

BIBLIOGRAPHY

MARILOU C. LAGADAN, October 2006. *Parents Involvement In Private Elementary School Activities in La Trinidad, Benguet.* Benguet State University, La Trinidad, Benguet.

Adviser: Mary Jane L. Laruan, Ph.D.

ABSTRACT

The study determined the existing parent involvement activities offered by La Trinidad private elementary schools; the extent of parent involvement; the perceived effects, and the problems met by parents in their involvement.

The study was conducted in 15 different private elementary schools of La Trinidad Benguet. There were 792 respondents.

There is a significant difference in the existing parent involvement activities offered by private elementary schools of La Trinidad, Benguet.

The existing parent involvement activities always offered by La Trinidad private schools are annual social events like Christmas program, family day, sports fest, closing and graduation programs, annual parents' orientation, parent-teacher conferences, and giving of homework.

Parents are very much involved in learning at home activities. They do learning activities with their children to enrich their education by homework assistance, and limiting TV viewing during school nights. Furthermore, parents are also very much involved in communicating with their children's teachers thru drop-in and pick-up

conversations, phone calls, text messages, email, personal letters or communication notebook. On the other hand, parents are never involved in home visits and voting in school boards.

Parents perceived that when they involve themselves in school and home learning activities, the effects are tremendous especially on the learning of their children.

It was found out though that some parents do not involve themselves in parent involvement activities offered by private elementary schools because of problems related to their children, to themselves, and to the staff or to the school.

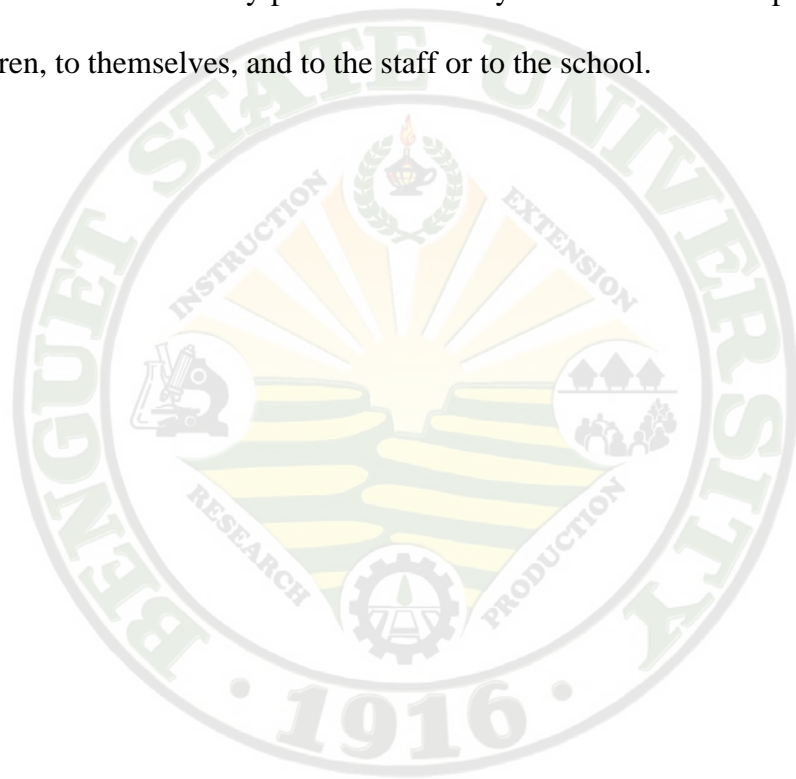
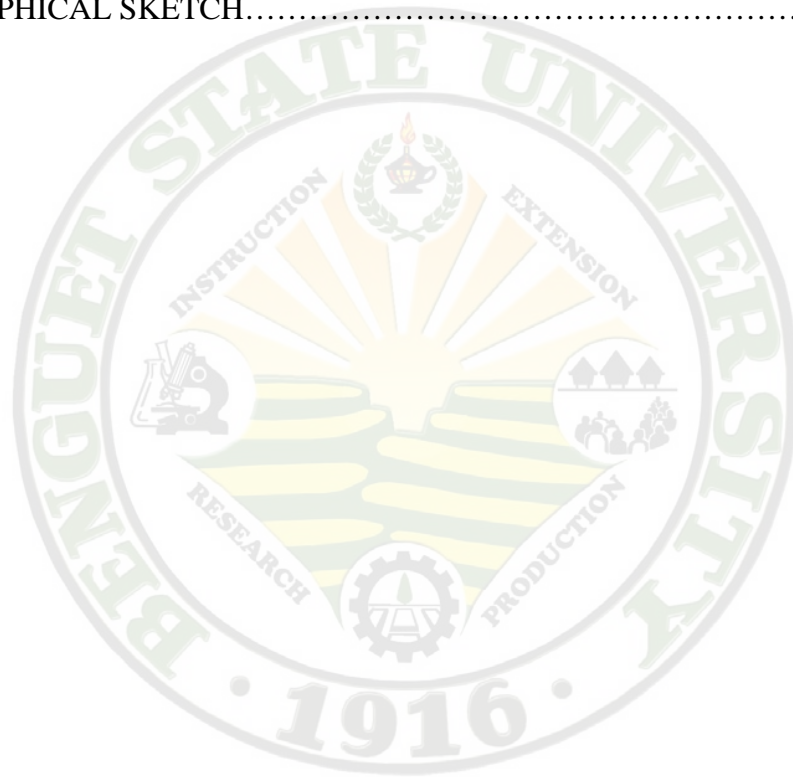


TABLE OF CONTENTS

	Page
Bibliography.....	i
Abstract.....	i
Table of Contents.....	iii
INTRODUCTION	
Background of the Study.....	1
Statement of the Problem.....	6
Objectives of the Study.....	7
Importance of the Study.....	7
Scope and Delimitation of the Study.....	8
REVIEW OF LITERATURE	
Parent Involvement Activities.....	10
Dimensions of Parent Involvement.....	12
Parent Involvement in All Ages.....	16
Foreign Schools with Parent Involvement Activities.....	17
Local Studies of Parent Involvement Activities.....	20
Effects of Parent Involvement Activities.....	21
Problems Encountered in Parent Involvement Activities.....	24

Conceptual Framework of the Study.....	25
Definition of Terms.....	31
Hypothesis of the Study.....	32
METHODOLOGY	
Locale of the Study.....	33
Respondents of the Study	35
Instrumentation.....	36
Data Gathering Procedure.....	36
Statistical Treatment of Data.....	36
RESULTS AND DISCUSSION	
Activities Where Parents are Involved in Private Elementary Schools.....	38
Extent of Parent Involvement.....	48
Perceived Effects of Parental Involvement in Activities Offered By La Trinidad Private Elementary Schools.....	57
Problems Met by Parents in Participating in Activities Offered By La Trinidad Private Elementary Schools.....	62
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	
Summary.....	67
Conclusions.....	69
Recommendations.....	70

LITERATURE CITED.....	71
APPENDICES	
A. Letter of Permission to School Principal.....	78
B. Letter to Respondents.....	79
C. Questionnaire.....	80
BIOGRAPHICAL SKETCH.....	85



INTRODUCTION

Background of the Study

The family living in a home is the most instinctive and fundamental unit of society. It is the original school of many practices, attitudes, and values that are carried on and passed by an individual throughout his lifetime.

The ancient game of family life regardless of race and color is to assist the individual members of the family, particularly the parents, to possess basic skills for efficient planning and decision-making, effective communication and problem solving. Every facet of family life is to be faced and all these lead towards total integration of each family member. For this cause, parents have to know, understand, and internalize the standards, in which they contribute to the behavioral patterns of their offspring (Andres, 1992).

Family life, together with population, health, and nutritional services, advancing technology, competitive education, media, and many other attributes whether good or bad can make a substantial contribution to the quality of life of every child, family, school, community, nation, and society as a whole.

Along with today's family life, parents have to cope with the increasing difficulty of supporting a family. Parents are preoccupied with generating an income to provide the best education for their children. In this case, Tuwao (2005) added that children are brought to school and parents seem to commit a serious mistake of totally putting the responsibility of educating their children to



the school. Parents provide shelter, pay school fees, clothe, feed their children and forget that they are the best teachers their children will ever have.

Time has passed and man finds himself in the fangs of the so-called modern and high technology society. Machines now render services and the gradual removal of human touch is set on the stage. School children are transported from the door of their homes to the door of their schools. Television is now the popular baby-sitter for today's children. And so, for years, scientific, technological, and economic advancements have steadily pulled homes and schools away from each other. Many parents are so engrossed in earning a living while the education of their children is left to the school (Lomotan, 1986).

Educators believe that the important role, parents' play should not be taken for granted. It is a fact that learning institutions serve as a supplement and not a substitute of the home. Where children are short of parental support and encouragement, their intellectual, linguistic, and social growth is sapped and failure in school is almost inevitable, with serious consequences in their own view of themselves and in their own self-respect (Halsall, 1973). Learning is also affected, not determined, by the social and academic organization of the school, personal and background characteristics and circumstances of students; and their families, the community contexts within which students, families, and schools exist, and the relationship of these factors to one another (Natriello, 1990), yet parental support and involvement proves to be a most influential and important



factor. Dorothy Rich (2005) says, “In this complex world, it takes a good school and a good home to educate today’s children”.

Increasing attention has recently been given to the importance of parent involvement in young children’s learning (Berger, 1995; Larsen and Haupt, 1997).

