

**TEACHERS' STRATEGIES ON PARENTS' INVOLVEMENT IN SCHOOL IN
THE DISTRICT OF CATBALOGAN X**

A Thesis

Presented to
the Faculty of the College of Graduate Studies
Samar College
City of Catbalogan

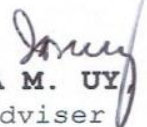
In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION
(Elementary Education)

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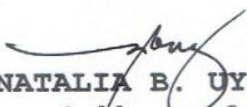
A P P R O V A L S H E E T

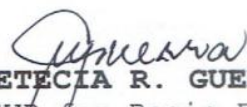
In partial fulfillment of the requirements for the degree in **MASTER OF ARTS IN EDUCATION** major in **ELEMENTARY EDUCATION**, this thesis entitled "**TEACHERS' STRATEGIES ON PARENTS' INVOLVEMENT IN SCHOOL IN THE DISTRICT OF CATBALOGAN X**" has been prepared and submitted by **JANNET S. MANICANI** who, having passed the comprehensive examination, is hereby recommended for oral examination.


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DEDICATION

This research work is dedicated . . .

To **my parents**, this simple achievement is for you. No words can express the gratitude I have for your love, guidance, and understanding. **Thank you very much!**

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And most especially, to the **Almighty God**, for His presence in giving me blessings, strengths, wisdom and goodness in life.

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ABSTRACT

Title of Thesis : **TEACHERS' STRATEGIES ON PARENTS' INVOLVEMENT IN SCHOOL IN THE DISTRICT OF CATBALOGAN X**

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This study determined the teachers' strategies to persuade parents involvement in school in the District of Catbalogan X, Schools Division of Catbalogan City during the School Year 2019-2020.

Specifically, it sought to answer the following questions: 1) what is the profile of the teacher-

respondents in terms of the following: age and sex, civil status; highest educational attainment, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, number of relevant in-service trainings and attitude toward parents' involvement in school; 2) what is the profile of the parent-respondents in terms of the following personal characteristics, namely: age and sex, highest educational attainment, gross monthly family income, occupation, number of family members, number of schooling family members, number of attendance in school activities, priorities in life and attitude toward school activities; 3) what is the extent of parents' involvement in school as perceived by the two groups of respondent along the following areas: parent-focused role construction, school-focused role construction and partnership-focused role construction; 4) is there a significant difference between the perceptions of the two groups of respondents on the extent of parents' involvement in school along the foregoing areas.

Likewise, this study answered the following: 5) what strategies do the teachers adopt to persuade involvement of parents in school activities as perceived by the two groups of respondents along the following areas: encourage contact between parents and faculty, develop reciprocity, encourage active learning and give prompt feedback; 6) is there a

significant difference between the perceptions of the two groups of respondents on the strategies adopted by teachers to persuade parents' involvement in school along the foregoing areas, 7) is there a significant relationship between strategies adopted by teachers to persuade parents' involvement in school and the following: teacher-related variates, parent-related variates and extent of parents' involvement in school, and 8) what intervention program can be developed based on the findings of the study.

From the afore-listed specific questions, the following hypotheses were drawn and were tested in this study: 1) there is no significant difference between the perceptions of the two groups of respondents on the extent of parents' involvement in school along the identified areas, 2) there is no significant difference between the perceptions of the two groups of respondents on the strategies adopted by teachers to persuade parents' involvement in school along the identified areas, and 3) there is no significant relationship between strategies adopted by teachers to persuade parents' involvement in school and the following: teacher-related variates, parent-related variates and extent of parents' involvement in school.

Based on the findings of the study, it was disclosed that both the teachers and the parents assessed the extent

of involvement of parents in school activities along the identified areas as highly implemented while the strategies teachers adopt to persuade involvement of parents in school activities were considered as always adopted.

Furthermore, in associating the strategies teachers adopted to persuade parents' involvement in school activities and their profile variates, a significant linear association was proven along highest educational attainment and gross monthly income while the other identified variates did not show evidence to have influence with it.

Likewise, in associating the strategies teachers adopted to persuade parents' involvement in school activities and the parent-related variates, a significant linear association was proven along priorities in life and attitude toward school activities while the other identified variates did not show evidence to have influence with it.

Finally, in associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the extent of parents' involvement in school, a significant evaluation was noted.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Developing collaboration between families and schools to promote academic success has a long-standing basis in research and is the focus of numerous programs and policies. It outlines some of the mechanisms through which parental school involvement affects achievement and identifies how patterns and amounts of involvement vary across cultural, economic, and community contexts and across developmental levels.

Students whose parents are involved in their schools tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their schools. Positive effects of parental involvement had been demonstrated at both the elementary and secondary levels across several studies, with the largest effects often occurring at the elementary level. A recent meta-analysis showed that parental involvement in school life was more strongly associated with high academic performance for middle schoolers than helping with homework (www.childtrends.org, 5 July 2019).

Moreover, involvement allows parents to monitor school

and classroom activities, and to coordinate their efforts with teachers to encourage acceptable classroom behavior and ensure that the child completes schoolwork. Teachers of students with highly involved parents tend to give greater attention to those students, and they are more likely to identify at earlier stages problems that might inhibit student learning. Parental involvement in school, and positive parent-teacher interactions have also been found to positively affect teachers' self-perception and job satisfaction (www.education.sa.gov.au, 5 July 2017).

In addition, there are several benefits when the parents are involved in the school activities such as: children tend to achieve more, regardless of ethnic or racial background, socioeconomic status, or parents' education level; children generally achieve better grades, test scores, and attendance; children consistently complete their homework; and children who have better self-esteem are more self-disciplined and show higher aspirations and motivation toward school (Fuller, 2010:129-130).

Furthermore, children's positive attitude about school often results in improved behavior in school and less suspension for disciplinary reasons; fewer children are being placed in special education and remedial classes; children from diverse cultural backgrounds tend to do better when parents and professionals work together to

bridge the gap between the culture at home and the culture in school; and Junior High and Senior High School students whose parents remain involved usually make better transitions and are less likely to drop out of school (www.eric.ed.gov, 22 July 2019).

Likewise, on the part of the parents, they can have also benefits when they get involved in the school; as such parents increase their interaction and discussion with their children and are more responsive and sensitive to their children's social, emotional, and intellectual developmental needs; parents are more confident in their parenting and decision-making skills (Masten & Cicchetti, 2010:492).

Conversely, as parents gain more knowledge of child development, there is more use of affection and positive reinforcement and less punishment on their children; parents have a better understanding of the teacher's job and school curriculum. When parents are aware of what their children are learning, they are more likely to help when they are requested by teachers to become more involved in their children's learning activities at home. Parents' perceptions of the school are improved and there are stronger ties and commitment to the school. Parents are more aware of, and become more active regarding policies that affect their children's education when parents are

requested by school to be part of the decision-making team (Olsen, 2008:129-130).

On the part of schools that actively involve parents and the community tend to establish better reputations in the community; schools also experience better community support; school programs that encourage and involve parents usually do better and have higher quality programs than programs that do not involve parents (Olsen,2008:129-130).

When schools and parents continuously support and encourage the children's learning and development, positive outcomes from children's academic achievement and demeanor are some of the possible effects. Likewise, the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to create a home environment that encourages learning, express high expectations for their children's, achievement and future careers, become involved in their children's education at school and in the community (Olsen, 2008:131).

Chapter 1 Section 5 of the Education Act of 1982 states that parents have the natural right and duty to aid and support the rearing of the youth through educational system. They shall promote and safeguard the welfare and interests of the students, extend support to promote the viability of those institutions and promote the students'

socio-economic status by upholding their rights, defining their obligations, and improving their living and working conditions and career prospects (www.lawphil.net, 22 July 2019).

The District of Catbalogan X, however, experienced somewhat apathetic attitude of the parents in their involvement with school activities in support to their students. From the recent School Data Gathering Tool (District X Records, 2019) it was reported that for the past three years only 42 percent of the students actively participated during Parents-Teachers' Association meetings and 52 percent involved in the Brigada Eskwela at the beginning of the school year. These trends signified that the involvement of parents were far below the expected participation rate of at least 75 percent.

With the above scenario, the researcher therefore conducted this research in order to determine the parents' involvement in school and teachers' strategies to persuade cooperation in the District of Catbalogan X, School Division of Catbalogan City.

Statement of the Problem

This study determined the teachers' strategies to encourage parents' involvement in school in the District of Catbalogan X, Schools Division of Catbalogan City during

the School Year 2019-2020.

Specifically, it sought to answer the following questions:

1. What is the profile of the teacher-respondents in terms of the following:

- 1.1 age and sex;
- 1.2 civil status;
- 1.2 highest educational attainment;
- 1.3 gross monthly family income;
- 1.4 number of years in teaching;
- 1.5 performance rating based on the latest IPCRF;
- 1.6 number of relevant in-service trainings; and
- 1.7 attitude toward parents' involvement in school?

2. What is the profile of the parent-respondents in terms of the following personal characteristics, namely:

- 2.1 age and sex;
- 2.2 highest educational attainment;
- 2.3 gross monthly family income;
- 2.4 occupation;
- 2.5 number of family members;
- 2.6 number of schooling family members;
- 2.7 number of attendance in school activities;
- 2.8 priorities in life; and
- 2.9 attitude toward school activities?

3. What is the extent of parents' involvement in school as perceived by the two groups of respondent along the following areas:

- 3.1 parent-focused role construction;
- 3.2 school-focused role construction; and
- 3.3 partnership-focused role construction?

4. Is there a significant difference between the perceptions of the two groups of respondents on the extent of parents' involvement in school along the foregoing areas?

5. What strategies do the teachers adopt to encourage involvement of parents in school activities as perceived by the two groups of respondents along the following areas:

- 5.1 encourage contact between parents and faculty;
- 5.2 develop reciprocity;
- 5.3 encourage active learning; and
- 5.4 give prompt feedback?

6. Is there a significant difference between the perceptions of the two groups of respondents on the strategies adopted by teachers to encourage parents' involvement in school along the foregoing areas?

7. Is there a significant relationship between strategies adopted by teachers to encourage parents' involvement in school and the following:

7.1 teacher-related variates;

7.2 parent-related variates; and

7.3 extent of parents' involvement in school?

8. What intervention program can be developed based on the findings of the study?

Hypotheses

From the afore-listed specific questions, the following hypotheses were drawn and were tested in this study:

1. There is no significant difference between the perceptions of the two groups of respondents on the extent of parents' involvement in school along the identified areas.

2. There is no significant difference between the perceptions of the two groups of respondents on the strategies adopted by teachers to encourage parents' involvement in school along the identified areas.

3. There is no significant relationship between strategies adopted by teachers to persuade parents' involvement in school and the following:

3.1 teacher-related variates;

3.2 parent-related variates; and

3.3 extent of parents' involvement in school.

Theoretical Framework

This study was anchored on the following theories: Parental Involvement Theory by Grolnick, Cognitive Experiential Self-theory by Epstein, Scaffolding Theory by Vygotsky, and Social Learning Theory by Bandura.

According to Parental Involvement Theory by Grolnick (1997:94), parental involvement has three dimensions based on how parent-child interactions affect students' schooling and motivation. Behavioral involvement of parents' public actions representing their interest in their child's education such as attending an open house or volunteering at the school. Personal involvement includes parent-child interactions that communicate positive attitudes about school and the importance of education to the child. Cognitive involvement refers to behaviors that promote children's skill development and knowledge such as reading books and going to museums. Parental involvement affects student achievement because these interactions affect students' motivation, their sense of competence, and the belief that they have control over their success in school.

The Cognitive Experiential Self-theory of Epstein (2009:78) framework consists of six types of parental involvement. The basic obligation of parents refers to a family's responsibility of ensuring the child's health and safety like parenting, child rearing, continual

supervision, discipline, and guidance at each age level and providing positive home conditions that support learning and behavior. The basic obligation of schools refers to communication with the school about academic progress like memoranda notices, report cards, and conferences. The basic obligation of schools is pertaining to parental participation in the school setting like events, workshops, or programs for their own educational growth.

The basic obligation of schools applies to communication with parents initiating, monitoring, and assisting in their children's homework or learning activities. This refers to parents accepting decision-making roles in committees that monitor school improvement like Parent Teacher Association (PTA), advisory councils, or other committees or groups at school. The basic obligation of schools involves collaborating with the eight communities, which pertains to integrating various community agencies and resources that support school programs.

According to Epstein (1997:15), parents have a considerable role in promoting the academic achievement of their children. Regardless of this legislation, schools should and are encouraged to strengthen their efforts in developing innovative ways to involve parents in their children's academic growth.

Furthermore, the Scaffolding Theory of Vygotsky (www.hrdevelopmentinfo.com, 13 March 2017) states that children's learning needs support from the different forces surrounding them that includes parents' involvement in their mental and physical development. Impliedly, parents' involvement in school activities serve as the strong support for the morale of their children thereby boost their academic performance.

Relating this theory to the parents' involvement in the school activity, children should always see their parents as their role model. Parents involve in their children's education by cooperating in school activities can have a positive effect to their relationship with their children making it stronger and increasing their tendency to improve academic performance.

Child-centered classrooms and open education are direct applications of theory. Despite its huge success, this theory has some limitations that recognized himself, the theory supports sharp stages rather than continuous development.

Lastly, Social Learning Theory by Bandura (www.simplypsychology.com, 12 September 2017) claimed that influential individuals will be observed as models. In society, children are surrounded by many influential models, such as parents within the family, characters on

children's television shows, friends within their peer group and teachers at school. These models provide examples of behavior to observe and imitate, like masculine and feminine, pro and anti-social behaviors. Parents' behavior will change as they witness that their children are striving in the school activity.

Moreover, the Social Learning Theory is applicable to the parents for their socialization with the other parents in the school and to the teachers as well. Likewise, parents are often seen as models by their children in which the latter mold their attitude, behavior and disposition.

Parent involvement is a crucial component to help ensure the success of children in K to 12 schooling and beyond. Even though the traditional household makeup common five to ten years ago is shifting, parent involvement is vital to the success of students in school. Today, many households are dual income domiciles, which means the juggle between work and family life can be a struggle for many parents. There are also an increasing percentage of households that are run by only one family member (www.online-distance-learning-education.com, 17 September 2017).

Furthermore, the long hours, long commutes and the short amount of time to complete tasks throughout the day have put a premium on the time parents have to devote to

their child's education. Parent involvement in their child's education can be as simple as staying informed, volunteering at school or taking ten minutes each day to talk to their child. Also, parents should keep in touch with teachers through parent teacher conferences and email to ensure their child is adequately performing in the classroom.

Parents' involvement in child's education is not always a guarantee for success, but it does increase the likelihood that the child will succeed in the classroom. In addition, a healthy relationship with the child can help encourage them to stay away from negative influences such as drugs and alcohol. In the end, students with parents who continually stay involved in their child's education tend to have higher graduation rates and are more likely to attend college.

Conceptual Framework

Figure 1 shows the conceptual framework that explains the process undertaken in this study. The direction of the study is from the bottom of the schema which is the parents, and the Grade 6 teachers in the District of Catbalogan X, Schools Division of Catbalogan City. The bigger box contains the smaller boxes on the left contains the teachers' personal profile, such as age and sex,

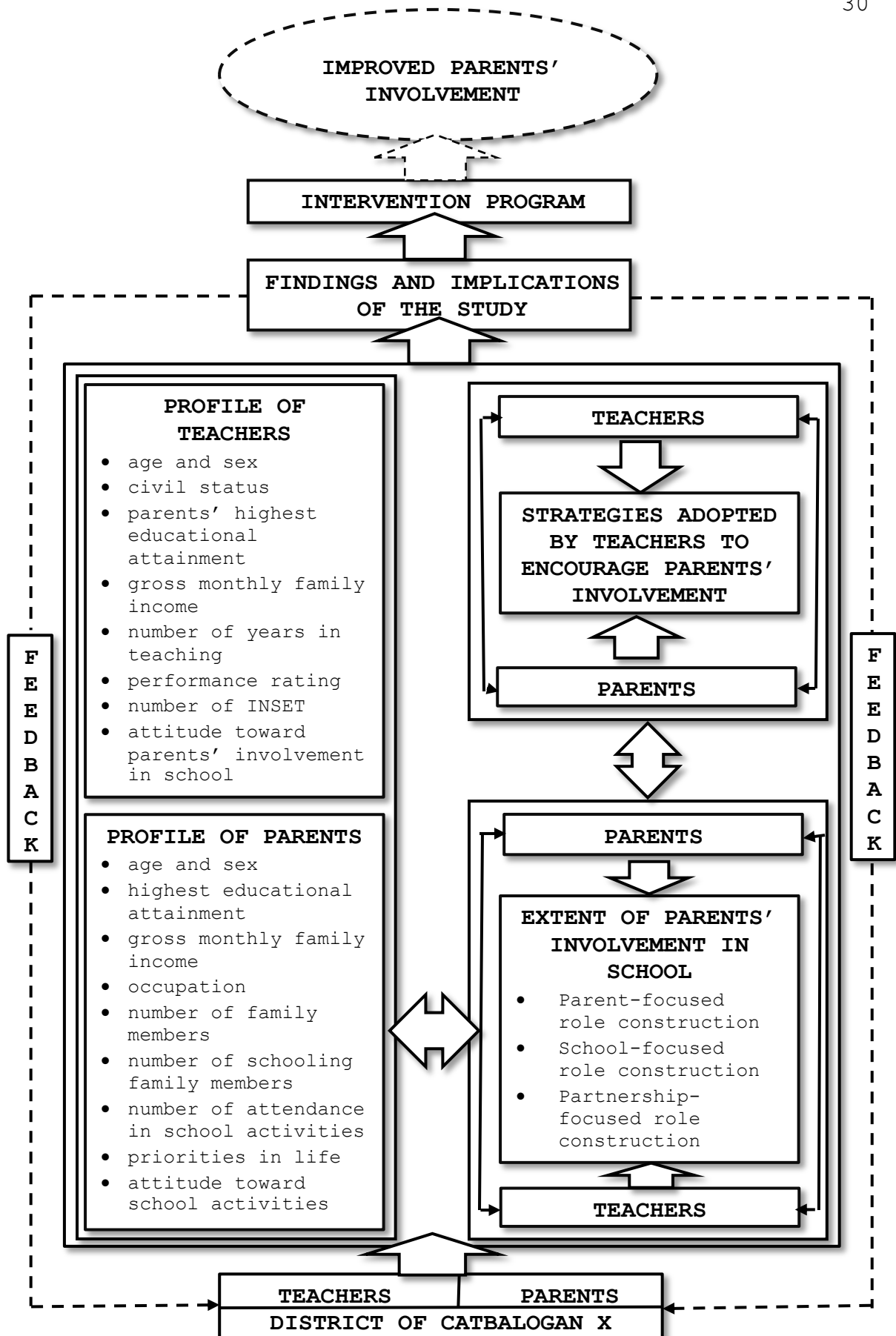


Figure 1. The Conceptual Framework of the Study

highest educational attainment, gross monthly family income, number of years in teaching, and number of relevant in-service trainings while on the box below, contains the teachers' persuasion strategies.

Teachers' persuasion strategies such as: encourage contact between students and faculty, develop reciprocity, encourage active learning, and give prompt feedback and correlated on the left box which are the parents' personal profile such as: age and sex, gross monthly family income, highest educational attainment, and occupation while on the box below contains the parents' involvement in school from the Parent Involvement Project Questionnaire such as: parent-focused role construction, school-focused role construction; and partnership-focused role construction.

The study tried to reveal the degree of relationship between the two boxes on which the left boxes contain the personal profile of teachers and teachers' persuasion strategies while the left boxes are the personal profile of parents and parents' involvement in school. The rectangular box contains the findings and implications of the study and from there, it connected down to the locale of the study and the two groups of respondents, the parent and the teacher-respondents to determine the feedback of the study. The topmost oblong broken line box is the ultimate goal of the study, the improved parents'-teachers' involvement.

Significance of the Study

This study was useful to the following beneficiaries namely: parents, teachers, students, school administrators, Department of Education Key Officials, and future researchers.

To the Parents. The findings of this study would enhance the involvement of parents and focus on their responsibility to their child's education for it was always a guarantee for success, but it does increase the likelihood that one's child would succeed in the classroom.

To the Teachers. The results of the study would provide the elementary school teachers' knowledge on the parent involvement in the school activities. They could find the effective and efficient method in dealing with them so that good and harmonious relationship attains in order to create smoother working environment.

To the Students. The results of this study would provide the students an encouragement to study hard because they could see their parents participate in the school activity with them.

To the School Administrators. The outcome of the study would provide ways on how to improve every stakeholder's positive action in the learning process which includes the elementary school teachers, the Department of Education Officials and the parents in terms of their disclosed

involvement. They would easily be adjusted to one another.

To the DepEd Key Officials. The findings of the study would provide ideas to DepEd key officials to come up with local initiative to remedy the effect of the parents' involvement in the school. Likewise, provide technical assistance and recommend policies for improvement.

To the Future Researchers. The results of the study would provide quite a sizeable amount of related literature and studies on the effect of the parents' involvement and teachers' strategies to persuade cooperation.

Scope and Delimitation

This study focused on determining parents' involvement in school along the following areas, namely: parent-focused role construction, school-focused role construction and partnership-focused role construction, and teachers' strategies to encourage cooperation along encourage contact between parents and faculty, develop reciprocity, encourage active learning and give prompt feedback. Included in the process was the identification of the profile of teacher-respondents in terms of their age and sex, civil status; highest educational attainment, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, number of relevant in-service trainings, and attitude toward parents' involvement in

school.

Likewise, the profile of the parent-respondents was also identified in terms of the following personal characteristics, namely: age and sex, highest educational attainment, gross monthly family income, occupation, number of family members, number of schooling family members, number of attendance in school activities, priorities in life, and attitude toward school activities. It was conducted in the District of Catbalogan X, Schools Division of Catbalogan City involving the teachers and parents as respondents of this study.

This study was conducted during the School Year 2019-2020.

Definition of Terms

The terms in this study are defined conceptually and operationally so that other researchers who have similar topic will find them easier to understand as well as gain a lasting benefit after having read this research.

Community. Conceptually, this term refers to the group of people living in the same place or having a particular characteristic in common (Universal Dictionary and Thesaurus, 2007:159). Operationally, this term refers to the parents in the District of Catbalogan X, School Division of Catbalogan City.

Cooperation. Conceptually, this term refers to a purposeful relationship in which all parties strategically choose to cooperate in order to achieve shared or overlapping objectives (Universal Dictionary and Thesaurus, 2007:572). Operationally, this term refers to the conjoined effort of the parents in District of Catbalogan X, School Division of Catbalogan City.

Effect. Conceptually, this term refers to a change that is a result or consequence of an action or other cause (www.dictionary.com, March 12, 2019). Operationally, this term refers to the effect on the parents' involvement in school and teachers' strategies in persuading cooperation.

Elementary School Teacher. Conceptually, this term refers to a key learning support person who is responsible for supervising and facilitating the learning process and activities of the learners (Republic Act No. 9155, 11). Operationally, this term refers to the elementary school teachers in the District of Catbalogan X, School Division of Catbalogan City as one of the respondents of this study.

