

PROPOSED MODEL OF PARENT INVOLVEMENT FOR A PUBLIC SECONDARY SCHOOL

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Abstract : This study proposed a parent involvement model for a public secondary school based on the level of parent involvement practices, the activities drawn from the School Based Management (SBM) framework and the factors affecting parent involvement. Descriptive-developmental method was used in this study involving 205 Homeroom PTA officers. Issuances and documents were reviewed to draw out involvement practices while level of practice on parent involvement was determined through self-assessment conducted by the school. Findings revealed that each SBM principle suggests practices for parent involvement; the school is at the Beginning Level of SBM Practice; and that parents had positive beliefs, attitudes, feelings, and knowledge about involvement and that they are capable of performing involvement activities. As input towards the improvement of school governance, a model of parent involvement was developed anchored on the SBM framework.

IndexTerms - Parent Involvement, School Based Management.

I. INTRODUCTION

“It takes a village to raise a child.”

This traditional African proverb is widely used to promote, implement, and sustain “Education for All” (EFA) in the 21st Century. This is an invitation to the global community to unite and break the barriers—ethnicity, culture, religion, economic status, language, gender, etc.—that make education inclusive. The EFA movement, as led by the United Nation Educational, Scientific and Cultural Organization (UNESCO) has gained tremendous support from education sectors globally and has been gearing towards the improvement of the quality of education and to ensure its excellence so that achievable and measurable learning outcomes are realized by all [1].

In the Philippines, the effort to improve the quality of basic education services is done through the implementation of School Based Management (SBM). SBM provides ways and opportunities for shared governance of stakeholders—school administration and staff, teachers, students, alumni, and parents- which is viewed as the most effective way to promote quality education. Additionally, it recognizes the role of parents as the most important stakeholders in the school.

Different studies have proven the benefits that schools gain from parent involvement. Rose, Gallup & Ellam; Nye, Turner & Schwartz; and Brannelly & Owomoyela [2, 3, 4] all agreed that the extent of parent involvement is proportional to the level of their children’s academic achievement. Basinang and Hernandez [5, 6], on the other hand, stated that activated parent involvement is always an effective tool in increasing the performance of learners. There are, however, issues and challenges that schools face in sustaining parent involvement. Ladner [7] has found out that educational background, economic status, cultural factors, and perceptions on parent-involvement activities affect parents’ decision to get involved in school. According to Wanke [8], parents who belong to the lower group, in terms of socioeconomic status, feel less affiliated with the school.

Though the principles of School Based Management and stakeholders’ participation have already been introduced to the TCNHS, the absence of a model and specific guidelines hinder both parents and the school to carry out the ideal parents’ participation scheme. This is reflected by the school’s low level of SBM practice for the last 3 years (2013-2015). Having been in existence for only 12 years, the school does not have complete staff yet that will assist in carrying out support services such as maintenance of school facilities, among others. These pressing problems and immediate concerns prompted the researcher to develop a model of parent involvement that would activate participation and involvement of parents in school activities and different services that the school provides to its learners.

This research proposes a model of parent involvement in TCNHS. It is similar to Joyce Epstein’s [9] Model of Parent Involvement with six different categories of parent’s participation. The researcher believes that the model could serve as a guide to increase the level of parent involvement to improve school performance of learners and the school community.

II. RESEARCH QUESTIONS

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

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

- Leadership and Governance

- Curriculum and Learning
- Accountability and Continuous Improvement
- Management of Resources

2) What is the current level of practice of Tanauan City National High School in terms of the activities under the four principles of SBM?

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

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

III. RESEARCH METHODS

1. Research Design

This study employed the descriptive developmental method. It aimed for the development of a proposed model of parent involvement based on SBM intent and the level of practice of TCNHS in terms of parent involvement the factors that affected parent involvement including: (1) parents' belief, feelings, and attitude about themselves; (2) the teachers and the school in general; (3) the parents' knowledge of the school structure, organization, and policies on parent involvement; (4) the barriers that affect parents' involvement in school, and (5) the different areas of involvement in school that parents find comfortable doing based on their capabilities and skills. This study followed the Type 2 Category of developmental research introduced by Richey and Klein that involved constructing a model and identifying the conditions for its successful implementation. Questionnaires, document analysis, and focus group discussions with parents were used to gather the data needed in the study.