In order to meet the challenges facing families in today’s rapid changing society and to avoid the potential ill effects, a clarion call has gone out to all parents to provide learning opportunities for children in the home, to become more involved in their children’s schooling, to form partnerships with their children’s teachers, and to participate in parent education. (Haupt, and Larsen, 1997).

Even though the importance of school-parent partnerships is generally accepted, there is often little or no training for helping teachers implement this valuable philosophy. So often the parental involvement is limited to back-to-school events at the beginning of the year, occasional help with scheduled parents and field trips, or periodic parent-teacher conferences, often formal in nature and with a set time limit. Parents and teachers may not feel secure working with each other; attitudes, ideas, values, previous experiences, cultures, and other influences may all make communication with one another difficult. Still, teachers are expected to involve parents and parents are expected to be involved, and so the partnership needs to begin with building a trusting relationship (Finders and Lewis, 1994).



Families and schools share a mutual responsibility in helping children learn (Coleman, 1997; Haupt and Larsen, 1997). Groves and Stamp (1994) refer to this unique relationship between families and schools as a “third institution”. Every effort must therefore be made to strengthen this important link and help parents and teachers see each other as playing an important role in the education of the child.

The family is the young child’s earliest educator, and parents have a lasting influence on their child’s attitudes, values, learning, concepts, emotions, and ideas. They have the right, responsibility, and opportunity to influence their child’s education (Newman, 1995; Gage and Workman, 1997). Even though many parents are not aware of how important they are in their child’s education, there is extensive and convincing evidence regarding the benefit of parent involvement in the development and education of their child (Akaran and Fields, 1997).

Everyone benefits when parents are involved in their child’s education, and all parents have competences that will help their child succeed in school. In order for the teaching of the young children to be effective, a positive link must be made between the school and the home; the two must be partners, since they are both vital parts of the child’s life and education. Involving parents in children’s education improves the children’s achievements and the overall level of success



in schools. The earlier the parents are involved in their child's learning, the greater are the benefits (Eliason, 1999).

Both parents and teachers can contribute to the growth and development of children. In addition, parents have much to offer teachers and the school, and the teachers have much to offer parents. Parents can become better acquainted with the school's programs, and teachers can become more aware of children's home situations. As they learn each other's values and goals, they are able to be more supportive of each other in working together with their children. Teamwork and collaboration are more likely to achieve positive results than when school systems and families work alone (Rosenthal and Sawyers, 1996).

It has been found that there are both parent's and teacher's attributes that promote partnerships. Qualities that appear especially for parents are their self-image, warmth, efficacy, nurturance, sensitivity, and strength of interpersonal involvements. Relevant attributes for teachers that promote partnerships are accessibility, reliability, sensitivity, and flexibility (Swick, 1991).

Some teachers believe that planning for parent involvement takes too much time. However, despite the difficulties, the accumulating research on the positive effects for parent participation in educational programs has created continuing interest in parent involvement. Teachers need to accept that parent's attitudes toward involvement are important (Lopez and Schultz, 1996). There is a clear relationship between the teacher's attitude toward parent involvement and



the actual level of involvement; the more positive a teacher feels about involving parents, the higher the level of parent involvement (Swick, 1991).

There are many parent involvement activities that will assist schools and homes in developing partnerships that benefit everyone involved and help parents realize that their participation makes a difference. Educators believe parents make the difference between a mediocre school and a great school (Eliason, 1999). It is then the aim of the study to determine the existing parent involvement activities in private elementary schools in La Trinidad, Benguet that are believed to be beneficial to the students, parents, teachers, and community.

Statement of the Problem

The study was geared in knowing the involvement of parents in their children's education. Specifically, the study aimed to answer the following questions:

1. What are the existing parent involvement activities offered by private elementary schools in La Trinidad, Benguet?
2. What is the extent of parent involvement in activities offered by private elementary schools in La Trinidad, Benguet?
3. What are the perceived effects of involving parents in activities offered by private elementary schools in La Trinidad, Benguet?
4. What are the problems met by parents in their involvement in activities offered by private elementary schools in La Trinidad, Benguet?



Objectives of the Study

The study in general assessed the involvement of parents in their children's education. Specifically it aimed to achieve the following:

1. To determine the existing parent involvement activities offered by private elementary schools in La Trinidad, Benguet.
2. To determine the extent of parent involvement in activities offered by private elementary schools in La Trinidad, Benguet.
3. To determine the perceived effects of involving parents in activities offered by private elementary schools in La Trinidad, Benguet.
4. To determine the problems met by parents in their involvement in activities offered by private elementary schools in La Trinidad, Benguet.

Importance of the Study

Evaluating a planned and implemented activity is very important to any educational institution, specifically in the case of involving parents in school activities, which require money, time, and effort.

The results of this study will help both educators and parents become aware of their roles in educating the children bestowed by God in their hands. Its goal is to help educators and parents for effective yet fun-filled teaching and parenting. The task of course in educating tomorrow's God-fearing and effective citizens is not an easy one. It is the business of all individuals, the family, the



school, the church, and the community.

With this study, parents will become aware and be enlightened of what should really be their roles in the development and progress of the educational system. They will not be passive parents of the school but active so that both parties will be able to achieve its goal (Apolonio, 2001). It will also be a great help to administrators as they plan, revise, and enhance their parent involvement activities.

The study hopes to develop in the readers the sense of gratitude to the contributions of school parents and will serve as a challenge to them to be more dedicated to any endeavor, they will undertake in the next years to come,

Paving the way to a horizon of awareness, cooperation, and mutual understanding between parents and educators, a vision of strengthened ties between educators and parents of private elementary schools in La Trinidad, Benguet is not far to achieve.

Furthermore, the results of the study are for committed individuals who take interest in educating the future leaders/citizens of this nation and society as a whole.

Scope and Delimitation of the Study

The study was conducted to determine the existing parent involvement in the activities offered by private elementary schools in La Trinidad, Benguet during the first semester of school year 2006-2007. The private elementary



schools included in the study were: Benguet Scholastic and Achievement Development Center, Brilliant Child Christian Academy, Cordillera Career Development College-Elementary Department, God's Lamb Academy, H.O.P.E. Christian Academy, La Trinidad Nazarene Learners Center, Little Flower Children's Home Foundation, Rainbow Mission International Academy, Inc., San Jose Elementary School, Shekinah Learning Center, St. Francis School, Star Educational Christian Foundation, Sunbeam Learning Center, Superkids Learning Center, and UCCP Integrated School.

The extent of parent involvement, the perceived effects of parent involvement, and the problems encountered in participating in activities offered by private elementary schools in La Trinidad, Benguet were also determined.



REVIEW OF LITERATURE

The unifying purpose for individuals, families, schools, and organizations that collaborate in the development of educational partnership is best depicted by the much-quoted African proverb “It takes an entire village to raise a child”. Partnerships exist because parents, school teachers, administrators, and other individuals seek to address the academic, social, emotional, physical, and ethical development of children (Cordero, 2000).

Parent Involvement Activities

The term “parent involvement” is used broadly in this study. It includes several different forms of participation in education and with the schools. Parents can support their children’s schooling by attending school functions and responding to school obligations like parent-teacher conferences, for example. They can become more involved in helping their children improve their schoolwork by providing encouragement, arranging for appropriate study time and space, modeling desired behavior such as reading for pleasure, monitoring homework, and actively tutoring their children at home (Cotton, 2005).

Parent involvement in children’s education can also mean discussing progress with teachers, voting in school board elections, helping the school to set challenging academic standards, limiting TV viewing on school nights, and becoming an advocate for better education in the community. It can also be as simple as asking children, “How was school today?” every day. It will then send



children the clear message that their schoolwork is important to parents (NEA Resources, 2006).

Rio Linda Junior High School, (2002) adopts the policy that parent involvement is a crucial element in a successful educational program. The school strives to involve parents in the educational process through a variety of means. Education is a process that involves teamwork on the part of parents, students, teachers, school staff, and administration.

In an effort to engage parents/guardians in their child's education, learning institutions now provide opportunities for parents to participate in. Morrison (1994) found that mixture of informal and formal activities work well. Parents can become engaged through social and recreational activities. Once engaged, they are more likely to work with their children on school-related activities and view themselves as involved in their children's education. Seely (1993) argues for a different model of schooling, one in which parent involvement is a necessity.

While some programs have adopted extensive comprehensive efforts to increase parental participation, relatively simple efforts also have effects. Bole, Walberg, and Waxman (1980) found that children of parents who adhered to school contracts made greater gains. These contracts signed by the principal, teacher, parent, and child stipulated that parents would provide a special place at home to do school work, talk with their child daily about school events, and pay attention to their child's academic progress and compliment any gains.



Dimensions of Parent Involvement

“Parent involvement” is fast becoming a hot topic (Simic, 1991). Teaching periodicals, parent magazines, newspapers, and even television talk shows and special broadcasts are emphasizing the impact parents make in educating their children. Topics include hints on effective communication at conference time, tips for establishing study skills and habits at home, and information on how to use parents effectively as volunteers in the classroom (Vukelich, 1984).

A potential limitation with the teachers-parents involvement suggestions described in some articles is that even though they may be worthwhile, they often lack an overall organization that allows teachers to plan and develop principled programs for parents (Becher, 1986). Many well meaning, dedicated teachers approach parent involvement as an “afterthought” that may lack purposeful implementation. Parent involvement, in this sense, is not seen as part of the curriculum. A general format may help and guide the development of an organized approach to parent involvement. The following are three different thoughts that can be considered in planning the parent involvement program.

Petit (1980) attempts the various dimensions of parent involvement. Petit specifies three levels or degrees of increasing parent involvement: namely monitoring, informing, and participating. These are described in the following paragraphs.