Feedback. Conceptually, this term refers to information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement. (www.deped.gov.ph, 10 June 2019). Operationally, this term refers as one of the specific questions in this study.

Encourage. Conceptually, this term refers to the cause to believe something, especially after a sustained effort to convince. (Good, 1993:7). Operationally, this term refers to the main strategy to be used by the teacher to foster cooperation from parents.

Intervention Program. As used in this study, it refers to the proposed activities developed based on the findings of the study to improve the teachers'-parents' cooperation.

Occupation. Conceptually, this term refers to the person's usual or principal work or business, especially as a means of earning a living (Webster Universal Dictionary Thesaurus, 2007:55). Operationally, this term refers to the means of livelihood or work engaged by the parents of the students in this study.

Parent-Focused Role Construction. Conceptually, this term relates to how the parents perceive their roles in the education process (www.sciencedirect.com/topics, 12 January 2020).

Parents' Involvement. Conceptually, this term refers to the involvement of parents to monitor school and classroom activities, and to coordinate their efforts with teachers to encourage acceptable classroom behavior and ensure that the child completes schoolwork (www.childtrends.org, 23 June 2019). Operationally, this term refers to the parents' participation in the school in

the District of Catbalogan X, Schools Division of Catbalogan City.

Partnership-Focused Role Construction. This term to the active role construction characterized by behaviors that engaged support for children's learning in the light of teachers and parents' cooperation (<https://books.google.com.ph>, 12 January 2020).

Reciprocity. Conceptually, this term refers to the practice of exchanging things with others for mutual benefit, especially privileges granted by one country or organization to another. (www.search1.cnet.com, 23 June 2019). Operationally, this term refers as one of the specific questions in this study.

School-Focused Role Construction. This term refers to the important role of schools in the formation, identity development and construction of students through the teacher-parents' cooperation in school activities (<http://link.springer.com>, 12 January 2020).

Teacher Strategy. Conceptually, this term refers to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. (www.deped.gov.ph, 10 June 2019). Operationally, this term refers to specific technique used by the teacher to persuade cooperation among parents in the District of Catbalogan X.

Chapter 2

REVIEW OF RELATED LITERATURE AND RELATED STUDIES

Significant literature and studies that take into some aspects of this research had been surveyed and reviewed to acquire better insights on the conduct of the present study. These included both foreign and local literature and studies done in relation to parental involvement in school to persuade cooperation by teachers. This chapter presented the review of literature and studies conducted by the researcher to support the problem under this study such as books, theses, journals, periodicals, magazines, and other reading materials including internet access.

Related Literature

The following related literature are taken from the different reading materials that are relevant to the present study.

De la Cruz (2000:7) presented an article in the Modern Teacher entitled, "Parents, Who Are They Really?" In this article, she cited Alonzo, the mother of the national hero Rizal, who had greatest influence on his son's life or status today. Through her teachings, young Rizal learned to read and write at the age of two. Rizal's thirsts or quest for knowledge is basically due to the parents'

instructional guidance.

Bervard (2012:441) claims that the lack of parental involvement brings about an escalation of violence in school, including bullying, poor expectations regarding the performance of teachers and administrators and doubts related to the relevance of the constantly overloaded curriculum.

Moreover, on the areas of the students' improvement in the classroom, their high academic performance is one of the key indicators of a teacher's success. Once the teacher meets the aim of attaining high academic performance of his students he feels fulfilled in his job and happiness within himself. It is through the concerted effort of the parents at home and teachers in school that the students attained their academic success (Suleymanov, 2014:31-58).

The role of parents in the education of their children and in the schools should bind. This is to develop programs that will promote and support parental involvement in students' learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system, and his or her own child's progress. The parents are encouraged to participate in activities designed by school personnel and involved them, such as parent

conferences, in order to facilitate effective communication. This is to develop family involvement strategies as a part of the school improvement plan. This plan must include, at a minimum effort that meet the requirements established in this policy (Hughes, 2007:39-51).

In addition, the plan must include ways to enhance parental involvement in the following areas: 1) meaningful two-way communication between home and school; 2) promotion of responsible parenting; 3) involvement of parents and guardians in students' learning; 4) promotion of volunteering; 5) involvement of parents and guardians in school decisions that affect children and families; 6) behavior in school; 7) community collaboration; and 8) promotion of student health awareness. This policy applies to the parents, legal guardians, and legal custodians of students who are under 18 years old and are not married (Bernard, 2004:26-39). It is nonetheless an indispensable fact that education is a means for personal and social development.

Moreover, the idea that parental involvement has positive influence on students' achievement is so intuitively appealing that society in general, and educators in particular, have considered this as an important ingredient and as a remedy for many problems in

education (Shute, 2011:10).

Conversely, numerous variables support student achievement; however, studies have indicated that one of the most critical components is parental involvement and all educators acknowledge that parental involvement is key to successful student academic performance. Schools are doing their best to encourage parents to get involved in their children's academic activities and schoolwork (Chavez, 1996:77).

Furthermore, a traditional definition of parental involvement includes participating in activities at school and at home, such as volunteering at school; communicating with teachers; assisting with homework; and attending open houses, back-to-school sights, and parent-teacher conferences (Bower & Griffin, 2004:87).

According to Lopez et al., (2001:253-288) parental involvement is defined as supporting student academic achievement or participating in school-initiated functions. In addition, parental involvement corresponds to many constructs of school such as engagement, which includes attending parent-teacher conferences, contributing to extra-curricular activities, monitoring students' grades, imparting parental values, helping with homework, and providing intrinsic and extrinsic motivation.

However, Lai and Vadeboncoeur (2012:345) noted that

schools have failed to engage parents fully. For example, many schools do not provide literature in a second language or interpreters at conferences for parents whose primary language is not English. Academic leaders need to embrace parents as vital stakeholders within the educational system and encourage teamwork and collaboration.

Concomitantly, parental involvement in school, as measured by attendance at a general meeting, a meeting with a teacher, or a school event, or by volunteering or serving on a committee, rose significantly between 1999 and 2007, but fell on most measures in 2012. In 2007, 89 percent of students in kindergarten through twelfth grade had parents who attended a general meeting, compared with 78 percent in 1999. In 2012, 87 percent had parents who attended a general meeting. In 2007, 78 percent had a parent who attended a scheduled meeting with a teacher, 74 percent had a parent who attended a school event, and 46 percent had a parent who volunteered in school or served on a committee, compared with 73, 65, and 37 percent, respectively, in 1999. In 2012, the proportion who attended a scheduled meeting had fallen to 76 percent, and the proportion who volunteered or served on a committee had fallen to 42 percent (www.childtrends.org, September 25, 2017).

Desoges and Abouchar (2003:234) claimed that it is widely recognized that if students are to maximize their

potential from schooling, they will need full support of their parents.

Likewise, Gonzalez-DeHass et al. (2005:87) stressed on the premise parental involvement and student achievement and found out that when parents are involved in their children's school activities, academic motivation and achievement increase. Students' interest in learning, competence, and understanding of a subject area, improves and promotes student achievement.

Haas and Reiley (2008:93) examined ways to increase homework completion among middle school students using selected interventions. One intervention required students to complete daily homework planners and parents to sign the planners for verification. Students who were consistent with the study requirements received a Gotcha slip from school staff as positive recognition. The findings indicated that most parents cooperated. Despite a few nonparticipants, the homework planners, in conjunction with a Gotcha slip, created a dialog between teachers and students as well as between teachers and parents.

On the other hand, people do not necessarily consider all available information when deciding to say yes or no to something; instead, use shortcuts to guide one's decision-making. Through his research, Cialdini has concluded that there are six shortcuts that guide human behavior:

reciprocity, scarcity, authority, consistency, liking, and consensus (Cialdini, 2007:12).

In fact, they further stressed that not all students knew how to fill out the homework planners accurately, and the increased communication with parents served to improve these students' organizational skills and increase homework completion rates (Haas & Reiley, 2008:93).

Hara and Burke (1998:223) investigated whether inner city third grade students experienced significant and sustained academic growth when their parents were more directly involved with the school. They conducted an assessment to determine what the elementary school needs to do to ensure an effective parent involvement program. The process included research, planning, implementation, and program evaluation. It was found out that parental involvement would mean parents and school staff working together for the welfare of the students. Students compared it to a perfect condiment to any food that would mean harmonious for the students' learning and overall development.

The foregoing literature presented provided this study with insights into the possible variables that have relationship with the variables given. In addition, these concepts gave the researcher the headway to formulate and investigate the parent-related variables and teacher-

related variables that persuade cooperation among parents in the District of Catbalogan X, Schools Division of Catbalogan City.

Related Studies

The review of related studies revolves within the discussions of the parent involvement in school and teacher strategies in persuading cooperation in the District of Catbalogan X, Schools Division of Catbalogan City.

Okrasa (2017) in her study entitled, "Family and School Cooperation as Exemplified by Schools in Lublin During the Period of the Second Polish Republic", she revealed that the changes that schools experienced after regaining independence generated the need to seek new ways of working with parents. It was stressed that the work should be collective, be of social character, and recruit whole groups of people related to the organizational network. Stimulating a stable cooperation of students' parents with the school gave rise to the creation of permanent parental organizations, such as parents' circles, class or school patronages, and the groups of parents and parents' circles.

Moreover, regulation on parents' circles was passed in 1920, and the nationwide Parental Associations panel was established in Warsaw on November 27, 1924. The main body

of the Association were school circles, bringing together parents of students from one school that formed circles in the area. Parent circles, interchangeably referred to as "Circles of Parents", also known as School Patronage Care or Parental Care Circles (PCC) operated in almost all high schools. They focused on class patronages representing the basic units of a direct cooperation of schools and the family. They were created by parents of students of one class who collaborated with the teacher and co-teachers.

The study of Okrasa and the present study was closely related to each other in the sense that they are both dealing with parental support and involvement in the school activities. However, they differed in the use of variables, the previous study utilized teacher as her respondents, while the present study utilized teacher and parents as respondents of the study.

Hoover-Dempsey (2014) in her study entitled, "Teachers Involving Parents (TIP): Results of an In-service Teacher Education Program for Enhancing Parental Involvement", findings that despite considerable theoretical and empirical work supporting the critical role of parents in students' school success, pre-service teachers generally receive little preparation for involving parents. Responding to a need for in-service preparation, this paper reports on a program designed to enhance practicing

teachers' beliefs, skills, and strategies related to parental involvement. Results of an initial test of the program in two United States public schools serving predominantly high-risk populations suggested that participation increased teachers' sense of efficacy, and enhanced beliefs about parents' efficacy for helping children learn as well as invitations to involvement. Results are discussed with reference to links between teacher beliefs and practices, diffusion of intervention effects within schools, directions for future research, and implications for the design and implementation of effective professional development programs.

Hoover-Dempsey study was related to the present study in as much as both studies opted to ascertain the parental involvement in the school of the students. But the present study differed from the previous study on account of the type of variable taken into consideration and the type of respondents involved in the study.

The study of Wilder (2012) entitled, "Effects of Parental Involvement on Academic Achievement: A Meta-synthesis", revealed the relationship between parental involvement and academic achievement which turned positive, regardless of a definition of parental involvement or measure of achievement. Furthermore, the findings revealed that this relationship was strongest if parental

involvement was defined as parental expectations for academic achievement of their children. However, the impact of parental involvement on student academic achievement was weakest if parental involvement was defined as homework assistance. Finally, the relationship between parental involvement and academic achievement was found to be consistent across different grade levels and ethnic groups. However, the strength of that relationship varied based on the type of assessment used to measure student achievement.

Wilder's study was related to the present study in as much as both studies opted to ascertain the parental involvement in the school of the students. But the present study differed from the previous study on account of the type of variable taken into consideration and the type of respondents involved in the study.

Rogers (2012), in her study entitled, "Parental Involvement in Children's Learning: Comparing Parents of Children with and without Attention-Deficit or Hyperactivity Disorder (ADHD)," revealed findings on the examined involvement in children's learning among parents of 101 children between 8 and 12 years of age (53 parents of children with ADHD, 48 parents of children without ADHD). Compared to parents of children without ADHD, parents of children with ADHD reported lower self-efficacy

in their ability to help their children, felt less welcome and supported by their children's schools and teachers, and perceived less time and energy for involvement in their children's academic lives. Mothers of children with and without ADHD reported similar types and levels of involvement behaviors in the home. Fathers of children with ADHD reported being more disengaged from their children's learning and using more coercive and punitive interactions regarding their children's achievement compared to fathers of children without ADHD. These findings underscore the difficulties in parent-supported learning practices and home-school collaboration initiatives faced by parents of children with ADHD and educators alike.

The foregoing study was relevant to the present study considering that both studies delved into parents' involvement in the school. However, the two studies differed in the concentration of the study. The former concentrated on Attention-Deficit or Hyperactivity Disorder (ADHD) while the present study concentrated on the parent involvement in school and teacher strategies in persuading cooperation in the District of Catbalogan X, Schools Division of Catbalogan City.

The study of Cankar (2012) entitled, "Approaches to Building Teacher-Parent Cooperation", states that teachers were mostly in agreement about the importance of parent

involvement and as such represented a fairly homogenous group. The third-grade lead teachers were more open about actual involvement of parents in instruction than their ninth-grade colleagues, who were more cautious and restrained. In contrast to the lead teachers who represented a relatively narrow professional group, parents' views were much more diverse. Parental education was the best predictor of their readiness to become involved in the life and work of their children's school. Whether the area in which the families lived was urban or suburban did not make any difference. The evaluation of the one-year Reading and Conversation programme revealed increases in parents' motivation to collaborate with the school as a consequence of the program's approach to work, as well as improvement in mutual relationships and dialogue.

The foregoing study was relevant to the present study considering that both studies delved into parents' involvement in the school. However, the two studies differed in the concentration of the effective and collaborative partnership between school and home, while the present study concentrated on the parents' involvement in school and teachers' strategies to persuade cooperation in the District of Catbalogan X.

Fedellaga (2012) in her study entitled, "Parents'

Involvement in School-Related Activities: Basis for A Proposed Strategy Program", revealed that the assessment relative to the parental involvement in school related activity is highly involved and the students are moderately involved.

The study of Fedellaga and the present study is closely related to each other in the sense that they are both dealing with parental support and involvement in the school activities. However, they differed in the use of variables, the previous study utilized teacher as her respondents, while the present study utilized teacher and parents as respondents of the study.

Smith (2011), in her study entitled, "The Impact of Parental Involvement on Student Achievement," found out that parental involvement has a greater advantage on the part of the students. In her findings, it indicated that identifying organizational barriers, identifying possible effective strategies to overcome the organizational barriers, and establishing an effective and collaborative partnership between school and home has a great impact on parental involvement, and may lead to an increase in student achievement.

The foregoing study was relevant to the present study considering that both studies delved into parents' involvement in the school. However, the two studies

differed in the concentration of the effective and collaborative partnership between school and home, while the present study concentrated on the parent involvement in school and teacher strategies in persuading cooperation in the District of Catbalogan X.

Luchuck (2011), in her study entitled, "The Effects of Parents' Involvement on Student Achievement", disclosed that the strength of the student is from their respective families like to the parent-child relationship, parent influence, parent participation, parent school relationship and parent-student relationship. The result indicated that parent involvement contributed to greater academic gains by their children.

The study of Luchuck and the present study were almost similar. Both are concerned on the parent involvement in the school and its effects on the academic performance of the students in the school. They differed on the research environment. The former study was conducted in abroad, particularly in West Virginia, United States of America while the present study was conducted in the Philippines, particularly in the District of Catbalogan X, Schools Division of Catbalogan City.

Galias (2010), in her study entitled, "Parental Support for the Improvement of Academic Performance of Grade VI Pupils", found out that the parents assessed

themselves as "sometimes" in terms of providing parental support to their children, while the teacher assessed the parents as "frequently" in providing parental support to their children. It can be noted that the parents modestly assessed themselves while the teachers gave higher rating than them.

The study of Galias and the present study was highly in congruent in the sense that both of them dealt with the parental support for improvement in the academic performance of the Grade VI pupils. However, they differed in the local of the study, the previous study was conducted in the District of Lavezares, Division of Northern Samar, while the present study was conducted in the District of Catbalogan X, Schools Division of Catbalogan City.

Bechachino (2010) conducted a study entitled, "Parents' Participation to the PTCA: Inputs to A Proposed Action Plan". It found out that the assessment of the status of Parent-Teacher and Community Association (PTCA) in Independencia Elementary School, Talalora, Samar, revealed that on the part of the parents, they too encountered problems with the PTCA. Among the problems encountered include: funds for school improvement, lack of cooperation among parents, lack of supplies and facilities. The PTCA were functional and showed remarkable performance in terms of attainment of its objectives.

The previous study was similar to the present study because they both delved with parents as a support group to the school for the improvement of academic performance of their students. However, the previous study was conducted in the District of Talalora, while the present study was conducted in the District of Catbalogan X, Division of Catbalogan City.

A study conducted by Topor et al. (2010) entitled, "Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis" and the results indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence. A multiple mediation model indicated that the child's perception of cognitive competence fully mediated the relation between parent involvement and the child's performance on a standardized achievement test. The quality of the student-teacher relationship fully mediated the relation between parent involvement and teacher ratings of the child's classroom academic performance.

The previous study posed similarity with the present study considering that it too, delved on parents' involvement and students' academic performance. However, the two studies differed in the locale of the study. The former study was conducted abroad while the latter was

conducted in the Philippines.

The different relevant studies considered by the researcher helped her in conceptualizing the researchable problem. The related studies gave her insights, concepts and ideas on how to go about the problem and in the conduct of the study.

Chapter 3

METHODOLOGY

This chapter discusses the methods employed in the conduct of the study. Specifically, the following are included in this chapter: research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

This study employed descriptive-correlation research design using the researcher-questionnaire as the main instrument. The study was descriptive in nature considering that the researcher determined the profile of the teacher- and parent-respondents in terms of their identified personal characteristics. It also elicited the extent of parents' involvement in school as perceived by the two groups of respondents which were compared to ascertain any significant difference between the two perceptions. It also captured the strategies adopted by the teachers to encourage involvement of parents in school activities. Again, this was based on the perception of the two groups of respondents which were compared also to ascertain any significant difference between their perceptions.

Furthermore, the study was a correlation study in the sense that the strategies adopted by the teachers to encourage parents' involvement in school were associated with the following factors, namely: teacher-related variates, parent-related variates, and extent of parents' involvement in school.

Descriptive and inferential statistical tools were used in the treatment of the data which are gathered such as Frequency Count, Percentage, Mean, Standard Deviation, Weighted Mean, t-Test for Independent Sample, Pearson's Product-Moment of Correlation Coefficient, and Fisher's t-Test.

Locale of the Study

Figure 2 presents the map showing the locale of the study.

With the current statistics of the Schools Division of Catbalogan City as to the number of public and private schools, number of teachers and enrolment for both elementary and secondary schools, the division, through the Schools Division Superintendent, Cristito A. Eco, strongly expressed his full support and profound desire to establish additional school districts to intensify the delivery of instructional supervisions a support to the implementation toward continuous improvement of the schools of the entire

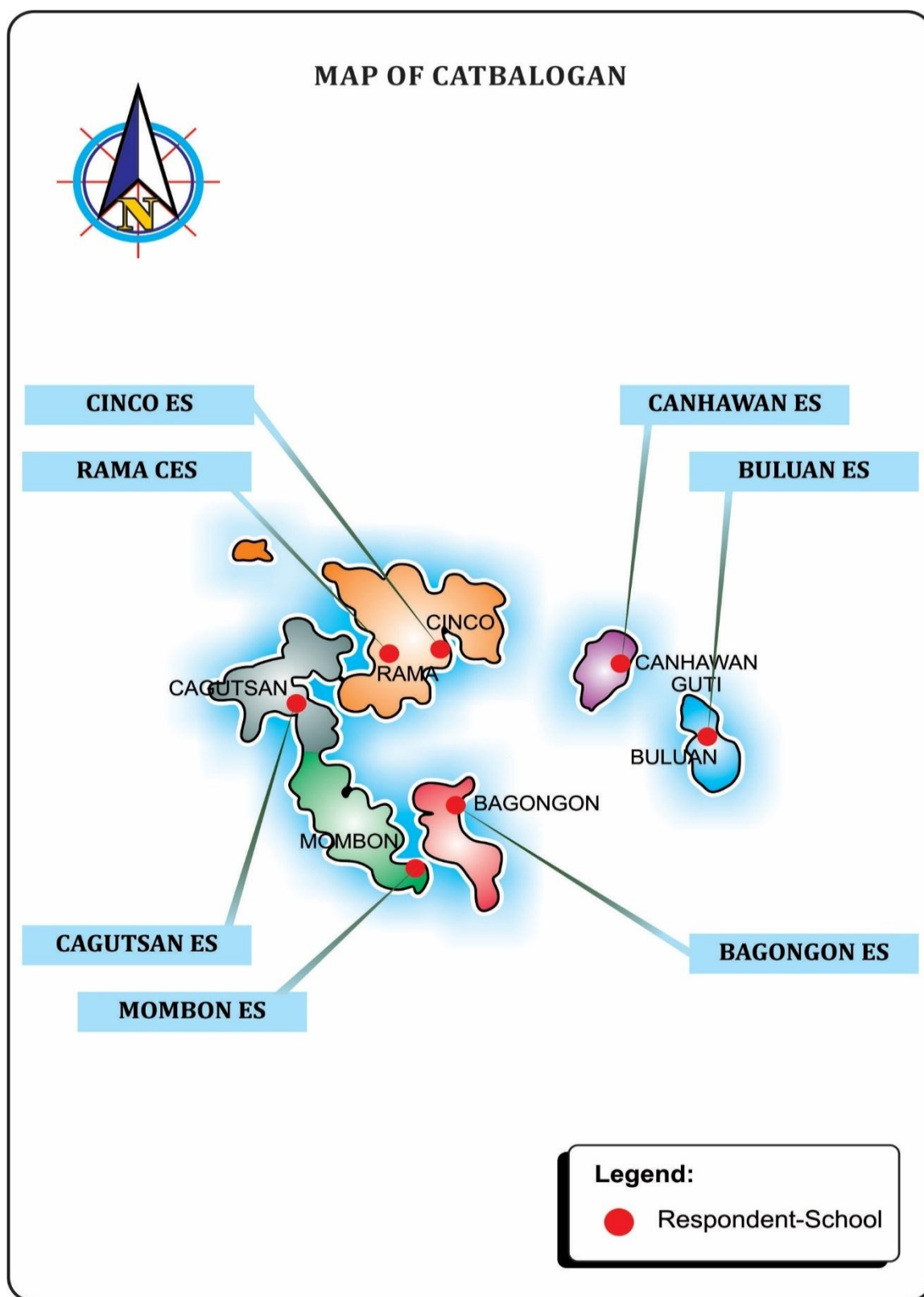


Figure 2. The Map Showing the Locale of the Study

division.

Furthermore, the Local School Board of Catbalogan City Division expressed their enthusiasm thru a Resolution No. 2018-002 dated March 14, 2018 entitled "A Resolution Requesting for Redistricting and Creation of New District of DepEd - Division of Catbalogan City from five (5) districts into ten districts" The said resolution was approved by Stephany Uy- Tan, City Mayor and Chairman of the Local School Board duly attested by the Schools Division Superintendent Cristito A. Eco, CESO VI.