2. Selection Criteria and Participants

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

3. Data Collection

The researcher utilized Department of Education (DepEd) issuances particularly the DepEd Order on the Revised SBM Implementation which contained the Revised SBM Assessment Tool to draw the specific practices in terms of parent involvement from the four areas/principles of SBM: (1) Leadership and Governance, (2) Curriculum and Learning, (3) Accountability and Continuous Improvement, and (4) Management of Resources. The SBM Assessment Tool presented different indicators per principles which were presented for assessment purposes. Activities relative to parent involvement were drawn by the researcher from the indicators and were then subjected to validation by the Tanauan City Division SBM Team of Evaluators. The present level of practice in terms of parent involvement was determined using the school's self-assessment of SBM documents which was then validated by the division SBM Team. These documents were narratives and accomplishment reports of the school about parent involvement. Survey questionnaire on the other hand, were used to gather the demographic profile of parents and the factors that affected parent involvement including: (1) the parents' belief, feelings, and attitude about themselves, the teachers and the school in general; (2) the parents' knowledge of the school structure, organization and policies on parent involvement; (3) the barriers that affected parents' involvement in school; and (4) the different areas of involvement in school that parents found comfortable doing based on their capabilities and skills. Survey questionnaires were distributed to the respondents during a requested meeting with them at the school gymnasium.

The questionnaire was adapted by the researcher from several instruments on parent involvement. It contained five (5) parts that required the respondents to mark their best option. It was structured on a five-point scale for parts A, B and C, and a four-point scale for part D. These were: (A) Parents' feelings, attitude and beliefs about themselves, administrator, teachers, and the school in general; (B) Barriers that Affect a Parent's Participation in School; (C) Parents' Knowledge of the School; structure, organization and policies on parent involvement; (D) Parent Involvement Capabilities; and (E) Parents Demographic Profile. For parts A, B and C, respondents were requested to select from: 5—Strongly Agree; 4—Agree; 3—Neutral; 2—Disagree; and, 1—Strongly Disagree. For each statement, the highest possible response was a response of Strongly Agree and it received a value of five. The lowest possible response was a response of Strongly Disagree and it received a value of one. For part D, the different areas of parent involvement advocated by SBM, the respondents were requested to select from 4—Very Capable; 3—Capable; 2—Somewhat Capable; and, 1—Not Capable. The highest possible response was a response of Very Capable and it received a value of 4, while the lowest possible response was a response of Not Capable with a value of one. A response of two and three fell between the highest and lowest response level. A response of Very Capable meant that the parents had the knowledge, skills, and attitude to perform the stated activity very easily. A response of Not Capable meant that the parents did not have the skills and knowledge to perform the stated task and therefore would have difficult time to perform the stated activity.

The questionnaires were administered after the orientation of parents while other respondents brought the questionnaires home to accomplish and were returned thru the class advisers after three (3) days. After the document analysis and the administration of the

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

4. Data Analysis

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

IV. RESULTS AND DISCUSSION

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

- Leadership and Governance
- Curriculum and Learning
- Accountability and Continuous Improvement
- Management of Resources

Specific practices in terms of parent involvement are drawn from the four principles of SBM as shown in Tables 1 to 4. The activities were categorized as either those that can be performed by parents (P) or those that are performed by the school head (SH) and teachers(T).

TABLE 1: SPECIFIC PRACTICES IN TERMS OF PARENT INVOLVEMENT FOR LEADERSHIP AND GOVERNANCE

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

TABLE 2: SPECIFIC PRACTICES IN TERMS OF PARENT INVOLVEMENT FOR CURRICULUM AND LEARNING

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

TABLE 3: SPECIFIC PRACTICES IN TERMS OF PARENT INVOLVEMENT FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

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

TABLE 4: SPECIFIC PRACTICES IN TERMS OF PARENT INVOLVEMENT FOR MANAGEMENT OF RESOURCES

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

The areas of involvement that the parents (P) can do qualify the practices drawn from the SBM principles shown in the tables. Findings revealed that majority of parents are capable and somewhat capable of doing the activities under each SBM principle. These areas of involvement and the capabilities of parents to do them are necessary for the researcher and the school to come up with the different areas and activities that will be included in the model of parent involvement. It is necessary that those areas that will be offered to parents for assistance will be those that parents will be capable of doing, otherwise, involvement will not materialize.

