEd's vision, mission and goals and aligning them with the school's programs and projects, (d) formulating policies for the school and the classroom, and (e) giving feedbacks about the activities conducted by the school and assisting the school in building linkages and partnership.

These activities are based on the indicators that require the school head to provide leadership that inspires and empowers for high achievement and governance that foster commitment, participation, informed-decision making, and shared responsibility. To achieve this, the SBM Tool indicates that schools must place a mechanism that allows for the development of a shared vision, mission, and goals (VMG) which reflects the aspirations and thrusts of the community; periodic revisiting and adjustment of vision, mission and goals by the learning managers, learning facilitators, and community stakeholders to respond to the community's conditions and emerging needs; active participation of stakeholders in dialogues and feedbacking; involvement in decision-making; taking leadership roles; and helping the school build linkages and promote advocacies and programs.

Table 2 below shows the different activities identified by the researcher relative to the indicators under Curriculum and Learning. Among the eight activities, six are categorized by the division SBM team as areas for parent involvement while the remaining three—items 2, 3, and 7 are considered as those that can performed only by the teachers and the school head.

Table 2. Specific practices in terms of parent involvement for curriculum and learning

No.	Activity	Category
1	Attend meeting and participate in the discussion about students' progress in learning and how to improve learning.	P
2	Implement a localized curriculum that is meaningful to the learners	T/SH
3	Assess the content of the curriculum and the methods of teaching	T/SH
4	Design/Decorate classroom and school bulletin board	P
5	Tutor groups of slow achievers	P
6	Give feedbacks on classroom assessment	P
7	Participate in the review of the assessment tools	T/SH
8	Train athletes	P

P – Activities for Parents

T/SH- Activities for Teachers/School Head

Most of the indicators presented in the Assessment Tool under this principle must be performed by teachers but on the indicator where expertise on the part of parents are needed, three activities are derived—items 4, 5, and 8. The activities categorized under P are those that can be performed by parents to contribute to the DepEd's target for schools to implement a curriculum that meets national requirements, use innovative instructional strategies, and facilitate achievement for all learners.

The parents' role of giving feedbacks on classroom assessment, tutoring slow achievers, and training athletes are some of the activities that parents are welcomed to participate in order to improve students' performance. Another parents' assistance which the teachers will gladly welcome are some involvement in different activities that have contributory effects to learning like decorating bulletin boards, preparation of reading corners among others. Homeroom officers, who are also capable, can also be tapped to provide quality time to tutor/assist class slow achievers. This may sound offending but

the idea is to provide an atmosphere that learning is fun where slow achievers will be joined by fast learners so that the slow ones will not feel offended.

Table 3. Specific practices in terms of parent involvement for accountability and continuous improvement

No.	Activity	Category
1	Assist the school in clearly defining the agreed roles of community stakeholders	P
2	Accepts accountability and collaborate with the school on how to achieve higher performance	P
3	Participate in setting up an accountability system for school-based management processes, structure and mechanism	P
4	Engage and collaboratively enhance school's accountability system's processes	P
5	Participate in the school periodic performance assessment	P
6	Provide technical assistance in the school-community developed assessment framework	T/SH
7	Prepare and articulate an accountability assessment framework	T/SH

P – Activities for Parents

T/SH- Activities for Teachers/School Head

Table 3, above, shows the seven activities under Accountability and Continuous Improvement principle as identified by the researcher. Among these seven activities, five are categorized as can be performed by parents while the other two—item 7 & item 8 are for teachers and school head. The SBM Tool provides for a clear, transparent, inclusive, and responsive accountability system that is in place, collaboratively developed by community stakeholders, which monitors expected and actual performance, continually addresses the gaps, and ensures a venue for feedback and redress. To realize these, the researcher has identified the seven activities—five of them are areas that parents can be effectively involved to ensure that transparency and accountability are owned by

stakeholders. Owning the school, including its vital processes, is one of the important manifestations of a high performing school.

Table 4. Specific practices in terms of parent involvement for management of resources

No.	Activity	Category
1	Engage and accept accountability in the management of school resources	P
2	Develop a system of resource inventory	T/SH
3	Collaborate to ensure timely and need-base planning for resource programming	P
4	Sustain implementation and improvement of school resource management system	P
5	Engage and implement a collaboratively developed system of monitoring school resources	P
6	Sustain and manage an established system of resource management	P
7	Conduct meeting to inform stakeholders about the developed system of resource management	T/SH
<i>P – Activities for Parents</i>		
<i>T/SH- Activities for Teachers/School Head</i>		

Table 4, above, shows that five out of the 7 identified activities are suited for parent involvement. Those that are suited only for teachers and school head are—item 2 which requires the development of a system of resource inventory, which is technically may be effectively developed by the teachers and the school head; and item 7 which involves dissemination of the developed system of resource management.

SBM envisions that school resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency by both teachers and parents. To implement the curriculum, schools must provide necessary resources as indicated in its SIP and AIP. The activities, in the above table, are drawn to see to it that

efficient use of resources and safekeeping are shared by both school personnel and parents. This paves for transparency and creates an atmosphere of ownership and sense of accountability and responsibility. Parents can serve as partners of teachers in maintaining the cleanliness of different areas in the school and in ensuring the safety of school facilities.

DepEd also has provided provisions to make parents as valuable partners of the school in promoting transparency in schools. Schools are tasked to make parents-officers as members of the School Inspectorate Team, the task of which is to receive and inspect if the acquired, purchased, and delivered equipment and supplies are in good condition and in exact quantity.

Capabilities of Parents to Perform the Specific Practices Drawn from SBM Framework

The areas of involvement that the parents are capable of doing qualify the practices drawn from the SBM principles. These areas of involvement and the capabilities of parents to do them are necessary for the researcher and the school to come up with the different areas and activities that will be included in the model of parent involvement. It is necessary that those areas that will be offered to parents for assistance will be those that parents will be capable of doing, otherwise, involvement will not materialize.

The activities that gain the most number of parents who are very capable and capable of doing will be included as part of the model of parent involvement, while those that got Somewhat Capable to Not Capable will be addressed by discussing to parents

their importance. The school will also conduct an orientation and capability building to help parents understand the necessity of getting involved with the practices identified per SBM area.

Table 5, below, present the activities and parents capabilities.

Table 5. Capabilities of parents to perform activities for leadership and governance

Activity	Very Capable %(f)	Capable	Somewhat Capable	Not Capable	Total Responses (N)
1. Assist in the Crafting and development of School Improvement Plan (SIP) and Annual Implementation Plan (AIP) / homeroom plan	11.71(24)	39.02(80)	37.07(76)	12.20(25)	205
2. Collaborate with the school in designing programs and projects that are aligned with the SIP and AIP	12.20(25)	39.51(81)	36.59(75)	11.71(24)	205
3. Takes part in reviewing the school's vision and direction	16.10(33)	42.93(88)	30.73(63)	10.24(21)	205
4. Participate in dialogues and attend meetings for the formulation of school/classroom policies and regulations	22.93(47)	45.85(94)	28.29(58)	2.93(2.93)	205
5. Participate voluntarily in school activities and collaborate with the teachers about the outcome of the activities (Ex. Volunteering as technical working committee member during parent assembly)	9.27(19)	41.46(85)	36.10(74)	13.17(27)	205
6. Provides feedback to the school/teachers for the purpose of improving school programs and projects	11.71(24)	40(82)	40.98(84)	7.32(15)	205
7. Build school linkages by partnering with other agencies and stakeholders	11.22(23)	39.02(80)	40.49(83)	9.27(19)	205
8. Help the school in the promotion of school advocacies and programs	12.20(25)	41.95(86)	38.54(79)	7.32(15)	205
Total					205

Under leadership and governance, the activity that parents find very capable of doing/, at 22.93%, is participating in dialogues and attending meetings for the formulation of school/classroom policies and regulations. Those who are capable of

doing this are at 45.84%. Only 9.27% of the parents say that they are very capable of participating voluntarily in school activities and collaborating with the teachers about the outcome. However, 41.46% of parents say that they are capable of doing the same.

Most of the parents say that they are capable of doing all the activities with percentages ranging from 39.02% to 45.85%. The responses of parents about the activities that they are capable of doing, in terms of Leadership and Governance, will be the source of information regarding the model that most of the parents, from Grade 7 to Grade 11, can be able to participate and engage in, while those who say that they are not capable to do the activities may be tapped to engage in the activities under the other three principles of SBM. Moreover, the model will also include all activities that parents are very capable of doing.

Table 6. Capabilities of parents to perform activities for curriculum and learning

Activity	Very Capable %(f)	Capable	Somewhat Capable	Not Capable	Total Responses (N)
1. Attend meeting and participate in the discussion about students' progress in learning and how to improve learning.	41.95(86)	41.46(85)	12.68(26)	3.90(8)	205
2. Design/Decorate classroom and school bulletin board	16.59(34)	39.51(81)	37.56(77)	6.34(13)	205
3. Tutor groups of slow achievers	13.66(28)	34.15(70)	43.41(89)	8.78(18)	205
4. Give feedbacks on classroom assessment	12.20(25)	41.46(85)	39.02(80)	7.32(15)	205
5. Train athletes	11.71(24)	27.80(57)	36.10(74)	24.39(50)	205
Total					205

Table 6 summarizes the activities under Curriculum and Learning. These activities are very crucial to the school's target of achieving higher performance outcome in learning. Attending in meetings and participating in the discussions about students'

progress gain the highest percentage, 41.95%, very capable, and 41.46%, capable. This is surprising, considering the fact that the documents the researcher has studied show that the attendance during card giving is at a minimum, around 35% to 50%. This is an indication that some of the barriers are the reasons or the school must have not come up yet with strategies to increase attendance during these activities.

Only 6.34% of parents respond that they are not capable to help teachers in decorating the bulletin board and the classroom, while only 8.78% say that they are not capable of tutoring groups of slow achievers. In terms of giving feedbacks after the examinations, 13.66% of the respondents say they are very capable and 34.15%, capable. In terms of training athletes, 24.39% of the parents say that they are not capable of doing this.

It is worthy to note that the activity that garners the most responses is attending meeting and participate in the discussion about students' progress in learning and how to improve learning. It gets 41.95%, very capable; 41.46%, capable; and 12.68%, somewhat capable. This implies that the parents are willing to attend all meetings or call up if it involves discussions about their children's progress in school. What the school needs is only an organized and systematic schedule of meetings and coordination with parents, strategies which will be used as a feature of the parent involvement model. The distribution of the numbers of parents who respond Very Capable and Capable will help gather sufficient number of parents who can involve in each of the activity under Curriculum and Learning.

Table 7. Capabilities of parents to perform activities for accountability and continuous improvement

Activity	Very Capable %(f)	Capable	Somewhat Capable	Not Capable	Total Responses (N)
1. Give feedbacks for the purpose of improving school programs and projects	14.15(29)	40.49(83)	36.10(74)	9.27(19)	205
2. Volunteer as partners of teachers during school programs and activities	12.68(26)	28.29(58)	46.83(96)	12.20(25)	205
3. Participate in the review of students and school performance	10.73(22)	35.61(73)	36.59(75)	17.07(35)	205
4. Assist the school / teachers in the implementation of programs for continuous improvement	17.07(35)	40.98(84)	34.63(71)	7.32(15)	205
Total					205

Table 7 shows the different activities drawn from the third SBM principle, Accountability and Continuous Improvement. In the first activity, which is about giving feedback for the purpose of improving school programs and projects, 40.49% of the respondents say that they are capable, while only 9.27% claim that they are not. As volunteer-partners of teachers during school programs, only 12.20% of the respondents are not capable. In terms of participating in the review of students and school performance, 10.72% are very capable; 35.61%, capable; and 36.59%, somewhat capable. As to assisting the school and teachers in the implementation of school programs for continuous improvement, 40.98% say that they are capable, and only 7.32% are not capable.

Findings show lower percentage of parents who are capable and very capable of doing things that promote accountability and continuous improvement of school processes. This is due to the fact that many of the parents are not yet aware of these activities and the things that they can contribute for this component. This also reflects that parents have not developed yet the sense of ownership. It is therefore very important that vision sharing must also be done in school and must be a feature of the model of parent involvement to increase the sense of ownership among parents in Tanauan City National High School.

Table 8. Capabilities of parents to perform activities for management of resources

Activity	Very Capable %(f)	Capable	Somewhat Capable	Not Capable	Total Responses (N)
1. Assist in the school library	18.05(37)	36.10(74)	35.61(73)	10.24(21)	
2. Assist in the school canteen	12.20(25)	34.63(71)	40.49(83)	12.68(26)	
3. Tend the school's Gulayan sa Paaralan	12.20(25)	35.61(73)	40.49(83)	11.71(24)	
4. Assist in the school's Feeding Program	10.24(21)	35.12(72)	34.63(71)	15.12(31)	
5. Assist in maintaining the school gymnasium	22.44(46)	30.24(62)	32.20(66)	15.12(31)	
6. Assist in maintaining the school gardens	12.20(25)	41.95(86)	38.54(79)	7.32(15)	
7. Assist in maintaining school the soccer and baseball field	12.68(26)	30.24(62)	35.61(73)	21.46(44)	
8. Assist the school security unit	11.71(24)	37.07(76)	33.17(68)	18.05(37)	
9. Assist in the school learning centers	12.68(26)	35.12(72)	36.59(75)	15.61(32)	
10. Assist in the maintenance of vehicular traffic during dismissal time	12.20(25)	32.68(67)	33.17(68)	21.95(45)	
11. Serve as volunteer in the school Disaster Risk Management Center	10.24(21)	31.71(65)	33.66(69)	24.39(50)	
Total					205

Table 8 summarizes all the activities under Management of Resources. Majority of the identified activities under this SBM principle are focused on the maintenance of school facilities and assisting in different school ancillary activities.