Monitoring level. Schools make parents aware of the school situation. This is done through informal conversations, announcements regarding the school's activities, weekly bulletins, open houses, and public invitations to activities. Parents are assured of confidence and acceptance.

Information level. Communication at this level is between the classroom teacher and the parent and it is done through parent-teacher conferences, home visits, class newsletters, bulletin boards, reporting, phone calls, and take-home packets.

Participation level. Parents become actively involved in the classroom with teachers. They act as volunteers or aides, helping with bulletin boards, making games and activities, and many others that they can participate into.

Epstein (1995) presents six standards of parent involvement as follows: (I) parenting, (II) communicating, (III) volunteering, (IV) learning at home, (V) decision making, and (VI) collaborating with community.

Standard I-Parenting. This is to help families establish home environments to support children as students like parent education, family support programs to assist families with health, nutrition, and other services; neighborhood meetings to help families understand schools and vice versa.

Standard II-Communicating. This is to design effective forms of school-to-home and home-to-school communications about school programs and



children's progress like conferences, weekly or monthly folders, phone calls, newsletters, and other forms of communication.

Standard III-Volunteering. This is to recruit and organize parent help and support. These are: volunteer program to help teachers, students, and other parents; parent room for volunteer work, meetings; talent bank, parent patrols or other activities to aid safety and operation of school programs.

Standard IV- Learning at home. This provides information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning such as information on homework, calendars with activities, family participation in setting student goals.

Standard V- Decision-making. It includes parents in school decision, developing parent leaders and representatives like active PTA/PTO, advisory councils, advocacy groups, and networks to link all families with parent representatives.

Standard VI- Collaborating with community. This identifies and integrates resources and services from the community to strengthen school programs, family practices, and student learning and development. Activities like information on community activities that link learning skills; service integration through partnership; service to the community by students and families; participation of alumni are some examples of integrating school activities with that of the community.



Another framework is Swap's (1993) four models of home-school relationships that include: the protective model, school-to-home transition model, curriculum enrichment model, and the partnership model. These are described in the following paragraphs:

Protective model. Parents delegate to the school the responsibility of educating their children. Swap contends that the goal of this model is primarily to reduce the possible conflict that can result between schools and families.

School-to-home transition model. It involves enlisting parents in supporting the school's goals. It then becomes the responsibility of the family to reinforce these goals at home.

Curriculum enhancement model. It involves families in developing and enriching the school curriculum. Parents are encouraged to take a child to an aquarium or a museum if related topics are being covered in the curriculum.

Partnership model. It attempts to reshape the school environment by emphasizing two-way communication and joint problem solving. In this model, families and educators work to enhance all aspects of the school, rather than certain parts of the curriculum.

Henderson and Berla (1995) report that the protective and school-to-home models are common practice and that the curriculum enrichment and partnership models are coming into wider use. The partnership model described by Swap could include the typology described by Epstein. Schools incorporating



Epstein's typology and Swap's partnership model would be creating a new standard for family involvement.

Parent Involvement in All Ages

There appears to be a relationship between the age of the child and the forms of parental involvement. Greater efforts to involve parents are seen at the preschool and primary levels. Efforts focus on assisting in the classroom and reading to children at home. Teachers of young children are the most frequent users of parent involvement techniques (Epstein, 1987).

At the middle and high school levels, parent involvement practices declined (Lucas and Lusthaus, 1978). Hollifield (1994) presents a number of reasons why this is so. The adolescent has a developmental need for autonomy and greater responsibility. Families often live far from the high school and are less able to spend time there. The organization of the secondary schools is more complex and teachers have contact with large numbers of students. Few high schools make any one teacher responsible for a small group of students. At the secondary level, what parents do at home seems to have the greatest impact. Keith et.al. (1986) found that key strategies to follow at the secondary level were limiting recreational TV viewing and emphasizing the completion of homework assignments. Hollifield (1994) noted that parents of high school students are rarely guided to conduct discussions with their teenage children about important school decisions or plans for the future.



Research also suggests a correlation between parent involvement and dropout rates. Rumberger et.al (1990) found that students who drop out reported that their parents rarely attended school events or helped with homework. These parents were more likely to respond to poor grades with punishment. These high school students rarely consulted their parents when making educational decisions.

Brian (1994) reports that parents of high school students feel more uncertain about what is happening in their children's lives than they did in elementary school. Despite their need for autonomy, Brian finds that teens are less resistant to the idea of parent involvement than is commonly believed. The key here is the notion that parental efforts is seen as support rather than control.

Foreign Schools with Parent Involvement Activities

Stone (1998) documented the following American learning institutions implementing parent involvement activities:

Ashiwi Elementary Schools (AES). Last school year 1997-1998, 209 students and their parents participated in the Family Math and Science Exhibition. Five projects made to the County Science Fair and this enabled the school to sponsor more parent training activities. Parents provided class presentations, small group activities, individual tutoring, and they also volunteered as crossing guards.



Dowa Yalane Elementary School (DYE). Last school year 1997-1998 DYE initiated and implemented a Parent Scholar Program. Parents received training and they worked in different classrooms. The program brought parents closer to the teaching/learning process and they became models for their own children as well as others.

Zuni Middle School (ZMS). In 1997, ZMS initiated the “Parents as Mentors” program. Trainings were provided so parents will be able to act as mentors for middle-aged children who are considered “at-risk”.

Twin Buttes High School (TBHS). The school has a monthly “dress lunch” where food is served restaurant style. This is a time for students and their parents to enjoy meals together. Many parents are called on to be guest speakers in different classes. Parents or family members also act as mentors for some students at service learning placements.

Zuni High School (ZHS). Parents are the Booster Clubs for athletics. They handle the majority of the fund-raising activities through concession stands, advertising sales and just old-fashioned hard work.

Zuni Tribal Head Start (ZTHS). The Tribal Head Start Program serves over 150 Zuni preschool students. The district provides special education staff for 3-5 year olds with disabilities in the mainstreamed program. Head Start has many parenting training programs, volunteer activities and programs open to the community. Last 1997, parents contributed 6,000 hours of volunteer time.



Wherry (2004) also compiled the following researches on parent involvement program:

In a Maryland survey, 85% of elementary school parents said they spend a quarter hour or more in helping their children when teachers request it, and were willing to spend more time if asked.

In a survey in the U.S. southwest, low-income parents were as interested as higher income parents being involved in evaluating their child's progress, selecting methods of classroom discipline, and deciding how much homework is assigned.

Children need routines and consistency in their lives. In-depth surveys of achieving and underachieving 12th grade African American students in Chicago, and culturally diverse fourth-grade students in Los Angeles indicate that children who are academically successful tend to come from families who engage in a regular routine of activities.

A study of 1,900 elementary children in London found that when schools encouraged children to practice reading at home with parents, they made highly significant gains in reading achievement compared to children who practiced only at school with teachers.



Local Studies of Parent Involvement Activities

Home and family are significant factors in student learning and achievement. Embodied in The Civil Code of the Philippines, Care and Education Act of Children is the entitlement of every child to parental care; moral and civic training by the parents or guardians; and the right to live in an atmosphere conducive to his physical, moral, and intellectual development. Lee-Chua (2004) attested that family environment is even more crucial than creative and innovative teaching styles.

In the Philippines, the first step towards home-school collaboration was the organization of the Parent-Teacher Association (PTA) in 1923. It had been a channel of blessing to many schools (Salinas, 1996). Lately, however, it has lost its attraction to parents. Through time, the PTA turned out to be a fund-raising organization (Padre, 1978).

According to Alip (1969), parents should give their support to the school. They should take an active interest in their children's schools and be willing to give service whenever they have the opportunity to do so. They should be interested in what their children are learning. In this way, they make education real and meaningful to their children.

Garcia (1973) found out in her study that school administrators had employed direct means to make direct contact with the parents. This includes, regular sending of letters dealing with the school problems and other types of



information to parents, periodic meeting with the parents, informal conference with individual parents when they visit the school, organizations of parent seminars or workshops, and home visits of school administrators/teachers to parents.

Maglaya (1998) recommended in her study that; a) parents and teachers should work together to elevate the achievement of the school, b) parents and teachers should be more active in attending such meetings and programs of their children, c) and parents and teachers should give more attention to the different problems encountered looking into the possible root causes and introducing remedial measures.

Apolonio (2001) further recommended that: a) parents and teachers should continue working hand-in-hand so that school related projects be undertaken fully, b) parents are encouraged to continue supporting school activities, c) parent involvement were found to be advantageous, hence; parents must continue to be always of help to the school, d) parents and teachers should always maintain open communication so that negative attitudes towards each other be settled or cleared, e) parents and teachers must be open minded individuals so that acceptable measures be applied .

Effects of Parent Involvement Activities

Many researchers, practitioners, and policy makers have documented the importance of parent involvement. Epstein (1983) reported that when teachers



were committed to increasing parent involvement, the parents "...felt that they should help their children at home, ...understand more on what their children were taught in school, ... and were more positive about the teacher's interpersonal skills...". This change in parent's perceptions is true even after socio-economic status and student ability are taken into account. Furthermore, if increased parental involvement creates the perception that the school is more effective, it is likely that student achievement will increase (Caplan, Choy, and Whitmore 1992).

According to Cotton and Wiklund (2001) research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. This holds true for all types of parent involvement in children's learning and for all types and ages of students. Parent involvement has also positive effects on student attitudes and social behavior. Research further indicates that the activities parents get involved with will provide them the training that would help them for roles in school decision making.