This study will be conducted in the District of Catbalogan X, School Division of Catbalogan City. It composed of seven complete elementary schools such as Cinco Elementary School, Rama Elementary School, Bagongon Elementary School, Cagutsan Elementary School, Mombon Elementary School, Canhawan Elementary School, and Buluan Elementary School. These schools are headed by the District Supervisor, assisted by five principals, one head teacher and one teacher-in-charge.

The district has a total workforce of 54 teachers with a total enrolment of 438 students of which 198 males and 240 females (Department of Education, Planning Unit Catbalogan City Division, School Year 2019-20120).

Instrumentation

To capture the pertinent data, the researcher utilized a survey questionnaire which was formulated and administered to the five Grade 6 elementary teachers.

The questionnaire was a research-made test instrument intended for the respondents of the study, the parents and the Grade 6 teachers in District of Catbalogan X, Schools Division of Catbalogan City.

There were two sets of questionnaire. The questionnaire for the parents was composed of two parts only. Part I referred to the section that gathered information on their profile in terms of age and sex, gross monthly family income, highest educational attainment and occupation. Part II captured the perception of the parents as to the extent of their involvement in the school from the Parent Involvement Project (PIP) questionnaire (Whetsel, 2002) with the following variates: parent-focused role construction, school-focused role construction, and partnership-focused role construction with the following indicators: 5 for Strongly Agree (SA); 4 for Agree (A); 3 for Uncertain (U); 2 for Disagree (D); and 1 for Strongly Disagree (SD).

For the teacher-respondents' questionnaire, it was also composed of two parts. Part I referred to the section that gathered information on their profile in terms of age

and sex, gross monthly family income, highest educational attainment, number of years in teaching and number of relevant in-service trainings. Part II captured their perception on the parents' involvement in the school form the Persuasion Strategies Questionnaire (PSQ) (Cialdini, 2017) with the following variates: encourage contact between students and faculty, develop reciprocity, encourage active learning, and give prompt feedback with the indicators: 5 for Always (A); 4 for Often (O); 3 for Sometimes (S); 2 for Rarely (R); and 1 for Never (N).

Validation of Instrument

The questionnaire for the teacher-respondents was adopted from the Persuasion Strategies Questionnaire (PSQ) of Cialdini (2017) while the questionnaire for the parent-respondents was taken from the Parent Involvement Project (PIP) questionnaire of Whetsel (2002). However, to ensure that the foregoing questionnaires were fit for the data gathering, they were subjected to expert validation focusing on the following areas, namely: face, content, construct, pragmatic and convergent-discriminant validity with consideration on the cognitive and situational perspectives of the respondents.

Comments and suggestions for improvement of the questionnaire from the experts were considered in the final

revision of the questionnaire. Considering that the questionnaires were used already in similar studies in the Year 2002 and 2017, pilot testing was deemed no longer necessary.

Sampling Procedure

This study utilized the certainty sampling for the teacher-respondents considering that their population was only few. This meant that all teacher was considered as respondents to this study.

On the other hand, the stratified-random sampling employed for the parent-respondents was equal to the students that were enrolled in the grade level as the basis for stratification. In determining the sample size for this group of respondents, the Slovin's formula (Sevilla et al., 1992:182) was employed as follows:

$$n = N / 1 + Ne^2$$

where: n refers to the number of parent-respondents that were stratified in the District of Catbalogan X;
 N refers to the total number of parents in the District of Catbalogan X; and
 e refers to the margin of error set at .05.

Table 1 presents the number of respondents by category and by school.

Table 1

**Number of Respondents by Category
and by School**

| School | Parents | Teachers | |
|----------------------------|----------------|-----------------|-----------|
| | | N | n' |
| Cinco Elementary School | 20 | 1 | 1 |
| Rama Elementary School | 22 | 1 | 1 |
| Bagongon Elementary School | 22 | 1 | 1 |
| Cagutsan Elementary School | 21 | 1 | |
| Mombon Elementary School | 20 | 1 | 1 |
| Canhawan Elementary School | 21 | 1 | 1 |
| Buluan Elementary School | 19 | 1 | |
| Total | 145 | 7 | 5 |
| Response Rate | 100% | 71.43% | |

Data Gathering Procedure

In this study, the researcher first sought the approval of a request-letter addressed to the Schools Division Superintendent of the Department of Education, Schools Division of Catbalogan City in order to conduct the study in the District of Catbalogan X. Later, another request-letter, together with the Letter of Endorsement from the Schools Division Superintendent of the Department of Education Catbalogan City Division, addressed to the Public Schools District Supervisor in the District of Catbalogan X was submitted for approval.

Upon approval of the said request-letters, the list of names of all teachers was requested from the concerned personnel of every school covered in the study. The

approved request was used by the researcher as reference in seeking permission from the District Supervisor, principals, head teachers and teachers-in-charge to field the instrument among their respective parents of their students.

To ensure high percentage of retrieval of the instrument and to ascertain the adequacy of samples, the researcher personally conduct the fielding of the questionnaire to the respondents, interview method was used to gather data from the parent-respondents with the aid of a teacher-friend in the distribution and collection of the accomplished questionnaire from the two groups of respondents. When all copies of the two sets of survey questionnaires were answered by the two groups of respondents, the data gathered was tallied, tabulated, and analyzed using specified statistical tools in order to come up with the desired findings and conclusions of the study.

The data collection lasted for about two months during the period December 1, 2019 to January 28, 2020.

Statistical Treatment of the Data

In the data processing, the researcher utilized different statistical tools, both descriptive and inferential. Among the descriptive statistics, the following were utilized: Frequency Count, Percentage,

Arithmetic Mean, Standard Deviation, Pearson's Product-Moment Correlation Coefficient-r and Fisher's t-test.

Frequency Count. This statistical tool was used to present the profile of the respondents in terms of age and sex, occupation, educational attainment, and gross monthly family income.

Percentage. Frequency distribution, was expressed in percentages of the subject responses, this was used for interpretation of simple numerical facts. In this particular study, this was used to quantify respondents' personal characteristics, such as: age and sex, gross monthly family income, and other profile variates. The formula which was used was (Sevilla et al. 1992:200):

$$P = \left(\frac{f}{N} \right) \times 100$$

where: P refers to the percentage;

f refers to the number of occurrence; and

N refers to the total number of samples.

Arithmetic Mean. This was employed to calculate the averages where the measure is applicable like age and years of teaching. The following formula (Freud & Simon, 1992:35) was used:

$$\bar{X} = \frac{\sum fx}{n}$$

where: \bar{X} refers to the arithmetic mean;

f refers to frequency of occurrence;

x refers to identified variable;

n refers to the sample size.

Standard Deviation. The statistical measure was utilized in describing the extent to which the data vary among themselves such as age, gross monthly family income. The following formula (Freud & Simon, 1992:35) was used:

$$S = \sqrt{\frac{\sum f (X - \bar{x})^2}{n - 1}}$$

where: S refers to the standard deviation;

$\sum f$ refers to the summation of frequency of occurrence;

X refers to the identified variable; and

\bar{x} refers to the arithmetic mean.

Weighted Mean. This statistic was used to ascertain the group perception of the respondents relative to the parents' involvement and teacher strategies in persuading cooperation, using the five-point Likert scale.

$$\overline{X_w} = \frac{\sum f_i X_i W_i}{n}$$

where: $\overline{X_w}$ refers to the weighted mean;

f_i refers to the frequency of a category of variable;

X_i refers to the identified category of

a variable;

W_i refers to the weights which are expressed in a five-point Likert or Thurston scales; and,
 n refers to the sample size.

The scales were used both of the questionnaires were as follows:

| <u>Ranges</u> | <u>Interpretation</u> | <u>Symbols</u> |
|---------------|--------------------------|----------------|
| 4.51-5.00 | Always/ Strongly Agree | (A) / (SA) |
| 3.51-4.50 | Often/ Agree | (O) / (A) |
| 2.51-3.50 | Sometimes/ Uncertain | (S) / (U) |
| 1.51-2.50 | Rarely/Disagree | (R) / (D) |
| 1.00-1.5 | Never/ Strongly Disagree | (N) / (SD) |

Pearson's Product-Moment Coefficient of Correlation.

This statistical tool was used to determine the correlation between the teachers' persuading strategies and parents' involvement in school. The formula was used by (Walpole, 1982:376) :

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\left[n\sum X^2 - (\sum X)^2 \right] \left[n\sum Y^2 - (\sum Y)^2 \right]}}$$

where: r_{xy} refers to the Pearson r value;
 $\sum X$ refers to the sum of the X scores;
 $\sum Y$ refers to the sum of the Y scores;
 $\sum X^2$ refers to the sum of the squared X scores;

$\sum Y^2$ refers to the sum of the squared Y scores;

$\sum XY$ refers to the sum of the paired X and Y scores; and,

n refers to the number of paired scores.

In interpreting the degree of correlation, Table 2 was used as guide.

Fisher's t-Test. This was used to determine the significance of correlation after Pearson r analysis. The Fisher's t-Test (Walpole, 1982:382) formula was used:

$$t_f = r_{xy} \sqrt{\frac{N - 2}{1 - r_{xy}^2}}$$

where: t_f refers to the Fisher's t-test value;
 r_{xy} refers to the value of the Pearson r;
 $n-2$ refers to the degree of freedom; and
 n refers to the sample population.

For accuracy and precision in the analysis and interpretation of the data, the researcher employed both manual and machine processing with the use of the available statistical software package and applications, namely: Microsoft Excel and SPSS.

The acceptance or rejection of the hypothesis was based on the relation between the computed value and the critical or tabular value as guided by the following decision rule: the hypothesis was accepted if and when the

Table 2

Table of Coefficient of Correlation

| Correlation Coefficient | Interpretation |
|-------------------------|--------------------------------|
| 0 | No linear association |
| $0 < p < +0.2$ | Very weak linear association |
| $+0.2 \leq p < +0.4$ | Weak linear association |
| $+0.4 \leq p < +0.6$ | Moderate linear association |
| $+0.6 \leq p < +0.8$ | Strong linear association |
| $+0.8 \leq p < +1.0$ | Very strong linear association |
| $+1.0$ | Perfect linear association |

computed value turned lesser than the critical or tabular value; on the other hand, the hypothesis was rejected if and when the computed value turned equal or greater than the critical or tabular value.

Or it was based on the p-value against the α that if and when the p-value turned equal or lesser than the α , the null hypothesis was rejected and if it turned the otherwise, the null hypothesis was accepted. Finally, in all cases of testing the hypotheses, the $\alpha = .05$ level of significance was employed.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of data. Included in this chapter are: the profile of teacher-respondents, profile of parent-respondents, extent of parents' involvement in school as perceived by two groups of respondents, comparison of the perceptions of the two groups of respondents on the extent of parents' involvement in school, strategies teachers adopt to persuade involvement of parents in school activities as perceived by the two groups of respondents, comparison of the perceptions of the two groups of respondents on the strategies adopted by teachers to persuade parents' involvement in school, and relationship between strategies adopted by teachers to persuade parents' involvement in school and the identified factors.

Profile of Teacher-Respondents

This part provides the information on the profile of teacher-respondents in terms of the following variates, namely: age and sex, civil status, highest educational attainment, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF,

number of relevant in-service trainings and attitude toward parents' involvement in school.

Age and Sex. Table 3 presents the age and sex disaggregation of the teacher-respondents.

The table shows that the oldest teacher-respondent was aged 40 years old while the youngest was 23 years old.

A number of them, that is, one or 20.00 percent was aged 40 years old while another one or 20.00 percent was aged 26 years old, another one or 20.00 percent was aged 24 years old, still another one or 20.00 percent was aged 23 years old and another one or 20.00 percent did not disclose her age for personal reason. The mean age of the teacher respondents was posted at 28.25 percent with a standard

Table 3
Age and Sex Disaggregation of
Teacher-Respondents

| Age | Sex | | f | % |
|--------------|------------------------|---------------|---------------|---------------|
| | Male | Female | | |
| 40 | 0 | 1 | 1 | 20.00 |
| 26 | 0 | 1 | 1 | 20.00 |
| 24 | 0 | 1 | 1 | 20.00 |
| 23 | 0 | 1 | 1 | 20.00 |
| Not Stated | 0 | 1 | 1 | 20.00 |
| Total | 0 | 5 | 5 | 100.00 |
| % | 0.00 | 100.00 | 100.00 | |
| Mean | 28.25 years old | | | |
| S. D. | 7.93 years | | | |

deviation (SD) of 7.93 years. The data signified that the teacher-respondents was on their late 20's with age difference of more or less eight years, at the prime of their age and at the height of their career.

Moreover, all the teacher-respondents or 100.00 percent are female which obviously signified that the teaching force was an "all girl power" who embraced the teaching profession but this does not preclude the disinterest of the male counterpart probably, they were not sampled in this study.

Civil Status. Table 4 shows the civil status of the teacher-respondents.

The table shows that majority of the teacher-respondents were married accounting for three or 60.00 percent while the remaining two or 40.00 percent were still single.

The data signified that the teacher-respondents were at their marital state, which meant that they have already

Table 4

Civil Status of Teacher-Respondents

| Civil Status | f | % |
|---------------------|------------|---------------|
| Single | 2 | 40.00 |
| Married | 3 | 60.00 |
| Total | 154 | 100.00 |

families to sustain by the fruits of their labor.

Highest Educational Attainment. Table 5 reveals the highest educational attainment of the teacher-respondents.

It can be gleaned from Table 5 that majority of the teacher-respondents were with master's units accounting for three or 60.00 percent. The remaining two or 40.00 percent were baccalaureate degree holder.

The data signified that the teacher-respondents qualified themselves for the teaching position by pursuing advance education for professional and personal development.

Gross Monthly Family Income. Table 6 discloses the gross family income of teacher-respondents.

From the table, it can be noted that one of the teacher-respondents or 20.00 earned a monthly income of P22,000.00 while another one or 20.00 percent earned an income of P21,075, still another one or 20.00 percent earned an income of P20,754.00 and two or 40.00 percent did

Table 5

**Highest Educational Attainment of
Teacher-Respondents**

| Educational Level | f | % |
|--------------------------|----------|---------------|
| With Master's Units | 3 | 60.00 |
| Baccalaureate | 2 | 40.00 |
| Total | 5 | 100.00 |

Table 6**Gross Monthly Family Income of Teacher-Respondents**

| Income | f | % |
|---------------|----------|---------------|
| P22,000 | 1 | 20.00 |
| P21,075 | 1 | 20.00 |
| P20,754 | 1 | 20.00 |
| Not Stated | 2 | 40.00 |
| Total | 5 | 100.00 |

not give disclosure on the gross monthly family income they earned.

The foregoing data signified that the teacher-respondents earned a regular monthly family income, which they used to defray the basic and nutritional needs of the family including the educational needs of their schooling members.

Number of Years in Teaching. Table 7 contains the number of years in teaching of the teacher-respondents.

The table shows that one of the teacher-respondents or 20.00 percent had been teaching for 11 years while two or 40.00 percent had been a teacher for three years, one or 20.00 percent for two years and the remaining one or 20.00 percent did not give information regarding their number of years in teaching.

The data signified that the teacher-respondents were

Table 7

**Number of Years in Teaching of Teacher-
Respondents**

| Years in Teaching | f | % |
|--------------------------|----------|---------------|
| 11 | 1 | 20.00 |
| 3 | 2 | 40.00 |
| 2 | 1 | 20.00 |
| Not Stated | 1 | 20.00 |
| Total | 5 | 100.00 |

just new in the service with less than five years in teaching however despite their being new, they discharged their duties to the best of their ability thus performing exemplarily.

Performance Rating. Table 8 shows the performance rating of the teacher-respondents based on the latest IPCRF.

The table shows that a number of the teacher-respondents, that is, one or 20.00 percent obtained a performance rating of 5.00 while another one or 20.00 percent obtained a rating of 4.48, another one or 20.00 percent got a rating of 4.23, still another one or 20.00 percent obtained a rating of 4.20 and one or 20.00 percent give no information regarding this.

The data showed that the teacher-respondents obtained exemplary performance rating based on the latest IPCRF

Table 8

**Performance Rating of Teacher-Respondents
Based on the Latest IPCRF**

| Rating | f | % |
|---------------|----------|---------------|
| 5.00 | 1 | 20.00 |
| 4.48 | 1 | 20.00 |
| 4.23 | 1 | 20.00 |
| 4.20 | 1 | 20.00 |
| Not Stated | 1 | 20.00 |
| Total | 5 | 100.00 |

evaluation indicating that they had discharged their functions competently with all their targets being met and accomplished.

Number of Relevant In-Service Trainings. Table 9 reveals the number of relevant in-service trainings of the teacher-respondents in the different levels, namely: international, national, regional, division and district.

The table shows that the mean number of in-service trainings attended by the teacher-respondents were as follows: international, none; national, one training; regional, two trainings with a SD of 1.73 trainings; division, 14 trainings with a SD of 8.14 trainings; and district, four trainings with a SD of 1.41 trainings. The overall mean number of trainings was posted at four trainings with a SD of 3.76 trainings.

The foregoing data suggested that the teacher-

Table 9

**Number of Relevant In-Service Trainings of
Teacher-Respondents**

| Training Level | Mean | S. D. |
|-----------------------|--------------------|-----------------------|
| International | 0 training | Not Applicable |
| National | 1 training | None |
| Regional | 2 trainings | 1.73 trainings |
| Division | 14 trainings | 8.14 trainings |
| District | 4 trainings | 1.41 trainings |
| Overall | 4 trainings | 3.76 trainings |

respondents exerted efforts to attend trainings when given the opportunity to attend in the different levels to update themselves with the changes and developments of the DepEd implemented curricula. Most of the trainings attended by them were in the division level.

Attitude Toward Parents' Involvement in School. Table 10 appraises the attitude of teacher-respondents toward parents' involvement in school activities. There were 10 attitude statements included whereby the teacher-respondents signified their agreement or disagreement in each of the statement.

Table 10 presents that, the teacher-respondents "strongly agreed" in all attitude statements with the same weighted mean of 5.00.

Eventually, taken as a whole the teacher-respondents "strongly agreed" their attitude toward parents'

Table 10

**Attitude Toward Parents' Involvement in School
of Teacher-Respondents**

| Attitude Statement | Weighted Mean | Interpretation |
|--|----------------------|-----------------------|
| 1. I believe parents should get involve with activities in school. | 5.00 | Strongly Agree |
| 2. I believe parents should exert effort in attending school activities. | 5.00 | Strongly Agree |
| 3. If parents are pre-occupied, they should have someone to represent them. | 5.00 | Strongly Agree |
| 4. I believe it is important for the parents to show support to their students by actively attending school meetings and activities. | 5.00 | Strongly Agree |
| 5. I believe that students will be successful in school if their parents will actively involve in its activities. | 5.00 | Strongly Agree |
| 6. I believe the parents should decide beforehand to give time to their students by involving in school activities. | 5.00 | Strongly Agree |
| 7. I believe parents should establish good relations with teachers and administrators in school. | 5.00 | Strongly Agree |
| 8. During meetings, I believe parents should suggest for the success of school activities as well as sustain them. | 5.00 | Strongly Agree |
| 9. I appreciate parents who actively participate in school activities. | 5.00 | Strongly Agree |
| 10. Parents should voluntarily offer their time and resources for the success of school activities. | 5.00 | Strongly Agree |

Grand Weighted Mean

5.00

Interpretation

Strongly Agree

| | | | |
|----------------|-----------|-------------------|------|
| Legend: | 4.51-5.00 | Strongly Agree | (SA) |
| | 3.51-4.50 | Agree | (A) |
| | 2.51-3.50 | Uncertain | (U) |
| | 1.51-2.50 | Disagree | (D) |
| | 1.00-1.50 | Strongly Disagree | (SD) |

involvement in school activities being indicated by the grand weighted mean of 5.00. This suggested that the teacher-respondents extremely favored the parents' involvement in school activities to boost the morale and the performance of their schooling children.

Profile of Parent-Respondents

This part provides the profile of parent-respondents in terms of the following variates, namely: age and sex, highest educational attainment, gross monthly family income, occupation, number of family members, number of schooling family members, number of attendance in school activities, priorities in life and attitude toward school activities.

Age and Sex. Table 11 contains the age and sex of parent- respondents.

Table 11 shows that the oldest parent-respondent registered an age of 78 years old while the youngest was 29 years old whereby a number of them, that is 32 or 22.07 percent were aged 34-38 years old. Twenty-five or 17.24 percent were aged 29-33 years old while 24 or 16.55 percent were aged 54-58 years old, 18 or 12.41 percent registered an age of 49-53 years old, another 18 or 12.41 percent were aged 39-43 years old and the rest were distributed to the other identified age brackets but this included the nine

Table 11

**Age and Sex Disaggregation of
Parent-Respondents**

| Age Bracket | Sex | | | f | % |
|----------------|------------------------|--------------|---------------|---------------|---------------|
| | Male | Female | Not Stated | | |
| 74-78 | 1 | 0 | 0 | 1 | 0.69 |
| 69-73 | 1 | 0 | 0 | 1 | 0.69 |
| 64-68 | 2 | 0 | 0 | 2 | 1.38 |
| 59-63 | 0 | 1 | 0 | 1 | 0.69 |
| 54-58 | 4 | 20 | 0 | 24 | 16.55 |
| 49-53 | 3 | 15 | 0 | 18 | 12.41 |
| 44-48 | 4 | 10 | 0 | 14 | 9.66 |
| 39-43 | 3 | 15 | 0 | 18 | 12.41 |
| 34-38 | 7 | 25 | 0 | 32 | 22.07 |
| 29-33 | 11 | 14 | 0 | 25 | 17.24 |
| Not Stated | 5 | 0 | 4 | 9 | 6.21 |
| Total | 41 | 100 | 4 | 145 | 100.00 |
| % | 28.30 | 69.00 | 2.70 | 100.00 | |
| Mean | 41.10 years old | | | | |
| S. D. | 10.40 years | | | | |

teacher-respondents or 6.21 percent who did not gave information regarding their age for personal reasons.

The mean age of the parent-respondents was posted at 41.10 years old with a SD of 10.40 years. The data signified that the parents were on their early 40's at the prime of their age and sustained continually the schooling of their children.

Moreover, majority of the parent-respondents were female accounting for 100 or 69.00 percent. The male counterpart was composed of 41 only or 28.30 percent. Noteworthy was the four parent-respondents or 2.70 percent who failed to indicate their sexes for unknown reasons.

The data signified that most respondents were female at the time of interview considering that the males being the head of the family were mostly in their field of endeavor so that in the roster of respondents the female dominated the male.

Highest Educational Attainment. Table 12 presents the highest educational attainment of the parent-respondents.