2. What is the current level of practice of Tanauan City National High School in terms of the activities under the four principles of SBM?

TABLE 5: SUMMARY OF THE SBM LEVEL OF PRACTICE

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

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

in each of the activities drawn from the SBM framework. The strategies should be grouped to meet the standards needed for each SBM principle.

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

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

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

The findings of this study align favorably with the reviewed research and literature. As found in the study conducted by Wright [10], parents do care for the education and the school of their children and that they have their ideas about the types of involvement they can engage themselves, specifically those types with merit and types that have less merit. Wright further concludes that parents would want to involve themselves in activities that will promote closer relationship with teachers for the purpose of staying updated on what is happening in school.

On the statement about the belief of parents as to whether the school encourages active participation of stakeholders in all its activities, 41.95% and 43.90% say that they agree and strongly agree. The rest of the statements regarding the parents' attitude on parent involvement elicit responses ranging from 34.63% to 63.90% for Strongly Agree, and 25.37% to 45.37% for Agree. Only three statements get a percentage for Strongly Disagree which is very minimal at 0.49%, 0.98% and 1.46%. These statements are about the warm and positive attitude of school personnel, the belief of being accountable to their children's education and progress in school and the belief that they are things that they can do to help in school. This is an indication that majority of parents are open to the idea of parent involvement and that any program of the school that will require their participation will gather significant support.

3.2 Factors that affect parent involvement

Despite the majority of parents' good attitude and beliefs about parent involvement, some parents have also reported barriers that affect involvement. Twenty four percent of parents have responded that they do not know the areas where they can be of help in school. As to time constraints, due to jobs and other responsibilities in their family and barangays, 9.76% strongly agree and 28.78% agree that these are their reasons for not being able to be involved in school. On the other hand, 9.76% agree, and 24.88% strongly agree that childcare hinders them from going to school for involvement. However, during the focus group discussion parents say that they still find time to visit and help the school despite of having a child to care at home. When asked about the challenges that make it difficult for them to be involved in school, some of the respondents have identified that jobs are the reason. However, all of them agree and volunteer that they still find time to make up or still visit the school when they fail to report on the agreed date of meeting or school activities. A few have mentioned that childcare and other personal reasons are the challenges for parent involvement. But all of them express that those challenges, if possible, should not hamper their involvement in their children's school.

For the category home distance from school, as reason for not being able to participate, 7.32% strongly agree and 28.78% agree. This is an indication that majority of the parents can easily come to school during parent involvement day or whenever the school needs them. 7.32% of the parents disagree and 13.17% strongly disagree that unorganized school activities are a barrier. This means that more than half of the parents witness how the school makes all its activities and school programs as organized as possible. For the category fear of financial contribution, 9.76% strongly agree and 20.49% agree that it is the reason for not coming and getting involved in school—a reflection of the school's effort to implement the "No Collection Policy" of the Department of Education. It has also been an observation of the teachers that whenever parents hear information regarding meetings involving financial contribution, whether parent initiated or voluntary in nature, they tend to resist the idea. The worst case is that they decide not to attend at all.

The responses of the parents to the statements regarding barriers to parent involvement will be given important considerations in the design of the model for parent involvement of Tanauan City National High School. A survey of parents will be done to determine which among the parents cannot join. The responses also gave the researcher the idea that communication and giving consideration as well as coming together for understanding should be an important consideration in the design of the model.