As compiled by Wherry (2004) and with other researches, the following effects prove that parent involvement is worth investing. Studies find that students with involved parents are more likely to: earn higher grades and test scores, pass their classes earn credits and be promoted, have positive attitudes and behavior and attend school regularly. It was observed also that the students have better social skills, show good behaviour and adopt well to schools. Involvement of parents in school activities resulted to the high quality and more grade-



appropriate work, completion of more homework on weekends, observation of a closer relationship between family and school, fewer placements in special education. Further observations are, greater enrollment in postsecondary education and children of involved parents usually graduate and go on to further education.

Studies of Henderson, (1994) find that involved parents are more likely to:

1. Have more confidence in school.
2. Regard teachers to have higher opinions of parents and higher expectations of their children.
3. Greater confidence in themselves as parents and in their ability to help children learn at home.
4. Greater likelihood that the parents will enroll in continuing education to advance their own schooling.

Studies of Henderson, (1994) document the following benefits for schools and communities:

1. improved teacher morale;
2. higher ratings of teachers by parents;
3. more support from families;
4. higher student achievement; and
5. better reputation in the community.



Problems Encountered in Parent Involvement Activities

All parents want their children to become successful, caring adults. However, they do not know where to start, when to find the time, or how to go about making positive connections with the school. Educators are advised not to assume that if parents or guardians are uninvolved, they are disinterested. There are many reasons why parents do not become active in school. Davies (2002) enumerated some of the many problems: too little time/ work schedule/single parenthood, lack of resources/transportation/child care, language barrier/cultural isolation, social isolation/low educational level, not knowing how to contribute, and feeling overwhelmed, intimidated or unwelcome.

Lee (1999) contributes similar problems as: conflicting perceptions of roles, logistical problems, school resistance, and characteristics of parents-educational level, income level, marital status, family structure, and ethnicity.

Honig (1990) presented some problems such as: parent has difficulty in seeing self as educator and responsible person in the life of the child, parental problems and fears, and parents do not believe anyone has no hidden motive.

Additional studies have found that parental involvement is more important to student success, at every grade level, than family income or education. However, strong families, strong schools (1986) mentioned a report that reflects 30 years of research on family involvement in education. It stated the sad fact that “in many instances parents do not feel welcomed in schools”.



Educators then need to recognize the extent of disconnection as a precondition for involving families in their children's education. Starr, (2005) suggest ways of reducing that feeling of disconnection. These are having positive contact with parents during the first meeting, communicating with parents simply and convincing that all parents have regular access to clear and concise, readable information. The concern and opinions of schools should be addressed. Parents' work schedule, language and cultural differences should be accommodated.

The National PTA has also set the following for parent/family involvement activities:

1. establish regular and meaningful communication between home and school;
2. promote and support parenting skills;
3. encourage active parent participation in student learning;
4. welcome parents as volunteer partners in schools;
5. invite parents to act as full partners in making school decisions that affect children and families; and
6. reach out to the community for resources to strengthen schools.

Conceptual Framework of the Study

In education, partnerships are either school-linked or school based. In today's economic and social climate, partnering is a service model that is very



useful (Cordeiro and Loup, 1996). Allen and Catron (1999) further elaborated that partnerships with parents is an ecological approach to involving, teaching, and supporting families; to enhancing the total experience of children through increased interactions and continuity between the home and the learning institution; and to enriching the program through parent's participation and contributions. Partnership with parents is one of the foundations of the invisible curriculum and provides the bridge of consistency between children's worlds.

Parents and guardians are the most important and influential adults in student's lives. Parent involvement clearly impacts students' learning (Christenson and Sheridan, 2001). This is consistent with the findings that teachers cite lack of parental support as the major factor preventing students from completing homework. Based on the National Longitudinal Study conducted by the National Center for Education Statistics, "parental involvement in school activities had a consistent effect on the students", Kaufman et. al. (1992).

The complexity of modern life, the pressures of balancing work and family commitments, and the demands on parents' time are factors that contribute to an expanded view of parent participation (Allen and Catron, 1999). Research has then established that the most successful parent participation efforts are those which offer parents a variety of roles in the context of a well-organized and long-lasting program. Parents need to choose from a range of activities that accommodate different schedules, preferences, and capabilities.



In this study, Epstein's (1995) Framework of Six Standards of Parent Involvement is adopted. The parenting (I), communicating (II), volunteering (III), learning at home (IV), decision-making (V), and collaborating with community (VI).

Standard I –Parenting is helping families establish home environments to support children as students like parent education, family support activities to assist families with health, nutrition, and other services; neighborhood meetings to help families understand schools and vice versa. Parents become involved in the basic obligations of ensuring children's health and safety. They acquire parenting and child-rearing skills needed to prepare children for school, supervise them, teach and guide children at each level, and create positive home conditions that support learning.

Standard II-Communicating is doing effective forms of school-to-home and home-to-school communications about school activities and children's progress such as conferences, weekly or monthly folders, phone calls, newsletters, and other forms of communication. Parents receive and respond to communications from the school regarding educational programs and children's progress.

Standard III-Volunteering is recruiting and organizing parent help and support like volunteer program to help teachers, students, and other parents; parent room for volunteer work, meetings; talent bank, parent patrols or other



activities to aid safety and operation of school programs. Parents become directly involved on site. They assist teachers, administrators, and children in classrooms or other areas of the program.

Standard IV- Learning at Home is providing information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning such as information on homework, calendars with activities, and family participation in setting student goals. Parents respond to child-initiated requests for help as well as ideas or instructions from the teachers. Parents monitor or assist their children at home in learning activities that are coordinated with children's experiences at the school or center.

Standard V- Decision Making includes parents in school decision, developing parent leaders and representatives like active PTA/PTO, advisory councils, advocacy groups, networks to link all families with parent representatives. Parents take decision-making roles on advisory councils or on other committees or groups at the program, district, or national level. Parents may become involved in community activities or independent advocacy groups that monitor the program and work for educational improvement.

Standard VI- Collaborating with Community identifies and integrates resources and services from the community to strengthen school activities, family practices, and student learning and development like information on community



activities that link learning skills; service integration through partnership; service to the community by students and families; participation of alumni.

Figure 1 shows the independent and the dependent variables on which the study is based. The independent variables are the activities adopted from Epstein's framework of parent involvement. The dependent variables are the existing parent involvement activities offered by private elementary schools in La Trinidad, Benguet described as always, often, seldom, and never. The extent of parent involvement in activities described as very much involved, much involved, moderately involved, seldom involved, and never involved. The perceived effects of involving parents in activities were determined to have very much effect, much effect, moderate effect, and no effect. Likewise the problems encountered by parents when they involved themselves in activities offered by private elementary schools in La Trinidad, Benguet were described as very much serious, much serious, moderately serious, and not serious.

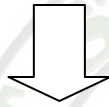


Independent Variables

Parent involvement activities offered by private elementary schools in La Trinidad, Benguet.

Epstein's Framework on Parent Involvement:

- | | |
|-------------------------------|--|
| (I) Parenting Activities | (IV) Learning at Home Activities |
| (II) Communicating Activities | (V) Decision-Making Activities |
| (III) Volunteering Activities | (VI) Collaborating with Community Activities |



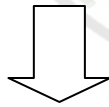
Dependent Variables

Existing parent involvement activities offered by private elementary schools in La Trinidad, Benguet.

Extent of parents' involvement in activities offered by private elementary schools in La Trinidad, Benguet.

Perceived effects of involving parents in activities offered by private elementary schools in La Trinidad, Benguet.

Problems met by parents in activities offered by private elementary schools in La Trinidad, Benguet.



Expected Outcome

Parent Involvement Activities

- Parent observation (observe on-going classes)
- Home visits by teachers
- Parents as resource speakers
- Volunteer room parent (teacher, tutor, storyteller...)
- Voting in school boards
- Parents to plan/coordinate partnership with community
- Parents to link service to the community by the students, families, and school

Figure 1. Paradigm of the Study



Definition of Terms

For the purpose of clarity and easy understanding, the following terms used in the study are herein defined:

Existing parent involvement activities refer to the current means by which schools involve parents in their child's education and development. It is classified according to Epstein's (1995) framework of parent involvement as: Parenting (I), Communicating (II), Volunteering (III), Learning at home (IV), Decision Making (V), and Collaborating with the Community (VI). It is described as always, often, seldom, and never.

Extent of parent involvement refers to the parents' level of participation in the various activities undertaken whether at home or at school for the child's education and development. It is measured using the scale: very much involved, much involved, moderately involved, seldom involved, and never involved.

Family involvement refers to any form of possible interaction of an older sibling, a grandparent, an aunt, an uncle, or a cousin probably with schools in the interest of the child's education and development.

Partnership refers to the shared power of the family, school, and community. Family members are given opportunities to provide ideas just as educators and community members do.

Parent involvement refers to any form of interaction of parents with schools in the interest of the child's education and development.



Parent involvement program refers to the annual school plan consisting of several activities.

Perceived effects of parent involvement refer to the benefits that influence the students, teachers, parents, and community. It is measured using the scale: very much effect, much effect, moderate effect, and no effect.

Private school refers to any school owned and managed by individuals, corporations or churches. It is not owned and managed by the government.

Problems in parent involvement refer to the difficulties met by parents in the course of involving themselves in their children's education and development. It is measured using the scale: very much serious, much serious, moderately serious, and not serious.

Hypothesis of the Study

The following hypothesis was tested:

1. There is a significant difference on the existing parent involvement activities offered by private elementary schools in La Trinidad, Benguet.