The table shows that a number of the parent-respondents, that is, 55 or 37.93 percent were elementary graduates while 32 or 22.07 percent reached the elementary

Table 12

**Highest Educational Attainment of
Parent-Respondents**

| Educational Level | f | % |
|--------------------------|------------|---------------|
| Baccalaureate Degree | 3 | 2.07 |
| College Level | 4 | 2.76 |
| High School Graduate | 15 | 10.34 |
| High School Level | 30 | 20.69 |
| Elementary Graduate | 55 | 37.93 |
| Elementary Level | 32 | 22.07 |
| Not Stated | 6 | 4.14 |
| Total | 145 | 100.00 |

level only, 30 or 20.69 percent reached the high school level, 15 or 10.34 percent were high school graduates and the rest were distributed to the other identified educational level with six or 4.14 percent who did not disclose their highest educational level for privacy.

The data suggested that the parent-respondents were functional literates with the ability to read, write and comprehend simple messages including simple calculations, which could be an advantage for the schooling children considering that they have the capability to assist them with their assignments and providing them intervention to improve their academic performance.

Gross Monthly Family Income. Table 13 provides the gross monthly family income of the parent-respondents.

Table 13

Gross Monthly Family Income of Parent-Respondents

| Income | f | % |
|-----------------|------------|---------------|
| P41,000-P50,000 | 1 | 0.69 |
| P31,000-P40,000 | 0 | 0.00 |
| P21,000-P30,000 | 0 | 0.00 |
| P11,000-P20,000 | 12 | 8.28 |
| P1,000-P10,000 | 124 | 85.52 |
| Not Stated | 8 | 5.51 |
| Total | 145 | 100.00 |

The table reveals that the highest monthly income earned by the parent-respondents was posted at P50,000 while the lowest was P1,000 whereby majority of them earned P12,000-P10,000 monthly accounting for 124 or 85.52 percent. Twelve of them or 8.28 percent earned P11,000-P20,000 monthly while one or 0.69 percent earned P41,000-P50,000 and the remaining eight or 5.51 percent did not mind disclosing information regarding this for unknown reason.

The foregoing data signified that the parent-respondents earned a regular monthly income, meager though with a modal of about P5,500.00 only, which they could use to provide the basic and nutritional needs of the family members. Furthermore, recognizing the importance of educating their children, they put premium on their schooling despite the meager income they earned monthly.

Occupation. Table 14 shows the occupation of the parent-respondents.

From the table, it can be noted that a number of the parent-respondents, that is, 60 or 41.38 percent were fishermen while 29 or 20.00 percent were house helpers, 23 or 15.86 percent were self-employed and the rest of the parent-respondents were distributed to the other identified occupations. Of these parents, 15 or 10.34 percent did not give full disclosure of their occupations.

Table 14**Occupation of Parent-Respondents**

| Occupation | f | % |
|------------------------|------------|---------------|
| Teacher | 1 | 0.69 |
| Farmer | 7 | 4.83 |
| Policeman | 1 | 0.69 |
| Lawyer | 3 | 2.07 |
| Bookkeeper | 1 | 0.69 |
| Carpenter | 1 | 0.69 |
| Doctor | 1 | 0.69 |
| Self-Employed | 23 | 15.86 |
| Fisherman | 60 | 41.38 |
| OFW | 2 | 1.38 |
| House Helper | 29 | 20.00 |
| Construction Worker | 1 | 0.69 |
| Not Stated | 15 | 10.34 |
| Total | 145 | 100.00 |

The data suggested that the parent-respondents were regularly engaged with gainful activities as the main sources of their living to sustain their family and providing them with the basic needs of their family members.

Number of Family Members. Table 15 shows the number of family members of the parent-respondents.

As shown in the table, the maximum number of family members of the parent-respondents was 12 members while the minimum was one member only. A number of them, that is, 53 or 36.55 percent registered 5-6 family members while 39 or 26.90 percent with 7-8 family members, 30 or 20.70 percent

Table 15

**Number of Family Members of Parent-
Respondents**

| Family Member | f | % |
|----------------------|------------|---------------|
| 11-12 | 4 | 2.75 |
| 9-10 | 12 | 8.28 |
| 7-8 | 39 | 26.90 |
| 5-6 | 53 | 36.55 |
| 3-4 | 30 | 20.70 |
| 1-2 | 3 | 2.07 |
| Not Stated | 4 | 2.75 |
| Total | 145 | 100.00 |

had 3-4 members and the rest were distributed to the other identified number of family members but with four or 2.75 percent who did not disclose their number of family members.

The data signified that the parent-respondents had an ideal family size with modal family members of five based on the family members included in the calculation of the poverty threshold. However, the per capita monthly income of the parent-respondents was only P1,100.00, which was still so meager inasmuch as based on the 2018 per capita income, the family should raise an income of P1,873.00 monthly.

Number of Schooling Members. Table 16 contains the number of schooling members of the parent-respondents.

Table 16 shows that the highest number of schooling

Table 16

**Number of Schooling Members of Parent-
Respondents**

| Schooling Member | f | % |
|-------------------------|------------|---------------|
| 9-10 | 1 | 0.69 |
| 7-8 | 1 | 0.69 |
| 5-6 | 15 | 10.34 |
| 3-4 | 65 | 44.83 |
| 1-2 | 57 | 39.31 |
| Not Stated | 6 | 4.14 |
| Total | 145 | 100.00 |

family members of the parent-respondents were 10 members while the lowest was one member only. A number of the parent-respondents, that is, 65 or 44.83 percent disclosed that they have 3-4 schooling members while 57 or 39.31 percent had 1-2 schooling members, 15 or 10.34 percent had 5-6 schooling members and the rest were distributed to the other identified number of schooling members with six of them or 4.14 percent who did not give information regarding this.

The data denoted that among the parent-respondents at least three schooling members which they supported with its school needs on projects and school supplies. Being one of their priorities in life, they put premium to it especially so that education is already free that made the schooling cost lesser than before.

Number of Attendance to School Activities. Table 17 shows the number of attendance to school activities of parent-respondents.

From the table, it can be gleaned that 37 of the parent-respondents or 25.52 percent attended 5-6 school activities conducted for their children while 28 or 19.31 percent attended 3-4 school activities, 26 or 17.93 percent attended 9-10 school activities, 17 or 11.72 percent were able to attend 7-8 school activities and the rest were distributed to the other identified number of attendance in school activities. But among these were the 29 or 20.00 percent who did not give any information regarding this.

The data signified that the parent-respondents manifested their simple gesture of supporting the schooling

Table 17

**Number of Attendance to School Activities
of Parent-Respondents**

| Attendance | f | % |
|-------------------|------------|---------------|
| 11-12 | 3 | 2.07 |
| 9-10 | 26 | 17.93 |
| 7-8 | 17 | 11.72 |
| 5-6 | 37 | 25.52 |
| 3-4 | 28 | 19.31 |
| 1-2 | 5 | 3.45 |
| Not Stated | 29 | 20.00 |
| Total | 145 | 100.00 |

of their children through attendance in school meeting. The modal number of attendance they made was about five school activities however still few in number and seldom a parent-respondent incurred 100 percent attendance in all activities conducted by the school.

Priorities in Life. Table 18 appraises the priorities in life of the parent-respondents. There were 10 identified priorities in life whereby the parent-respondents assessed the degree of priority in each statement.

Table 18 shows that the parent-respondents considered one identified priority in life as "extreme priority" to them. This corresponded to Priority Number 1 with the statement stating, "family relations," with a weighted mean of 4.68. In the remaining nine priorities in life, the same group of respondents as considered then as "high priority" with weighted means ranging from 4.05 to 4.33. Priority Numbers 3 and 9 equally obtained the highest weighted mean with statements stating, "career for my children" and "involvement in civic actions including school activities." On the other hand, Priority Number 4 obtained the least weighted mean with statement stating, "relationship with school - teachers and school heads."

Taken as a whole, the parent-respondents considered their priorities in life as "high priority" being shown by the grand weighted mean of 4.25. This meant that the

Table 18**Priorities in Life of Parent-Respondents**

| Priority in Life | Weighted Mean | Inter-pretation |
|---|----------------------|------------------------|
| 1. Family relations | 4.68 | Extreme Priority |
| 2. Better socio-economic status | 4.14 | High Priority |
| 3. Career for my children | 4.33 | High Priority |
| 4. Relationship with school - teachers and school heads | 4.05 | High Priority |
| 5. Stable job and better future | 4.27 | High Priority |
| 6. Success of my children in life | 4.29 | High Priority |
| 7. Basic needs of my family | 4.20 | High Priority |
| 8. Peaceful living with the community | 4.14 | High Priority |
| 9. Involvement in civic actions including school activities | 4.33 | High Priority |
| 10. Shelter and sense of belongingness | 4.09 | High Priority |
| Grand Weighted Mean | 4.25 | |
| Interpretation | | High Priority |
| Legend: | 4.51-5.00 | Extreme Priority (EP) |
| | 3.51-4.50 | High Priority (HP) |
| | 2.51-3.50 | Moderate Priority (MP) |
| | 1.51-2.50 | Slight Priority (SP) |
| | 1.00-1.50 | Not a Priority (NP) |

parent-respondents recognized the value of the family that strengthening family relations served as their top most priority followed by the better future for their children in establishing career which they supported by their expressed desire to get involve in school activities.

Attitude Toward School Activities. Table 19 appraises the attitude of the parent-respondents toward school

Table 19

**Attitude Toward School Activities of
Parent-Respondents**

| Attitude Statement | Weighted Mean | Inter-pretation |
|--|----------------------|------------------------|
| 1. I believe I should get involve with activities in school. | 4.58 | Strongly Agree |
| 2. I believe I should exert effort in attending school activities. | 3.85 | Agree |
| 3. If I am pre-occupied, I should have someone to represent them. | 3.99 | Agree |
| 4. I believe it is important for me to show support to my students by actively attending school meetings and activities. | 3.84 | Agree |
| 5. I believe that my students will be successful in school if I will actively involve in its activities. | 4.32 | Agree |
| 6. I believe I should decide beforehand to give time to my students by involving in school activities. | 4.21 | Agree |
| 7. I believe I should establish good relations with teachers and administrators in school. | 4.07 | Agree |
| 8. During meetings, I believe I should suggest for the success of school activities as well as sustain them. | 3.81 | Agree |
| 9. I compel my active participation in school activities. | 3.89 | Agree |
| 10. I should voluntarily offer my time and resources for the success of school activities. | 4.03 | Agree |
| Grand Weighted Mean | 4.06 | |
| Interpretation | Agree | |

Legend:

| | | |
|-----------|-------------------|------|
| 4.51-5.00 | Strongly Agree | (SA) |
| 3.51-4.50 | Agree | (A) |
| 2.51-3.50 | Uncertain | (U) |
| 1.51-2.50 | Disagree | (D) |
| 1.00-1.50 | Strongly Disagree | (SD) |

activities. There were 10 attitude statements considered whereby the parent-respondents expressed their agreement or disagreement in each statement.

Table 19 presents that the parent-respondents "strongly agreed" on one attitude statement stating, "I believe I should get involve with activities in school," with a weighted mean of 4.58. In the remaining nine attitude statements, the parent-respondent "agreed" with weighted means ranging from 3.81 to 4.32. Statement Numbers 5 and 8 obtained the highest and the least weighted means, respectively, with statements stating: "I believe that my students will be successful in school if I will actively involve in its activities" and "during meetings, I believe I should suggest for the success of school activities as well as sustain them."

Taken as a whole, the parent-respondents "agreed" on their attitude toward school activities being supported by the grand weighted mean of 4.06. This meant that the parent-respondents manifested highly favorable attitude toward school activities and involvement with it served as their first desire as warranted by their availability.

Extent of Involvement of Parents in School as Perceived by the Two Groups of Respondents

This part contains the extent of involvement of

parents in school activities as perceived by the two groups of respondents, namely: teacher- and parent-respondents along the following areas, namely: parent-focused role construction, school-focused role construction and partnership-focused role construction.

Parent-Focused Role Construction. Table 20 appraises the extent of involvement of parents in school activities as perceived by the two groups of respondents along parent-focused role construction. There were eight indicators considered in this area whereby the respondents assessed the degree of implementation of each indicator.

Table 20 presents that, the teacher-respondents considered seven indicators as "extremely implemented" with the same weighted mean of 4.60. These indicators were: "explaining tough assignments with children," "making sure children understand his assignments," "being active in all activities at school," "Keeping an eye on their children's progress," "making sure that child's homework got done," "helping children study for tests or quizzes" and "talking with child about what he is learning." The remaining indicator was appraised by the same group of respondents as "highly implemented" corresponding to the statement stating, "taking children to the library, community events, or similar places," with a weighted mean of 4.40.

Table 20

**Extent of Parents' Involvement in School along
Parent-Focused Role Construction**

| Indicator | Teachers | | Parents | |
|---|-----------------|---------------------|----------------|----------|
| | WM | I | WM | I |
| 1. Explaining tough assignments with children. | 4.60 | EI | 3.88 | HI |
| 2. Making sure children understand his assignments. | 4.60 | EI | 3.83 | HI |
| 3. Being active in all activities at school. | 4.60 | EI | 3.86 | HI |
| 4. Keeping an eye on their children's progress. | 4.60 | EI | 3.98 | HI |
| 5. Making sure that child's homework got done. | 4.60 | EI | 4.00 | HI |
| 6. Helping children study for tests or quizzes. | 4.60 | EI | 3.77 | HI |
| 7. Talking with child about what he is learning. | 4.60 | EI | 3.77 | HI |
| 8. Taking children to the library, community events, or similar places. | 4.40 | HI | 3.43 | MI |
| Grand Weighted Mean | 4.58 | | 3.82 | |
| Interpretation | EI | | HI | |
| Legend: | 4.51-5.00 | Extremely Involved | (EI) | |
| | 3.51-4.50 | Highly Involved | (HI) | |
| | 2.51-3.50 | Moderately Involved | (MI) | |
| | 1.51-2.50 | Slightly Involved | (SI) | |
| | 1.00-1.50 | Not Involved | (NI) | |
| | | Weighted Mean | (WM) | |
| | | Interpretation | (I) | |

Taken as a whole, the teacher-respondents assessed the extent of involvement of parents in school activities along parent-focused role construction as "extremely implemented" being indicated by the grand weighted mean of 4.58. This meant that from the viewpoint of the teachers, parent-

focused role construction as fully implemented being an integral part of parents' involvement in school activities.

Table 20, likewise, presents that from the side of the parent-respondents, they considered the same aforementioned seven indicators as "highly implemented" with weighted means ranging from 3.77 to 4.00. From these indicators, Number 5 obtained the highest weighted mean stating, "making sure that child's homework got done" while Numbers 6 and 7 equally obtained the least weighted mean with statements stating, "helping children study for tests or quizzes" and "talking with child about what he is learning." The remaining indicator, this group of respondents considered it "moderately implemented" corresponding to the statement stating, "taking children to the library, community events, or similar places," with a weighted mean of 3.43.

Eventually, taken as a whole, the parent-respondents considered the extent of implementation of parents' involvement in school activities along parent-focused role construction as "highly implemented." This meant that from the viewpoint of the parents, parent-focused role construction as highly implemented being an integral part of parents' involvement in school activities.

In summary, the two groups of respondents arrived at a despaired assessment on the extent of parents' involvement

in school activities along parent-focused role construction, both adjectival and numerical. The teacher-respondents gave a grand weighted mean of 4.58 being interpreted as "extremely implemented" while the parent-respondents gave 3.82 with an adjectival interpretation of "highly implemented."

School-Focused Role Construction. Table 21 provides the extent of involvement of parents in school activities as perceived by the two groups of respondents along school-focused role construction. There were seven indicators considered in this area whereby the respondents assessed the degree of implementation of each indicator.

From the said table, it can be gleaned that the teacher-respondents considered three indicators as "extremely implemented." These indicators were: "expecting the school to notify if the child had a problem," "assuming children are doing all right when not hearing anything from the school" and "getting information about the child's progress from report cards," with weighted means of 4.80, 4.60 and 4.60, respectively. The remaining four indicators were assessed, by this same group of respondents as, "highly implemented" with weighted means ranging from 4.00 to 4.40. Numbers 2 and 6 equally obtained the highest weighted mean corresponding to the statements stating: "allowing teacher inform about a problem before something is done about it"

Table 21

**Extent of Parents' Involvement in School along
School-Focused Role Construction**

| Indicator | Teachers | | Parents | |
|---|-------------|---------------------|-------------|----|
| | WM | I | WM | I |
| 1. Assuming children are doing all right when not hearing anything from the school. | 4.60 | EI | 3.80 | HI |
| 2. Allowing teacher inform about a problem before something is done about it. | 4.40 | HI | 3.88 | HI |
| 3. Getting information about the child's progress from report cards. | 4.60 | EI | 3.74 | HI |
| 4. Understanding that child's learning is mainly up to the teacher and my child. | 4.20 | HI | 3.71 | HI |
| 5. Expecting the school to notify if the child had a problem. | 4.80 | EI | 4.03 | HI |
| 6. Expecting the child to do his homework at school. | 4.40 | HI | 4.13 | HI |
| 7. Relying on the teacher to make sure the child understands his assignments. | 4.00 | HI | 3.98 | HI |
| Grand Weighted Mean | 4.43 | | 3.90 | |
| Interpretation | HI | | HI | |
| Legend: | 4.51-5.00 | Extremely Involved | (EI) | |
| | 3.51-4.50 | Highly Involved | (HI) | |
| | 2.51-3.50 | Moderately Involved | (MI) | |
| | 1.51-2.50 | Slightly Involved | (SI) | |
| | 1.00-1.50 | Not Involved | (NI) | |
| | | Weighted Mean | (WM) | |
| | | Interpretation | (I) | |

and "expecting the child to do his homework at school" while Number 7 obtained the least weighted mean stating: "relying on the teacher to make sure the child understands his assignments."

Consequently, taken as a whole, the teacher-respondents considered the extent of involvement of parents along school-focused role construction as "highly implemented" being manifested by the grand weighted mean of 4.17. This indicated that, to the belief of the teachers, the school-focused role construction of the parents was highly implemented as an integral part of parents' involvement in school activities.

Table 21 also presents that the parent-respondents, on the other hand, assessed all indicators along the extent of implementation of parents' involvement in school along school-focused role construction as "highly implemented" with weighted means ranging from 3.71 to 4.13. Numbers 6 and 4 obtained the highest and the least weighted means, respectively, with statements stating: "expecting the child to do his homework at school" and "understanding that child's learning is mainly up to the teacher and my child."

Corollarily, taken as a whole, the parent-respondents averred that the extent of implementation of parents' involvement in school along school-focused role construction was "highly implemented" also being proven by the grand weighted mean of 3.90. This indicated that, to the belief of the teachers, the school-focused role construction of the parents was highly implemented as an integral part of parents' involvement in school activities.

In summary, the two groups of respondents arrived at the same evaluation on the extent of implementation of parents involvement in school along school-focused role construction. Both groups considered it "highly implemented." However, they differed in the numerical assessment. While the teachers gave a grand weighted mean of 4.43, the parents gave 3.90.

Partnership-Focused Role Construction. Table 22 reveals the extent of involvement of parents in school activities as perceived by the two groups of respondents along partnership-focused role construction. There were six indicators considered in this area whereby the respondents assessed the degree of implementation of each indicator. Table 22 shows that from the point of view of the teacher-respondents, they considered all indicators in this area as "highly implemented" with weighted means ranging from 3.60 to 4.40. Numbers 2, 3, and 6 equally obtained the highest weighted mean with statements stating: "allowing teacher to give information about things that concern the child," "discussing with the teacher regarding the child's performance in school" and "receiving advice from the teacher."

Taken as a whole, the teacher-respondents still considered the extent of involvement of parents in school activities along partnership-focused role construction

Table 22

**Extent of Parents' Involvement in School along
Partnership-Focused Role Construction**

| Indicator | Teachers | | Parents | |
|--|-------------|---------------------|-------------|----|
| | WM | I | WM | I |
| 1. Spending time at school when time warrants. | 4.20 | HI | 4.26 | HI |
| 2. Allowing teacher to give information about things that concern the child. | 4.40 | HI | 3.96 | HI |
| 3. Discussing with the teacher regarding the child's performance in school. | 4.40 | HI | 3.93 | HI |
| 4. Allowing teachers to know personally. | 4.00 | HI | 3.94 | HI |
| 5. Exchanging phone calls or notes with the child's teacher. | 3.60 | HI | 3.32 | MI |
| 6. Receiving advice from the teacher. | 4.40 | HI | 3.76 | HI |
| Grand Weighted Mean | 4.17 | | 3.86 | |
| Interpretation | HI | | HI | |
| Legend: | 4.51-5.00 | Extremely Involved | (EI) | |
| | 3.51-4.50 | Highly Involved | (HI) | |
| | 2.51-3.50 | Moderately Involved | (MI) | |
| | 1.51-2.50 | Slightly Involved | (SI) | |
| | 1.00-1.50 | Not Involved | (NI) | |
| | | Weighted Mean | (WM) | |
| | | Interpretation | (I) | |

being shown by the grand weighted mean of 4.17. This signified that the teachers believed that the partnership-focused role construction of the parents was highly implemented as an integral part of the extent of their involvement in school activities.

On the other side of the coin, Table 22 shows that the parent-respondents evaluated five indicators on the extent of implementation of parents' involvement in school along partnership-focused role construction as "highly implemented" with weighted mean ranging from 3.76 to 4.26. Numbers 1 and 6 were the indicators that obtained the highest and the least weighted means, respectively, stating: "spending time at school when time warrants" and "receiving advice from the teacher." The remaining indicator Number 5 was assessed by this same group as "moderately implemented" with weighted mean of 3.32.

Taken as a whole, the parent-respondents considered the extent of implementation of parents' involvement in school along partnership-focused role construction as "highly implemented" being supported by the grand weighted mean of 3.86. This signified that the parents believed that the partnership-focused role construction of the parents was highly implemented as an integral part of the extent of their involvement in school activities.

In summary, the two groups of respondents arrived at the same evaluation on the extent of implementation of parents' involvement in school along partnership-focused role construction. Both groups considered it "highly implemented." However, they differed in the numerical

assessment. While the teachers gave a grand weighted mean of 4.17, the parents gave 3.86.

Comparison of the perceptions of the two groups of respondents on the extent of parents' involvement in school

Table 23 reveals the comparison of the perceptions of the two groups of respondents on the extent of parents' involvement in school along parent-focused role construction, school-focused role construction and partnership-focused role construction.

Parent-Focused Role Construction. It may be recalled that the two groups of respondents arrived at a despaired assessment on the extent of parents' involvement in school activities along parent-focused role construction, both

Table 23

Comparison of the Perceptions of the Two Groups of Respondents on the Extent of Parents' Involvement in School

| Area | t-Value | | df | P-Value $\alpha=.05$ | Evaluation/ Decision |
|---|----------|---------------|----|-------------------------|-------------------------|
| | Computed | Critical | | | |
| Parent-Focused Role Construction | 11.258 | <u>+2.145</u> | 14 | .000 | S / Reject Ho. |
| School-Focused Role Construction | 4.525 | <u>+2.179</u> | 12 | .000 | S / Reject Ho. |
| Partnership-Focused Role Construction | 1.674 | <u>+2.228</u> | 10 | .125 | NS / Accept Ho. |
| S = Significant NS = Not Significant | | | | | |

adjectival and numerical. The teacher-respondents gave a grand weighted mean of 4.58 being interpreted as "extremely implemented" while the parent-respondents gave 3.82 with an adjectival interpretation of "highly implemented" resulting a mean difference of 0.76.