The following are the percentages of the parents who are either capable or very capable to assist in the identified activities. For the school library, 18.05%% are very capable and 36.10% are capable. For the school canteen, 12.20% are very capable while 34.63%, capable. For tending the school's Gulayan sa Paaralan, 12.20% are very capable and 35.61%, capable. For school feeding program, 10.24% are very capable and 35.12%, capable. The same pattern can be seen in the remaining activities.

The activity that gets the highest percentage of not capable of doing is serving as volunteer in the School Disaster Management center which is at 24.39%. This is probably because the parents have no idea yet of the school program about disaster risk management. The responses are clear indications that parents can help the school in the management of resources and that they can be distributed to help in the different areas in the school.

The demographic characteristics of the respondents are considered to have affected the responses of the parents in the survey questionnaire more especially for the activities specified under SBM Principle IV-Management of Resources. The frequency and percentage distribution of the respondents as to age, current marital status, gender, level of education, level of income, and number of children in school have been computed and can be found in the annexes. Data shows that 80.98% of the total

respondents belong to the age brackets 36-40 to 46-50, the working age group. This data is important for parent involvement activities as younger parents would be more active in participating and they tend to possess more capabilities to perform activities that require voluntary labor than older parents. The big number of women which is at 83.90% of the respondents reflects the presence of more female parents during parents' assembly as observed by the researcher. This also gives the researcher the idea of including more areas of involvement that women can participate.

The education level of respondents reveals that 41.95% of the respondents are high school graduates. This is important in the development of the model as it guides the researcher in including more activities that suit the educational level of parents. The data on marital status, on the other hand, show that 87.32% of the respondents are married which give the researcher the idea that the majority of the respondents are parents. This gives the assumption that they, more than anyone else, will want to help the school for the best interest of their children. The data also show that the students, who are presently enrolled in the school, that belong to the category as only child is 32.68%. This is a good indication that child care will not be a hindrance in participating in school.

The level of income is also considered because of the various experiences of the researcher both as a private and a public school teacher. There are well-off parents who have no time at all to supervise their children, more so to participate in school activities. However, there are well-off parents who would always like to be in school and to show to one in all how much they value parent involvement. Similarly, parents whose annual income is low, sometimes would not want to visit their child's school for economic

reasons and for fear of rejection, while others who fall in the same economic bracket tend to become more supportive of the school because they believe that it is only through involvement in school that they can show how they care for their children and the school in general. In this study, data show that more than 22% of the respondents have an annual income within the range of P26, 000 to P50, 000. This is an economic group, based on the experience of the researcher, as a teacher, and as a school administrator, that is easy to invite to school. Generally, the findings still give the researcher the idea that it is the parents' belief and attitude that make them more or less involved in the school of their children.

The population of this study includes the top 5 homeroom officers of the 41 sections in Tanauan City National High School. The survey yields a total response of 205 parents. The survey is conducted during the general parents' assembly. In five sections, one of the top 5 officers is absent, so they are replaced by the next ranking officers. In two sections, two top officers have not been able to come, so they have been also replaced by the next ranking homeroom officers.

Question 2: What is the current level of practice of Tanauan City National High School in terms of parent involvement?

The school profile of Tanauan City National High School, for the last three years, reflects an increase in most indicators especially on student enrolment and number of teachers. In school year 2014-2015, the enrolment is more than 2,500; school year 2015-2016 is 2,832; and school year 2016-2017 is 2,900. There is also an abrupt increase on

the number of teachers from 55, in school year 2013-2014 to 80 in 2014-2015, and 95 in 2015-2016. The parents' population become even more diverse with the increase in enrolment with school catering even students coming from far barangays.

With the intensified implementation and monitoring of SBM, Tanauan City National High School tries its very best to involve parents in different school programs and projects. However, the review and assessment of SBM files reveal that parent involvement is limited only to attendance during general parent assemblies, quarterly distribution of students' progress report card, recognition day and homeroom PTA election. Some parents only attend school programs when their children have roles or participation in the program or presentation. Other parents only report to school when the adviser of their child or the guidance counselor and the committee on positive discipline call them for a conference.

After the assessment of SBM documents the following levels of practice per specific activity under each SBM principle are obtained. The level of practice is determined by the self-assessment made by the school SBM team and is then validated by the division SBM team.

The assessment results reveal that the school lacks practices need to meet the standards set by the DepEd in terms of parent involvement. Further analysis also shows that at present, the school is only starting to build a mechanism that will place parents as partners in the operation and governance of the school. The researcher has developed his own rubric based on the SBM Assessment Tool to assess the level of practice of the school in terms of parent involvement.

Below is the rating scale used in determining the level of practice of parent involvement:

Rating Scale

0—No evidence

1—Evidence indicates that in place is a mechanism that allows parents to get involved in each of the specific practice where they are invited / informed by the school to participate in the activities but only a few up to less than half of the needed/required number of parents are involved.

2—Evidence indicates that planned practices and procedures are fully implemented and aligned to ACCESSs. Parents are invited / informed and more than half of the needed number of parents per activity is involved.

3—Evidence indicates practices and procedure that satisfy quality standards where 100% of the needed / required number of parents took part in the specific activity.

Table 9. School level of practice in terms of parent involvement for leadership and governance

No.	Activity	Level of Practice
1	Assist in the Crafting and development of School Improvement Plan (SIP) and Annual Implementation Plan (AIP) / homeroom plan	1
2	Collaborate with the school in designing programs and projects that are aligned to the SIP and AIP	1
3	Takes part in reviewing the school's vision and direction	1
4	Participate in dialogues and attend meetings for the formulation of school/classroom policies and regulations	1
5	Participate voluntarily in school activities and collaborate with the teachers about the outcome of the activities (Ex. Volunteering as technical working committee member during parent assembly)	1
6	Provides feedback to the school/teachers for the purpose of improving school programs and projects	1
7	Build school linkages by partnering with other agencies and stakeholders	1
8	Help the school in the promotion of school advocacies and programs	1

Table 9, above, shows the school level of practice. The results of self-assessment of school practices, in terms of the activities under Leadership and Governance, validated by the division team, show that the present level of practice is Level 1. Level 1 for Leadership and Governance means that only a few up to only less than half of the required number of parents is present when the activities in the above table are conducted.

The findings also reveal that the artifacts filed by the school do not show direct and consistent participation of parents in the activities under Leadership and Governance. Being the school head of Tanauan City National High School for almost three years, the researcher has also observed that staff usually calls the attention of the parents-officers to sign the documents needed for SBM filing especially when the division validation draws near.

Moreover, it is also the observation of the researcher that the school has not established yet a system of involving parents in activities relative to school governance. This is also reflected during the focus group discussion which shows that the parents who have taken part are unaware yet of the activities under this component.

One parent even says that “Basta po at sabihan lang naman kami ay tutulong po kami. Wala naman pong pasabi ang school kaya hindi rin po kami pumupunta.”

Table 10. School Level of Practice in terms of Parent Involvement for Curriculum and Learning

No.	Activity	Level of Practice
1	Attend meeting and participate in the discussion about students' progress in learning and how to improve learning.	1
2	Design/Decorate classroom and school bulletin board	1
3	Tutor groups of slow achievers	1
4	Give feedbacks on classroom assessment	1
5	Train athletes	1

The parent activities that have been drawn from SBM Principle II as shown in Table 10 include those that can improve the academic achievement of students. The assessment of SBM documents relative to these activities show that there is very little participation of parents as traced in the attendance submitted by class advisers. Even during card giving where discussion about students' progress in their education is discussed, attendance of parents does not even reach the halfway mark.

The activities above therefore show that the school level of practice in terms of this SBM component is still low at Level 1 due to the fact that the teachers and the school, in general, do not have a system to follow and to organize parents for these purposes. The documents, as suggested by SBM validators, also manifest a beginning level of implementation as the parents' automatic presence and participation are not yet established. Also, as the artifacts reveal, the school is now only in the process of orienting the parents regarding these activities.

During the focus group discussion, one important theme that has come out of the question about the things that parents can contribute to school is their willingness to be

involved in the activities relative to SBM Principle II like training athletes, tutoring slow achievers and even helping the teachers decorate the classroom. A parent, whose son used to be a football player, has uttered “Dahil po mahilig ako sa sports ay willing po akong tumulong sa pagsasanay ng ating mga atleta lalo na po sa football.” Another parent adds: “Ako naman po ay laging nandito sa school kaya kung ano man ang aking maitutulong ay sabihin lang po ng teacher at ako po ay tutulong”

Table 11. School level of practice in terms of parent involvement for accountability and continuous improvement

No.	Activity	Level of Practice
1	Assist the school in clearly defining the agreed roles of community stakeholders	1
2	Accepts accountability and collaborate with the school on how to achieve higher performance	1
3	Participate in setting up an accountability system for school-based management processes, structure and mechanism	1
4	Engage and collaboratively enhance school’s accountability system’s processes	1
5	Practice/participate in the school periodic performance assessment	1

Under this component, the school’s artifacts only show parents being involved through noting and conforming to the documents’ content. And, because the thorough involvement of parents in terms of ownership and accountability are not strongly in place, the school is still at Level 1—the beginning level. Additionally, the documents showing the attendance of parents as well as other documents attesting to the level of parent involvement show that accountability really is not yet developed among the parents.

Increased number of parents attending all school activities under the four components of SBM is the most concrete proof that accountability is already in place among the parents. During the focus group discussion, some parents hint that there are roles that they really are not aware. Some even said that they would not know what help they can offer if the school does not conduct orientation and extend invitation to them. This data will be used as basis in intensifying parents' awareness on their duties and responsibilities as co-owner of the school performance.

Table 12 . School level of practice in terms of parent involvement for management of resources

No.	Activity	Level of Practice
1	Engage and accept accountability in the management of school resources	1
2	Collaborate to ensure timely and need-base planning for resource programming	1
3	Sustain implementation and improvement of school resource management system	1
4	Engage and implement a collaboratively developed system of monitoring school resources	1
5	Sustain and manage an established system of resource management	1

Though the parents are willing to contribute or involve in different activities relative to management and maintenance of school facilities, Table 12 shows that the school is still at Level 1 in terms of parent involvement under Management of Resources because the SBM artifacts does not show an organized system on how, when, and where the parents will come in and help the school in maintaining the facilities. These results to a very low attendance of parents whenever the activities identified above are conducted.

The SBM documents also show that parent involvement in terms of cleaning up, repair and maintenance are only visible during the Brigada Eskwela week. As a decentralized organization, the DepEd intends parents to own also the responsibility and accountability such that they become daily partners of the school and the teachers in performing the activities listed above. During focus group discussion, one of the themes that come up was that some parents always come to school because they feel that it is their responsibility to do that. If some parents are always in school, it will not be difficult for school to call them for involvement. A parent has even mentioned, “Ako po, lagi akong nandito sa school, perfect attendance po ako. Wala pong nakasasagabal sa akin para pumunta sa school kasi nga po ay alam kong priority ko ang pag-aaral ng anak ko.”

The above findings on the school level of practice in terms of parent involvement yield an overall level of Beginning or Level 1 for each of the four principles of SBM. It indicates that the school does not lack parent involvement at all but is still in the beginning level where the structures and mechanisms that will encourage parent involvement are initially being taken in place.

Furthermore, the overall level obtained by the school shows that in all the activities drawn from SBM framework, the number of parents participating does not even reach half of the required / needed number. Table 13 summarizes the school level of practice in terms of parent involvement.

Table 13. Summary of the SBM level of practice

No.	SBM Principles	Level of Practice
1	Leadership and Governance	1
2	Curriculum and Learning	1
3	Accountability and Continuous Improvement	1
4	Management of Resources	1

The findings in the summary of Level of Practice are a strong indication that the school administration must work double time to increase the level of parent involvement and cope with what the DepEd requires for all school. The level signifies actuality but the school can find ways on how to increase and sustain the involvement of stakeholders and eventually decentralize school governance. The findings will inform that the model of parent involvement should include strategies that will address the low level of practice in each of the activities drawn from the SBM framework. The strategies should be grouped to meet the standards needed for each SBM principle.

Question 3: What are the factors that affect parent involvement in Tanauan City National High School?

This research has also investigated the different factors that affect parent involvement in Tanauan City National High School. These factors are grouped into three as shown in the survey questionnaire, the parents' feelings, attitudes and beliefs towards the school, the barriers that are usually identified by parents as reason for not involving

school and their knowledge of the school's structure and the school policies on parent involvement.

The feelings, attitudes and beliefs of parents regarding parent involvement are important because these are where the initiative, love and passion to be involved in the educational efforts of their children emanate. No matter how eager the school is in inviting parents to school and in employing strategies to involve parents, this would all go to waste if parents do not share the same feelings and beliefs on parent involvement.

The identified barriers, on the other hand, are some of the reasons why parents cannot report to school or join any involvement activities. Those identified here are the most common types as shown by documents of the school. The knowledge of the school's structure, contact details of the school, and the policies regarding parent involvement are also considered as factors because many parents would say that their reason for not involving is because they do not have any knowledge about how the school system works and how to contact the concerned school personnel.