METHODOLOGY

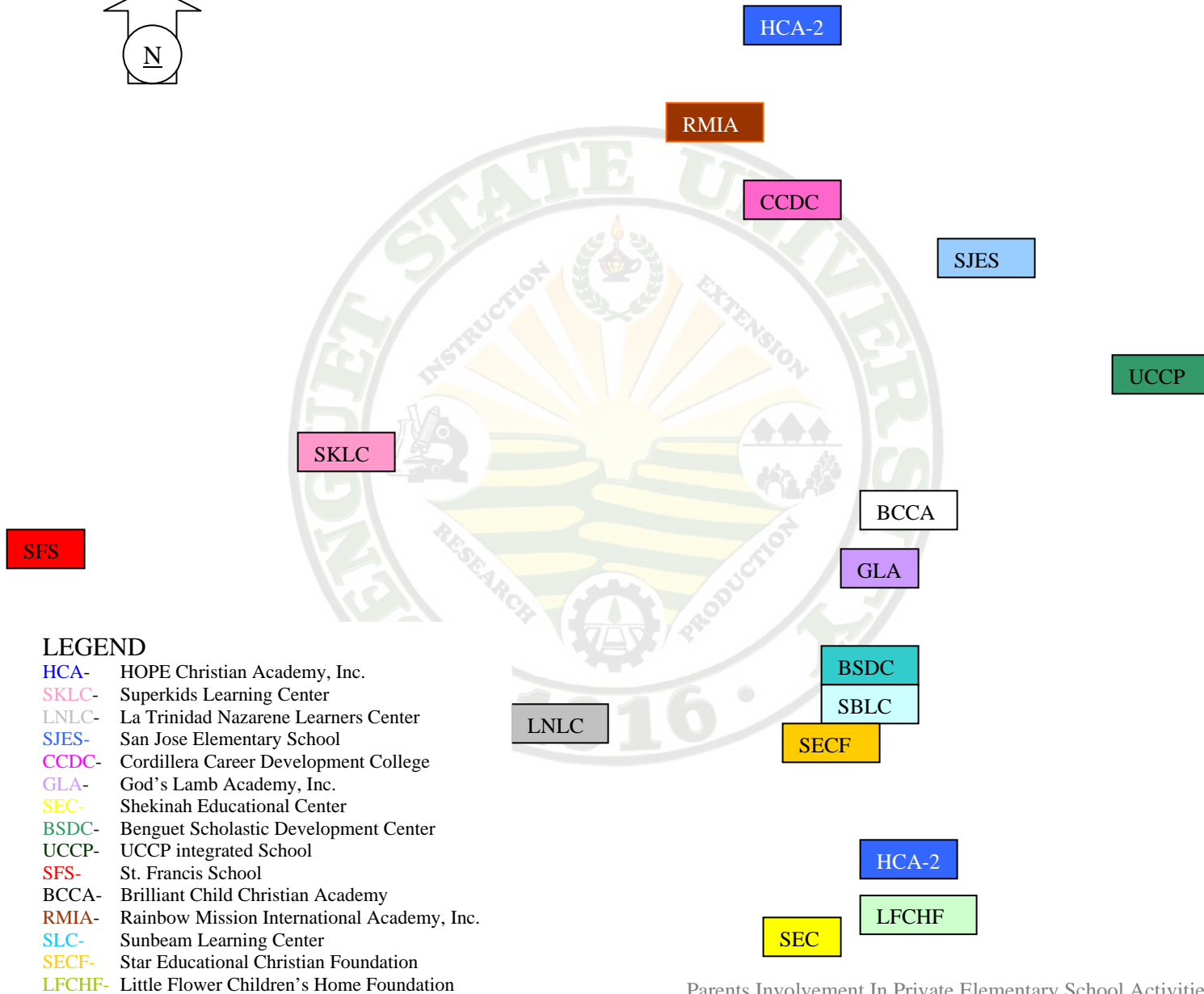
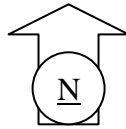
Locale of the Study

The study was conducted in 15 different private elementary schools in La Trinidad, Benguet during the first semester of school year 2006-2007. The private elementary schools are the following: Benguet Scholastic Learning Center, Brilliant Child Christian Academy, Cordillera Career Development College Elem. Dept., God's Lamb Academy, Home Oriented Prime Education Christian Academy, Inc., La Trinidad Nazarene Learners Center, Little Flower Children's Home Foundation, Rainbow Mission International Academy, Inc., San Jose School, Shekinah Educational Center, St. Francis School, Star Educational Christian Foundation, Sunbeam Learning Center, Superkids Learning Center, and UCCP Integrated School.

The above schools were chosen because they are owned and managed by private individuals. Some of the schools are newly established, and some were established many years ago.

Figure 2 shows the map of the study.





LEGEND

- HCA-** HOPE Christian Academy, Inc.
- SKLC-** Superkids Learning Center
- LNLC-** La Trinidad Nazarene Learners Center
- SJES-** San Jose Elementary School
- CCDC-** Cordillera Career Development College
- GLA-** God's Lamb Academy, Inc.
- SEC-** Shekinah Educational Center
- BSDC-** Benguet Scholastic Development Center
- UCCP-** UCCP integrated School
- SFS-** St. Francis School
- BCCA-** Brilliant Child Christian Academy
- RMIA-** Rainbow Mission International Academy, Inc.
- SLC-** Sunbeam Learning Center
- SECF-** Star Educational Christian Foundation
- LFCHF-** Little Flower Children's Home Foundation



Respondents of the Study

Table 1 shows the distribution of respondents. The respondents of the study were the parents of the pupils or students who were enrolled last school year 2005-2006 and are currently enrolled for the school year 2006-2007 in the different private elementary schools in La Trinidad, Benguet. The respondents were grouped according to families. Siblings were given one set of questionnaire.

Table 1. Distribution of Respondents

SCHOOLS	FREQUENCY	PERCENT
H.O.P.E. Christian Academy, Inc.	179	22.60
San Jose Elementary School	166	20.96
La Trinidad Nazarene Learners Center	99	12.50
Cordillera Career Development College-Elem. Dept.	80	10.10
Shekinah Educational Center	77	7.72
Benguet Scholastica Development Center	37	4.60
Brilliant Child Christian Academy	27	3.41
God's Lamb Academy, Inc.	24	3.03
Star Educational Christian Foundation	21	2.65
UCCP-Integrated School	21	2.65
Rainbow Mission Int'l Academy, Inc.	19	2.40
St. Francis School	18	2.27
Superkids Learning Center	13	1.64
Little Flower Children's Home Foundation	7	0.88
Sunbeam Learning Center	4	0.51
TOTAL	792	100



Instrumentation

The research instrument used in the study was a questionnaire checklist. Included in the questionnaire were the possible parent involvement activities adopted from Epstein's (1995) framework of parent involvement. The extent of parent involvement in activities offered by private elementary schools is also included. The perceived effects of involving parents in activities, and the problems encountered in participating in activities offered by private elementary schools in La Trinidad, Benguet were also included.

Data Gathering

The survey questionnaire was the main instrument used in gathering data for the study, supplemented by informal interview with the respondents.

Upon the approval of school heads, copies of the structured questionnaire were hand-carried to the different elementary private schools. The researcher asked the kind assistance of the administrators, grade school teachers, and school parents in the conduct of the data-gathering instrument. The advisers of the different grade levels were asked to attach the questionnaires on the assignment notebooks of the students and they were the ones who collected the questionnaires and arranged them randomly before giving it back to the researcher.

Statistical Treatment of Data

The data gathered were tabulated, analyzed, and interpreted according to the objectives of the study. To indicate the existing parent involvement activities,



a four-point scale was used as always, often, seldom, and never. To indicate the extent of parent involvement; a four-point scale was used as; very much involved, much involved, moderately involved, and never involved. To indicate the perceived effects of parent involvement; the respondents identified whether this involvement had very much effect, much effect, moderate effect, and no effect. To indicate the degree of the seriousness of the problems met; a four-point scale was used as very much serious, much serious, moderately serious, and not serious. Descriptive statistics were used in treating the data such as ranking, frequency counts, weighted mean, and Friedman's two-way analysis of variance, which has the following formula:

$$X^2_r = \frac{12}{NK(K+1)} \sum (R_i)^2 - 3N(K+1)$$

Where:

X^2_r - Friedman's two-way ANOVA by ranks

K - Number of Columns

N - Number of Rows



RESULTS AND DISCUSSION

This section presents the analysis, interpretations, and discussions of the data on the activities where parents are involved in the private schools of La Trinidad, Benguet; the extent of parents' involvement, the perceived effects of involving parents, and the problems met in their involvement in activities.

Parent Involvement Activities Offered by Private Elementary Schools

Table 2 presents the existing parent involvement activities offered by La Trinidad private elementary schools.

As shown in Table 2, La Trinidad private elementary schools are always giving Learning at Home (Standard IV) activities with weighted mean of 3.58. Collaborating with Community (Standard VI) with weighted mean of 2.38, while Volunteering (Standard VI) with weighted mean of 2.22 are parent involvement activities that are seldom done by La Trinidad private elementary schools.

The computed X^2 value of 8.35 is higher than the tabular value of 7.82. Thus, the hypothesis stating that there is a significant difference among the existing parent involvement activities in La Trinidad, Benguet private elementary schools is accepted. This implies that the schools in La Trinidad private elementary schools offer varied activities.