To ascertain whether the noted disparity between the two perceptions, it was tested using the t-Test for Independent Sample Means at $\alpha = .05$ level of significance and $df = 14$ with a critical value of ± 2.145 whereby the computed value was posted at 11.258 with a p-value of .000. To determine, further the significance of the observed mean difference, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α . This signified that the variation noted between the means of the evaluations of the two groups was significant. Therefore, the null hypothesis stating that, "there is no significant difference in the perceptions of the two groups of respondents relative to the extent of implementation of parents' involvement in

school along parent- focused role construction" was rejected which meant that the assessment of the two groups of respondents as regards to it was essentially dissimilar. This suggested that the evaluation of the teacher-respondents and the observation of the parent-respondents differed on parent-focused role construction being a part of the implementation of parents' involvement in school. From the means it can be noted that the teachers gave higher view than the teachers as regards the foregoing area. The disparity could be attributed to the difference in the involvement the two groups in the parent-focused role construction of the implementation of parents' involvement in school. The teachers being directly involved in the implementation in the classroom looked at the parent-focused role construction as strict in order to identify areas for possible improvement but the parents passively looked it the other way around. Therefore, the two groups of respondents need to reconcile their assessment and agree as to the standard to use to assess the parent-focused role construction in the implementation of parents' involvement in school as essential in all programs of the DepEd.

School-Focused Role Construction. It can be recalled that the two groups of respondents arrived at the same evaluation on the extent of implementation of parents'

involvement in school along school-focused role construction. Both groups considered it "highly implemented." However, they differed in the numerical assessment. While the teachers gave a grand weighted mean of 4.43, the parents gave 3.90 with a mean difference of 0.53.

To ascertain whether the noted disparity between the two perceptions, it was tested using the t-Test for Independent Sample Means at $\alpha = .05$ level of significance and $df = 12$ with a critical value of ± 2.179 whereby the computed value was posted at 4.525 with a p-value of .000. To determine, further the significance of the observed mean difference, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α . This signified that the variation noted between the means of the evaluations of the two groups was significant. Therefore, the null hypothesis stating that, "there is no significant difference in the perceptions of the two groups of respondents relative to

the extent of implementation of parents' involvement in school along school-focused role construction" was rejected which meant that the assessment of the two groups of respondents as regards to it was essentially dissimilar. This suggested that the evaluation of the teacher-respondents and the observation of the parent-respondents differed on school-focused role construction being a part of the implementation of parents' involvement in school. From the means it can be noted that the teachers gave higher view than the teachers as regards the foregoing area. The disparity could be attributed to the difference in the involvement the two groups in the parent-focused role construction of the implementation of parents' involvement in school. The teachers being directly involved in the implementation in the classroom looked at the school-focused role construction as strict in order to identify areas for possible improvement but the parents passively looked it the other way around. Therefore, the two groups of respondents need to reconcile their assessment and agree as to the standard to use to assess the school-focused role construction in the implementation of parents' involvement in school as essential in all programs of the DepEd.

Partnership-Focused Role Construction. It may be recalled that the two groups of respondents arrived at the

same evaluation on the extent of implementation of parents' involvement in school along partnership-focused role construction. Both groups considered it "highly implemented." However, they differed in the numerical assessment. While the teachers gave a grand weighted mean of 4.17, the parents gave 3.86 incurring a mean difference of 0.31.

To ascertain whether the noted disparity between the two perceptions, it was tested using the t-Test for Independent Sample Means at $\alpha = .05$ level of significance and $df = 10$ with a critical value of ± 2.228 whereby the computed value was posted at 1.674 with a p-value of .125. To determine, further the significance of the observed mean difference, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α . This signified that the variation noted between the means of the evaluations of the two groups was not significant. Therefore, the null hypothesis stating that, "there is no significant

difference in the perceptions of the two groups of respondents relative to the extent of implementation of parents' involvement in school along partnership-focused role construction" was accepted which meant that the assessment of the two groups of respondents as regards to it was essentially similar. This suggested that the evaluation of the teacher-respondents was validated by the observation of the parent-respondents on partnership-focused role construction being a part of the implementation of parents' involvement in school. Thereby each group confirms the perception of the other group.

Strategies Teacher Adopt to Persuade Involvement of the Parents in School Activities as Perceived by the Two Group of Respondents

This part reveals the strategies teachers adopt to persuade involvement of parents in school activities as perceived by the two groups of respondents along the following areas, namely: encourage contact between parents and faculty, develop reciprocity, encourage active learning and give prompt feedback.

Encourage Contact Between Parents and Faculty. Table 24 appraises the strategies teachers adopt to persuade involvement of parents in school activities as perceived by the two groups of respondents along the area, encourage contact between parents and faculty. There were 10

Table 24

**Strategies Teachers Adopt to Persuade Involvement of
Parents in School Activities along Encourage
Contact Between Parents and Faculty**

| Indicator | Teachers | | Parents | |
|--|-------------|---|-------------|---|
| | WM | I | WM | I |
| 1. Invite parents to visit the class. | 4.40 | O | 4.36 | O |
| 2. Knowing parents by name. | 4.80 | A | 4.29 | O |
| 3. Helping parents with problematic children in their extracurricular activities. | 4.60 | A | 4.26 | O |
| 4. Personalizing feedback on student assignments. | 4.20 | O | 4.31 | O |
| 5. Attending parents' events when invited. | 4.40 | O | 4.25 | O |
| 6. Advising parents regarding academic courses and career opportunities of their children. | 5.00 | A | 4.06 | O |
| 7. Seeking out parents having a problem with their children on the course or are frequently absent. | 4.80 | A | 3.85 | O |
| 8. Encouraging parents to present their views and participate in school activities. | 4.80 | A | 4.43 | O |
| 9. Helping parents to work with other parents and letting them know of options, contributions, etc. to school activities of other parents. | 4.40 | O | 4.33 | O |
| 10. Talking to parents on a personal level and learn about their priorities in life. | 4.20 | O | 4.22 | O |
| Grand Weighted Mean | 4.56 | | 4.24 | |
| Interpretation | A | | O | |

Table 24 continued

| | | | |
|----------------|-----------|----------------|------|
| Legend: | 4.51-5.00 | Always | (A) |
| | 3.51-4.50 | Often | (O) |
| | 2.51-3.50 | Sometimes | (S) |
| | 1.51-2.50 | Rarely | (R) |
| | 1.00-1.50 | Never | (N) |
| | | Weighted Mean | (WM) |
| | | Interpretation | (I) |

considered in this area whereby the respondents assessed the regularity the teachers adopt each indicator.

Table 24 shows that based on the evaluation of the teacher-respondents, they considered five indicators as "always" adopted by them with weighted means ranging from 4.60 to 5.00. Indicator Numbers 6 and 3 were the indicators that obtained the highest and the least weighted means stating: "advising parents regarding academic courses and career opportunities of their children" and "encouraging parents to join all school activities by providing incentives."

The remaining five indicators were appraised by this same group as "often" adopted by themselves with weighted means ranging from 4.20 to 4.40. Indicator Numbers 1, 5 and 9 equally obtained the highest weighted mean with statements stating: "invite parents to visit the class," "attending parents' events when invited" and "helping parents to work with other parents and letting them know of options, contributions, etc. to school activities of other

parents."

Taken as a whole, the teacher-respondents considered the strategies teachers adopt to persuade involvement of parents in school activities along encourage contact between parents and faculty as "always adopted" being shown by the grand weighted mean of 4.56. This signified that the teachers believe that to encourage contact between parents and faculty was always adopted as an integral part of the strategies adopted to persuade involvement of parents in school activities.

On the other hand, Table 24 shows that the parent-respondents averred that all strategies to persuade involvement of parents in school activities along encourage contact between parents and faculty were "often" adopted with weighted means ranging from 3.85 to 4.36. The indicators that obtained the highest and the least weighted means corresponded to Numbers 1 and 7, respectively, stating: "Invite parents to visit the class" and "Seeking out parents having a problem with their children on the course or are frequently absent."

Taken as a whole, the parent-respondents considered the strategies to persuade involvement of parents in school activities along encourage contact between parents and faculty were "often" adopted by the teachers being indicated by the grand weighted mean of 4.24. This

signified that the parents believed that to encourage contact between parents and faculty was often adopted by the teachers as an integral part of the strategies adopted to persuade involvement of parents in school activities.

In summary, the two groups of respondents came up with a despaired assessment on the strategies teachers adopt to persuade involvement of parents in school activities along encourage contact between parents and faculty, both adjectival and numerical assessments. The teachers gave a weighted mean of 4.56 being interpreted as "always" while the parents gave a grand weighted mean of 4.24 with an adjectival interpretation of "often."

Develop Reciprocity. Table 25 appraises the strategies teachers adopt to persuade involvement of parents in school activities as perceived by the two groups of respondents along the area, develop reciprocity. There were 10 indicators considered in this area whereby the respondents assessed the regularity the teachers adopt each indicator.

From the table, it can be noted that the teacher-respondents assessed only one indicator as "always" adopted by them which corresponded to the statement stating, "encourage parents to share their viewpoints on strategies to make school activities done," with a weighted mean of 4.60. Seven indicators were considered by the same group as "often" adopted by the teachers with weighted means ranging

Table 25

**Strategies Teachers Adopt to Persuade Involvement of
Parents in School Activities along Develop
Reciprocity**

| Indicator | Teachers | | Parents | |
|--|-------------|---|-------------|---|
| | WM | I | WM | I |
| 1. Using cooperative learning groups during PTA meetings. | 4.40 | O | 4.43 | O |
| 2. Having parents participate in activities that encourage them to get to know one another. | 4.20 | O | 4.27 | O |
| 3. Encouraging parents to join all school activities by providing incentives. | 4.00 | O | 4.05 | O |
| 4. Assigning committees in every school activity. | 3.80 | O | 4.16 | O |
| 5. Utilizing team building among parents. | 3.00 | S | 3.96 | O |
| 6. Encouraging parents to participate in groups when preparing an activity in school. | 3.20 | S | 4.30 | O |
| 7. Conducting home visitation to establish alliance with parents. | 4.40 | O | 4.03 | O |
| 8. Encourage parents to share their viewpoints on strategies to make school activities done. | 4.60 | A | 4.19 | O |
| 9. Including an "ice-breaker" activity to allow parents to share their interest and to learn about others. | 3.60 | O | 4.17 | O |
| 10. Using chat sites and discussion forums for parent-to-teacher communication. | 3.80 | O | 3.96 | O |
| Grand Weighted Mean | 3.90 | | 4.15 | |
| Interpretation | O | | O | |

Table 25 continued

| | | | |
|----------------|-----------|----------------|------|
| Legend: | 4.51-5.00 | Always | (A) |
| | 3.51-4.50 | Often | (O) |
| | 2.51-3.50 | Sometimes | (S) |
| | 1.51-2.50 | Rarely | (R) |
| | 1.00-1.50 | Never | (N) |
| | | Weighted Mean | (WM) |
| | | Interpretation | (I) |

from 3.60 to 4.40. In these indicators, Numbers 1 and 7 equally obtained the highest weighted mean stating: "using cooperative learning groups during PTA meetings" and "conducting home visitation to establish alliance with parents." Furthermore, two indicators were assessed by them as "sometimes" adopted by them, which corresponded to the Numbers 6 and 5 stating: "encouraging parents to participate in groups when preparing an activity in school" and "utilizing team building among parents," with weighted means of 3.20 and 3.00, respectively.

Taken as a whole, the teacher-respondents considered the strategies to persuade involvement of parents in school activities along develop reciprocity as "often" adopted being shown by the grand weighted mean of 3.90. This signified that the teachers believed that to develop reciprocity was often adopted as an integral part of the strategies adopted to persuade involvement of parents in school activities.

Moreover, Table 25 shows that the parent-respondents

considered all indicators in this area as "often" adopted with weighted means ranging from 3.96 to 4.43. Number 1 obtained the highest weighted mean corresponding to the statement stating, "using cooperative learning groups during PTA meetings." Numbers 5 and 10 equally obtained the least weighted mean. These indicators state: "utilizing team building among parents" and "using chat sites and discussion forums for parent-to-teacher communication."

Taken as a whole, the parent-respondents considered the strategies teachers adopt to persuade involvement of parents in school activities along develop reciprocity as "often" adopted being shown by the grand weighted mean of 4.15. This signified that the parents, likewise, believed that to develop reciprocity was often adopted by the teachers as an integral part of the strategies adopted to persuade involvement of parents in school activities.

In summary, the two groups of respondents arrived at a similar assessment on the strategies teachers adopt to persuade involvement of parents in school activities along develop reciprocity. Both groups considered it "often adopted" by teachers. However, the two groups differed in their numerical assessments. While the teachers gave a grand weighted mean of 3.90, the parents gave 4.15.

Encourage Active Learning. Table 26 discloses the strategies teachers adopt to persuade involvement of

Table 26

**Strategies Teachers Adopt to Persuade Involvement of
Parents in School Activities along Encourage
Active Learning**

| Indicator | Teachers | | Parents | |
|---|-------------|---|-------------|---|
| | WM | I | WM | I |
| 1. Asking parents to relate what they are learning to something in real life during PTA meetings. | 4.40 | O | 4.31 | O |
| 2. Using journaling during PTA meetings. | 4.40 | O | 4.18 | O |
| 3. Giving parents concrete, real-life situations to analyze during PTA meetings. | 4.60 | A | 3.85 | O |
| 4. Encouraging parents to suggest new activities. | 5.00 | A | 4.15 | O |
| 5. Asking parents to present their proposals during PTA meetings. | 4.80 | A | 4.17 | O |
| 6. Encouraging parents to challenge their ideas, the ideas of other parents, or those ideas presented in a respectful matter. | 4.60 | A | 3.77 | O |
| 7. Setting up problem solving activities in small groups and have each group discuss their solutions during PTA meetings. | 4.20 | O | 4.27 | O |
| 8. Presenting parents suggestion for other parents to comment. | 4.50 | O | 4.30 | O |
| Grand Weighted Mean | 4.56 | | 4.12 | |
| Interpretation | A | | O | |

Legend:

| | | |
|-----------|----------------|------|
| 4.51-5.00 | Always | (A) |
| 3.51-4.50 | Often | (O) |
| 2.51-3.50 | Sometimes | (S) |
| 1.51-2.50 | Rarely | (R) |
| 1.00-1.50 | Never | (N) |
| | Weighted Mean | (WM) |
| | Interpretation | (I) |

parents in school activities as perceived by the two groups of respondents along the area, encourage active learning. There were eight indicators considered in this area whereby the respondents assessed the regularity the teachers adopt each indicator.

Table 26 presents that the teacher-respondents appraised four indicators along this area as "always" adopted by themselves to persuade parents involvement in school activities along encourage active learning with weighted means ranging from 4.60 to 5.00. Indicator Number 4 was rated with the highest weighted mean, which corresponded to the statement stating, "Encouraging parents to suggest new activities" while Numbers 3 and 6 equally obtained the least weighted mean, which corresponded to the statements stating: "giving parents concrete, real-life situations to analyze during PTA meetings" and "encouraging parents to challenge their ideas, the ideas of other parents, or those ideas presented in a respectful matter." The remaining four indicators were considered by the same group of respondents as "often" adopted by them with weighted means ranging from 4.20 to 4.50. The indicators that obtained the highest and the least weighted means in this set of indicators corresponded to Numbers 8 and 7, respectively, with statements stating: "Present parents' suggestion for other parents to comment" and "Setting up

problem solving activities in small groups and have each group discuss their solutions during PTA meetings."

Taken as a whole, the teacher-respondents considered the strategies to persuade parents involvement in school activities along encourage active learning as "always" adopted by them being indicated by the grand weighted mean of 4.56. This indicated that to their belief, the strategies to encourage active learning was fully adopted by them as an integral part of the strategies to persuade parents involvement in school activities.

Likewise, Table 26 presents that the parent-respondents appraised all indicators on strategies to persuade parents involvement in school activities along encourage active learning as "often" adopted by teachers with weighted means ranging from 3.77 to 4.31. Indicator Numbers 1 and 6 obtained the highest and the least weighted means, respectively, with statements stating: "asking parents to relate what they are learning to something in real life during PTA meetings" and "encouraging parents to challenge their ideas, the ideas of other parents, or those ideas presented in a respectful matter."

Eventually, taken as a whole, the parent-respondents still considered the strategies to persuade parents involvement in school activities along encourage active learning as "often" adopted by the teachers being shown by

the grand weighted mean of 4.12. This indicated that to the belief of the parents, the strategies were often adopted by the teachers to encourage active learn as an integral part of the strategies adopted by the teachers to persuade parents involvement in school activities.

Corollarily, the two groups of respondents arrived at a despaired assessment on the strategies teachers adopt to persuade parents involvement in school activities along encourage active learning, both adjectival and numerical. The teacher-respondents gave a grand weighed mean of 4.56 being interpreted as "always" adopted but the parent-respondents gave 4.12 only being interpreted as "often" adopted.

Give Prompt Feedback. Table 27 contains the strategies teachers adopt to persuade involvement of parents in school activities as perceived by the two groups of respondents along the area, give prompt feedback. There were six indicators considered in this area whereby the respondents assessed the regularity the teachers adopt each indicator.

The table reveals that the teacher-respondents assessed five indicators along this area as "often" adopted by themselves to persuade parents' involvement in school activities along give prompt feedback with weighted means ranging from 3.80 to 4.20. In these indicators, Number 3 obtained the highest weighted mean stating, "discussing

Table 27

**Strategies Teachers Adopt to Persuade Involvement of
Parents in School Activities along Give Prompt
Feedback**

| Indicator | Teachers | | Parents | |
|--|-------------|---|-------------|---|
| | WM | I | WM | I |
| 1. Following-up presentations with a five minutes period for parents to write down what they have learned from the PTA meetings. | 3.80 | O | 3.99 | O |
| 2. Recording absences of parents in school activities and give suggestions on how they cope with it. | 3.80 | O | 4.21 | O |
| 3. Discussing class activities during PTA meetings. | 4.20 | O | 4.30 | O |
| 4. Having question and answer sessions. | 4.00 | O | 4.20 | O |
| 5. Using audio and/or video recordings to facilitate discussion of school activities. | 3.20 | S | 3.73 | O |
| 6. Answering all queries of parents. | 4.00 | O | 4.26 | O |
| Grand Weighted Mean | 3.83 | | 4.12 | |
| Interpretation | O | | O | |

Legend:

| | | |
|-----------|----------------|------|
| 4.51-5.00 | Always | (A) |
| 3.51-4.50 | Often | (O) |
| 2.51-3.50 | Sometimes | (S) |
| 1.51-2.50 | Rarely | (R) |
| 1.00-1.50 | Never | (N) |
| | Weighted Mean | (WM) |
| | Interpretation | (I) |

class activities during PTA meetings” while Numbers 1 and 2 equally obtained the least with statements stating: “following-up presentations with five-minute period for

parents to write down what they have learned from the PTA meetings" and "Recording absences of parents in school activities and give suggestions on how they cope with it." The remaining indicator, Number 5, was considered by the same group of respondents as, "sometimes" adopted by themselves corresponding to the statement stating, "using audio and/or video recordings to facilitate discussion of school activities," with a weighted mean of 3.20.

Taken as a whole, the teacher-respondents appraised the strategies adopted to persuade parents involvement along give prompt feedback as "often" adopted by themselves being indicated by the grand weighted mean of 3.83. This indicated that to their belief, giving prompt feedback was often adopted by them as integral part of the strategies they adopt to persuade parents involvement in school activities.

Table 27 also presents that the parent-respondents considered all indicators to persuade parents involvement in school activities along give prompt feedback as "often" adopted by teachers with a weighted means ranging from 3.73 to 4.30. Indicator Numbers 3 and 5 obtained the highest and the least weighted means, respectively, with statements stating: "discussing class activities during PTA meetings" and "using audio and/or video recordings to facilitate discussion of school activities."

Taken as a whole, the parent-respondents considered the strategies to persuade parents involvement in school activities as "often" adopted by the teachers being indicated by the grand weighted mean of 4.12. This indicated that to the belief of the parents, the teachers often adopt giving prompt feedback as an integral part of the strategies they adopt to persuade parents involvement in school activities.

Eventually, the two groups of respondents arrived at the same adjectival assessment on the strategies teachers adopt to persuade parents involvement in school activities along give prompt feedback. Both of them considered it "often" adopted. However, numerically, the two groups of respondents differed. While the teacher-respondents gave a grand weighted mean of 3.83, the parent-respondents gave 4.12.

**Comparison of the Perceptions of the Two Groups
of Respondents Relative to the Strategies
Teachers Adopt to Persuade Parents
Involvement in School Activities**

Table 28 shows the result of the comparative analysis between the perceptions of the two groups of respondents relative to the strategies teachers adopt to persuade parents involvement in school along encourage contact between parents and faculty, develop reciprocity, encourage active learning, and give prompt feedback.

Table 28

**Comparison of the Perceptions of the Two Groups of
Respondents on the Strategies Teachers Adopt to
Persuade Involvement of Parents in School
Activities**

| Area | t-Value | | df | p- Value $\alpha=.05$ | Evaluation/ Decision |
|---|----------|-------------|----|-----------------------------|-------------------------|
| | Computed | Critical | | | |
| Encourage Contact Between Parents and Faculty | 3.145 | ± 2.101 | 18 | .006 | S / Reject Ho. |
| Develop Reciprocity | -1.451 | ± 2.101 | 18 | .164 | NS / Accept Ho. |
| Encourage Active Learning | 3.827 | ± 2.145 | 14 | .002 | S / Reject Ho. |
| Give Prompt Feedback | -1.695 | ± 2.228 | 10 | .121 | NS / Accept Ho. |
| S = Significant NS = Not Significant | | | | | |

Encourage Contact Between Parents and Faculty. It can be recalled that the two groups of respondents came up with a despaired assessment on the strategies teachers adopt to persuade involvement of parents in school activities along encourage contact between parents and faculty, both adjectival and numerical assessments. The teachers gave a weighted mean of 4.56 being interpreted as "always" while the parents gave a grand weighted mean of 4.24 with an adjectival interpretation of "often," which resulted with a mean difference of 0.32.

To ascertain whether the noted disparity between the two perceptions, it was tested using the t-Test for

Independent Sample Means at $\alpha = .05$ level of significance and $df = 18$ with a critical value of ± 2.101 whereby the computed value was posted at 3.145 with a p-value of .006. To determine, further the significance of the observed mean difference, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α . This signified that the variation noted between the means of the evaluations of the two groups was significant. Therefore, the null hypothesis stating that, "there is no significant difference in the perceptions of the two groups of respondents relative to the strategies teachers adopt to persuade parents involvement in school activities along encourage contact between parents and faculty" was rejected which meant that the assessment of the two groups of respondents as regards to it was essentially dissimilar.

This suggested that the evaluation of the teacher-respondents and the observation of the parent-respondents differed on encouraging contact between parents and faculty

being a part of the strategies teacher adopt to persuade parents involvement in school activities. From the means it can be noted that the teachers gave higher view than the teachers as regards the foregoing area. The disparity could be attributed to the difference in the involvement the two groups in encouraging contact between parents and faculty of the strategies adopted to persuade parents involvement in school activities. The teachers being directly involved in the with the adoption of such strategy looked at the contact between parent and faculty as strict in order to encourage active involvement of parents in school activities but the parents passively looked it the other way around. Therefore, the two groups of respondents need to reconcile and agree as to the guidelines on the contact between themselves for effective partnership in school activities to support the performance of the students in school.