Some parents also say that they have no idea about the school policy regarding parent involvement. Moreover, many of them are even unaware of what their roles should be, especially when the school is conducting activities that need their involvement.

Table 14: Parents’ feelings, attitude and beliefs about themselves, administrator, teachers and the school in general

Items	Strongly Agree % (f)	Agree	Neutral	Disagree	Strongly Disagree	Total Responses (N)
1. I believe the school encourages active participation of stakeholders in all its activities.	41.95 (86)	43.90(90)	10.7(22)	3.41 (7)	0 (0)	205
2. I feel the willingness of the school in communicating the programs/projects/activities to its stakeholders.	40.49 (83)	44.88(92)	12.68(2)	1.95 (4)	0 (0)	205
3. I feel the warm and positive attitude of school officials and personnel whenever I visit the school.	39.02 (80)	43.90(90)	13.66(28)	2.44 (5)	0.98(2)	205
4. I feel the school value whatever service the parents render in the school.	39.51 (81)	45.37(93)	11.71 (24)	3.41 (7)	0 (0)	205
5. I feel comfortable in discussing /inquiring about the progress of my son/daughter with their teachers.	44.88 (92)	41.46(85)	10.73(28)	2.93 (6)	0 (0)	205
6. I believe the school officials and personnel are open to discuss issues affecting the learning of students.	49.76(102)	35.12(72)	9.27 (19)	4.88 (10)	0 (0)	205
7. I believe that I am accountable to my child’s education and progress in school	63.90 (131)	25.37(52)	7.80(16)	1.46 (3)	1.46 (3)	205
8. I believe there are things I can do to help at my child’s school.	34.63 (71)	35.61(73)	38.05(78)	2.93 (6)	0.49 (1)	205

Table 14 summarizes the responses to the questions which ask about parents’ feelings, attitude, and beliefs about themselves, the school administrator, the teachers, and the school, in general. Among the statements given, the one that asks parents if they feel accountable to their child’s education and progress in school gets the highest percentage of Strongly Agree at 63.90%. This means that there is a feeling of accountability among them, giving the school an assurance that they will support whatever program that will benefit the learners. This data also serves as an assurance that parents will support the model of involvement as they have the sense of ownership of their role as parents. Meanwhile, 34.63% of the parents believe that there are things they

can do to help the school and the children, an indication that there are parents who do not know the areas where they can involve in school. This will be the basis for including in the model an orientation of the different areas where parents can involve in school. The rest of the statements get 0% for Strongly Disagree which means that majority of parents are positive about their beliefs and attitudes about the school and parent involvement. Only the statement about warm reception in school gets a response of 0.98% for Strongly Disagree, an indication that the school must sustain and even improve on its reception of parents every time they visit the school.

On the question about their point of view and belief on parent involvement, most parents from Grades 7 to 11 feel that parent involvement is very important for them to become aware of what is happening in school and for them to know the progress of their children in school. The others agree that parent involvement will greatly improve the school performance as well as the facilities while some express that parent involvement is crucial in establishing a good rapport among teachers and parents.

In all focus group sessions, the major theme that arises relative to the above findings is the view of parents regarding the role of parents in the school and how they view parent involvement in school. Parents agree that involvement in school is very necessary for them to show their support to their children. All of them show positive responses with regard to their views on parent involvement in school.

A major theme from the focus group discussion is the positive attitude and belief of parents. They say, “Ang pakikisangkot po sa paaralan ay makatutulong upang makapagbigay

suporta kami sa mga kaganapan sa paaralan.” Another parent says, “Para po nalalaman namin kung anong nangyayari sa paaralan,” while one parent claims that “Para sa akin po, dapat talaga ay laging nasa school ang mga parents, lalo na kapag may mga activities, mga meetings, dapat laging involved ang parents. Katulad ng anak ko, mas napapansin ko mas masaya siya kapag nakikita niyang andito ako sa school eh.”

Table 15 below presents the barriers that are usually identified by parents as reasons for not involving in school. These reasons are the most common reasons as reflected in the school’s SBM documentation.

Among those that are perceived as barriers to parent involvement, the percentage of responses for Strongly Agree ranges from 4.39% to 9.76%. Time constraints, child care, and worries about financial contribution get the highest percentage at 9.76%. Unfriendly attitude of school personnel follows closely at 7.81%. Home’s distance in school and unorganized plan of activities come in third at 7.32%. Lack of awareness about the areas of involvement follows at 5.85%. Other personal reason is the lowest at 4.39%. The result of the survey is an indicator that these three must be given consideration by the school in selecting the parents who will participate in the parent involvement activities.

Moreover, the low percentage of parents who select Strongly Agree as their response for the barriers is an indication that only a little number of parents is affected by these barriers and that more parents do not have any reason for not participating in school activities. Among the statements, the one about unorganized activities and the unfriendly attitude or atmosphere in school gets the highest percentage of Strongly Disagree with

23.41% and 20.98%, respectively. This means that many parents do not consider these as the barriers for parent involvement and that the school must sustain its well-organized plans of activities and the friendly environment in order to encourage more parents to be involved in school.

Moreover, the category Other Matters/Reasons and Child Care get the lowest for Strongly Disagree at 6.34%. This means that only a little number of parents are affected by the barrier of having little children to take care of which could hinder them from involving in school. During the focus group sessions, the major theme that arises from the answers to the questions, relative to barriers of parent involvement, is that there are no barriers that hinder them from involving in school. One of them has said, “Sa akin po ay walang nakasasagabal. Lagi po akong nakakapunta sa paaralan para makilahok.”

Furthermore, another theme that is worthy of consideration in the development of the model is that all parents in the focus group session have no frustrations whatsoever in their experiences with the teachers in particular and the school in general. This substantiate the findings that majority of parents will find time to get involved in school activities. Moreover, the model that is being developed is considering both parents, who are expressing different opinions. These are the parents who can involve full time in school and parents who have one or two reasons for not being able to come during any activity.

Table 15: Barriers that affect a parent's involvement in school

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Responses (N)
1. I have difficulties in participating in school activities because I do not know the areas where I can be of help.	5.85 (12)	19.02 (39)	40 (82)	21.46(44)	13.66(28)	205
2. I have difficulties because of time constraints (job and responsibilities in the community/prof'l. org.).	9.76 (20)	28.78 (59)	31.22 (64)	23.90(49)	6.34(13)	205
3. I have difficulties participating in school activities because of child care.	9.76 (20)	24.88(51)	29.76(61)	25.85(53)	9.76(20)	205
4. I have difficulties participating in school activities because of my home's distance from the school.	7.32 (15)	28.78 (59)	28.29 (58)	17.07(35)	18.54(38)	205
5. I hesitate to participate in school activities because of unfriendly attitude of school officials and personnel.	7.81 (16)	18.05 (37)	24.39 (50)	28.78(59)	20.98(43)	205
6. I hesitate to participate in school activities because of unorganized plan of activities.	7.32 (15)	13.17 (27)	18.05 (37)	38.05(78)	23.41(48)	205
7. I hesitate to attend school activities especially when it involves financial contribution.	9.76 (20)	20.49 (42)	29.76 (61)	23.90(49)	16.10(33)	205
8. Other matters (please specify)	4.39 (9)	23.90 (49)	57.07(117)	10.73(22)	3.90(8)	205
Total						205

Table 16 below summarizes the responses of parents regarding their knowledge of the school's structure, organization and policies on parent involvement. Over 63% of the respondents agree to the statement that they are aware of the organizational structure of the school. Similarly, a bigger percentage, which is at almost 72% of parents, agrees that they understand how each part of the school organizational structure works. On the statement that tells that they are aware of the existence of school policies for the

involvement of parents, 66% say they agree. Almost the same percentage agrees that they know the contact details of the school. Sixty five percent, on the other hand, say that they are aware about their duties and responsibilities in the school and 58.05% agree that they are well-oriented about the different areas that parents like them can participate.

Table 16: Parent’s knowledge of the school’s structure, organization and policies on parent involvement

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Responses (N)
1. I am aware of the organizational structure of the school.	25.85(53)	37.56(77)	29.76(61)	6.83(14)	0(0)	205
2. I understand how each part of the organizational structure works.	24.88(51)	46.83(96)	20(41)	6.83(14)	1.46(3)	205
3. I am aware that there are existing school policies for the involvement of parents.	23.90(49)	42.44(87)	22.93(47)	10.73(22)	0(0)	205
4. I know the contact details of the school.	22.44(46)	43.90(90)	24.88(51)	7.32(15)	1.46(3)	205
5. I am well-informed about my duties and responsibilities in the school.	34.63(71)	30.73(63)	26.83(55)	6.83(14)	0.98(2)	205
6. I am well-oriented about the different areas of involvement in school in which parents like me can participate.	20.49(42)	37.56(77)	30.24(62)	8.78(18)	2.93(6)	205
Total						205

Analysis of Data on Barriers for Parent Involvement and Capabilities of Parents for Involvement

This section presents the summary of the results of data analysis particularly on the different factors that affect parent involvement and the capabilities of parent for involvement as well as the suggested programs and activities which will be included in the parent involvement model based on the findings anchored with the different activities drawn from the SBM framework and Joyce Epstein's Six Types of Involvement.

A. Parents' feelings, attitude, and beliefs about themselves, administrators, teachers and the school in general

The findings of this study align favorably with the reviewed research and literature. As found in the study conducted by Wright (2003), parents do care for the education and the school of their children and that they have their ideas about the types of involvement they can engage themselves, specifically those types with merit and types that have less merit. Wright further concludes that parents would want to involve themselves in activities that would promote closer relationship with teachers for the purpose of staying updated on what is happening in school.

On the statement about the belief of parents as to whether the school encourages active participation of stakeholders in all its activities, 41.95% and 43.90% say that they agree and strongly agree. The rest of the statements regarding the parents' attitude on parent involvement elicit responses ranging from 34.63% to 63.90% for Strongly Agree, and 25.37% to 45.37% for Agree. Only three statements get a percentage for Strongly

Disagree which is very minimal at 0.49%, 0.98% and 1.46%. These statements are about the warm and positive attitude of school personnel, the belief of being accountable to their children's education and progress in school and the belief that they are things that they can do to help in school.

The findings about the feelings, attitudes, and beliefs of parents about parent involvement are indications that majority of parents are very open to the idea of parent involvement and that any program of the school that will require their participation will gather significant support.

B. Factors that affect parent involvement

Despite the majority of parents' good attitude and beliefs about parent involvement, some parents have also reported barriers that affect involvement. Twenty four percent of parents have responded that they do not know the areas where they can be of help in school. As to time constraints, due to jobs and other responsibilities in their family and barangays, 9.76% strongly agree and 28.78% agree that these are their reasons for not being able to be involved in school. On the other hand, 9.76% agree, and 24.88% strongly agree that child care hinders them from going to school for involvement. However, during the focus group discussion parents say that they still find time to visit and help the school despite of having a child to care at home.

When asked about the challenges that make it difficult for them to be involved in school, some of the respondents have identified jobs as the reason. However, all of them agree and volunteer that they still find time to make up or still visit the school when they

fail to report on the agreed date of meeting or school activities. A few have mentioned that child care and other personal reasons are the challenges for parent involvement. But, all of them express that those challenges, if possible should not hamper their involvement in their children's school.

For the category home distance from school, as reason for not being able to participate, 7.32% strongly agree and 28.78% agree. This is an indication that majority of the parents can easily come to school during parent involvement day or whenever the school needs them. 7.32% of the parents disagree and 13.17% strongly disagree that unorganized school activities are barriers. This means that more than half of the parents witness how the school makes all its activities and school programs as organized as possible.

For the category fear of financial contribution, 9.76% strongly agree and 20.49% agree that it is the reason for not coming and getting involved in school—a reflection of the school's effort to implement the "No Collection Policy" of the Department of Education. It has also been an observation of the teachers that whenever parents hear information regarding meetings involving financial contribution, whether parent initiated or voluntary in nature, they tend to resist the idea. The worst case is that they decide not to attend at all.

The responses of the parents to the statements regarding barriers to parent involvement will be given important considerations in the design of the model for parent involvement of Tanauan City National High School. A survey of parents will be done to determine which among the parents cannot join. The responses also gave the researcher

the idea that communication and giving consideration as well as coming together for understanding should be an important consideration in the design of the model.

C. Parents' knowledge of the school's structure, organization, and policies on parent involvement

Meanwhile, in the category regarding parents' knowledge of the school's structure, organization, and policies on parent involvement, 25.85% agree and 37.56% strongly agree. This means that they are aware about the structure and organization of the school, and the policies on parent involvement. On the other hand, 1.46% of the respondents strongly disagree to the statement that they understand how the school organization works and the same percentage also say that they do not know the contact details of the school. 0.98% of parents respond strongly disagree regarding that they are well-informed about their duties and responsibilities in the school. 2.93% of parents respond strongly disagree that they are well-informed about the different areas of involvement in school. These findings give the researcher the idea about the different strategies, programs and projects to be included in the model.

D. Parent Capabilities

D.1 Leadership and Governance

Among the activities enumerated under the leadership and governance component of SBM, participating in dialogues and attending meetings for the formulation of school and classroom policies and regulation get the most number of parents who respond either

somewhat capable (28.29%), capable (45.85%), and very capable (22.93%). Those who say that they are not capable to perform this activity is 2.93%. This shows that parents would really like to have a voice in the formulation of policies and designing projects that affect their children's education. It is also a clear indication that they would like to be updated about the policies governing the school and the education of their children.