Parenting activities like annual social events like Christmas program, Family day, Closing/Recognition Programs, sports fest and others with the



Table 2. Existing activities where parents are involved in La Trinidad private elementary schools

PARENT INVOLVEMENT ACTIVITIES	WEIGHTED MEAN	D.E.	RANK
Learning at home (Standard IV)	3.58	Always	1
Parenting (Standard I)	3.05	Often	2
Communicating (Standard II)	2.65	Often	3
Decision making (Standard V)	2.62	Often	4
Collaborating with community (Standard VI)	2.38	Seldom	5
Volunteering (Standard III)	2.22	Seldom	6

$X^2_c - 8.35$ Significant $X^2_{(.05)} - 7.82$

Scale:

Always (A)	3.26 – 4.00
Often (O)	2.51 – 3.25
Seldom (S)	1.76 – 2.50
Never (N)	1.0 – 1.75

weighted mean of 3.58 indicates that La Trinidad private elementary schools always do these activities in their respective schools. These activities are always done because they are common and traditional in the Philippine educational setting. Having these well-attended activities, administrators, and principals use it to teach, influence, and encourage parents on family involvement.

Parenting seminars, trainings, and workshops with the weighted mean of 2.5 indicates that La Trinidad private elementary schools often do these



activities. Two schools as per researchers' experience conduct quarterly parenting seminars with various parenting topics. Other schools conduct parenting trainings at least twice a year while other schools conduct at the beginning of the school year only. Javonillo (2006) commented that once classes have started, it is so difficult to be conducting parenting seminars, much more when a teacher leaves at the middle of the school year and the principal takes over his/her class.

Communicating activities like Parent Teacher Conferences or PTC's are always done. For most schools, regular PTC's are conducted at least four times a year. PTC's are done two weeks after every grading examination. In this way, parents are given quarterly opportunities to interact with their children's teachers. Also, parents get the benefit of being encouraged to monitor their children's quarterly progress.

Starr (2002) added that schools could further increase parental attendance at conferences in the following ways: make parents aware of conference dates and goals, make it possible for every parent to attend conferences, and teachers should plan ahead for a pleasant and productive conferences making it possible for all parents to get the maximum benefit from the conferences,

On the contrary, weighted mean of home visitation, 1.63, indicated that such communicating activity is never done by La Trinidad private schools.

In an informal interview, Magli (2006) admitted, "though home visitation is a very good activity, she and her staff do not have the time to go and visit the



homes of their students. Teachers after they teach, do all kinds of paper works and most often than not they go home late. Saturday and Sunday are spent with their families, she explained”. Furthermore, home visitation involves money for they need to pay their fare going to the students’ houses.

Home visitation is not a new idea. Hymes Jr. (1953) in his book *Effective Home-School Relations* written 53 years ago said, “Countless teachers, particularly those working with young children have long done it”. Today, according to Carlin (2001), home visits are catching on across the grade levels and around the world. Schools in England, Australia, Japan, and the United States all report success with teacher’s home visits. Many school districts in the U.S. now have programs that require teachers to visit their student’s homes at least once each school year.

Locally, Mandapat (2006) who is a dedicated advocate of parent-involvement encourages all her staff to visit at least five families each year. Golden opportunities of home visits are: death in the family, child is sick, birth of a new baby, or simply just to say hello. Pes-oyen (2006) added that absentee and problem students are also good prospects for home visitation. This acquaintance is to know the child in his full color, shape, and form as a person. Much has to be done, and so educators have to start it now. La Trinidad educators are challenged to help families understand schools and for educators to understand families as well.



Another communicating form believed by Fisher (2001) of Edgewood Middle School Wooster, Ohio as one of the school's best way to get parents involved is to express sincere appreciation for individual students and their efforts. Congratulatory letters, phone calls, text messages, and e-mails mainly to recognize the good work of the student are healthy starts.

Among the seven listed activities offered by La Trinidad private elementary schools, enlisting parents to help in miscellaneous chores like preparing food and prizes, joining reach out programs, helping in the clean and green drive, scouting/camping, and others with the weighted mean of 2.71 indicates that La Trinidad private elementary schools often do it in their schools. Schools believed that the above activities are avenues for parents to be involved in. However, due to economic demands, parents are not readily available. They work for a living and besides their children's schools are considered private and so they expect schools to do the job, Banigan (2006) added that not all schools do scouting and camping activities. One principal lamented that joining the national boys and girls scouts associations is just participating in their fund raising programs.

Activities seldom offered by La Trinidad private elementary schools are: enlisting parents to volunteer their transportation for a field trip or for an educational outing with the weighted mean of 2.22, asking parents to contribute for the school newsletter or yearbook with the weighted mean of 2.02, asking



parents to be resource speakers in the class with the weighted mean of 2.00, requesting them to be volunteer teacher/helper/tutor with the weighted mean of 2.00, and requesting them to lend books or other educational resources with the weighted mean of 1.88. This can be attributed to many factors such as not all parents have a vehicle to volunteer, conflict of work schedules, the culture of “shy kami mango”, lack of training, no extra educational facilities to share or lend, and simply the fact that their children’s schools are private. “Schools have to take the job and provide needed materials since parents are paying high tuition and miscellaneous fees”, one parent mentioned.

Anyhow, schools are to organize volunteer work, provide training, match time and talent with school, teacher, and students’ needs, and to recognize efforts so that participants are productive (Center on Families Communities, Schools, and Children’s learning, 2006). Educators have to get parents involved – no matter what it takes (Starr, 2002) reminded.

Fifteen La Trinidad private elementary schools agree to the importance of providing learning activities at home as a follow-up of concepts being learned in school. Schools always give homework to their students has the weighted mean of 3.58. Home works are copied by the students in their assignment notebooks/handbooks and are double checked by teachers especially for the primary grades. Some schools even require parents to affix their signatures in their children’s homework to make sure they are assisting their children. Salinas (1996) supports



the importance of schools giving follow-up activities at home about the concepts learned by the children in school.

The data in this study agree with the results of Salinas (1996) study who documented that Baguio City preschools appear to best engaged in giving homework(Type 4).

La Trinidad private elementary schools often have parent organizations as shown by the weighted mean of 2.98

During the conduct of this study, the researcher was able to note a school having the induction of their newly elected PTA officers. “They help a lot,” the principal said and she continued by showing some of the physical improvements done through the efforts of the association which is covered walk, so students do not get wet during rainy seasons.

Elementary schools that welcome the idea of parent organizations encourage parents, parent/community groups to be involved in fund-raising activities. As admitted by another local principal, parents raise funds and purchase items outside the school budget such as sport equipment, band uniforms, instructional equipment for the library and others.

On the contrary, one of the researcher’s respondents wrote, “ Schools should handle the budget for repairs since we are paying high tuition fees ”. One school principal also added “ Their school does not have a parent organization



because it is better that way. There is no pressure from parents; anyway, we can still get them involved without the organization”.

With the weighted mean of 2.25, parents seldom vote in school boards. This can be attributed to the very fact that no parent if not few is a member of the school board. School boards are usually permanent in status. For Catholic private schools, the school board comes from the diocese. For evangelical church-based schools, the school board comes from the elders or deacons of the church, and for other family owned private schools; the school boards are composed of family members.

Manchak (1982) further noted that most studies have shown that the more active and involved the organization is, it is easier for both sides to see and help with the problems of the other, the more likely it is that the entire educational program of the school will be successful.

Knowing the pros and cons of parent organizations, schools have to take the balance. The die has to be cast.

The very basic goal of parents collaborating with community is to identify and integrate resources and services from the community to strengthen school programs, family practices, and teacher-student learning and development (Center on Families Communities, Schools, and Children’s Learning, 2006).

With the weighted mean of 2.64, La Trinidad private elementary schools



often have their students' parents provide information to schools about community health, cultural, recreational, social support, and other programs or services available in the community.

Locally, parents often provide information to schools. Usually community agencies channel information to schools. And in response, schools continue to disseminate information to parents through their children. Noted for the previous year was the provision of Meningococemia vaccine by La Trinidad Rural Health Unit. Health officers made arrangements with schools and waivers were given to students for their parents' approval. Many school children benefited from this program since many parents were not aware of the "libreng bakuna" and cannot accompany their children to barangay health centers because of work. One parent thanked the school; at least she will not file for office leave anymore just to bring her daughter to the health center.

With the weighted mean of 2.15, parents of La Trinidad private elementary schools, seldom have the parents' plan/coordinate for school partnership with business, civic, and other agencies. This can be again attributed to parents working for a living. They are busy in their own workplaces and they cannot be forced to do the job, Javonillo (2006) stated.

Furthermore, institutionalized parent organizations serve as a link to partnership with business, civic, and other agencies. Institutionally also, La Trinidad private elementary schools do not have Community Service Learning



(CSL) program or its equivalent that parents can take roles. Community Service Learning is a school wide program in the United States. Its aim is to form a bridge between the community and schools, to help the members of the community understand the contribution students can make to community improvement and bring them in direct contact with students (Berman, 2005). Service to the community that can be coordinated by students, families, and schools include, art, music, drama, activities for seniors, and others.

At any rate, this research supports the goal of Hymes (1953) that in home-school relations, children are the real winners. The task is to keep welding a tighter parent-teacher team and to keep that team in shape and on the job continuously. The more unity there is, the more the children will benefit.

The other side of the coin reminds schools to offer different forms of parent involvement; no form of involvement is necessarily right for every family. Educators need to be flexible with work schedules of parents and supportive of their efforts to be involved in their children's schools (Amico, 1995).

Chua (2004) further insinuated that it is important to know the activities applicable to the Philippine setting and which among the many activities the families of students are already practicing. The only way to find out is to ask parents themselves.