Develop Reciprocity. It may be recalled that the two groups of respondents arrived at a similar assessment on the strategies teachers adopt to persuade involvement of parents in school activities along develop reciprocity. Both groups considered it "often adopted" by teachers. However, the two groups differed in their numerical assessments. While the teachers gave a grand weighted mean

of 3.90, the parents gave 4.15 resulting to a mean difference of -0.25.

To ascertain whether the noted disparity between the two perceptions, it was tested using the t-Test for Independent Sample Means at $\alpha = .05$ level of significance and $df = 18$ with a critical value of ± 2.101 whereby the computed value was posted at -1.451 with a p-value of .164. To determine, further the significance of the observed mean difference, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α . This signified that the variation noted between the means of the evaluations of the two groups was not significant. Therefore, the null hypothesis stating that, "there is no significant difference in the perceptions of the two groups of respondents relative to the strategies teachers adopt to persuade parents involvement in school activities along develop reciprocity" was accepted which meant that the

assessment of the two groups of respondents as regards to it was essentially similar.

This suggested that the evaluation of the teacher-respondents validated the observation of the parent-respondents on developing reciprocity being a part of the strategies teacher adopts to persuade parents involvement in school activities.

Encourage Active Learning. It may be recalled that the two groups of respondents arrived at a despaired assessment on the strategies teachers adopt to persuade parents involvement in school activities along encourage active learning, both adjectival and numerical. The teacher-respondents gave a grand weighed mean of 4.56 being interpreted as "always" adopted but the parent-respondents gave 4.12 only being interpreted as "often" adopted resulting a mean difference of 0.44.

To ascertain whether the noted disparity between the two perceptions, it was tested using the t-Test for Independent Sample Means at $\alpha = .05$ level of significance and $df = 14$ with a critical value of ± 2.145 whereby the computed value was posted at 3.827 with a p-value of .002. To determine, further the significance of the observed mean difference, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null

hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α . This signified that the variation noted between the means of the evaluations of the two groups was significant. Therefore, the null hypothesis stating that, "there is no significant difference in the perceptions of the two groups of respondents relative to the strategies teachers adopt to persuade parents involvement in school activities along encourage active learning" was rejected which meant that the assessment of the two groups of respondents as regards to it was essentially dissimilar.

This suggested that the evaluation of the teacher-respondents and the observation of the parent-respondents differed on encouraging active learning being a part of the strategies teacher adopt to persuade parents involvement in school activities. From the means it can be noted that the teachers gave higher view than the teachers as regards the foregoing area. The disparity could be attributed to the difference in the involvement the two groups in encouraging active learning of the strategies adopted to persuade parents involvement in school activities. The teachers

being directly involved in the with the adoption of such strategy looked at the active learning as strict in order to encourage active involvement of parents in school activities but the parents passively looked it the other way around. Therefore, the two groups of respondents need to reconcile and agree as to the guidelines on encouraging active learning for effective partnership in school activities to support the performance of the students in school.

Give Prompt Feedback. It can be recalled that the two groups of respondents arrived at the same adjectival assessment on the strategies teachers adopt to persuade parents involvement in school activities along give prompt feedback. Both of them considered it "often" adopted. However, numerically, the two groups of respondents differed. While the teacher-respondents gave a grand weighted mean of 3.83, the parent-respondents gave 4.12 with a mean difference of -0.29.

To ascertain whether the noted disparity between the two perceptions, it was tested using the t-Test for Independent Sample Means at $\alpha = .05$ level of significance and $df = 10$ with a critical value of ± 2.228 whereby the computed value was posted at -1.695 with a p-value of .121. To determine, further the significance of the observed mean difference, the computed value was compared with the

critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α . This signified that the variation noted between the means of the evaluations of the two groups was not significant. Therefore, the null hypothesis stating that, "there is no significant difference in the perceptions of the two groups of respondents relative to the strategies teachers adopt to persuade parents involvement in school activities along give prompt feedback" was accepted which meant that the assessment of the two groups of respondents as regards to it was essentially similar.

This suggested that the evaluation of the teacher-respondents validated the observation of the parent-respondents on giving prompt feedback being a part of the strategies teacher adopts to persuade parents involvement in school activities.

**Relationship Between Strategies Adopted by Teachers
to Persuade Parents' involvement in
School and the Identified Factors**

This part contains the relationship between strategies adopted by teachers to persuade parents' involvement in school and the following, namely: teacher-related variates, parent-related variates and extent of parents' involvement in school.

Teacher-Related Variates. Table 29 contains the relationship between the strategies adopted by teachers to persuade parents' involvement in school and the teacher-related variates in terms of the following, namely: age, sex, civil status, highest educational attainment, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, number of relevant in- service trainings, and attitude toward parents' involvement in school.

Age. In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the age of the teachers, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 3$ with a critical value of ± 3.182 whereby the coefficient value was posted at .644 denoting a "moderate linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the

Table 29

**Relationship Between the Strategies Adopted by Teachers
to Persuade Parents Involvement in School and the
Teacher-Related Variates**

| Variate | Linear Association | | Fisher's t-Value | p- Value @ $\alpha =$.05 | Evaluation/ Decision |
|--|--------------------------|-----------|---------------------|------------------------------------|-------------------------|
| | Coeffi- cient | Degree | | | |
| Age | .644 | Moderate | 1.458 | .356 | NS / Accept Ho. |
| Sex | No Linear Association | | | | |
| Civil Status | -.208 | Weak | .368 | .737 | NS / Accept Ho. |
| Highest Educational Attainment | .967 | High | 6.574 | .007 | S / Reject Ho. |
| Gross Monthly Family Income | 1.000 | Very High | 12.155 | .000 | S / Reject Ho. |
| Number of Years in Teaching | -.698 | Moderate | 1.688 | .302 | NS / Accept Ho. |
| Performance Rating | .653 | Moderate | 1.493 | .147 | NS / Accept Ho. |
| Number of Relevant In-Service Trainings | -.048 | Very Weak | .083 | .939 | NS / Accept Ho. |
| Attitude Toward Parents' Involvement in School | No Linear Association | | | | |

Fisher's t-critical = +3.182
df = 3; $\alpha = .05$

S = Significant
NS = Not Significant

computed value was posted at 1.458 with a p-value of .356. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser

than the critical value and the p-value turned greater than the α , otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α . This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that "there is no significant relationship between the strategies adopted by teachers to persuade parents' involvement in school and the age of the teachers" was accepted which meant that the perception of the teachers on the strategies adopted by themselves to persuade parents' involvement in school was not significantly influenced by their age.

Sex. In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the sex of the teachers, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 3$ with a critical value of ± 3.182 , there was no linear association existing between the two variables which signified that sex has no influence to the strategies adopted by teachers to persuade parents' involvement in school.

Civil Status. In associating linear relationship between the strategies adopted by teachers to persuade

parents' involvement in school and the civil status of the teachers, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 3$ with a critical value of ± 3.182 whereby the coefficient value was posted at $-.208$ denoting a "weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at $.368$ with a p-value of $.737$. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α . This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that "there is no significant relationship between the strategies adopted by teachers to persuade parents' involvement in school and the civil status of the teachers" was accepted which meant that the perception of the teachers on the strategies adopted by themselves to

persuade parents' involvement in school was not significantly influenced by their civil status.

Highest Educational Attainment. In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the highest educational attainment of the teachers, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 3$ with a critical value of ± 3.182 whereby the coefficient value was posted at $.967$ denoting a "high linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 6.574 with a p-value of $.007$. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α . This signified that the linear association noted between the two aforementioned variables was essentially significant. Hence, the null hypothesis stating that "there is no significant

relationship between the strategies adopted by teachers to persuade parents' involvement in school and the highest educational attainment of the teachers" was rejected which meant that the perception of the teachers on the strategies adopted by themselves to persuade parents' involvement in school was significantly influenced by their highest educational attainment.

The coefficient being positive signified a direct proportional linear association suggesting that teachers with who pursued advance education highly adopted the strategies to persuade parents' involvement in school activities than the teachers with baccalaureate degrees only.

Gross Monthly Family Income. In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the gross monthly family income of the teachers, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 3$ with a critical value of ± 3.182 whereby the coefficient value was posted at 1.000 denoting a "perfect linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 12.155 with a p-value of .000.

Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and when the p-value turned greater than the α , otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α . This signified that the linear association noted between the two aforementioned variables was essentially significant. Hence, the null hypothesis stating that "there is no significant relationship between the strategies adopted by teachers to persuade parents' involvement in school and the gross monthly family income of the teachers" was rejected which meant that the perception of the teachers on the strategies adopted by themselves to persuade parents' involvement in school was significantly influenced by their gross monthly family income.

The coefficient being positive signified a direct proportional linear association suggesting that teachers with higher gross monthly family income highly adopted the strategies to persuade parents' involvement in school activities than the teachers with lower income in the sense

that the former even use their own resources just to encourage involvement of parents in school activities.

Number of Years in Teaching. In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the number of years in teaching of the teachers, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 3$ with a critical value of ± 3.182 whereby the coefficient value was posted at $-.698$ denoting a "moderate linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 1.688 with a p-value of $.302$. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and when the p-value turned greater than the α , otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α . This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that "there is no significant relationship between the

strategies adopted by teachers to persuade parents' involvement in school and the number of years in teaching of the teachers" was accepted which meant that the perception of the teachers on the strategies adopted by themselves to persuade parents' involvement in school was not significantly influenced by their number of years in teaching.

Performance Rating. In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the performance rating of the teachers based on the latest IPCRF, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 3$ with a critical value of ± 3.182 whereby the coefficient value was posted at .653 denoting a "moderate linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 1.493 with a p-value of .147. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and when the p-value turned greater than the α , otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-

value turned lesser than the critical value and the p-value turned greater than the α . This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that "there is no significant relationship between the strategies adopted by teachers to persuade parents' involvement in school and the performance rating of the teachers based on the latest IPCRF" was accepted which meant that the perception of the teachers on the strategies adopted by themselves to persuade parents' involvement in school was not significantly influenced by their performance rating based on the latest IPCRF.

Number of Relevant In-Service Trainings. In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the number of relevant in-service trainings of the teachers, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 3$ with a critical value of ± 3.182 whereby the coefficient value was posted at $-.048$ denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at $.083$ with a p-value of $.939$. Furthermore, the calculated value was compared with the

critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and when the p-value turned greater than the α , otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α . This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that "there is no significant relationship between the strategies adopted by teachers to persuade parents' involvement in school and the number of relevant in-service trainings of the teachers" was accepted which meant that the perception of the teachers on the strategies adopted by themselves to persuade parents' involvement in school was not significantly influenced by their number of relevant in-service trainings.

Attitude Toward Parents' Involvement. In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the attitude of the teachers toward parents' involvement, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 3$ with a critical value of ± 3.182 , there was no linear association

existing between the two variables which signified that attitude toward parents' involvement has no influence to the strategies adopted by teachers to persuade parents' involvement in school.

In summary, of the teacher-related variates, only highest educational attainment and gross monthly family income proved to significantly influence the strategies they adopted to persuade parents' involvement in school activities. The other variates did not prove to significantly influence it.

Parent-Related Variates. Table 30 contains the relationship between the strategies adopted by teachers to persuade parents' involvement in school and the parent-related variates in terms of the following, namely: age, sex, highest educational attainment, gross monthly family income, occupation, number of family members, number of schooling family members, number of attendance in school activities, priorities in life and attitude toward school activities.

Age. In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the age of the parents, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 143$ with a critical value of ± 1.977 whereby the coefficient value

Table 30

**Relationship Between the Strategies Adopted by Teachers
to Persuade Parents Involvement in School and the
Parent-Related Variates**

| Variate | Linear Association | | Fisher's t-Value | p- Value @ $\alpha = .05$ | Evaluation/ Decision |
|--|--------------------|-----------|---------------------|---------------------------------|-------------------------|
| | Coeffi- cient | Degree | | | |
| Age | .035 | Very Weak | .419 | .698 | NS / Accept Ho. |
| Sex | .056 | Very Weak | .671 | .513 | NS / Accept Ho. |
| Highest Educational Attainment | -.035 | Very Weak | .419 | .681 | NS / Accept Ho. |
| Gross Monthly Family Income | .040 | Very Weak | .479 | .640 | NS / Accept Ho. |
| Occupation | .067 | Very Weak | .803 | .432 | NS / Accept Ho. |
| Number of Family Members | -.069 | Very Weak | .827 | .419 | NS / Accept Ho. |
| Number of Schooling Members | -.007 | Very Weak | .084 | .930 | NS / Accept Ho. |
| Number of Attendance in School Activities | -.086 | Very Weak | 1.032 | .357 | NS / Accept Ho. |
| Priorities in Life | .398 | Weak | 5.188 | .024 | S / Reject Ho. |
| Attitude Toward School Activities | .404 | Moderate | 5.281 | .000 | S / Reject Ho. |

Fisher's t-critical = +1.977
df = 143; $\alpha = .05$

S = Significant
NS = Not Significant

was posted at .035 denoting a "very weak linear association." To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at .419 with a p-

value of .698. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than posted at .035 denoting a "very weak linear association." To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at .419 with a p-value of .698. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and when the p-value turned greater than the α , otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α . This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that "there is no significant relationship between the strategies adopted by teachers to persuade parents' involvement in school and the age of the parents" was accepted which meant that the perception of the parents on the strategies adopted by the teachers to persuade their

involvement in school was not significantly influenced by their age.

Sex. In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the sex of the parents, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 143$ with a critical value of ± 1.977 whereby the coefficient value was posted at .056 denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at .671 with a p-value of .513. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and when the p-value turned greater than the α , otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α . This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that "there is no significant relationship between the

strategies adopted by teachers to persuade parents' involvement in school and the sex of the parents" was accepted which meant that the perception of the parents on the strategies adopted by the teachers to persuade their involvement in school was not significantly influenced by their sex.

Highest Educational Attainment. In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the highest educational attainment of the parents, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 143$ with a critical value of ± 1.977 whereby the coefficient value was posted at $-.035$ denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at $.419$ with a p-value of $.681$. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and when the p-value turned greater than the α , otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value

turned greater than the α . This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that "there is no significant relationship between the strategies adopted by teachers to persuade parents' involvement in school and the highest educational attainment of the parents" was accepted which meant that the perception of the parents on the strategies adopted by the teachers to persuade their involvement in school was not significantly influenced by their highest educational attainment.

Gross Monthly Family Income. In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the highest educational attainment of the parents, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 143$ with a critical value of ± 1.977 whereby the coefficient value was posted at $-.035$ denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at $.419$ with a p-value of $.681$. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null

hypothesis if and when the computed value turned lesser than the critical value and when the p-value turned greater than the α , otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α . This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that "there is no significant relationship between the strategies adopted by teachers to persuade parents' involvement in school and the highest educational attainment of the parents" was accepted which meant that the perception of the parents on the strategies adopted by the teachers to persuade their involvement in school was not significantly influenced by their highest educational attainment.

Occupation. In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the occupation of the parents, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 143$ with a critical value of ± 1.977 whereby the coefficient value was posted at .067 denoting a "very weak linear association."

To ascertain the significance of the coefficient

value, it was tested using the Fisher's t-Test whereby the computed value was posted at .803 with a p-value of .432. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and when the p-value turned greater than the α , otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α . This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that "there is no significant relationship between the strategies adopted by teachers to persuade parents' involvement in school and the occupation of the parents" was accepted which meant that the perception of the parents on the strategies adopted by the teachers to persuade their involvement in school was not significantly influenced by their occupation.

Number of Family Members. In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the number of family members of the parents, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of

significance and $df = 143$ with a critical value of ± 1.977 whereby the coefficient value was posted at -0.069 denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at $.827$ with a p-value of $.419$. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and when the p-value turned greater than the α , otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α . This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that "there is no significant relationship between the strategies adopted by teachers to persuade parents' involvement in school and the number of family members of the parents" was accepted which meant that the perception of the parents on the strategies adopted by the teachers to persuade their involvement in school was not significantly influenced by their number of family members.

Number of Schooling Members. In associating linear

relationship between the strategies adopted by teachers to persuade parents' involvement in school and the number of schooling members of the parents, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 143$ with a critical value of ± 1.977 whereby the coefficient value was posted at $-.007$ denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at $.084$ with a p-value of $.930$. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and when the p-value turned greater than the α , otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α . This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that "there is no significant relationship between the strategies adopted by teachers to persuade parents' involvement in school and the number of schooling members of the parents" was accepted which meant that the

perception of the parents on the strategies adopted by the teachers to persuade their involvement in school was not significantly influenced by their number of schooling members.

Number of Attendance in School Activities. In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the number of attendance in school activities of the parents, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 143$ with a critical value of ± 1.977 whereby the coefficient value was posted at $-.086$ denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 1.032 with a p-value of $.357$. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and when the p-value turned greater than the α , otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α . This signified that the linear

association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that "there is no significant relationship between the strategies adopted by teachers to persuade parents' involvement in school and the number of attendance in school activities of the parents" was accepted which meant that the perception of the parents on the strategies adopted by the teachers to persuade their involvement in school was not significantly influenced by their number of attendance in school activities.

Priorities in Life. In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the priorities in life of the parents, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 143$ with a critical value of ± 1.977 whereby the coefficient value was posted at .398 denoting a "weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 5.188 with a p-value of .024. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser

than the critical value and when the p-value turned greater than the α , otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α . This signified that the linear association noted between the two aforementioned variables was significant. Hence, the null hypothesis stating that "there is no significant relationship between the strategies adopted by teachers to persuade parents' involvement in school and the priorities in life of the parents" was rejected which meant that the perception of the parents on the strategies adopted by the teachers to persuade their involvement in school was significantly influenced by their priorities in life.

The coefficient being positive signified a direct proportional linear association suggesting that the parents with priorities in life perceived the strategies as highly adopted by the teachers to persuade them to get involve in school activities.

Attitude Toward School Activities. In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the attitude of the parents toward school activities, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 143$ with

a critical value of ± 1.977 whereby the coefficient value was posted at .404 denoting a "moderate linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 5.281 with a p-value of .000. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and when the p-value turned greater than the α , otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α . This signified that the linear association noted between the two aforementioned variables was significant. Hence, the null hypothesis stating that "there is no significant relationship between the strategies adopted by teachers to persuade parents' involvement in school and the attitude of the parents toward school activities" was rejected which meant that the perception of the parents on the strategies adopted by the teachers to persuade their involvement in school was significantly influenced by their attitude toward school activities.

The coefficient being positive signified a direct proportional linear association suggesting that the parents with favorable attitude toward school activities perceived the strategies as highly adopted by the teachers to persuade them to get involve in school activities.

In summary, of the parent-related variates, only priorities in life and attitude toward school activities proved significantly influencing their perception on the strategies teacher adopt to persuade their involvement in school activities. The other variates did not show any evidence that influence it.

Extent of Parents' Involvement in School. Table 31 reveals the relationship between the strategies adopted by teachers to persuade parents' involvement in school and the extent of parents' involvement in school.

In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the extent of parents' involvement in school, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and $df = 143$ with a critical value of ± 1.977 whereby the coefficient value was posted at .483 denoting a "moderate linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the

Table 31

**Relationship Between the Strategies Adopted by Teachers
to Persuade Parents Involvement in School and Extent
of Parents' Involvement in School**

| Linear Association | | Fisher's t-Value | p-Value @ $\alpha = .05$ | Evaluation/ Decision |
|--------------------|----------|---------------------|-----------------------------|-------------------------|
| Coefficient | Degree | | | |
| .483 | Moderate | 6.596 | .000 | S / Reject Ho. |

Fisher's t-critical = ± 1.977
df = 143; $\alpha = .05$

S = Significant
NS = Not Significant

computed value was posted at 6.596 with a p-value of .000. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise, reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α . This signified that the linear association noted between the two aforementioned variables was significant. Hence, the null hypothesis stating that here is no significant relationship between the strategies adopted by teachers to persuade parents' involvement in school and the extent of parents' involvement in school" was rejected which meant that the

perception of the parents on the strategies adopted by the teachers to encourage their involvement in school was significantly influenced by the extent of parents' involvement in school.

The coefficient being positive signified a direct proportional linear association suggesting that the parents with higher extent of parents' involvement in school perceived the strategies as highly adopted by the teachers to persuade them to get involve in school activities.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings with the conclusions drawn and the recommendations based on the conclusions drawn from the findings.

Summary of Findings

The following were the major findings of this study:

1. The oldest teacher-respondent was aged 40 years old while the youngest was 23 years old whereby the mean age of the teacher-respondents was posted at 28.25 percent with a standard deviation (SD) of 7.93 years. Moreover, all the teacher-respondents or 100.00 percent are female.

2. Majority of the teacher-respondents were married accounting for three or 60.00 percent.

3. Majority of the teacher-respondents were with master's units accounting for three or 60.00 percent.

4. One of the teacher-respondents or 20.00 earned a monthly income of P22,000.00 while another one or 20.00 percent earned an income of P21,075, still another one or 20.00 percent earned an income of P20,754.00.

5. One of the teacher-respondents or 20.00 percent had been teaching for 11 years while two or 40.00 percent had been a teacher for three years, one or 20.00 percent

for two years.

6. A number of the teacher-respondents, that is, one or 20.00 percent obtained a performance rating of 5.00 while another one or 20.00 percent obtained a rating of 4.48, another one or 20.00 percent got a rating of 4.23, still another one or 20.00 percent obtained a rating of 4.20.

7. The overall mean number of trainings was posted at four trainings with a SD of 3.76 trainings.

8. The teacher-respondents "strongly agreed" their attitude toward parents' involvement in school activities being indicated by the grand weighted mean of 5.00.

9. The oldest parent-respondent registered an age of 78 years old while the youngest was 29 years old whereby the mean age of the parent-respondents was posted at 41.10 years old with a SD of 10.40 years. Moreover, majority of the parent-respondents were female accounting for 100 or 69.00 percent.

10. A number of the parent-respondents, that is, 55 or 37.93 percent were elementary graduates.

11. The highest monthly income earned by the parent-respondents was posted at P50,000 while the lowest was P1,000 whereby majority of them earned P12,000-P10,000 monthly accounting for 124 or 85.52 percent.

12. A number of the parent-respondents, that is, 60

or 41.38 percent were fishermen.

13. The maximum number of family members of the parent-respondents was 12 members while the minimum was one member only. A number of them, that is, 53 or 36.55 percent registered 5-6 family members.

14. The highest number of schooling family members of the parent-respondents was 10 members while the lowest was one member only. A number of the parent-respondents, that is, 65 or 44.83 percent disclosed that they have 3-4 schooling members.

15. Thirty-seven of the parent-respondents or 25.52 percent attended 5-6 school activities conducted for their children.

16. The parent-respondents considered their priorities in life as "high priority" being shown by the grand weighted mean of 4.25.