The rest of the activities also garner positive responses ranging from 9.27% to 22.93% for Very Capable and 39.02% to 45.85% for Capable. These include: assisting in the crafting SIP and AIP, taking part in reviewing the school's vision and direction, participating voluntarily in school activities and collaborating with teachers about the outcome of the activity, building school linkages and partnering with other agencies and stakeholders and helping the school in the promotion of school advocacies and programs. These responses ensure that all activities relative to school leadership and governance will be gladly welcomed by parents and that they have the capabilities indeed to help and to contribute.

D.2. Curriculum and Learning

Among the activities aligned under this component, parents are most capable to attend meeting and participate in the discussion about their students' progress in learning and how to improve learning with 41.95% Very Capable and 41.46% Capable. This is a very good indication that all activities and areas of involvement relative to learning progress will be attended and supported by parents. Also, it is worthy to mention that many parents can also participate in different areas of involvement related to curriculum

and learning. Meanwhile, there are parents who respond that they are not capable to perform, 3.90% to 24.39%, the five activities under this area of SBM. The activity which cannot be performed by the most number of parents is training athletes which is at 24.39%. To address these findings, the parents' capabilities will have to be determined and areas of involvement will be given to those parents who respond that they are capable of doing them.

D.3. Accountability and Continuous Improvement

Reviewing and giving feedbacks for the purpose of improving school and students' performance are the activities under the component of SBM. With the responses of the parents, the school will also have easier time to involve parents as they respond that they are very capable (14.15%) and very capable (40.49%) in performing the task. Ownership of school processes will be easier to instill among the parents when activities concerning this SBM component is included in the parent involvement model. For those activities that parents are not capable of doing, the model will include strategies in order for parents to learn about them and to realize the significance of doing them.

D.4. Management of Resources

The results of the survey questionnaire clearly show that there are certain percentages of parents who are not capable of doing the different activities under this area of SBM. The percentage of parents who responds that they are not capable of doing the activities ranges from 7.32% to 24.39%. This gives the idea that capabilities of parents

must really be assessed and the areas to be assigned to parents must match their capacity to do them. An inventory of parents and their capability must be taken into consideration in the design of the parent involvement mode.

In the focus group discussion that has been conducted with parents, the major theme that come up, relative to parent capabilities, is that most parents are willing to help in school in whatever way they can. Some have identified gardening, cooking, decorating the bulletin board, cleaning the gym, assisting the security unit, among others. These areas of involvement are found to be the areas where majority of parents are capable and very capable of doing.

In the final question, which requires parents to answer if they are willing to share their capabilities with the school, all of them without hesitation have resoundingly answered YES.

In one of the focus group, one participant has said that “Inaamin po naming na talagang hindi kaya ng mga teachers ang lahat ng mga Gawain sa paaralan. At dahil ang mga anak naming ang nag-aaral, natural po lamang na kami ay makisangkot dito sa mga gawaing pampaaralan.” Another parent says: “Bilang ina, gusto ko pong malaman kung anoang nangyayari sa aking anak dito sa school, at kung may maitutulong ako para mas gumanda ang kanyang kalagayan dito sa paaralan ay gagawin ko po.” These answers of parents have prompted a very healthy discussion about the role of parents in school. The responses of parents also agree with some of the findings provided in the review of literature that parent involvement tends to decrease as students grow older. The

discussions have provided realizations for some parents that the age of their students in high school is critical and the more that their guidance and involvement in school are needed.

Basis for the Parent Involvement Model

The findings of the study show that from among the activities identified under each SBM principle, there are activities that parents can actively involve. These activities are grouped into four principles of SBM—Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement and Management of Resources. Moreover, the results show that more than half of parents are strongly capable and capable to perform the different activities under each principle.

Results of the study show that among the four principles, Leadership and Governance provide the most number of activities for parent involvement with seven. This is an indication that the parents are important partners of the school in governance and the more activities they are engaged in, the more transparent and more accountable school governance becomes.

As revealed in the findings, the school's level of practice in terms of parent involvement is at level 1. The school's level of practice is determined using the results of the self-assessment conducted by the school for each activity and validated by the division SBM monitoring team. This means that TCNHS is still at the beginning level of SBM implementation particularly for parent involvement activities under the four SBM principles. Beginning level means that school has no established system for parent

involvement; there are mechanisms that allow parent involvement but only encourage less than half of the actual number of parents.

In terms of the barriers for parent involvement, findings reveal that there are more parents who disagree and strongly disagree to the reasons for not involving in school. This means that the common reasons identified as barriers to parent involvement do not hinder them from involving in school. However, there are parents who responded that they agree and Strongly Agree to some barriers to parent involvement. This will inform the model in the sense that strategies to encourage these parents must be developed.

Findings also reveal that parents possess positive attitude in terms of the factors that affect parent involvement in Tanauan City National High School: (a) Parents' feelings, attitude and beliefs about themselves, administrator, teachers and the school in general; (b) Barriers that affect parents' involvement in school; and (c) Parents' knowledge of the school's structure. Parents' belief, attitude and feelings are deemed by the researcher as important factors that contribute to parents' decision to get involve in school. The findings reveal that more than 80% of the parents-respondents either agree or strongly agree to the following beliefs and feelings:

- a. The school encourages active participation of stakeholders in all its activities;
- b. The school has willingness to communicate the programs and projects to its stakeholders;

- c. The school including its administrator and teachers show warm and positive attitude whenever parents visit the school;
- d. The school values whatever service the parents render in the school;
- e. The parents are comfortable in discussing with the teachers the progress of their children in school;
- f. The school personnel are open to discuss issues affecting the learning of students;
- g. The parents are accountable to their child's education and progress in school;
- h. There are things that they can do to help at their children's school.

The aforementioned findings and interpretation provide the researcher with the basis in developing a model for parent involvement. Additionally, the findings enable the researcher to provide focus on the different strategies that will encourage and sustain involvement of parents in the school.

Question 4: Based on the findings, what model of parent involvement can be developed to increase the participation of parents in the implementation of School Based Management in Tanauan City National High School?

The proposed model of parent involvement for Tanauan City National High School is developed based on the findings of this study specifically in terms of the

different activities drawn from the four principles of SBM, the capabilities of parents, the current school level of practice in terms of parent involvement and the identified barriers for parent involvement.

Identification of the Activities for Parent Involvement

The activities that have been drawn from the SBM indicators as revealed in the study cover the different areas of involvement that the school identifies as areas for parent involvement. Identification of these areas gives the school and the parents a clear understanding of what and how parents can assist the school in improving the level of practice as the identified areas have been validated by the same people in the division who monitor the school's SBM level of practice. Additionally, the activities identified are based on the legal issuance of the DepEd, giving both the school and the parents an assurance that the implementation of SBM in the school is legal, transparent, and data-based.

For Leadership and Governance, activities that parents can be involved are: assisting in the development of School Implementation Plan (SIP) and Annual Implementation Plan (AIP); collaborating with the school in designing programs aligned with SIP and AIP; taking part in the review of SIP and AIP implementation; participating in dialogues and attending meetings for the formulation of school and/or classroom policies; volunteering in school activities; providing feedback to the school/teachers for the purpose of improving school performance; building linkages and partnership with

other stakeholders and helping the school in the promotion and dissemination of school programs and projects.

The activities under Curriculum and Learning are those that are aimed to improve learning. These activities do not directly involve parents in actual instruction but those that will enhance learning. Activities include: attending meetings and discussions on students' progress; designing/decorating classrooms and bulletin board; tutoring groups of slow achievers; giving feedback on classroom assessment and training contestants and athletes.

Activities under Accountability and Continuous Improvement are those that will allow for a clear, transparent, inclusive and responsive accountability system. Most parents will be motivated to perform these activities as based on the findings that majority of them will want to know about the school and its policies. The activities under this principle include: assisting the school in clearly defining the agreed roles of community stakeholders; accepting accountability and collaborating with the school on how to achieve higher performance; participate in setting up of accountability system; engaging and collaboratively enhancing school's accountability system's processes and participating in school periodic performance assessment.

Management of Resources is the last principle which includes activities that provide for effective, efficient and transparent management and utilization of school resources. Activities include: engaging and accepting accountability in managing school resources; collaborating to ensure timely and need-base planning for resource

programming; sustaining implementation and improvement of school resource management system; engaging and implementing a collaboratively developed system of monitoring school resources; and sustaining and managing an established system of resource management.

Parent Capabilities for Involvement

The consideration of the parents' capabilities is another feature of the developed model of parent involvement. Based on the results of the study, each principle of SBM provides variety of parent involvement activities that parents can choose depending on their capabilities. Also, as revealed by the findings on the capabilities for parent involvement, there are only few parents who are not capable of performing one or any of the activities identified per SBM principle. This means that majority of the parents are capable to perform the activities under the SBM principles.

The model includes all the activities under the four SBM principles because involvement in those activities will result to the increase in school level of practice. In the implementation, it is important that the school conducts an inventory of parent capabilities and match them with the different areas of involvement so that they will be motivated to perform the tasks voluntarily.

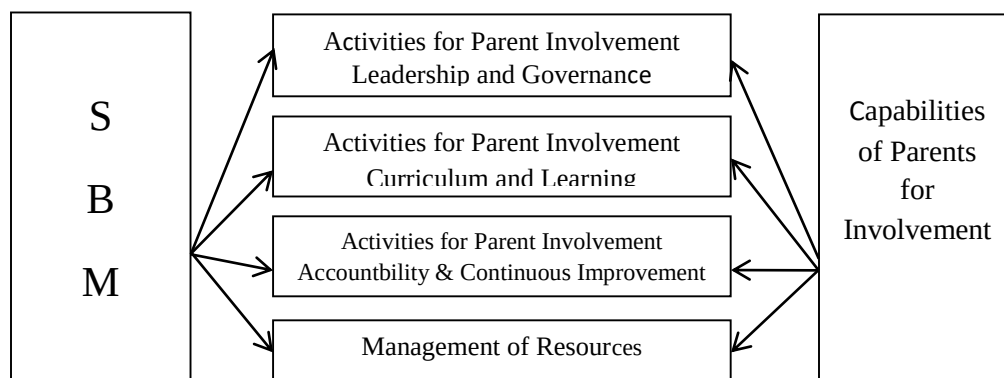


Figure 2. Identification of Activities and Capabilities for Parent Involvement

School Level of Practice in Terms of Parent Involvement

The level of practice of TCNHS, in terms of the different activities for parent involvement, as revealed in the findings of this study, is still at Level 1. The self-assessment conducted by the school SBM team and validated by the division SBM team revealed that all activities under the four principles are at level 1. This means that the school is still at the beginning level and that only less than half of the total number of parents gets involved in the different school activities. This information is used as the basis for including in the model some intensive strategies that will encourage increased involvement of parents. These activities are developed to address the gaps in terms of the low level of practice.

The low level of parent involvement at TCNHS is true to all the activities under the four principles of SBM. This provides for the inclusion of variety of strategies that will encourage or motivate parents to involve in each of these activities.

Based on the findings, the gaps are caused by the lack of knowledge about the areas where parents can be of help, time constraints, child care, home distance from school and due to school's unorganized plan of activities. These strategies to address the gaps are designed following the results of the study about the parents' beliefs, attitudes and feelings towards the school and parent involvement showing that majority of them are very open to the idea of parent involvement. Additionally, as the findings show and as revealed in the focus group discussion, parents are willing to support any program that will involve parents.

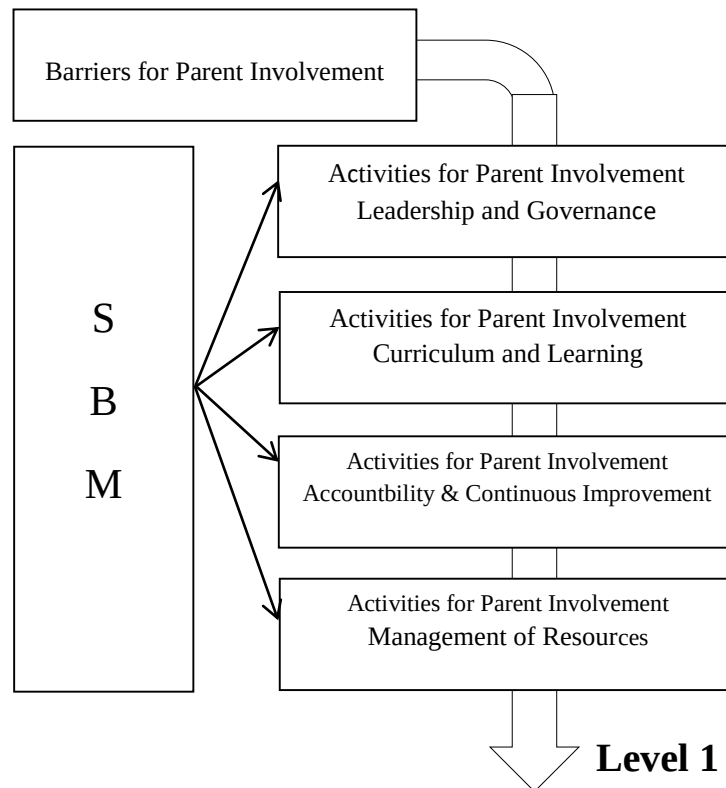


Figure 3. TCNHS Level of Practice in terms of parent involvement

Strategies for Parent Involvement

The strategies for parent involvement (see Appendix) are designed based on the findings of the study. Each of the activity is selected to fill-in the gaps caused by the barriers for parent involvement, to encourage more parents to share their capabilities for involvement and to eventually increase the level of parent involvement in Tanauan City National High School. The activities are anchored with Epstein's Six Types of Involvement: Parenting, Communicating, and Collaborating with the Community, Decision Making, Volunteering and Learning at Home. The strategies are grouped according to the areas of concern or barriers as established by the results of the study.