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

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

3.3 Parent Capabilities

3.3.1 Leadership and Governance

Among the activities enumerated under the leadership and governance component of SBM, participating in dialogues and attending meetings for the formulation of school and classroom policies and regulation get the most number of parents who respond either somewhat capable (28.29%), capable(45.85%), and very capable(22.93%). Those who say that they are not capable to perform this activity is 2.93%. This shows that parents would really like to have a voice in the formulation of policies and designing projects that affect their children's education. It is also a clear indication that they would like to be updated about the policies governing the school and the education of their children. The rest of the activities also garner positive responses ranging from 9.27% to 22.93% for Very Capable and 39.02% to 45.85% for Capable. These include: assisting in the crafting SIP and AIP, taking part in reviewing the school's vision and direction, participating voluntarily in school activities and collaborating with teachers about the outcome of the activity, building school linkages and partnering with other agencies and stakeholders and helping the school in the promotion of school advocacies and programs. These responses ensure that all activities relative to school leadership and governance will be gladly welcomed by parents and that they have the capabilities indeed to help and to contribute.

3.3.2 Curriculum and Learning

Among the activities aligned under this component, parents are most capable to attend meeting and participate in the discussion about their students' progress in learning and how to improve learning with 41.95% Very Capable and 41.46% Capable. This is a particularly good indication that all activities and areas of involvement relative to learning progress will be attended and supported by parents. Also, it is worthy to mention that many parents can also participate in different areas of involvement related to curriculum and learning. Meanwhile, there are parents who respond that they are not capable to perform, 3.90% to 24.39%, the five activities under this area of SBM. The activity which cannot be performed by the greatest number of parents is training athletes which is at 24.39%. To address these findings, the parents' capabilities will have to be determined and areas of involvement will be given to those parents who respond that they are capable of doing them.

3.3.3 Accountability and Continuous Improvement

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

3.3.4 Management of Resources

The results of the survey questionnaire clearly show that there are certain percentages of parents who are not capable of doing the different activities under this area of SBM. The percentage of parents who responds that they are not capable of doing the activities ranges from 7.32% to 24.39%. This gives the idea that capabilities of parents must really be assessed and the areas to be assigned to parents must match their capacity to do them. An inventory of parents and their capability must be taken into consideration in the design of the parent involvement mode.

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

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

In one of the focus group, one participant even has said that *"Inaamin po naming na talagang hindi kaya ng mga teachers ang lahat ng mga Gawain sa paaralan. At dahil ang mga anak naming ang nag-aaral, natural po lamang na kami ay makisangkot dito sa mga gawaing pampaaralan."* (We admit that teachers cannot do school tasks by themselves, and as parents it's but natural for us to involve ourselves in these tasks). Another parent says: *"Bilang ina, gusto ko pong malaman kung ano ang nangyayari sa aking anak dito sa school, at kung may maitutulong ako para mas gumanda ang kanyang kalagayan dito sa paaralan ay gagawin ko po."* (As a parent, I want to be aware about what is happening in the school and if there is something I can be of help, then I would do so). These answers of parents have prompted a healthy discussion about the role of parents in school. The responses of parents also agree with some of the findings provided in the review of literature that parent involvement tends to decrease as students grow older. The discussions have provided realizations for some parents that the age of their students in high school is critical and the more that their guidance and involvement in school are needed.

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

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

- A. Activities drawn from the four areas of SBM
- B. Current level of practice of TCNHS in terms of parent involvement
- C. Factors that affect parent involvement in TCNHS
- D. Capabilities of parents for parent involvement

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

The low level of school's practice in terms of each of the activity is also one of the reasons for including them in the model. It is hoped that through the implementation of the model, the parents' level of involvement in these activities will be increased and sustained. Different strategies and programs are developed to encourage parents to involve in each of the activity. The findings of the study in terms of the factors that affect parent involvement are also considered in selecting the appropriate strategies and programs. The parents who do not always have the time and who live far from the school are subjected to involve in the activities under Epstein's Learning at Home. The parents who do not have enough knowledge about the school and about parent involvement as well as how they can be of help will be given orientation seminars.

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

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

A. Objectives

The model aims to increase the level of parent involvement in Tanauan City National High School particularly for the activities drawn from the four areas of School Based Management.

Specifically, this model aims to:

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

B. Conceptual Framework of the Parent Involvement Model

The conceptual framework of the model for parent involvement is represented by different stages using the acronym PACT-E.

- P – Preparing for Parent Involvement
- A – Assessment of School Needs and Parent Capabilities
- C – Coming Together
- T – Taking Action
- E – Evaluation/Monitoring and Celebrating Success.