Extent of Parent Involvement

Table 3 shows the extent of parents' involvement in activities offered by La Trinidad private elementary schools.

As gleaned from the table, Learning at Home (Standard IV) with the weighted mean of 3.50 indicates that parents of La Trinidad private elementary schools are very much involved in learning activities done at home. Decision Making (Standard V) with the weighted mean of 2.23, Collaborating with Community (Standard VI) with the weighted mean of 2.21, and Volunteering (Standard III) with the weighted mean of 2.01 indicates that parents of La Trinidad private elementary schools are moderately involved in these activities.

Similarly, the above data agree with the results of Salinas (1996), which revealed that parents of Baguio City preschools best engage in helping their children with homework (Type 4).

Having a weighted mean of 3.54, parents of La Trinidad private elementary schools are very much involved in annual social events like Christmas program, family day/sports fest, closing/graduation programs being undertaken by their children's respective schools. These are common and traditional activities that parents are very much involved in. Some parents lead the opening or closing prayer in programs, others teach cheering songs during sports fest, others join parents choir, and others simply claim that by their mere presence, they are already involving themselves. In one of the schools, the researcher



Table 3. Parents' extent of involvement in activities offered by La Trinidad private elementary schools

PARENT INVOLVEMENT ACTIVITIES	WEIGHTED MEAN	D.E.	RANK
Learning At Home (Standard IV)	3.50	Very Much Involved	1
Parenting (Standard I)	2.89	Much Involved	2
Communicating (Standard II)	2.66	Moderately Involved	3
Decision Making (Standard V)	2.23	Moderately Involved	4
Collaborating with Community (Standard VI)	2.21	Moderately Involved	5
Volunteering (Standard III)	2.01	Moderately Involved	6

Scale:

Very Much Involved (VMI)	3.26 – 4.00
Much Involved (MI)	2.51 – 3.25
Moderately Involved (MoI)	1.76 – 2.50
Never Involved (NI)	1.0 – 1.75

was able to observe a merit store. She learned that when parents attend and involve themselves, in specified school activities such as family day and field trip; students get merit cards with corresponding points. Points are accumulated and in due time students claim their merit prizes at the merit store.

Parents who are very much involved in attending these social events draw motivation in it and are inspired to do better with their parenting career. It makes me feel important, one parent testified.



Salinas (1996) mentioned, notable are arrangements made by parents so as to watch their children in programs. Some file for a leave from work, some go under time, others entrust their other children to a relative or a neighbor while others wake up earlier or sleep later than usual to finish work, which is supposed to be done on the day of the program. “Watching my child perform in school makes me joyful; all troubles for a moment seem to vanish,” one parent added. Some parents who are not able to attend send other relatives to represent them. Somebody has to be there to watch my child, another parent declared.

Having a weighted mean of 2.15, parents of La Trinidad private elementary schools are moderately involved in parenting seminars, trainings, and workshops offered by the schools of their children. Some reasons why parents are not involved in trainings are conflicts of schedule, parents are not aware, no time, they have more important appointments, they are nursing students, and other parents simply say they are “busy”.

Communication is one of the keys to good education (ACSI, 2000). Since God has given parents the responsibility of educating their children, it is important that educators include parents in the educational process of their children. Parents are educators’ allies. Educators are encouraged to be honest, natural, open-minded, and to keep parents informed.

As shown in Table 3, Parent- Teacher Conferences (PTC) has the highest weighted mean of 3.33 and home visitation has the lowest weighted mean of 1.64.



It indicates that parents of La Trinidad private elementary schools are very much involved in PTC's and are never involved in home visitation.

Frequent and positive school-to-home communication in the form of phone calls, progress reports, conferences, personal notes, newsletters, and home visits are to be used by educators to help parents feel more self-confident, more comfortable with the school, and more likely to become involved. The Center on Families, Communities, Schools, and Children's Learning (1994) reports that parents are more likely to participate in schools if they receive information from teachers about classroom activities, the progress of their children, and ways of working with their children at home.

Parent-Teacher Conference scheduled two weeks every grading examinations is one form of communication, which school parents anticipate. Parents are excited to know their children's strengths and weaknesses, their academic achievement, their emotional stability, social attitudes, skills and habits, their highest and lowest grades, and other parents are just curious how teachers would rate their children behaviorally and academically. Guinto (2006) commented, "it is worth attending PTC's. Parents like me are encouraged and reminded of our roles as parents and that we are to be creative in assisting our children and to be consistent with agreed rules when it comes to disciplining our children".



In home visits, parents are never involved because teachers do not visit their homes at all. Only 33 parents out of 792 responded that teachers have visited their homes. Magli (2006) explains, “Though home visitation is a very good activity, teachers do not have the time to visit the homes of their students. Teachers do all kinds of paper works after they teach and most often than not, they go home late. Saturday and Sunday are spent with their families”.

On the contrary, Smith (1997) asserted that when teachers visit homes of their students, a special partnership is formed creating a systematic strategy to change the way the two most important people in a child’s life would relate to one another. Home visits’ primary importance is building a trusting relationship between parents and teachers. And so, it is believed that home visits can affect the lives of countless children, Smith reiterated.

Consistent with the result in Table 2, parents of La Trinidad private elementary schools are moderately involved in all volunteering activities as follows: parents helping in miscellaneous chores which are preparing food and prizes, joining reach out programs, helping in the clean and green drive; parents being involved as chaperons on a field trip or outing; parents volunteering their transportation for a field trip or for an educational outing; parents as resource speakers in the class on a certain recipe/topic/hobby, or occupation; parents as a volunteer teacher, helper, storyteller, or tutor; parents contributing articles for the school newsletter or yearbook; and parents lending books or other educational



resources. Parents are moderately involved because La Trinidad private elementary schools seldom asked parents to be involved in the listed volunteering activities. It's very difficult to get parents involved because they are also working Javonillo (2006) admitted. Besides, since their children are in private schools, parents expect schools to do the job. Salinas (1996) also indicated that none of the Baguio City preschool parents have volunteered their transportation for a field trip or outing, neither has any one contributed articles for the school newsletter or yearbook, nor lent books and other resources to the school. Only one parent volunteered her home for a class field trip; one who served as volunteer helper in class and two who served as storytellers.

Henderson (2002) strongly advised that effective volunteering activities are those that invite maximum involvement, those that are welcoming, and those that cater to the specific needs of students, parents, and schools.

Epstein (1982) suggested that individual teachers could have positive impact on student learning and behavior when they involve parents as volunteers in classroom activities at school.

As shown in Table 3, parents of La Trinidad private elementary schools are very much involved in learning activities done at home with the weighted mean of 3.50.

Aside from parents assisting their children with their homework, other learning activities include, parent-child discussions with question and answer,



storytelling/story reading/ rhyme recitation, booklet or poster making, listening activities, role-playing, calendar/journal making, counting/classifying/sequencing objects, and visiting places with follow-up activities. One parent commented, “Home works now are very different to what we had before during our elementary years. Today, we too have to learn together with our children and be creative when it comes to homework”. Thus, parents are encouraged to help their children do well in school by using time at home to talk, read, and interact every day.

Following are some bright ideas compiled and suggested by Wherry (2006) for at-home practices and activities that will pave the way for positive school experiences. Use of car time, once a week relaxed bedtime rules when children can stay up late as long as they are reading in bed, and keeping a scrapbook of children’s accomplishment. Henderson (2002) stipulated that families with high achieving students reported more time engaged in home learning than families with low achievers.

Furthermore, in an extensive study of the best practices done by the best students of Ateneo High School, Chua (2004) found out that the top strategy to help students do well in school is for parents (not yaya, house help or Lola) to simply tutor their children until Grades IV or V at home. Chua (2004) made her point that the first 10 years of our child’s life are essential not just for building relationships but for developing good study habits as well. Investing time and



effort especially in the early years provides a steady foundation for lifelong learning and may prevent future problems.

Williams and Stallworth,(1984) and Elam (1990) added that various studies show that parents are willing to be more involved, and in a broader variety of ways.

Evident is the obtained weighted mean of 2.70 on parents being members of an active PTA or PTO. Parents of La Trinidad private schools are much involved in the activities of the association or organization. Among the agenda during meetings as reported by Salinas (1996) are projects, contributions, or donations, election of officers, deliberation of problems or complaints and information on parenting. Banigan (2006) also affirmed that, parents who are hesitant to approach teachers with questions and are afraid to speak their minds at school usually channel it to the officers of the association.

For schools with selected school boards, parents cannot definitely be involved in decision-making roles like voting in school boards. They can only participate if they are members of the school board. Evident is the obtained weighted mean of 1.75. It indicates that parents are never involved in voting in school boards.

As shown in Table 3, parents of La Trinidad private elementary schools are moderately involved in doing collaborating with community. Activities like parents providing information to schools about community health, cultural,



recreational, social support, and other programs or services available in the community that enhance learning skills and talents of students; parents linking service to the community by students, families, and school; parents planning/coordinating for school partnership with business, civic, counseling, cultural, health, recreation, and other agencies. Parents in these activities are moderately involved because schools seldom ask them to get involved. This can be related to the system existing in the locality. Usually, concerned agencies channel information to schools and schools pass the information to parents. Dengue alerts, Meningococemia updates, Children's month celebration, are few examples.

Nevertheless, a handful of La Trinidad parents as per researchers' experience provided schools with information on different community activities.

In one of the schools, parents sought the permission of the administrator to post invitations to a cantata, Christian drama, Bible seminar, camps, and others.