Activities to address the feelings, attitudes and beliefs of parents about the school and parent involvement include parenting seminar, vision sharing and regular meeting. These are also aimed at sustaining the high and positive response of parents in this area as shown by the results of the study. For parents who have no knowledge about areas where they can get involved, the model will include activities that will orient parents about the school and parent involvement process. Other strategies include conducting orientation program about parent involvement, collaboration with the community, tapping parents for dissemination of parent involvement program to the community and matching school goals and involvement areas with what parents can do.

As to the barriers related to parent involvement, respondents identified time constraints, home distance in school, unorganized plan of activities, and financial contributions as reasons why they cannot get involved in school activities. A variety of

strategies are included to address these concerns. These include: orientation program, vision sharing to internalize roles, assessing the capability of parents by conducting skills and talents inventory, tapping parent leaders, assigning parents as representative of other families who cannot make it to school, organizing home activities to be handled by parents who find it difficult to go to school, assisting children at home, among others.

Regarding the capabilities for involvement, there are parents who respond that they cannot perform some of the activities identified under each principle. As based on the findings, the strategies included in the model are those that will help the parents develop capabilities to involve (see Appendix).

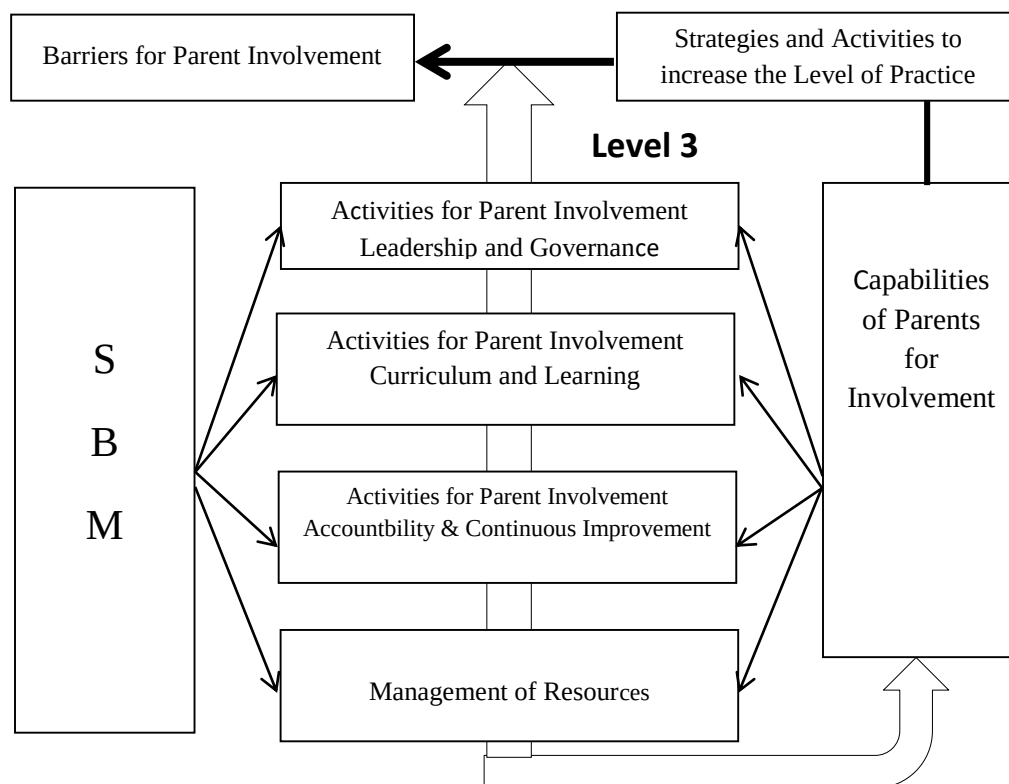


Figure 4. Framework of the of Parent Involvement Model

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusion and recommendations derived from the study.

Summary of Findings

The study yields the following findings:

1. Specific practices in terms of parent involvement are drawn from the four principles of School Based Management. These practices will enable the school to encourage and motivate parents to take part in all the activities that will improve the four components of SBM namely: (1) Leadership and Governance, (2) Curriculum and Learning, (3) Accountability and Continuous Improvement, and (4) Management of Resources. The involvement of parents in these practices will also enable the school to attain the goal of the Department of Education which is to reach Level 3 where all processes and procedures that involve parent involvement satisfy standards set by the department. In relation to these activities, findings also reveal that majority of parents are capable of performing the activities under each principle of SBM.

2. The level of practice in terms of parent involvement in Tanauan City National High School is still at Level 1. This level indicates that the school is still at the beginning level of involving the stakeholders. The SBM artifacts clearly show that the school does not have yet an established system of parent involvement which is the highest intent of the SBM and the school has a lot of things to do to increase the level of practice.

3. The parents possess positive attitude in terms of the factors that affect parent involvement in Tanauan City National High School:(a) Parents' feelings, attitude and beliefs about themselves, administrator, teachers and the school in general; (b) Barriers that affect parents' involvement in school; and (c) Parents' knowledge of the school's structure. Parents' belief, attitude and feelings are deemed by the researcher as important factors that contribute to parents' decision to get involve in school. The findings reveal that more than 80% of the parents-respondents either agree or strongly agree to the following beliefs and feelings:

- a. The school encourages active participation of stakeholders in all its activities;
- b. The school has willingness to communicate the programs and projects to its stakeholders;
- c. The school including its administrator and teachers show warm and positive attitude whenever parents visit the school;
- d. The school values whatever service the parents render in the school;
- e. The parents are comfortable in discussing with the teachers the progress of their children in school;
- f. The school personnel are open to discuss issues affecting the learning of students;
- g. The parents are accountable to their child's education and progress in school;
- h. There are things that they can do to help at their children's school.

As to the factors that affect parents' involvement, there are more parents, ranging from 65% to 75% who either disagree, strongly disagree, and are neutral to the following barriers for parent involvement: (a) no knowledge about the areas where they can be of help; (b) time constraints; (c) child care; (d) unfriendly attitude of school officials and personnel; (e) unorganized plan of activities; and (f) financial contribution. Twenty-five to thirty-seven percent say that they either agree or strongly agree about these reasons as barrier for parent involvement.

Meanwhile, fifty-seven to seventy percent of the respondents either agree or strongly agree that they are aware, they understand and are well-oriented about the school organization, how the school works and the different areas of involvement in the school.

Conclusions

In the light of the findings, the following conclusions were drawn:

1. The specific practices in terms of parent involvement that are drawn from the SBM governance framework will allow the school administrator and teachers to work hand-in-hand with the stakeholders specifically the parents in school governance, management and implementation of the curriculum and student learning, continuous improvement and management of resources. Moreover, the activities that are drawn from the SBM assessment indicators clearly encourage co-ownership and sharing of school processes between the school personnel and the parents such that accountability on school performance does not rest on the shoulder of teachers and school head alone but on all the members of the school community including parents.

2. Tanauan City National High School, being at Level 1 of SBM Practice in terms of parent involvement, still needs to do more to encourage and motivate parents to involve in school activities. The actualities of parent involvement in the school are a glaring proof that a model of parent involvement or a strategy to involve parents must be developed and established.

3. Majority of the parents have positive attitude, beliefs, and feelings about themselves, the teachers and the school particularly on things relative to parent involvement. This will enable the school to draw big groups of parents who can involve in a parent involvement scheme. Though some parents consider one or two barriers for parent involvement, more than half of them do not see any hindrance to involve in school. And, even if they identified a barrier, still they all agree that school and their children are their priority. The parents are also knowledgeable about the organizational structure of the school, how the structure works and also knows about the policies of the school on parent involvement. These will give the school staff easier time convincing them to participate in different parental involvement activities.

4. Majority of the parents are capable of involving in different areas and activities in the school. They are also very willing to share their talents and efforts in order to assist teachers and to improve the school performance. All parents have agreed that their presence in school would bring beneficial effects to the education of their children. This is an indication that parents are willing to come to school and to participate in different activities.

5. A model of parent involvement that will motivate and encourage parents to participate in school must be developed. The model resulting from the findings of this

study will have a significant impact on the DepEd's thrust of providing quality education to children as it will encourage parents to work hand-in-hand with the school thereby creating an atmosphere of improved learning environment and motivated learners.

Recommendations

The limited nature of this study dictates the following recommendations:

1. The model of parent involvement that has evolved from this research must be tried out or adopted in the school to determine its effectiveness. Its effectiveness in TanauanCity National High School, however, is not a guarantee that it will also be effective in other schools. Hence, its use with other schools could be tried out or adopted.
2. The results of this study are purely based on the parents of students enrolled in TanauanCity National High School. A parallel study involving parents of other schools may be conducted to come up with a model that best suits the needs of a particular school.
3. There are various reasons why some parents are not able to involve in some school activities. It is important that schools must determine the reasons of parents and to design strategies that will allow parents to participate in other activities.
4. It is recommended that schools must document the results of parent involvement activities including success stories and best practices so that other schools and school administrators may be enlightened and enriched by the good experiences.

5. It is also recommended that schools must capitalize on the capabilities of parents for parent involvement. A survey to determine what parents can be able to contribute in school may be conducted to determine the type of involvement activities that will be designed for parents.

CHAPTER V

THE PARENT INVOLVEMENT MANUAL

I. Background

Parent involvement has always been considered a significant factor in the operation of a school. Being the most important stakeholders in the school community, parents play an important role in the education endeavor of their children and in the performance of the school in general. Educators and researchers all agree that children whose parents participate in the educational endeavors of their children tend to achieve more than those whose parents do not (Wright, 2009). Wright points out that “parents who help and encourage their children at home contribute to the growth and academic success of their children” (Maynard and Howley, 1997).

To maximize the involvement of stakeholders in school, particularly parents, Philippine education officials and policy makers introduced the School Based Management, a governance framework which aims to decentralize management and operation of schools making stakeholders as partners of the school administration and teachers, thus promoting shared commitment, shared responsibility and accountability. This is anchored on the belief that the parents and the community are in a better position to assist the school because of the fact that their children will be most benefitted by their decision to involve in school. Another important reason is linked with the theory of participatory approach to development which advocates the giving of chance to people to participate in the governance of their own lives especially the matters that affect their

children. The involvement of parents in school positively impacts classroom teaching and learning and even the whole school environment. The school administrator and teachers feel more motivated to work when the responsibilities in rearing children is shared with parents and parents develop the sense of ownership and accountability when they feel that the school welcomes and trusts them as partners in the education of children. This in turn creates mutual respect and contributes to the increase in parental support to school programs and projects.

Many public secondary schools in the Philippines still find difficult to encourage maximum participation of parents. This is in agreement with the findings of several studies that as children get older, parent involvement in schools decline. However, as many studies also suggest, parent involvement is too crucial to the education of children that it should not be concentrated only during the younger age of students.

Many factors contribute to the low level of parent involvement especially in secondary schools. The beliefs and feelings of parents regarding how they should involve themselves and their knowledge of the school structure and how the system works are some of the more important contributors to the parents' apparent lack of eagerness to go to school and participate in school activities

Tanauan City National High School, the biggest public secondary school in the city of Tanauan, is not exempted from the different challenges faced by public schools. Having been in existence for only eleven years, the school does not have yet a complete set of non-teaching staff who will take charge of important ancillary services for the

students. At present, the school does not have position items for guidance counselors and school nurse. The school's utility personnel, budgeted by the city hall, are not enough to maintain the very spacious campus being used by less than three thousand students daily. Additionally, this number of students create heavier work load for teachers assigned to different coordinatorship such as the library, records section, child protection, school feeding, school canteen, gulayan sa paaralan, disaster management, school clinic, among others.

For eleven years since the school was established, there has been a history of low level of parent involvement in TCNHS. Most of the time, parents are visible only during general assembly for card giving, Brigada Eskwela and whenever they are called for a conference by the guidance counselor. The parents, however, cannot be blamed on this matter. Willing as they are, parents will definitely be hesitant to offer help if the school does not invite them and if the parents do not know the specific areas by which they can help.

School Based Management involves four areas from which different activities for involvement may be offered to parents. But if the school does not have a model and the willingness to implement it, parent involvement and the benefits that the school derives from it will never be attained.

TCNHS at present has a pool of bright, energetic and committed teachers, yet as studies show and as Philippine EFA goals for 2015 concludes: educating children is too

complicated that it should not be left on the hands of educators alone. It should be a communal effort participated by teachers, the parents and the community.

With less than three thousand parents, it is really very impossible to gather all of them at the same time to volunteer and to take part in all the school's activities. The diversity of these parents in terms of demographic profile, as based on the findings, also makes it difficult for the school to realize 100% participation. Other contributing factors for low involvement as revealed by the findings of this research include: some parents do not know the areas where they can be of help; job and responsibilities in the community; child care; home distance from school; unfriendly attitude of some teachers; unorganized plan of activities and worries about financial contribution. It is however worthy to consider that in spite of these reasons, majority of parents as also shown by the findings of this research, still believe that they are accountable for the education of their children and that they can do something to contribute in their child's school. Moreover, they believe that the school welcomes them and will value whatever service they can offer to the school. The openness of parents to the idea of parent involvement as well as their diversity in terms of things that they are capable of doing have contribute greatly to the development of the model of parent involvement for TCNHS.