The model is made up of a circular shape with each slice representing the different stages that will be followed to encourage parent involvement. The five stages include different activities which will be undertaken by the school to ensure that parents will be mobilized to participate in school activities. The matrix relative to the SBM, on the other hand, contains suggested activities to ensure that the intents for each SBM principle are realized.

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



FIG. 1: CONCEPTUAL FRAMEWORK OF THE MODEL FOR PARENT INVOLVEMENT

C. Scope of Strategies

1. Parenting Responsibilities
This involves strategies to improve basic parenting responsibilities that support children.
2. Learning at Home
Strategies under this scope will include those that are intended for parents who have difficulty coming to school due to important reasons. This includes participation and support in general developmental learning through schoolwork at home.
3. Communication
This will be used across all programs in order for the school and parents to develop mutual knowledge and understanding of what the model of parent involvement intends to do and accomplish.
4. Volunteering
This is the involvement of parents in the different activities drawn from the four areas of SBM.
5. Decision-Making
This involves the collaboration of the parents and teachers in coming up with decisions for the benefit of the children and the school.
6. Community
This includes activities and strategies that involve the community in the effort of the school to increase involvement of parents.

D. Responsibilities

1. Responsibilities of the School Committee for Parent Involvement

The parent involvement committee will be composed of select teachers who possess the willingness and commitment to the improvement of school performance through parent involvement. The teacher-members will be the four coordinators of the four SBM Principles. They will work with other four PTA officers, among which they will elect an overall coordinator. The committee shall be organized after the first PTA Assembly and after the new set of PTA officers are elected. The committee will perform the following responsibilities:

- a. Organize the activities for parent involvement
- b. Orient parents about the implementation of the model
- c. Facilitate the activities relative to parent involvement
- d. Provide opportunities for teachers and parents to enhance their skills in developing effective parent involvement

- e. Evaluate the performance of different activities
 - f. Provide feedback on the results of the evaluation
 - g. Report to the school head and the PTA the results of the evaluation.
2. Responsibilities of the School Principal
 - a. Establish school environment that welcomes and encourages parents to ask questions, participate in school activities, involve in decision making, and volunteer services in variety of ways
 - b. Ensure that parents are not only volunteers and partners but also collaborators in student learning and in the attainment of the school goals and mission
 - c. Ensure that parents' views are sought in developing policies and addressing school-wide issues that involve parents in decision-making process about school policies, programs, and finances.
 - d. Ensure school-wide approach to communication with parents about school policies, programs, activities, and reporting that is consistent, clear, and two-way.
 - e. Report on the status of school involvement every parents' assembly
 3. Responsibilities of Teachers
 - a. Acknowledge that all parents have positive strengths that contribute to student learning
 - b. Respect diversity of family backgrounds and cultures and their contribution to children's learning
 - c. Encourage parent involvement in their children's learning and provide advice to support that environment
 - d. Provide clear and timely information to parents about achievement and progress of their children and provide opportunities for two-way dialogues about progress and challenges.
 4. Responsibilities of Parents
 - a. Parents need to comply with all the relevant policies, procedures, and guidelines related to parent involvement
 - b. Parents who have issue with the decisions taken by teachers must resolve the issue at the first instance.
 - c. Parents, who during participation/involvement came across with confidential information must agree not to divulge the information to any person.

E. Implementation Guidelines of TCNHS Parent Involvement Model

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

Stage 1 - Preparing for Parent Involvement (P)

Where does the school begin?

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

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

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

Stage 3 – Coming Together (C)

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

Stage 4 – Taking Actions (T)

- Delegating responsibilities
- Scheduling of regular meetings
- Implementing the involvement action plan
- Preparing plans for challenges and issues

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

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

IV. ACKNOWLEDGMENT

My sincerest gratitude to the persons who have extended their generous help in the completion of this paper. First is our Supreme God for giving me the strength and wisdom to finish this paper. Next is Dr. Salve A. Favila for her valuable inputs and suggestions. Third are the parents, teachers and students in my former station, Tanauan City National High School for their wholehearted support. Third, my family and friends for providing me the much-needed inspiration. My heartfelt thanks to all of you.

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