17. The parent-respondents "agreed" on their attitude toward school activities being supported by the grand weighted mean of 4.06.

18. The teacher-respondents assessed the extent of involvement of parents in school activities along parent-focused role construction as "extremely implemented" being indicated by the grand weighted mean of 4.58 while the parent-respondents considered the extent of implementation of parents' involvement in school activities along parent-

focused role construction as "highly implemented."

19. The teacher-respondents considered the extent of involvement of parents along school-focused role construction as "highly implemented" being manifested by the grand weighted mean of 4.17 while the parent-respondents averred that the extent of implementation of parents' involvement in school along school-focused role construction was "highly implemented" also being proven by the grand weighted mean of 3.90.

20. The teacher- and parent-respondents, both considered the extent of involvement of parents in school activities along partnership-focused role construction as highly being shown by the grand weighted means of 4.17 and 4.86, respectively.

The two groups of respondents arrived at a despaired assessment on the extent of parents' involvement in school activities along parent-focused role construction, both adjectival and numerical. The teachers considered it "extremely implemented" while the parents considered it as "highly implemented."

21. The two groups of respondents arrived at the same evaluation on the extent of implementation of parents' involvement in school along school-focused role construction. Both groups considered it "highly implemented." However, they differed in the numerical

assessment.

22. The two groups of respondents arrived at the same evaluation on the extent of implementation of parents' involvement in school along partnership-focused role construction. Both groups considered it "highly implemented." However, they differed in the numerical assessment.

23. The teacher-respondents considered the strategies teachers adopt to persuade involvement of parents in school activities along encourage contact between parents and faculty as "always adopted" being shown by the grand weighted mean of 4.56 while the parent-respondents considered the strategies to persuade involvement of parents in school activities along encourage contact between parents and faculty were "often" adopted by the teachers being indicated by the grand weighted mean of 4.24.

24. The teacher- and parent-respondents considered the strategies to persuade involvement of parents in school activities along develop reciprocity as "often" adopted being shown by the grand weighted means of 3.90 and 4.15, respectively.

25. The teacher-respondents considered the strategies to persuade parents involvement in school activities along encourage active learning as "always" adopted by them being

indicated by the grand weighted mean of 4.56 while the parent-respondents still considered the strategies to persuade parents involvement in school activities along encourage active learning as "often" adopted by the teachers being shown by the grand weighted mean of 4.12.

26. The teacher- and parent-respondents appraised the strategies adopted to persuade parents involvement along give prompt feedback as "often" adopted by themselves being indicated by the grand weighted mean of 3.83 and 4.12, respectively.

27. The two groups of respondents came up with a despaired assessment on the strategies teachers adopt to persuade involvement of parents in school activities along encourage contact between parents and faculty, both adjectival and numerical assessments.

28. The two groups of respondents arrived at a similar assessment on the strategies teachers adopt to persuade involvement of parents in school activities along develop reciprocity. Both groups considered it "often adopted" by teachers. However, the two groups differed in their numerical assessments.

29. The two groups of respondents arrived at a despaired assessment on the strategies teachers adopt to persuade parents involvement in school activities along encourage active learning, both adjectival and numerical.

30. The two groups of respondents arrived at the same adjectival assessment on the strategies teachers adopt to persuade parents' involvement in school activities along give prompt feedback. Both of them considered it "often" adopted. However, numerically, the two groups of respondents differed.

31. In associating the strategies teachers adopted to persuade parents' involvement in school activities and their profile variates, a significant linear association was proven along highest educational attainment and gross monthly income while the other identified variates did not show evidence to have influence with it.

32. In associating the strategies teachers adopted to persuade parents' involvement in school activities and the parent-related variates, a significant linear association was proven along priorities in life and attitude toward school activities while the other identified variates did not show evidence to have influence with it.

33. In associating linear relationship between the strategies adopted by teachers to persuade parents' involvement in school and the extent of parents' involvement in school, a significant evaluation was noted.

Conclusions

The following were the conclusions drawn from the

findings of the study:

1. The teacher-respondents was on their late 20's with age difference of more or less eight years, at the prime of their age and at the height of their career whereby the teaching force was an "all girl power" who embraced the teaching profession but this does not preclude the disinterest of the male counterpart probably, they were not sampled in this study.

2. The teacher-respondents were at their marital state, which meant that they have already families to sustain by the fruits of their labor.

3. The teacher-respondents qualified themselves for the teaching position by pursuing advance education for professional and personal development.

4. The teacher-respondents earned a regular monthly family income, which they used to defray the basic and nutritional needs of the family including the educational needs of their schooling members.

5. The teacher-respondents were just new in the service with less than five years in teaching however despite their being new, they discharged their duties to the best of their ability thus performing exemplarily.

6. The teacher-respondents obtained exemplary performance rating based on the latest IPCRF evaluation indicating that they had discharged their functions

competently with all their targets being met and accomplished.

7. The teacher-respondents exerted efforts to attend trainings when given the opportunity to attend in the different levels to update themselves with the changes and developments of the DepEd implemented curricula. Most of the trainings attended by them were in the division level.

8. The teacher-respondents extremely favored the parents' involvement in school activities to boost the morale and the performance of their schooling children.

9. The parents were on their early 40's at the prime of their age and sustained continually the schooling of their children. Furthermore, most respondents were female at the time of interview considering that the males being the head of the family were mostly in their field of endeavor so that in the roster of respondents the female dominated the male.

10. The parent-respondents were functional literates with the ability to read, write and comprehend simple messages including simple calculations, which could be an advantage for the schooling children considering that they have the capability to assist them with their assignments and providing them intervention to improve their academic performance.

11. The parent-respondents earned a regular monthly

income, meager though with a modal of about P5,500.00 only, which they could use to provide the basic and nutritional needs of the family members. Furthermore, recognizing the importance of educating their children, they put premium on their schooling despite the meager income they earned monthly.

12. The parent-respondents were regularly engaged with gainful activities as the main sources of their living to sustain their family and providing them with the basic needs of their family members.

13. The parent-respondents had an ideal family size with modal family members of five based on the family members included in the calculation of the poverty threshold. However, the per capita monthly income of the parent-respondents was only P1,100.00, which was still so meager inasmuch as based on the 2018 per capita income, the family should raise an income of P1,873.00 monthly.

14. Among the parent-respondents at least three schooling members which they supported with its school needs on projects and school supplies. Being one of their priorities in life, they put premium to it especially so that education is already free that made the schooling cost lesser than before.

15. The parent-respondents manifested their simple gesture of supporting the schooling of their children

through attendance in school meeting. The modal number of attendance they made was about five school activities however still few in number and seldom a parent-respondent incurred 100 percent attendance in all activities conducted by the school.

16. The parent-respondents recognized the value of the family that strengthening family relations served as their top most priority followed by the better future for their children in establishing career which they supported by their expressed desire to get involve in school activities.

17. The parent-respondents manifested highly favorable attitude toward school activities and involvement with it served as their first desire as warranted by their availability.

18. From the viewpoint of the teachers, parent-focused role construction as fully implemented while the parents, considered it as highly implemented being an integral part of parents' involvement in school activities.

19. To the belief of the teachers and the parents, the school-focused role construction of the parents was highly implemented as an integral part of parents' involvement in school activities.

20. The teachers and parents believed that the partnership-focused role construction of the parents was

highly implemented as an integral part of the extent of their involvement in school activities.

21. The evaluation of the teacher-respondents and the observation of the parent-respondents differed on parent-focused role construction being a part of the implementation of parents' involvement in school. The disparity could be attributed to the difference in the involvement the two groups in the parent-focused role construction of the implementation of parents' involvement in school. The teachers being directly involved in the implementation in the classroom looked at the parent-focused role construction as strict in order to identify areas for possible improvement but the parents passively looked it the other way around. Therefore, the two groups of respondents need to reconcile their assessment and agree as to the standard to use to assess the parent-focused role construction in the implementation of parents' involvement in school as essential in all programs of the DepEd.

22. The evaluation of the teacher-respondents and the observation of the parent-respondents differed on school-focused role construction being a part of the implementation of parents' involvement in school. From the means it can be noted that the teachers gave higher view than the teachers as regards the foregoing area. The disparity could be attributed to the difference in the

involvement the two groups in the parent-focused role construction of the implementation of parents' involvement in school. The teachers being directly involved in the implementation in the classroom looked at the school-focused role construction as strict in order to identify areas for possible improvement but the parents passively looked it the other way around. Therefore, the two groups of respondents need to reconcile their assessment and agree as to the standard to use to assess the school-focused role construction in the implementation of parents' involvement in school as essential in all programs of the DepEd.

23. The evaluation of the teacher-respondents was validated by the observation of the parent-respondents on partnership-focused role construction being a part of the implementation of parents' involvement in school. Thereby each group confirms the perception of the other group.

24. The teachers believed that to encourage contact between parents and faculty was always adopted by themselves while the parents believed it as often adopted by the teachers as an integral part of the strategies adopted to persuade involvement of parents in school activities.

25. The teachers and parents believed that to develop reciprocity was often adopted as an integral part of the strategies adopted to encourage involvement of parents in

school activities.

26. The strategies to encourage active learning was fully adopted by them as an integral part of the strategies to persuade parents involvement in school activities while the parents believed that the strategies were often adopted by the teachers to encourage active learn as an integral part of the strategies adopted by the teachers to persuade parents involvement in school activities.

27. To their belief, giving prompt feedback was often adopted by them as integral part of the strategies they adopt to persuade parents involvement in school activities while the parents believed that teachers often adopt giving prompt feedback also as an integral part of the strategies they adopt to persuade parents involvement in school activities.

28. The evaluation of the teacher-respondents and the observation of the parent-respondents differed on encouraging contact between parents and faculty being a part of the strategies teacher adopt to persuade parents involvement in school activities. From the means it can be noted that the teachers gave higher view than the teachers as regards the foregoing area. The disparity could be attributed to the difference in the involvement the two groups in encouraging contact between parents and faculty of the strategies adopted to persuade parents involvement

in school activities. The teachers being directly involved in the with the adoption of such strategy looked at the contact between parent and faculty as strict in order to encourage active involvement of parents in school activities but the parents passively looked it the other way around. Therefore, the two groups of respondents need to reconcile and agree as to the guidelines on the contact between themselves for effective partnership in school activities to support the performance of the students in school.

29. The evaluation of the teacher-respondents validated the observation of the parent-respondents on developing reciprocity being a part of the strategies teacher adopts to persuade parents involvement in school activities.

30. The evaluation of the teacher-respondents and the observation of the parent-respondents differed on encouraging active learning being a part of the strategies teacher adopted to persuade parents' involvement in school activities. From the means it can be noted that the teachers gave higher view than the teachers as regards the foregoing area. The disparity could be attributed to the difference in the involvement the two groups in encouraging active learning of the strategies adopted to persuade parents involvement in school activities. The teachers

being directly involved in the with the adoption of such strategy looked at the active learning as strict in order to encourage active involvement of parents in school activities but the parents passively looked it the other way around. Therefore, the two groups of respondents need to reconcile and agree as to the guidelines on encouraging active learning for effective partnership in school activities to support the performance of the students in school.

31. The evaluation of the teacher-respondents validated the observation of the parent-respondents on giving prompt feedback being a part of the strategies teacher adopts to persuade parents involvement in school activities.

32. Of the teacher-related variates, only highest educational attainment and gross monthly family income proved to significantly influence the strategies they adopted to persuade parents' involvement in school activities. The other variates did not prove significantly influence it.

33. Of the parent-related variates, only priorities in life and attitude toward school activities proved significantly influencing their perception on the strategies teacher adopt to persuade their involvement in

school activities. The other variates did not show any evidence to influence it.

34. The perception of the parents on the strategies adopted by the teachers to persuade their involvement in school was significantly influenced by their extent of parents' involvement in school.

Recommendations

Based on the conclusions drawn from the findings, the following are the recommendations:

1. The parents should be given proper orientation on the different activities in school and its impact to the academic performance of their children so that they would have the same perception with the teachers' expectation on their involvement.

2. Likewise, the parents should be appraised with the different strategies adopted by the teachers to persuade the parents to actively involved in the different school activities so that their perception and their expectation from the teachers would be similar.

3. As it was discovered that the educational attainment of the parents and their gross monthly family income significantly influenced their perception over their involvement in school activities and the strategies of the teachers, this should be considered as one of the agenda

during PTA meetings. This should be part of the intervention program that will be proposed.

4. Likewise, priorities in life and the attitude of parents toward school activities were proven to have significant influence to their involvement and their expectation from parents, this should be considered also as one of the intervention for the parents to boost and sustain their priorities and attitude like a livelihood projects or programs and skill training with the TESDA such as food processing and the like.

5. From the findings of the study, it was discovered also, that the extent of involvement of the parents was greatly influenced by the strategies the teachers adopted, these should be strengthened and enhanced to result more positive result. This should be considered also in the intervention to be proposed.

6. Another study may be conducted covering other issues regarding parents' involvement in school.

Chapter 6

INTERVENTION PROGRAM

This chapter presents the intervention program for the parents to encourage them to actively involved in school activities with the incorporation of the strategies to be adopted by the teachers.

Rationale

Parents had been recognized under the School-Based Management as external stakeholders that could help schools to successfully implement its programs. Furthermore, involvement of parents to school activities served as one of the factors that could boost the academic performance of the schooling children. Both teachers and parents assume the responsibilities with one another. The parents have to voluntarily get involved in school activities and the teachers, too, should adopt measures and strategies to encourage their academic performance.

Objectives

The intervention program is designed to encourage involvement of parents to school activities with the support of the teachers.

Specifically, the program aims to provide motivation among parents and appreciation toward school activities and

inputs for the teachers to continuously design or adopt strategies to encourage parents' involvement in school activities.

Features of the Program

While many programs had been developed to encourage parents' involvement in school activities, this program is unique considering that the strategies of the teachers become its integral part.

Intervention Program

The following presents the summary of the intervention activities to be implemented, viz:

| Activity | Timeline | Persons Involved | Resources Needed | Modes of Verification |
|---|-----------------|---|--|--|
| Re-launching/ Advocacy/ Orientation of School Calendar of Activities among Parents as External Stakeholders | April 1-3, 2019 | School Heads, DepEd Officials, Teachers and GPTA Officers, Parents and Stakeholders | Tarpaulin, Internet, laptop/ Computer, Flyers, Food, Venue | Approved Memorandum, Picto-Narrative, Attendance, Appearance |
| Orientation and Workshop on the Commitment of Assistance and Involvement | May 1-5, 2019 | School Heads, DepEd Officials, Teachers and GPTA Officers, Parents and Stakeholders | Tarpaulin, Internet, laptop/ Computer, Flyers, Food, Venue | Approved Memorandum, Picto-Narrative, Attendance, Appearance |

| Activity | Timeline | Persons Involved | Resources Needed | Modes of Verification |
|---|-------------------------|--|--|--|
| Raffle Draws | Every PTA Meeting | School Heads, DepEd Officials, Teachers and GPTA Officers, Parents and Stakeholders | Tarpaulin Internet, laptop/ Computer Flyers Food Venue | Approved Memorandum Picto-Narrative Attendance Appearance |
| Learning Sessions on Income-Generating Activities | Every PTA Meeting | School Heads, DepEd Officials, Teachers and GPTA Officers, Parents and Stakeholders | Tarpaulin Internet, laptop/ Computer Flyers Food Venue | Approved Memorandum Picto-Narrative Attendance Appearance |
| Launching of Livelihood Projects or Programs | Every PTA Meeting | School Heads, DepEd Officials, Teachers and GPTA Officers, Parents and Stakeholders | Tarpaulin Internet, laptop/ Computer Flyers Food Venue | Guidelines and Promotional Materials Picto-Narrative Attendance Appearance |
| Conduct of a Five-day Skill Development Training like Food Processing | Any convenient schedule | TESDA, School Heads, DepEd Officials, Teachers and GPTA Officers, Parents and Stakeholders | Tarpaulin Internet, laptop/ Computer Flyers Food Venue | Memorandum of Agreement (MOA) Picto-Narrative Attendance Appearance |

Strategy of Implementation

The researcher will pilot-test the intervention program among randomly selected PTA members in her school and document observations and outputs of the pilot test. This will be done through proper representation with the

school head by presenting an activity paper outlining the specific objective.

Then the researcher will submit the said intervention program to the school heads and district supervisor for the recommendation to the Schools Division Superintendent together with the documented result of the pilot test. Once approved, the researcher will write a letter asking for any form of assistance to industry partners and stakeholders attaching the approved enhancement program for reference so as to get "other sources of fund" in the implementation of the said program. The researcher will also invite teachers, school heads, parents, community members, industry partners and stakeholders to generate fund intended for the series of activities of the intervention program.

Similar activity paper submitted during the pilot test will be submitted to the district supervisor to ensure her cooperation. There will be registration so that a certificate of attendance or participation could be issued which would be submitted for accreditation to the DepEd for possible Continuing Professional Development (CPD) units that can be used by the attendees in the renewal of their PRC ID. This is another way to invite participation among teachers.

Monitoring and Evaluation

The researcher will provide a template/checklist for the monitoring and evaluation of the intervention program. The researcher will coordinate with the Division Coordinators for the reliability of the tool. But first, the researcher will have conceptualized a tool to monitor the extent of implementation of the intervention program subject for the approval of the Schools Division Superintendent.

There will be a monitoring report per quarter for the sustainability and basis for another intervention program or intervention scheme.

Budgetary Requirements

The table below shows is the budgetary requirements to finance the implementation of the intervention program:

| Activity | Timeline | Cost | Sources of fund |
|--|----------------------|-----------|---|
| Launching/ Advocacy / Orientation of Project E- TELETECH | April 1-3, 2019 | 49,900.00 | Stakeholders' Donations/ Income Generating Project |
| Orientation and Workshop on the Commitment of Assistance and Involve- ment | May 1-5, 2019 | 49,900.00 | |
| Raffle Draws | Every PTA Meeting | 49,900.00 | |

| | | | |
|--|--|-----------|--|
| Learning Sessions on Income- Generating Activities | | 49,900.00 | |
| TOTAL 199,600.00 | | | |

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A P P E N D I C E S

APPENDIX A

LETTER REQUEST FOR APPROVAL OF RESEARCH TITLE

Samar College
College of Graduate Studies
 City of Catbalogan

May 29, 2019

Dr. NIMFA T. TORREMORO

Dean, College of Graduate Studies
 City of Catbalogan

Madame:

The undersigned will enroll in Thesis Writing this First Semester, School Year 2017-2018. In this regard, she would like to present the following proposed thesis titles; preferably number 1, for your evaluation, suggestions and recommendations.

1. **Teachers' Strategies On Parents' Involvement In School in the District Of Catbalogan X**
2. Children's Personalities and Academic Performance of Grade 3 Students in District of Catbalogan X
3. Anti-bullying Programs in District of Catbalogan X

(SGD.) JANNET S. MANICANI
 Researcher

Recommended Title No.

1(SGD.) **Dr. PEDRITO G. PADILLA**
 Evaluator

1(SGD.) **Dr. GUILLERMO D. LAGBO**
 Evaluator

1(SGD.) **Dr. NATALIA B. UY**
 Evaluator

Approved Title No. 1

(SGD.) NIMFA T. TORREMORO, PhD
 Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
College of Graduate Studies
City of Catbalogan

ASSIGNMENT OF ADVISER

NAME : **JANNET S. MANICANI**

COURSE : Master of Arts in Education

SPECIALIZATION : Elementary Education

TITLE OF THESIS : **TEACHERS' STRATEGIES ON PARENTS'
INVOLVEMENT IN SCHOOL IN THE DISTRICT
OF CATBALOGAN X**

NAME OF ADVISER : Dr. Imelda M. Uy

(SGD.) JANNET S. MANICANI
Researcher

CONFORME:

(SGD.) IMELDA M. UY, EdD
Adviser

APPROVED:

(SGD.) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX D

QUESTIONNAIRE

(for the Teacher-Respondent)

SAMAR COLLEGE

COLLEGE OF GRADUATE STUDIES

City of Catbalogan

September 15, 2019

Dear Teacher-Respondent:

Greetings!

The undersigned is currently conducting a study entitled, **"TEACHERS' STRATEGIES ON PARENTS' INVOLVEMENT IN SCHOOL IN THE DISTRICT OF CATBALOGAN X,"** as one of the requirements for the degree, Master of Arts in Education with the College of Graduate Studies of Samar College, City of Catbalogan.

In this regard, she is requesting for your wholehearted support and cooperation in answering the attached questionnaire.

Rest assured that all information given in this study will be used solely for research purposes and shall be presented in statistical manner without reference to a particular person.

Thank you and more power.

Very truly yours,

(SGD.) JANNET S. MANICANI
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply the information asked for by writing on the space provided or by checking appropriate box.