II. Rationale

This model of parent involvement proposed for Tanauan City National High School is based on the findings of this research specifically on the following:

A. Activities drawn from the four areas of SBM;

- B. Current level of practice of TCNHS in terms of parent involvement;
- C. Factors that affect parent involvement in TCNHS;
- D. Capabilities of parents for parent involvement

The parent activities that were basically found in the study were those drawn from the four areas of SBM validated by the division SBM team. These activities are those that are related to: Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement and Management of Resources. The specific activities are considered very crucial to improve the four areas of SBM and to ensure that a community and child-centered environment is in place. The Six Types of Involvement advocated by Epstein will also guide the model in coming up with the different kinds of activities that will help parents to develop ownership of the model and of the school. Since the activities are aligned with the DepEd's vision and mission, they are also expected to have an impact on the school's goals and objectives of attaining higher learning outcome.

The low level of school's practice in terms of each of the activity as revealed by the findings of this study is also one of the reasons for including them in the model. It is hoped that through the implementation of the model, the parents' level of involvement in these activities will be increased and also sustained. Different strategies and programs are developed to encourage parents to involve in each of the activity. The findings of the study in terms of the factors that affect parent involvement are also considered in selecting the appropriate strategies and programs. The parents who do not always have the time and who live far from the school are subjected to involve in the activities under

Epstein's Learning at Home. The parents who do not have enough knowledge about the school and about parent involvement in particular as well as how they can be of help will be given orientation seminars.

The unique feature of this model which is also based on the finding of this study is the consideration of the capabilities of parents to perform the activities under the areas of SBM. To realize this, the school will conduct an assessment of parent capabilities at the beginning of the school year. The results of the assessment will form part of the inventory of parent capabilities. Those parents who identified themselves as capable and very capable to do specific activities will be assigned to perform those activities. In consideration of the number of parents who fall under one activity, scheduling will be applied so that a specific activity will be performed by different sets of parents.

The implementation of the model will follow five stages. Each stage includes strategies that will help increase the level of parent involvement. The stages have been developed for systematic implementation of the model. The goal of increasing parent involvement cannot happen overnight and it is necessary to prepare the mindset of the teachers, the parents, the students and the community that a model of parent involvement will be implemented. It is also important that a school committee for Parent Involvement must be organized. The committee, which will coordinate with the Parent Teacher Association, will ensure that each stage of the model is performed and will take charge of all the strategies and programs for parent involvement. Moreover, the said committee will conduct regular monitoring and evaluation of the different stages of the model as well as the conduct of each activity. Regular feedbacking will be scheduled to ensure

that both parents and teachers are informed of the status of the implementation of the model.

A. Objectives

The model is generally aimed to increase the level of parent involvement in Tanauan City National High School in terms of each of the activities drawn from the four areas of School Based Management.

Specifically, this model aims to:

1. Assess the capabilities of the parents to do the activities under the four areas of SBM;
2. Implement the strategies and programs that will encourage involvement of parents;
3. Evaluate the implementation of parent involvement;
4. Institutionalize parent involvement as a mechanism to increase school performance outcome.

III. The Model

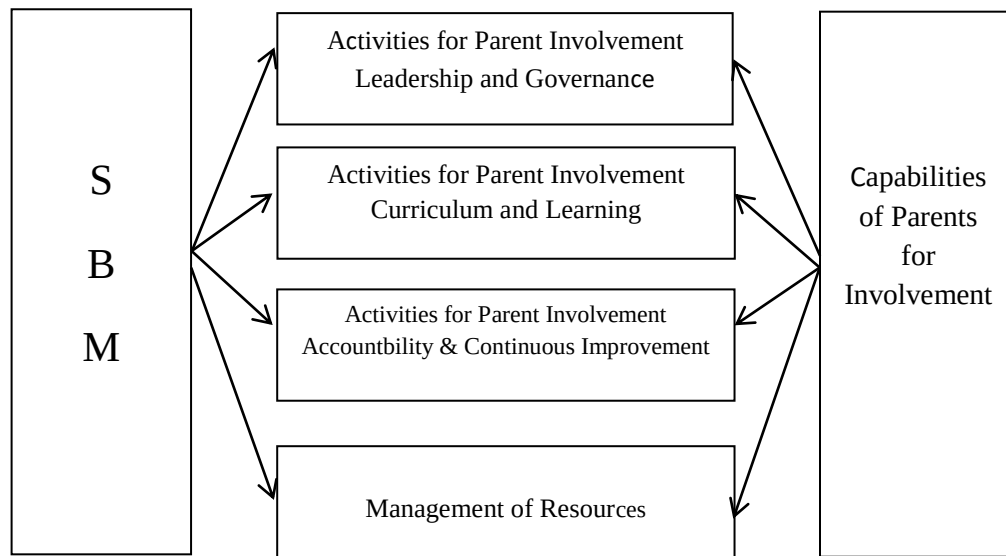
The proposed model of parent involvement for Tanauan City National High School is developed based on the findings of this study specifically in terms of the different activities drawn from the four principles of SBM, the capabilities of parents, the current school level of practice in terms of parent involvement and the identified barriers for parent involvement

Identification of the Activities for Parent Involvement and Parent Capabilities for Involvement

The activities that were drawn from the SBM indicators cover the different areas of involvement that the school identifies as areas for parent involvement. Identification of these areas gives the school and the parents a clear understanding of what and how parents can assist the school in improving the level of practice as the identified areas were validated by the same people in the division who monitor the school's SBM level of practice. Additionally, the activities identified are based on the legal issuance of the DepEd, giving both the school and the parents an assurance that the implementation of SBM in the school is legal, transparent and data-based.

The consideration of the parents' capabilities is another feature of the developed model of parent involvement. Based on the results of the study, each principle of SBM provides variety of parent involvement activities that parents can choose depending on their capabilities. Also, as revealed by the findings on the capabilities for parent involvement, only a range of 7.32% to

12.20% of parents are not capable of performing one or any of the activities identified per SBM principle. This means that a majority of the parents are capable to perform the activities under the SBM principles. In the implementation, it is important that the school conducts an inventory of parent capabilities and match them with the different areas of involvement so that they will be motivated to perform the tasks voluntarily.

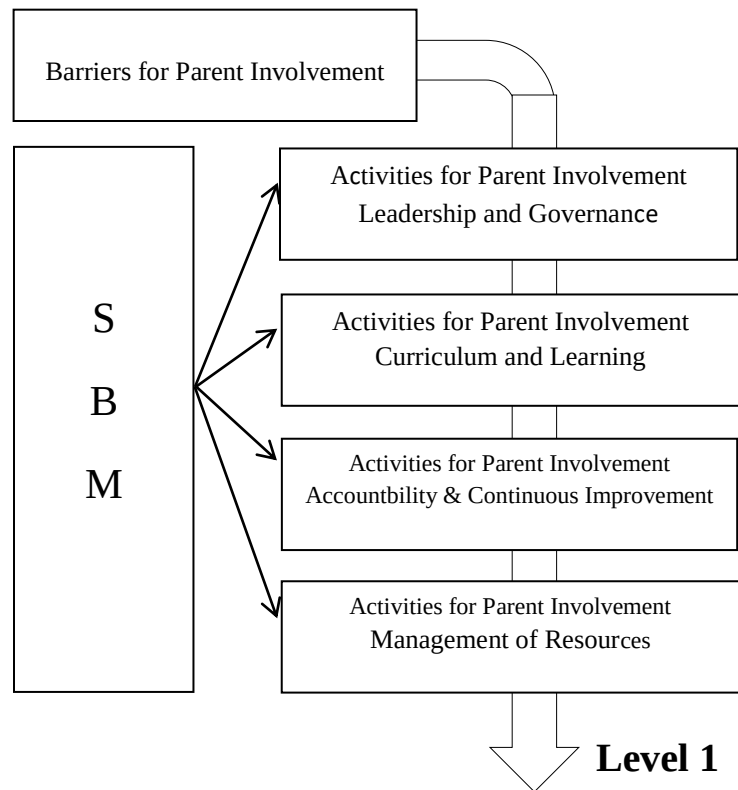


Identification of Activities and Capabilities for Parent Involvement

School Level of Practice in Terms of Parent Involvement

The level of practice of TCNHS, in terms of the different activities for parent involvement, as revealed in the findings of this study, is still at Level 1. The self-assessment conducted by the school SBM team and validated by the division SBM team revealed that all activities under the four principles are at level 1. This means that the school is still at the beginning level and that only less than half of the total number of parents gets involved in the different school activities. This information is used as the basis for including in the model some intensive strategies that will encourage increased

involvement of parents. These activities are developed to address the gaps in terms of the low level of practice. Based on the findings, the gaps are caused by the lack of knowledge about the areas where parents can be of help, time constraints, child care, home distance from school and due to school's unorganized plan of activities. These strategies to address the gaps are designed following the results of the study about the parents' beliefs, attitudes and feelings towards the school and parent involvement showing that majority of them are very open to the idea of parent involvement. Additionally, as the findings show and as revealed in the focus group discussion, programs that will need parent involvement will gather significant support.



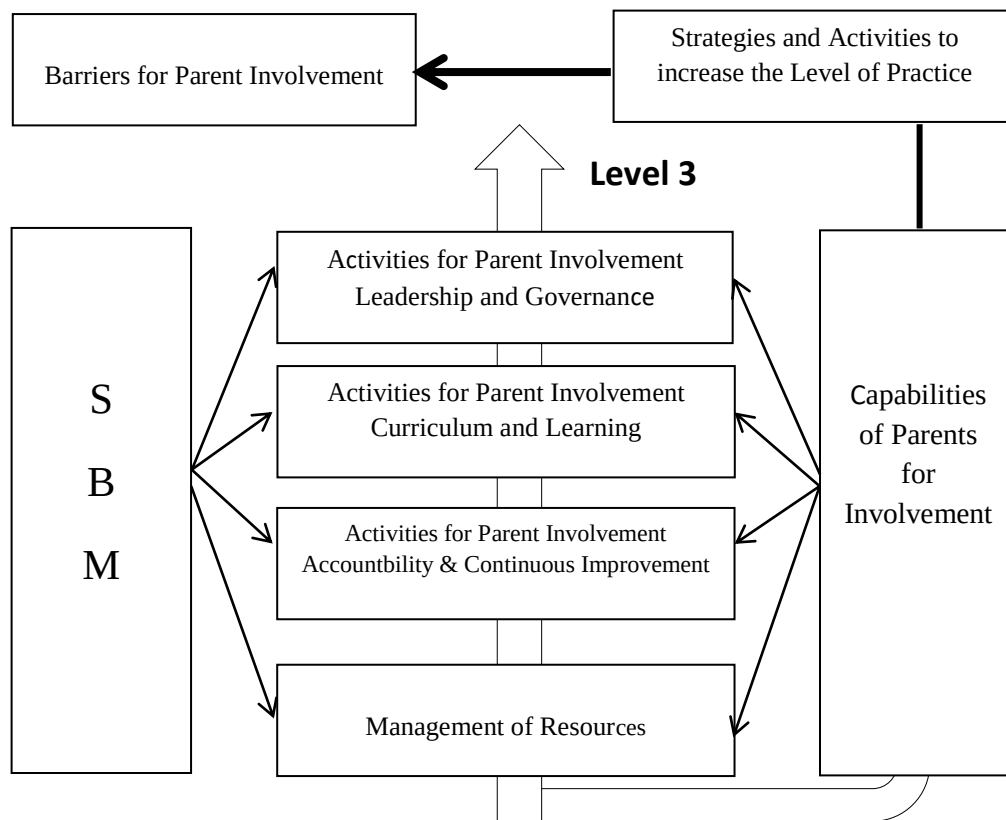
TCNHS Level of Practice in terms of parent involvement

Strategies for Parent Involvement

The strategies for parent involvement (see Appendix) are designed based on the findings of the study. Each of the activity is selected to fill-in the gaps caused by the barriers for parent involvement, to encourage more parents to share their capabilities for involvement and to eventually increase the level of parent involvement in Tanauan City National High School. The activities are anchored with Epstein's Six Types of Involvement: Parenting, Communicating, Collaborating with the Community, Decision Making, Volunteering and Learning at Home. The strategies are grouped according to the areas of concern or barriers as established by the results of the study. Activities to address the feelings, attitudes and beliefs of parents about the school and parent involvement include parenting seminar, vision sharing and regular meeting. These are also aimed at sustaining the high and positive response of parents in this area as shown by the results of the study. Under the knowledge about areas that parents can help, there are 5.85% of parents who Strongly Agree, and 19.02% who Agree that they do not know the areas in school where they can help. This can be addressed by conducting orientation program about parent involvement, collaboration with the community, tapping parents for dissemination of parent involvement program to the community and matching school goals and involvement areas with what parents can do. As to barriers for parent involvement, 9.76% of respondents answered that time constraints is the reason for not involving in school; 7.32% is due to home distance from school; 7.32% is because of the school's unorganized plan of activities, and 9.76%, financial contribution. A variety of strategies are included to address these concerns. These include: orientation program,

vision sharing to internalize roles, assessing the capability of parents by conducting skills and talents inventory, tapping parent leaders, assigning parents as representative of other families who cannot make it to school, organizing home activities to be handled by parents who find it difficult to go to school, assisting children at home, among others.

For capabilities for involvement, there are parents who responded that they cannot perform some of the activities identified under each principle. 7.32% to 12.20% of parents answered that they are not capable to perform some of the activities under Leadership and Governance. For Curriculum and Learning, a range of 3.90% to 24.39% are not capable to do the identified activities. In Accountability and Continuous Improvement, 7.32% to 17.06% of parent responded that they are not capable to perform the four activities under this principle. Lastly, a range of 10.24% to 24.39% of parents said that they are also not capable to perform the activities under Management of Resources. The strategies to help the parents who responded Not Capable, the school will conduct activities like: inventory of capabilities for involvement, proper distribution of areas for parent-volunteers, organizing volunteer schedules, organizing teacher and parent groups who will monitor and evaluate the conduct of parent involvement activities, tapping potential talents like artists, sports trainers, stage and bulletin decorators, intensive attendance check during parent assembly, personal invitation to parents, establishing a Parent Involvement center, organizing advocacy groups and others (see Appendix).



The Model of Parent Involvement

A. Scope of Strategies

1. Parenting Responsibilities

This involves strategies to improve basic parenting responsibilities that support children.

2. Learning at Home

Strategies under this scope will include those that are intended for parents who have difficulty coming to school due to important reasons. This includes participation and support in general developmental learning through school work at home.

3. Communication

This will be used across all programs in order for the school and parents to develop mutual knowledge and understanding of what the model of parent involvement intends to do and accomplish.

4. Volunteering

This is the involvement of parents in the different activities drawn from the four areas of SBM.

5. Decision-Making

This involves the collaboration of the parents and teachers in coming up with decisions for the benefit of the children and the school.

6. Community

This includes activities and strategies that involve the community in the effort of the school to increase involvement of parents.

B. Principles

1. The school has a lot of activities for involvement of parents specifically those drawn from the four areas of SBM. These activities are deemed necessary to increase the school's performance outcome.
2. Parent involvement is very important to student achievement and school success. Effective partnership between the school and parents fosters student learning and contribute to the general climate and development of schools.
3. Parents possess capabilities to perform the different activities under the SBM principles. Moreover, they have the willingness to contribute their skills and to help in the school in whatever way they can.

C. Responsibilities

1. Responsibilities of the School Committee for Parent Involvement

The parent involvement committee will be composed of select teachers who possess the willingness and commitment to the improvement of school performance through parent involvement. The teacher-members will be the four coordinators of the four SBM Principles. They will work with other four PTA officers, among which they will elect an overall coordinator. The committee

shall be organized after the first PTA Assembly and after the new set of PTA officers are elected. The committee will perform the following responsibilities:

- a. Organize the activities for parent involvement
- b. Orient parents about the implementation of the model
- c. Facilitate the activities relative to parent involvement
- d. Provide opportunities for teachers and parents to enhance their skills in developing effective parent involvement
- e. Evaluate the performance of different activities
- f. Provide feedback on the results of the evaluation
- g. Report to the school head and the PTA the results of the evaluation.

2. Responsibilities of the School Principal

- a. Establish school environment that welcomes and encourages parents to ask questions, participate in school activities, involve in decision making, and volunteer services in variety of ways
- b. Ensure that parents are not only volunteers and partners but also collaborators in student learning and in the attainment of the school goals and mission
- c. Ensure that parents' views are sought in developing policies and addressing school-wide issues that involve parents in decision-making process about school policies, programs, and finances.

- d. Ensure school-wide approach to communication with parents about school policies, programs, activities, and reporting that is consistent, clear, and two-way.
 - e. Report on the status of school involvement every parents' assembly
3. Responsibilities of Teachers
- a. Acknowledge that all parents have positive strengths that contribute to student learning
 - b. Respect diversity of family backgrounds and cultures and their contribution to children's learning
 - c. Encourage parent involvement in their children's learning and provide advice to support that environment
 - d. Provide clear and timely information to parents about achievement and progress of their children and provide opportunities for two-way dialogues about progress and challenges.
4. Responsibilities of Parents
- a. Parents need to comply with all the relevant policies, procedures, and guidelines related to parent involvement
 - b. Parents who have issue with the decisions taken by teachers must resolve the issue at the first instance.
 - c. Parents, who in the course of participation/involvement came across with confidential information must agree not to divulge the information to any person.

D. Implementation Guidelines of TCNHS Parent Involvement Model

The implementation of the proposed model for parent involvement in TCNHS will follow the PACT-E Stages. This acronym represents the five stages of the model:

P – Preparing for Parent Involvement

A – Assessment of School Needs and Parent Capabilities

C – Coming Together

T – Taking Action

E – Evaluation/Monitoring and Celebrating Success.

The five stages include different activities which will be undertaken by the school to ensure that parents will be mobilized to participate in school activities. The matrix relative to the SBM, on the other hand, contains suggested activities to ensure that the intents for each SBM principle are realized.

The cycle of involving parents in school has neither beginning nor end because the researcher believes that involving parents in school is an endless process. However, the implementation shows a beginning stage which the school may use as a starting point and a stage where all successes will be celebrated and the activities will be evaluated. As the next school year begins or as the efforts of parent involvement starts to dwindle, the school may refer once again to the starting point of the implementation stage. The activities under each stage are enumerated and suggested strategies were all given anchored to the components of the SBM pointing towards the different stages as shown in the model.

The Parent Involvement Model of Tanauan City National High School provides a broad framework from which the teachers and the school can promote and encourage parent involvement. In addition, guidelines and checklist to serve as guidance in the implementation of the parent involvement policy of the school are included. The content of this guideline however is not prescriptive. It aims to provide suggestions and ideas for the implementation of the school's parent involvement model.

Stage 1 - Preparing for Parent Involvement (P)

Where does the school begin?

1. Becoming familiar with the different groups of parents, their community as well as their culture through FGD, meetings and conferences
2. Crafting a vision for parent involvement aligned with the vision of DepEd
3. Developing a three-year plan for parent involvement
4. Ensuring that parent involvement is highlighted in the School Improvement Plan
5. Discussing the school's commitment plan to the school community
6. Organizing the Parent Involvement Committee
7. Capability training of teachers who will handle parent involvement
8. Crafting specific policy on parent involvement

Stage 2 – Assessing Needs of School and Parents Capabilities and Skills (A)

1. Conducting needs and strengths assessment survey per school year to determine:
 - the needs of the school in terms of parent involvement as indicated in the SBM
 - the strengths of parents in terms of skills and capability
2. Conducting face-to-face interview/focus group discussion and skills and talent inventories of parents
3. Conducting community visit to validate the results of needs assessment
4. Creating a school profile of the families/parents that make up the school community including their capabilities

Stage 3 – Coming Together (C)

1. Using the identified needs and strengths to develop an involvement schedule
2. Connecting and reaching out with more parents through advocacy
3. Conducting general assembly
4. Sharing of vision of parent involvement
5. Organizing teams based on talents and needs of the school

Stage 4 – Taking Actions (T)

What will the school do and how to do it

1. Delegating responsibilities
2. Scheduling of regular meetings
3. Implementing the involvement action plan
4. Preparing plans for challenges and issues

Stage 5 – Evaluating, Monitoring and Celebrating Success (E)

1. Determine how the involvement implementation will be monitored and evaluated
2. Measure and evaluate the results
3. Share accomplishment with the stakeholders
4. Celebrate success (conduct recognition program)



Figure 5. Implementation Framework of the Model for Parent Involvement

E. Specific Roles for Parents and Relevant Activities Drawn from the Four Areas of SBM

SBM Principle I - Leadership and Governance

	Areas of Involvement	Suggested Strategies
1	Assist in the Crafting and development of School Improvement Plan (SIP) and Annual Implementation Plan (AIP) / homeroom plan	1. Parents' Training/ Parenting Seminar 2. Vision Sharing 3. Home Visitation 4. Regular Meeting of Parents 5. Putting up a Parent Involvement Center where dialogues and conferences can be held 6. Organizing a Parent Involvement Organization Officers 7. Putting up advocacy groups to help the school in promoting school programs and in establishing linkages with various stakeholders
2	Collaborate with the school in designing programs and projects that are aligned to the SIP and AIP	
3	Takes part in reviewing the school's vision and direction	
4	Participate in dialogues and attend meetings for the formulation of school/classroom policies and regulations	
5	Participate voluntarily in school activities and collaborate with the teachers about the outcome of the activities (Ex. Volunteering as technical working committee member during parent assembly)	
6	Provides feedback to the school/teachers for the purpose of improving school programs and projects	
7	Build school linkages by partnering with other	

	agencies and stakeholders	
8	Help the school in the promotion of school advocacies and programs	

SBM Principle II – Curriculum and Learning

	Areas of Involvement	Suggested Strategies
1	Attend meeting and participate in the discussion about students' progress in learning and how to improve learning.	1. Parent pickup of student's progress report card and holding quarterly conferences with parents on how to improve student learning/assessment. 2. Information to all parents on the competencies that must be learned by the students 3. Providing parents with calendar of school activities 4. Inviting artistic/creative parents monthly to assist in designing/decorating school and classroom bulletin boards 5. Putting up a Parent Tutor Club per grade level and mobilizing the club to help slow achievers 6. Tapping potential
2	Design/Decorate classroom and school bulletin board	
2	Tutor groups of slow achievers	
3	Give feedbacks on classroom assessment	
4	Train athletes	

		parent-trainers to train baseball, basketball, football, table tennis, badminton athletes/Organizing Parent-Trainers Club
--	--	---

SBM Principle III – Accountability and Continuous Improvement

	Areas of Involvement	Suggested Strategies
1	Assist the school in clearly defining the agreed roles of community stakeholders	1. Collaborating and agreeing with the parent-leaders on the role of parents as well as their limitations at the beginning of the school year. 2. Organizing teachers-parents group that will take charge of evaluation/performance assessment and improvement of school processes.
2	Accepts accountability and collaborate with the school on how to achieve higher performance	
3	Participate in setting up an accountability system for school-based management processes, structure and mechanism	
4	Engage and collaboratively enhance school's accountability system's processes	
5	Practice/participate in the school periodic performance assessment	

SBM Principle IV – Management of Resources

	Areas of Involvement	Suggested Strategies
1	Engage and accept accountability in the management of school resources	1. Annual surveys to locate and convene volunteers, determine capabilities/skills/talents 2. Establishing family/parent center for
2	Collaborate to ensure timely and need-base planning for resource programming	

		volunteers 3. Organizing/setting volunteer schedules 4. Formulating policy for volunteers
3	Sustain implementation and improvement of school resource management system	
4	Engage and implement a collaboratively developed system of monitoring school resources	
5	Sustain and manage an established system of resource management	

F. Evaluation Tool for the Implementation of the Parent Involvement Guidelines

Directions: This tool is designed to evaluate the implementation of the guidelines on parent involvement in Tanauan City National High School. Each activity/strategy may be rated as 1—Below Basic, 2—Basic, 3—Proficient, and 4—Advanced, depending on the degree of implementation by the school. A rubric for each indicator is provided.

1—Below Basic

2—Basic

3—Proficient

4—Advanced

1. Preparing for Parent Involvement

- a. Conducts meetings and conferences to familiarize with the different groups of parents
- b. Ensures that parent involvement is highlighted in the SIP
- c. Discusses the school's commitment to the school community during parent assembly
- d. Organizes the parent involvement committee

- e. Conducts capability training for teachers who handles the parent involvement committee
 - f. Crafts specific policy on parent involvement
- 2. Assessing Needs of the School and Parents Capabilities for Involvement
 - a. Conducts needs and assessment survey to determine the needs of the school in terms of parent involvement and the strengths of parents in terms of skills and capabilities
 - b. Maintains inventory of parent capabilities
 - c. Conducts community visit to validate the results of needs assessment
 - d. Creates a school profile of the families/parents that make up the school community including their capabilities for involvement
- 3. Coming Together
 - a. Prepares involvement schedules of parents
 - b. Reaches out to more parents especially those who are not able to visit the school
 - c. Conducts general assembly to orient parents about the parent involvement policy
 - d. Organizes team of parents based on their capabilities and the areas of involvement in the school
- 4. Taking Actions
 - a. Delegates responsibilities to the parents and the members of the parent involvement committee
 - b. Prepares schedule of regular meeting of parents and parent involvement committee
 - c. Implements the action plan on parent involvement
 - d. Prepares plan for challenges and issues
- 5. Evaluation and Monitoring
 - a. Develops a monitoring tool for parent involvement policy implementation
 - b. Monitors the activities for parent involvement
 - c. Shares accomplishment with stakeholders
 - d. Conducts recognition of parents for their support to parent involvement implementation.