1. Name: _____

2. Age: _____

3. Sex: ☐ Male ☐ Female

3. Civil Status: ☐ Single ☐ Live-in
☐ Married ☐ Separated
☐ Widowed ☐ Annulled

4. Highest Educational Attainment:

- ☐ Doctorate Degree Holder ☐ Master's Level
☐ Doctorate Level ☐ Baccalaureate Degree Holder
☐ Master's Degree Holder

5. Gross Monthly Family Income: PhP _____

7. Number of Years in Teaching (in completed years): _____

8. Performance Rating Based on the Latest IPCRF:

Numerical Rating : _____

Adjectival Rating : _____

9. Number of Relevant In-Service Trainings:

| Training Level | No. of Trainings Attended |
|----------------|---------------------------|
| International | |
| National | |
| Regional | |
| Division | |
| District | |

PART II. ATTITUDE TOWARD PARENTS INVOLVEMENT IN SCHOOL

Direction: Below are statements that reflect your attitude toward parents' involvement in school. Kindly signify your agreement or disagreement in each statement using the scale below:

- 5 - Strongly Agree (SA)
4 - Agree (A)
3 - Uncertain (U)
2 - Disagree (D)
1 - Strongly Disagree (SD)

| Statement | 5 (SA) | 4 (A) | 3 (U) | 2 (D) | 1 (SD) |
|--|-----------|----------|----------|----------|-----------|
| 1. I believe parents should get involve with activities in school. | | | | | |
| 2. I believe parents should exert effort in attending school activities. | | | | | |
| 3. If parents are pre-occupied, they should have someone to represent them. | | | | | |
| 4. I believe it is important for the parents to show support to their students by actively attending school meetings and activities. | | | | | |
| 5. I believe that students will be successful in school if their parents will actively involve in its activities. | | | | | |
| 6. I believe the parents should decide beforehand to give time to their students by involving in school activities. | | | | | |
| 7. I believe parents should establish good relations with teachers and administrators in school. | | | | | |
| 8. During meetings, I believe parents should suggest for the success of school activities as well as sustain them. | | | | | |
| 9. I appreciate parents who actively participate in school activities. | | | | | |
| 10. Parents should voluntarily offer their time and resources for the success of school activities. | | | | | |

PART III. EXTENT OF PARENTS INVOLVEMENT IN SCHOOL

Direction: Below are statements which will determine the extent of parents' involvement in school. Kindly assess each statement and signify your perception using the following scale:

- 5- Extremely Involved (EI)
- 4- Highly Involved (HI)
- 3- Moderately Involved (MI)

2- Slightly Involved (SI)
 1- Not Involved (NI)

| Indicators | 5 (EI) | 4 (HI) | 3 (MI) | 2 (SI) | 1 (NI) |
|---|-----------|-----------|-----------|-----------|-----------|
| A. Parent-Focused Role Construction | | | | | |
| 1. Explaining tough assignments with children. | | | | | |
| 2. Making sure children understand his assignments. | | | | | |
| 3. Being active in all activities at school. | | | | | |
| 4. Keeping an eye on their children's progress. | | | | | |
| 5. Making sure that child's homework got done. | | | | | |
| 6. Helping children study for tests or quizzes. | | | | | |
| 7. Talking with child about what he is learning. | | | | | |
| 8. Taking children to the library, community events, or similar places. | | | | | |
| B. School-Focused Role Construction | | | | | |
| 1. Assuming children are doing all right when not hearing anything from the school. | | | | | |
| 2. Allowing teacher inform about a problem before something is done about it. | | | | | |
| 3. Getting information about the child's progress from report cards. | | | | | |

| Indicators | 5 (EI) | 4 (HI) | 3 (MI) | 2 (SI) | 1 (NI) |
|--|-----------|-----------|-----------|-----------|-----------|
| 4. Understanding that child's learning is mainly up to the teacher and my child. | | | | | |
| 5. Expecting the school to notify if the child had a problem. | | | | | |
| 6. Expecting the child to do his homework at school. | | | | | |
| 7. Relying on the teacher to make sure the child understands his assignments. | | | | | |
| C. Partnership-Focused Role Construction | | | | | |
| 1. Spending time at school when time warrants. | | | | | |
| 2. Allowing teacher to give information about things that concern the child. | | | | | |
| 3. Discussing with the teacher regarding the child's performance in school. | | | | | |
| 4. Allowing teachers to know personally. | | | | | |
| 5. Exchanging phone calls or notes with the child's teacher. | | | | | |
| 6. Receiving advice from the teacher. | | | | | |

PART IV. TEACHERS' STRATEGIES TO PERSUADE PARENTS' INVOLVEMENT IN SCHOOL

Direction: Below are statements on the teachers' strategies to persuade parents' involvement in school. Kindly give your own perception on each of the indicator using the following scale:

- 5-Always (A)
 4-Often (O)
 3-Sometimes (S)

2-Rarely (R)
1-Never (N)

| Indicator | 5 (A) | 4 (O) | 3 (S) | 2 (R) | 1 (N) |
|--|----------|----------|----------|----------|----------|
| A. Encourage Contact Between Parents and Faculty | | | | | |
| 1. Invite parents to visit the class. | | | | | |
| 2. Knowing parents by name. | | | | | |
| 3. Helping parents with problematic children in their extracurricular activities. | | | | | |
| 4. Personalizing feedback on student assignments. | | | | | |
| 5. Attending parents' events when invited. | | | | | |
| 6. Advising parents regarding academic courses and career opportunities of their children. | | | | | |
| 7. Seeking out parents having a problem with their children on the course or are frequently absent. | | | | | |
| 8. Encouraging parents to present their views and participate in school activities. | | | | | |
| 9. Helping parents to work with other parents and letting them know of options, contributions, etc. to school activities of other parents. | | | | | |
| 10. Talking to parents on a personal level and learn about their priorities in life. | | | | | |
| B. Develop Reciprocity | | | | | |
| 1. Using cooperative learning groups during PTA meetings. | | | | | |
| 2. Having parents participate in activities that encourage them to get to know one another. | | | | | |
| 3. Encouraging parents to join all school activities by providing incentives. | | | | | |
| 4. Assigning committees in every school activity. | | | | | |

| Indicator | 5 (A) | 4 (O) | 3 (S) | 2 (R) | 1 (N) |
|---|----------|----------|----------|----------|----------|
| 5. Utilizing team building among parents. | | | | | |
| 6. Encouraging parents to participate in groups when preparing an activity in school. | | | | | |
| 7. Conducting home visitation to establish alliance with parents. | | | | | |
| 8. Encourage parents to share their viewpoints on strategies to make school activities done. | | | | | |
| 9. Including an "ice-breaker" activity to allow parents to share their interest and to learn about others. | | | | | |
| 10. Using chat sites and discussion forums for parent-to-teacher communication. | | | | | |
| C. Encourage Active Learning | | | | | |
| 1. Asking parents to relate what they are learning to something in real life during PTA meetings. | | | | | |
| 2. Using journaling during PTA meetings. | | | | | |
| 3. Giving parents concrete, real-life situations to analyze during PTA meetings. | | | | | |
| 4. Encouraging parents to suggest new activities. | | | | | |
| 5. Asking parents to present their proposals during PTA meetings. | | | | | |
| 6. Encouraging parents to challenge their ideas, the ideas of other parents, or those ideas presented in a respectful matter. | | | | | |
| 7. Setting up problem solving activities in small groups and have each group discuss their solutions during PTA meetings. | | | | | |

| Indicator | 5 (A) | 4 (O) | 3 (S) | 2 (R) | 1 (N) |
|---|----------|----------|----------|----------|----------|
| 8. Present parents' suggestion for other parents to comment. | | | | | |
| D. Give Prompt Feedback | | | | | |
| 1. Following-up presentations with a five-minute period for parents to write down what they have learned from the PTA meetings. | | | | | |
| 2. Recording absences of parents in school activities and give suggestions on how they cope with it. | | | | | |
| 3. Discussing class activities during PTA meetings. | | | | | |
| 4. Having question and answer sessions. | | | | | |
| 5. Using audio and/or video recordings to facilitate discussion of school activities. | | | | | |
| 6. Answer all queries of parents. | | | | | |

Thank You!!!

APPENDIX E

QUESTIONNAIRE FOR PARENT-RESPONDENT

September 15, 2019

Dear Parent-Respondent:

Greetings!

The undersigned is currently conducting a study entitled, **"TEACHERS' STRATEGIES ON PARENTS' INVOLVEMENT IN SCHOOL IN THE DISTRICT OF CATBALOGAN X,"** as one of the requirements for the degree, Master of Arts in Education with the College of Graduate Studies of Samar College, City of Catbalogan.

In this regard, she is requesting for your wholehearted support and cooperation in answering the attached questionnaire.

Rest assured that all information given in this study will be used solely for research purposes and shall be presented in statistical manner without reference to a particular person.

Thank you and more power.

Very truly yours,

(SGD.) JANNET S. MANICANI
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply the information asked for by writing on the space provided or by checking appropriate box.

1. Name: _____

2. Age: _____

3. Sex: ☐ Male ☐ Female

4. Highest Educational Attainment:

☐ Doctorate Degree

☐ High School Graduate

☐ With Doctoral Units

☐ High School Level

- | | |
|---|--|
| <input type="checkbox"/> Master's Degree | <input type="checkbox"/> Elementary Graduate |
| <input type="checkbox"/> With Masteral Units | <input type="checkbox"/> Elementary Level |
| <input type="checkbox"/> Baccalaureate Degree | <input type="checkbox"/> No Schooling |
| <input type="checkbox"/> College Level | |

5. Gross Monthly Family Income: PhP _____

6. Occupation:

- | | |
|--|--|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Soldier |
| <input type="checkbox"/> Farmer | <input type="checkbox"/> Fisherman |
| <input type="checkbox"/> Businessman | <input type="checkbox"/> OFW |
| <input type="checkbox"/> Policeman | <input type="checkbox"/> Accountant |
| <input type="checkbox"/> Lawyer | <input type="checkbox"/> Seaman |
| <input type="checkbox"/> Bookkeeper | <input type="checkbox"/> Nurse |
| <input type="checkbox"/> Caregiver | <input type="checkbox"/> Plumber |
| <input type="checkbox"/> Doctor | <input type="checkbox"/> House Helper |
| <input type="checkbox"/> Self-Employed | <input type="checkbox"/> Others, specify: ____ |

7. Number of Family Member: _____

8. Number of Schooling Family Members: _____

9. Number of Attendance in School Activities: _____

PART II. PRIORITIES IN LIFE

Direction: Below are identified priorities in life. Kindly signify the extent of priority in each indicator using the scale below:

- | | |
|-----------------------|------|
| 5 - Extreme Priority | (EP) |
| 4 - High Priority | (HP) |
| 3 - Moderate Priority | (MP) |
| 2 - Slight Priority | (SP) |
| 1 - Not a Priority | (NP) |

| Indicator | 5 (SA) | 4 (A) | 3 (U) | 2 (D) | 1 (SD) |
|----------------------|-----------|----------|----------|----------|-----------|
| 1. Family relations. | | | | | |

| Indicator | 5 (SA) | 4 (A) | 3 (U) | 2 (D) | 1 (SD) |
|--|-----------|----------|----------|----------|-----------|
| 2. Better socio-economic status. | | | | | |
| 3. Career for my children. | | | | | |
| 4. Relationship with school - teachers and school heads. | | | | | |
| 5. Stable job and better future. | | | | | |
| 6. Success of my children in life. | | | | | |
| 7. Basic needs of my family. | | | | | |
| 8. Peaceful living with the community. | | | | | |
| 9. Involvement in civic actions including school activities. | | | | | |
| 10. Shelter and sense of belongingness. | | | | | |

PART III. ATTITUDE TOWARD SCHOOL ACTIVITIES

Direction: Below are statements that reflect your attitude toward school activities. Kindly signify your agreement or disagreement in each statement using the scale below:

- 5 - Strongly Agree (SA)
 4 - Agree (A)
 3 - Uncertain (U)
 2 - Disagree (D)
 1 - Strongly Disagree (SD)

| Statement | 5 (SA) | 4 (A) | 3 (U) | 2 (D) | 1 (SD) |
|--|-----------|----------|----------|----------|-----------|
| 1. I believe I should get involve with activities in school. | | | | | |
| 2. I believe I should exert effort in attending school activities. | | | | | |
| 3. If I am pre-occupied, I should have someone to represent them. | | | | | |
| 4. I believe it is important for me to show support to my students by actively attending school meetings and activities. | | | | | |
| 5. I believe that my students will be successful in school if I will actively involve in its activities. | | | | | |

| Statement | 5 (SA) | 4 (A) | 3 (U) | 2 (D) | 1 (SD) |
|--|-----------|----------|----------|----------|-----------|
| 6. I believe the I should decide beforehand to give time to my students by involving in school activities. | | | | | |
| 7. I believe I should establish good relations with teachers and administrators in school. | | | | | |
| 8. During meetings, I believe I should suggest for the success of school activities as well as sustain them. | | | | | |
| 9. I compel my active participation in school activities. | | | | | |
| 10. I should voluntarily offer my time and resources for the success of school activities. | | | | | |

PART III. EXTENT OF PARENTS INVOLVEMENT IN SCHOOL

Direction: Below are statements which will determine the extent of parents' involvement in school. Kindly assess each statement and signify your perception using the following scale:

- 5- Extremely Involved (EI)
- 4- Highly Involved (HI)
- 3- Moderately Involved (MI)
- 2- Slightly Involved (SI)
- 1- Not Involved (NI)

| Indicators | 5 (EI) | 4 (HI) | 3 (MI) | 2 (SI) | 1 (NI) |
|---|-----------|-----------|-----------|-----------|-----------|
| A. Parent-Focused Role Construction | | | | | |
| 1. Explaining tough assignments with children. | | | | | |
| 2. Making sure children understand his assignments. | | | | | |
| 3. Being active in all activities at school. | | | | | |
| 4. Keeping an eye on their children's progress. | | | | | |

| Indicators | 5 (EI) | 4 (HI) | 3 (MI) | 2 (SI) | 1 (NI) |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| 5. Making sure that child's homework got done. | | | | | |
| 6. Helping children study for tests or quizzes. | | | | | |
| 7. Talking with child about what he is learning. | | | | | |
| 8. Taking children to the library, community events, or similar places. | | | | | |
| B. School-Focused Role Construction | | | | | |
| 1. Assuming children are doing all right when not hearing anything from the school. | | | | | |
| 2. Allowing teacher inform about a problem before something is done about it. | | | | | |
| 3. Getting information about the child's progress from report cards. | | | | | |
| 4. Understanding that child's learning is mainly up to the teacher and my child. | | | | | |
| 5. Expecting the school to notify if the child had a problem. | | | | | |
| 6. Expecting the child to do his homework at school. | | | | | |
| 7. Relying on the teacher to make sure the child understands his assignments. | | | | | |
| C. Partnership-Focused Role Construction | | | | | |
| 1. Spending time at school when time warrants. | | | | | |

| Indicators | 5 (EI) | 4 (HI) | 3 (MI) | 2 (SI) | 1 (NI) |
|--|-----------|-----------|-----------|-----------|-----------|
| 2. Allowing teacher to give information about things that concern the child. | | | | | |
| 3. Discussing with the teacher regarding the child's performance in school. | | | | | |
| 4. Allowing teachers to know personally. | | | | | |
| 5. Exchanging phone calls or notes with the child's teacher. | | | | | |
| 6. Receiving advice from the teacher. | | | | | |

PART IV. TEACHERS' STRATEGIES TO PERSUADE PARENTS' INVOLVEMENT IN SCHOOL

Direction: Below are statements on the teachers' strategies to persuade parents' involvement in school. Kindly give your own perception on each of the indicator using the following scale:

5-Always (A)
 4-Often (O)
 3-Sometimes (S)
 2-Rarely (R)
 1-Never (N)

| Indicator | 5 (A) | 4 (O) | 3 (S) | 2 (R) | 1 (N) |
|---|----------|----------|----------|----------|----------|
| A. Encourage Contact Between Parents and Faculty | | | | | |
| 1. Invite parents to visit the class. | | | | | |
| 2. Knowing parents by name. | | | | | |
| 3. Helping parents with problematic children in their extracurricular activities. | | | | | |
| 4. Personalizing feedback on student assignments. | | | | | |
| 5. Attending parents' events when invited. | | | | | |

| Indicator | 5 (A) | 4 (O) | 3 (S) | 2 (R) | 1 (N) |
|--|----------|----------|----------|----------|----------|
| 6. Advising parents regarding academic courses and career opportunities of their children. | | | | | |
| 7. Seeking out parents having a problem with their children on the course or are frequently absent. | | | | | |
| 8. Encouraging parents to present their views and participate in school activities. | | | | | |
| 9. Helping parents to work with other parents and letting them know of options, contributions, etc. to school activities of other parents. | | | | | |
| 10. Talking to parents on a personal level and learn about their priorities in life. | | | | | |
| B. Develop Reciprocity | | | | | |
| 1. Using cooperative learning groups during PTA meetings. | | | | | |
| 2. Having parents participate in activities that encourage them to get to know one another. | | | | | |
| 3. Encouraging parents to join all school activities by providing incentives. | | | | | |
| 4. Assigning committees in every school activity. | | | | | |
| 5. Utilizing team building among parents. | | | | | |
| 6. Encouraging parents to participate in groups when preparing an activity in school. | | | | | |
| 7. Conducting home visitation to establish alliance with parents. | | | | | |
| 8. Encourage parents to share their viewpoints on strategies to make school activities done. | | | | | |

| Indicator | 5 (A) | 4 (O) | 3 (S) | 2 (R) | 1 (N) |
|---|----------|----------|----------|----------|----------|
| 9. Including an "ice-breaker" activity to allow parents to share their interest and to learn about others. | | | | | |
| 10. Using chat sites and discussion forums for parent-to-teacher communication. | | | | | |
| C. Encourage Active Learning | | | | | |
| 1. Asking parents to relate what they are learning to something in real life during PTA meetings. | | | | | |
| 2. Using journaling during PTA meetings. | | | | | |
| 3. Giving parents concrete, real-life situations to analyze during PTA meetings. | | | | | |
| 4. Encouraging parents to suggest new activities. | | | | | |
| 5. Asking parents to present their proposals during PTA meetings. | | | | | |
| 6. Encouraging parents to challenge their ideas, the ideas of other parents, or those ideas presented in a respectful matter. | | | | | |
| 7. Setting up problem solving activities in small groups and have each group discuss their solutions during PTA meetings. | | | | | |
| 8. Present parents' suggestion for other parents to comment. | | | | | |
| D. Give Prompt Feedback | | | | | |
| 1. Following-up presentations with five-minute period for parents to write down what they have learned from the PTA meetings. | | | | | |
| 2. Recording absences of parents in school activities and give suggestions on how they cope with it. | | | | | |
| 3. Discussing class activities during PTA meetings. | | | | | |

| Indicators | 5 (A) | 4 (O) | 3 (S) | 2 (R) | 1 (N) |
|---|------------------|------------------|------------------|------------------|------------------|
| 4. Having question and answer sessions. | | | | | |
| 5. Using audio and/or video recordings to facilitate discussion of school activities. | | | | | |
| 6. Answer all queries of parents. | | | | | |

Thank You!!!

APPENDIX E

Letter-Request for Permission from the Schools Division Superintendent to Field the Survey Questionnaire

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
College of Graduate Studies
City of Catbalogan

September 17, 2019

CRISTITO A. ECO, CESE

City Schools Division Superintendent
Catbalogan City Division

Sir:

I am presently enrolled in the Master of Arts in Education (MAEd) program of Samar College. In view of which, I am conducting a study entitled "**PARENTS' INVOLVEMENT IN SCHOOL AND TEACHERS' STRATEGIES TO PERSUADE COOPERATION IN THE DISTRICT OF CATBALOGAN X,**" in partial fulfillment of the requirements for the said degree.

In connection herewith, I would like to request permission to conduct this study among the parents in Catbalogan 10 District, including its central school and its satellite schools. Rest assured that the data from this research will be used solely for research purposes.

Thank you very much!

Very truly yours,

(SGD.) JANNET S. MANICANI
Researcher

Noted by:

(SGD) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

Approved:

CRISTITO A. ECO, CESE
Schools Division Superintendent
Division of Catbalogan City

APPENDIX F

Letter-Request for Permission from the District Supervisor to Field the Survey Questionnaire

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
College of Graduate Studies
City of Catbalogan

September 19, 2019

THE DISTRICT SUPERVISOR

Catbalogan 10 District
Catbalogan City

Sir/Madam:

I am presently enrolled in the Master of Arts in Education (MAEd) program of Samar College. In view of which, I am conducting a study entitled "**PARENTS' INVOLVEMENT IN SCHOOL AND TEACHERS' STRATEGIES TO PERSUADE COOPERATION IN THE DISTRICT OF CATBALOGAN X,**" in partial fulfillment of the requirements for the said degree.

In connection herewith, I would like to request permission to conduct this study among the parents in Catbalogan 10 District, including its central school and its satellite schools. Rest assured that the data from this research will be used solely for research purposes.

Thank you very much!

Very truly yours,

(SGD.) JANNET S. MANICANI
Researcher

Noted by:

(SGD) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

Approved:

THE DISTRICT SUPERVISOR

APPENDIX G

Letter-Request for Permission from the School Principal to Field the Survey Questionnaire

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
College of Graduate Studies
City of Catbalogan

September 20, 2019

THE PRINCIPAL

Name of School
Catbalogan 10 District
Catbalogan City

Sir/Madam:

I am presently enrolled in the Master of Arts in Education (MAEd) program of Samar College. In view of which, I am conducting a study entitled **"PARENTS' INVOLVEMENT IN SCHOOL AND TEACHERS' STRATEGIES TO PERSUADE COOPERATION IN THE DISTRICT OF CATBALOGAN X,"** in partial fulfillment of the requirements for the said degree.

In connection herewith, I would like to request permission to conduct this study among the parents in Catbalogan 10 District, including its central school and its satellite schools. Rest assured that the data from this research will be used solely for research purposes.

Thank you very much!

Very truly yours,
(SGD.) JANNET S. MANICANI
Researcher

Noted by:

(SGD) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

Approved:

THE PRINCIPAL

C U R R I C U L U M V I T A E

NAME : Jannet S. Manicani
DATE OF BIRTH : April 7, 1980
CIVIL STATUS : Married
HOME ADDRESS : Purok 5, Brgy. Mercedes
 Catbalogan City, Samar
STATION : Cagutsan Elementary School
 Brgy. Cagutsan Sierra
 Catbalogan City, Samar
PRESENT POSITION : Teacher II
NAME OF SPOUSE : PO3 Monskie L. Manicani
NAME OF FATHER : Patrocinie P. Soliva
CURRICULUM PURSUED : Master of Arts in Education
SPECIALIZATION : Elementary Education

EDUCATIONAL BACKGROUND

Elementary : Cinco Elementary School
 Brgy. Cinco Sierra
 City of Catbalogan
 1987-1993

 Secondary : Samar National School
 City of Catbalogan
 1993-1997

 Tertiary : Bachelor in Elementary
 Education (BEEd)
 Samar College
 Catbalogan City, Samar
 1997-2002

 Graduate Studies : Samar College
 Catbalogan City
 2019-2020

HONORS/AWARDS AND RECOGNITION RECEIVED

Certificate of
Recognition : Coach Swimming Girls Held on
October 4-5 2019 at Rama
Elementary School, Brgy. Rama
Sierra Catbalogan City, Samar

ELIGIBILITY

Licensure examination for teacher (LET, Tacloban City, 20
March 2016, Rating 75.44%)

WORK EXPERIENCE

Day Care Teacher : Brgy. Cinco Sierra
Catbalogan City, Samar
2005-2006

Elementary Grade
Teacher : Cagutsan Elementary School
Brgy. Cagutsan Sierra
Catbalogan City, Samar
2017-2019

MEMBERSHIP IN ORGANIZATION

Member : CPPSTEA
Samar Chapter

SEMINARS/ CONFERENCE AND OTHER IN-SERVICE TRAININGS ATTENDED

Food Processing under TESDA held at SSU Catbalogan City on
May 3-19, 2016.

Computer Van Aulah under Aim Foundation on May 6-23, 2016.

Basic Leadership Course Training conducted held at Samar GS
Council ITGS. On August 31-September 2, 2018.

Free Being Me and Action Body Confidence Workshop conducted
at Samar GS Council ITGS at Catbalogan City, on July 26-
28, 2018.

Orientation on the Policy and Guidelines on Healthy Food and Beverage Choices in School Canteen and in DepEd Offices held at the 2nd Floor, Tia Anita's New Building Catbalogan City on December 13, 2018.

Consultative Conference with School Heads and Kinder to Grade 3 Teachers, held at Catbalogan V Central Elementary School on January 26, 2018.

2018 STEP/Technolympics Competition held at Catbalogan V CES, Catbalogan City on October 12, 2018.

Gender Sensitivity, Main Streaming and Analysis Training Cum Gay Plan and Budget Review Adjustment and Clifting Workshop.

Division EXPO held at Catbalogan I Central Elementary School, Catbalogan City on November 24, 2019.

Division Teacher Induction Program held at Catbalogan V Central Elementary School on November 27-29, 2019.

3rd quarter Consultative Conference/Focus Group Discussion (FGD) for MTB-MBS Coordination held at Catbalogan II Central Elementary School on December 22, 2017.

Birthday Celebration held at the city plaza, Catbalogan City Province of Samar on April 22, 2018.

Regional Division-Based Coaching and Mentoring on School Based Management to Schools with Certification of SBM Level III of Practice held at Samar Division Radaja Hall on August 15-16, 2019.