BIBLIOGRAPHY

- A Primer on DepEd's BESRA, PSLINK. Retrieved from
<https://pslinkconfederation.files.wordpress.com/2013/05/besra-primer.pdf>
- Abulencia, Arthur S. (2013). School-based management, A structural reform intervention. Retrieved from <https://www.researchgate.net>
- Asiabaka, I. P. (2008). The need for effective facility management in schools in Nigeria, Retrieved from <http://www.sciencepub.net>
- Bakwai, Bala (2003). School community relationship. Retrieved from:
<https://www.academia.edu>
- Bandur, Agustinus (2012). School-Based management developments: Challenges and impacts, *Journal of Educational Administration*, Retrieved from
<http://www.researchgate.net/publication>
- Basinang, Cesar P. (1996), Pupils' achievement and its relationship to parents' involvement in school and job satisfaction of teachers. University of Iloilo.
- Bautista, Ma. Cynthia Rose B., Bernardo, Allan BI, Ocampo (2010). When reforms don't transform: Reflections on institution reforms in the Department of Education, Human Development Network, University of the Philippines, Quezon City. Retrieved from <http://www.researchgate.net/publication>
- Boone E. and Barclay E. (1995). Understanding parent involvement from a parent's perspective. *Community Education Journal* 24, 16-18. Retrieved from
<https://ajms.co.in/sites/ajms.article>

- Boyd, Crecenta (2015). The role of teachers' perceptions in parental involvement. Walden University, Scholar Works. Retrieved from <http://www.researchgate.net/publication>
- Brannelly, Laura, Owomoyela, Joan S.,(2009). Promoting participation: Community participation to education in conflict situations, UNESCO, CfBT Education Trust. Retrieved from <https://www.unesco.org/eng/abstracts/2009>
- Campbell, Lisa M. & Matilla, Arja V. (2003). Participatory Development and Community-Based Conservation: Opportunities Missed for Lessons Learned?, *Human Ecology*, Vol. 31, No. 3. Retrieved from <http://www.academia.edu>
- Campo, Jill (2011). Parental involvement in education, model exploration among partners of elementary & middle school students, Retrieved from <https://www.gradworks.cumi.om>
- Che, Sylvia Sirri (2010). Parental involvement in education: How do schools get parents involved?, New Mexico Highlands University, USA. Retrieved from <https://edadm821.files.wordpress.com>
- Chrispeels, Janet (1991). Effects of a parent education program on the knowledge, beliefs and practices of latino families in a middle school, Retrieved from: <https://www.bridgingworlds.com>
- Collins, Alice (1995). Exemplary models of parental Involvement: A study of ten newfoundland and labrador schools. Retrieved from <https://www.mun.ca/mwatch/vol2/Collins>.

- Corsane, Bernadette L. (2010). Parent involvement, study habits and attitudes as correlates to anxiety level of adolescents : A basis for academic and counseling program.
- Cotton, Kathleen & Wikelund, Karen Reed (1989). Parent involvement in education, school improvement research series, close-up #6, Retrieved from:
<https://educationnorthwest.org/resources/school-improvement-research-series>.
- Delision, Ellen R (2010). Parent involvement. *Education World.*, Retrieved from
<https://www.educationworld.com>
- DepEd Order No. 83, s. 2012, Implementing guidelines on the revised school based Management.
- DepEd Order No. 20, s. 2013, The Philippine accreditation system for basic education.
- DepEd Order No. 44, s. 2015, Guidelines on the enhanced-school improvement plan
- DepEd Order No. 118, s.2010, Adoption of the new BESRA implementation arrangement.
- DepEd Order No. 54, s. 2009, Revised guidelines governing parents' teachers association at the school level.
- DepEd Memorandum on the Moratorium on SBM Assessment, May 2012
- Desforges C., & Abouchaar, A., (2003). The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature review. *DfES Research Report 433*. Retrieved from
<http://library.bsl.org.au/jspui/bitstream>
- Desimone, Laura (2010). Linking parent involvement with student achievement: do race matter? Retrieved from <http://www.researchgate.net/publication>

- Epstein, Joyce, & Salinas, Karen Clark (2004). Partnering with families and communities. *Educational Leadership*, Vol. 61, No. 8. Retrieved from <https://www.ascd.org/may04/vol61/num08>
- Epstein, Joyce L, Sanders, Mavis G., Simon, Beth S., Salinas, Karen Clark, Jansorn, Natalie R., & Van Voorhis, Frances L (2002). School, family and community partnerships, Your Handbook for Action. Office of Educational Research and Improvement, Washington D.C. Retrieved from <https://www.jhsph.edu>
- Fahey, Denise M. (2007). Parent volunteer patterns in schools: An ontological exploratory model. Retrieved from <https://www.gradworks.umi.Com>
- Fernando, Frederick G. (2016). An overview: school based management. Retrieved from <https://www.deped-ne.net>
- Fuentes, Cherry May P (2013). Extent of parent involvement in the education of children. Philippine Normal University, Manila.
- Gamage, David T., & San Antonio, Diosdado M. (1998). Democratic school leadership: its impact on the commitment of educational stakeholders. Retrieved from <https://www.researchgate.net/publication/266471518>.
- Ganimian, Alejandro J. (2016). Why do some school-based management reforms survive while others are reversed? The cases of Honduras and Guatemala. *International Journal of Educational Development*, March 2016. Retrieved from: [researchgate.net](https://www.researchgate.net).
- Gengler, Colleen, (2014). Four models of parent involvement. Retrieved from <http://www.extension.umn.edu>
- Gestwicki, Carol (2000). Home, school and community relations. Delmar, USA.

Retrieved from <https://books.google.Com.ph/books>

Ghysens, Lien (2009). Parents', teachers' and children's perception of parental involvement in relation with pupils' learning achievement and well-Being. Ghent University, Belgium. Retrieved from <http://www.researchgate.net/publication>

Gonzales-Dehass & Willems, Patricia P. (2003). Examining the underutilization of parent involvement in schools. Retrieved from <http://www.researchgate.net/publication>.

Henderson, Anne T. & Mapp, Karen L. (2002). A New wave of evidence, the impact of school, family and community connections on student achievement, Annual synthesis, national center for community and family connections with schools, USA. Retrieved from <https://files.eric.ed.gov>

Hernandez, Ammi V. (2006). Parental involvement in the education of children with autism: basis for a parenting program. Philippine Normal University, Manila.

Ho, Esther (1996). Effects of parental involvement on eighth-grade achievement. sociology of education. Retrieved from <https://www.academia.edu>

<http://en.wikipedia.org/.com>

<http://www.afamilyengagement.org/blogs/engaged-parent.html>

<http://www.ed.gov/oese-news/innovative-model-parent-teacher-partnerships>, opened on Feb. 26, 2016 .n

<http://education.ohio.gov>

<http://www.extension.umn.edu/family/partnering-for-school-success/resources-for-schools/four-models-of-parent-involvement/>

<https://www.gadoe.org>

<http://masbateisland.com/masbate-news-update.html>

<http://www.nwrel.org/scpd/sirs/3/cu6.html/>

Imbrahim, Ahmed Tijani & Jamil, Haz ri Bin (2012). The nature of parental involvement in the process in katsina state. *Journal of Education and Learning*, Vol. 1, No. 2, Canadian Center of Science and Education. Retrieved from <http://dx.doi.org/10.5539/jel.v1n2p37>

Jones, Rhonda (2009). Turning parents into volunteerism. Retrieved from <https://Gazette.teachers.net/wordpress/editor>

Khattari, Nidhi, Ling Cristina, & Jha, Shreyasi (2010). The effects of SBM in the Philippines, The World Bank independent evaluation group East Asia Education Sector Unit and World Bank Institute. Retrieved from <https://openknowledge.worldbank.org>

Kheang Thida, Joy & Luz Caroline Joy (2012). Exploring the implementation of school based management in selected public schools in Cambodia: A multiple case study, Asian Conference on Education. Retrieved from <http://www.researchgate.net/publication>

Ladner, Jennifer Lynn (2003). Parents' and teachers' perceptions of parent involvement. University of Tulsa, Oklahoma. Retrieved from <http://www.researchgate.net/publication>.

Lunenburg, Fred C., & Irby, Beverly J. (2002). Parent involvement: A key to student Achievement. Sam Houston University, Texas, USA. Retrieved from: <https://scholar.google.com>

Mactal, Noemi Q (1997). An evaluation of the music program of a public elementary school in manila: basis for program development. Philippine Normal University Manila.

- Manriquez, Precesita (2012). A Proposed Model on Disaster Risk Reduction Management. Philippine Normal University, Manila.
- Massi, Jane A. (2011). Maximizing parent involvement: Revisiting Joyce Epstein's model for school, family, and community partnerships. *Directors' Conference*, West Virginia. Retrieved from: <https://wvde.state.wv.us>
- Mollootimile, Bashimane & Žengele, Thulani (2015). The Advent of school-based management in the 21st century. *e-Bangi Journal of Social Sciences & Humanities*, vol.10,no.2. Retrieved from <http://www.researchgate.net/publication>
- Moore, Shawn, Lasky, Sue (2001). Parent involvement in education. Retrieved from: http://www.ocdsb.ca/med/pub/OCDSB_Publications/EQAOResearchSeries6_parent.pdf
- Moradi, Saeid, Beidokhti, Aliakbar Amin, & Fathi, Kourosh (2016). Comparative comparison of implementing school-based management in developed countries in the historical context: from theory to practice. *International Education Studies*, Vol. 9, No. 9. Retrieved from researchgate.net
- Myers and Monson (1992). Involving parents in middle level education. National Middle School Association. Retrieved from <https://researchgate.net>
- Ngeow, Karen Yeok-Hwa (1999). Standards for parent/family involvement. ERIC Clearinghouse on Reading English and Communication Bloomington Inc. Retrieved from <https://eric.ed.gov>
- No author, No Date Retrieved from <http://www.parent-volunteers.com>.
- No author, No Date Retrieved from [http://www. Pta.org/nationalstandard.asp/](http://www.Pta.org/nationalstandard.asp/)
- No author, E

<http://pdk.sagepub.com/content/92/3/81>

- Nye, C. Turner, H.M., Schwartz (2006). Approaches to parental involvement of improving the academic performance of elementary school age children. The Campbell Collaboration Library. Retrieved from <https://www.ncddr.org/webcasts>
- Oduwaiye, R.O., Bala, Bakwai & Yisa, Habibat Madami (2015). Improving school-based management committee strategies for the development of basic schools in Northern Nigeria. Retrieved from <http://www.researchgate.net/publication>.
- Ondrik, Richard S. (1999). Participatory approaches to national development Planning, Asian Development Bank. Retrieved from <https://siteresources.world.bank.org>
- Paredes, Maria C. (2010). Academic parent–teacher teams: reorganizing parent–teacher conferences around data, Retrieved from: <http://www.hfrp.org/publications-resources>
- Pettygrove, W.B., Greenman, J.T. (1984). The adult care: home, schools and community relations: a guide to working with families, Delmar Learning, USA. Retrieved from <https://www.sciencedirect.com>
- Price-Mitchell, Marilyn & Grijalva, Susan (2009) Developing the fully-engaged parents. Retrieved from <http://www.wafamilyengagement.org/articles/engaged-parent.html>
- RA 9155 – Governance of Basic Education Act of 2001
- Rewch, Nancy L., Grossman, Jean Baldwin, & Tierney, Joseph (2000). Making a difference: an impact of big brothers/big sisters. Retrieved from <http://ppv.issuelab.org/resource>
- Robeyns, Ingrid (2003). The Capability approach: an interdisciplinary introduction,

- Amsterdam School of Social Science Research. Retrieved from:
<https://gprg.org>
- Rockwell, Andre Hawley (1996). Parents and teachers as partners, Harcourt Brace and Co., USA. Retrieved from <https://books.google.com.ph/book>
- Rose, Gallup & Elam (1997). Examining the underutilization of parent involvement in schools. Retrieved from <https://www.adi.org/journal>
- Rose, Gallup & Elam (1997). What research says about parent involvement. Retrieved from
http://michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
- Semoeun, Mut (2014). The influence of principal leadership and engagement of school committee to the effectiveness in implementing school-based management, Bandung City. Retrieved from https://repository.upi.edu/t_adp_1206808_title.pdf
- Shaeffer, Sheldon (1994). Participation for educational change: a synthesis of experience, UNESCO: International Institute for Educational Planning, Paris. Retrieved from: iteseerx.ist.psu.edu
- Shearer, Karen Ann (2006). Parental involvement: teachers' and parents' voices, Florida. Retrieved from <https://purl.fcla.edu/fcla/etd/Cfe0001506>
- Stofile, AM (2006). An exploratory study into various stakeholders' perceptions and experiences of participative management in a high School in Cala district, Eastern Cape. Retrieved from <http://www.academia.edu/publication>
- Thida Kheang & Joy, Luz Caroline (2012). Exploring the implementation of school-based management in selected public schools in Cambodia: a multiple

case study, UNESCO, Cambodia & DLSU, Philippines. Retrieved from:
[https:// citeweb.info](https://citeweb.info)

Virola, Romulo, Reyes, Christopher M. & Buenaventura, Corazon R. (2010).

Volunteerism in the Philippines: dead or alive? On Measuring the Economic
Contribution of Volunteer Work. Retrieved from
<https://nap.psa.gov.ph/ncs/papers/cps-02>

Wanke, Ashley Ann (2008). Parent involvement in children's education, Potsdam, New
York. Retrieved from <https://dspace.sunyconnect.suny.edu>

Washington, Alandra (2011). A national study of parental involvement: its trends,
status and effects on school successes, Western Michigan University.
Retrieved from <https://scholarworks.wmich.edu>

Wright, Tim (2009). Parent and teacher perceptions of effective parental involvement,
Liberty University, USA. Retrieved from <https://digitalcommons.liberty.edu>

Zhou, Molly (2014). Teachers' and parents' perceptions of parental involvement on
Inner City children's academic success, *Georgia Educational Researcher*,
Volume 11, Issue 1., Retrieved from
<https://digitalcommons.georgiasouther.edu/cgi>