Two teachers of another local school availed of the DOST-Scholarship grant -Math and Summer Trainings because of a parent who provided the necessary information and forms to the principal. Velasco (2001) one of the grantees was very thankful to the parent. "It's good to have parents in government agencies that shares their program" she added.

Recently, a mother and a government employee also provided local schools the needed information on the "Dugad Mo Shalosim" municipal wide



project. She was able to link community service by encouraging the community members to recycle, reuse, and reduce garbage. She was able to increase the awareness of schools in making money out of garbage by encouraging schools to segregate, separate, and sell plastics, paper, and the like to junk shops.

Thus, Henderson (2002) articulated that effective programs to engage families and community embrace a philosophy of partnership. The responsibility for children's educational development is a collaborative enterprise among parents, school staff, and community members. Indeed, "it takes a whole village to raise a child".

Perceived Effects of Parental Involvement in Activities Offered by La Trinidad Private Elementary Schools

Table 4 shows the perceived effects of parental involvement in activities offered by La Trinidad private elementary schools. Parents perceived that when they involved themselves in activities offered by their children's schools, the results had a descriptive equivalent of very much effect. Students, parents, schools and communities reap the results.

For Students. The obtained weighted mean of 3.51 proved that when parents get involved in school activities, the results have a very much effect description. These effects are: students attend class regularly, observe a closer relationship between family and school, do their homework, improve academically, have high test scores and grades, become resourceful and



Table 4. Perceived effects of parental involvement in activities offered by La private elementary schools

	WEIGHTED MEAN	D.E.	RANK
FOR STUDENTS			
Regular attendance of students	3.67	Very Much Effect	1
Students observe a closer relationship between family and school	3.60	Very Much Effect	2
Completion of homework	3.55	Very Much Effect	3
Academic achievement due to improved learning environment	3.51	Very Much Effect	4
High test scores and grades of students	3.41	Very Much Effect	6
Resourcefulness and cooperation	3.41	Very Much Effect	6
Better social skills of students	3.41	Very Much Effect	6
AVERAGE	3.51	Very Much Effect	
FOR PARENTS			
Improved patience and parents seem to listen more carefully to children	3.51	Very Much Effect	1
More confidence in school	3.41	Very Much Effect	2
Improved family management	3.40	Very Much Effect	3.5
Greater marriage satisfaction by both spouse	3.40	Very Much Effect	3.5
Increased competence and self-esteem	3.24	Much Effect	5
Career development of parents	3.22	Much Effect	6
AVERAGE	3.57	Very Much Effect	



Table 4. Continued...

	WEIGHTED MEAN	D.E.	RANK
FOR SCHOOLS AND COMMUNITIES			
Greater community development	3.47	Very Much Effect	1
Better reputation of school in the community	3.44	Very Much Effect	2
Fewer grade retention and remedial classes	3.41	Very Much Effect	3.5
Improved teacher morale	3.41	Very Much Effect	3.5
More support to schools from families	3.40	Very Much Effect	5
AVERAGE	3.43	Very Much Effect	

Scale:

Very Much Effect (VME)	3.26 – 4.00
Much Effect (ME)	2.51 – 3.25
Moderate Effect (MoE)	1.76 – 2.50
No Effect (NE)	1.0 – 1.75

cooperative, and develop better social skills. A parent also shared that children grow emotionally healthy, and they tend to do things with self-confidence when they see parents interacting with teachers. One student mentioned that he is happy to see his parents being involved in school activities. Smith (1997) pointed out that when the two most important people in a child's life would relate to one another, results are beyond compare.



For Parents. The obtained weighted mean of 3.57 also proved that when parents get involved in their children's education, the results to parents are described as very much effect.

Parents experienced improved patience and listening skills, improved confidence in school, improved family management, greater satisfaction by spouse, increased competence and self-esteem, and career development of parents. One parent happily boasted, "Indeed, children are boosters to one's career". Another parent also claimed of improved family communication and interaction.

For Schools and Communities. The obtained weighted mean of 3.43 further proved that when parents are partners with schools and communities, the results are described as very much effect. Greater community development due to projects undertaken by schools, improved reputation of schools, improved teacher morale, improved support to schools from families, and fewer grade retention and remedial classes.

The Action Alliance for Children (2002) attested tremendous results that happened at a class conducted by Parent Institute for Quality Education (PIQE) for parents of children at Longfellow Elementary School in El Monte, California. It is a nine-week parent courses, offered in 14 languages, funded by school-districts and from private donations, and whose teachers are parents who have



taken courses and have lived in poverty at some time. Some of the many results are as follows:

a. By the eighth week, parents report that they are sitting with their children during homework time and communicating more with their children's teachers.

b. A study by the Rand Corporation found that "fewer children of PIQE graduates have been involved in disciplinary action and have been absent from school without permission. More PIQE parent-graduates have been in recent contact with their children's teachers and spent a fixed amount on their children's homework."

c. "I've learned how to help my kids with their homework, how to listen and pay attention," says Lainfiesda, (2002) a PIQE graduate. Vargas, (2002) another PIQE graduate concludes "I feel better about my relationship with my child and the school".

The research evidence is beyond dispute, when schools work together with families to support learning, children tend to succeed not just in school, but also throughout life. The more parents participate in schooling, in a sustained way, at every level – in advocacy, decision-making, as volunteers and paraprofessionals, and as home teachers, the better for student achievement (Gordon, 1978).



Problems Met by Parents in Participating in Activities Offered by La Trinidad Private Elementary schools

Table 5 shows the probable problems met by parents in participating in activities offered by La Trinidad private elementary schools. As gleaned from the table, parents of La Trinidad private elementary schools revealed that problems related to children, parents, staff, and schools are moderately serious with weighted means of 2.11, 2.39, and 2.09 respectively.

Problems Related to Children. Parents of La Trinidad private elementary schools reveal that problems related to children are moderately serious. Problems include: no one is to take care of my children, and I have many children to attend.

These problems were taken by parents as moderately serious for not involving themselves in activities. One parent affirmed, “I can always leave my children to other family members, so I can participate in activities. In this situation, cellphones are very useful. You can contact family members immediately and ask for help”.

Problems Related to Parents. Parents cannot fully participate in activities offered by La Trinidad private elementary schools because of problems they have in themselves. Problems that are very much serious are both parents are working abroad and parents are separated. Children are left at home with the supervision of aunts, grandparents, and even just housemaids.

Problems that are not serious include, being a single parent, low educational level, and inadequate communication skills in English or Filipino.



Table 5. Problems met by parents in participating in activities offered by La Trinidad private elementary schools

	WEIGHTED MEAN	D.E.	RANK
PROBLEMS RELATED TO CHILDREN			
No one is to take care of my children	2.10	Moderately Serious	1
I have many children to attend	2.12	Moderately Serious	2
AVERAGE	2.11	Moderately Serious	
PROBLEMS RELATED TO PARENTS			
Both parents are abroad	4.00	Very Much Serious	1.5
Separated parents	4.00	Very Much Serious	1.5
Conflict of work schedule i.e. day or night shift	2.30	Moderately Serious	3
I am out of town	2.06	Moderately Serious	4
I don't know what and how to contribute	1.76	Moderately Serious	5
I am a single parent	1.71	Not Serious	6
I have a low educational level	1.66	Not Serious	7
I don't know how to communicate in English or Filipino	1.61	Not Serious	8
AVERAGE	2.39	Much Serious	



Table 5. Continued...

	WEIGHTED MEAN	D.E.	RANK
PROBLEMS RELATED TO STAFF OR SCHOOL			
Teachers do not communicate Interact with parents	3.00	Much Serious	1
The school has no budget	1.94	Moderately Serious	2
The school lacks staff	1.85	Moderately Serious	3
There is a conflict of ideas among staff	1.82	Moderately Serious	4
The school does not offer parent Involvement activities	1.82	Moderately Serious	5
AVERAGE	2.09	Moderately Serious	

Scale:

Very Much Serious (VMS)	3.26 – 4.00
Much Serious (MS)	2.51 – 3.25
Moderately Serious (MoS)	1.76 – 2.50
Not Serious (NS)	1.0 – 1.75

As per observation, all La Trinidad parents know how to communicate in English or Filipino. In some schools, teachers communicate to parents using the language or dialect parents are most comfortable with. Also, principals often encouraged teachers to make parents and families feel welcome, respected, trusted, heard, and needed by communicating to them nicely and appropriately even to parents with low educational level. Henderson (1994) reminded that the most accurate predictor of a student's achievement in school is not income or social status, but



the extent to which the student's family is able to create a home environment that encourages learning.

Problems Related to Staff and School. Parents indicated that problems related to staff and schools are moderately serious. Problems include: teachers are not communicating or interacting with parents, school has no budget, school lacks staff, conflict of ideas among staff, and the school does not offer parent involvement activities. These are moderately serious problems because La Trinidad private elementary schools try their best to relate with the student's parents in a most convenient way, to provide the necessary budget, to hire enough staff to cater to the needs of their paying clients, to resolve conflicts within themselves, and to offer parent involvement activities.

Evidence shows a strong connection between parent and family involvement in schools and in children's academic achievement, attendance, attitude, and continued education (Henderson and Berla, 1994;Hickman, 1996). According to Corner and Haynes, (1992), and Epstein and Dauber, (1993) research suggests a connection between the school climate and the extent to which parents and families are involved in their children's education.

Dauber and Epstein (1993) found that many parents respond to encouragement from educators. In their national study of 2,317 inner city elementary and middle school students in the U.S., the best predictor of parent involvement was what the school did to promote it. Davies (1991), a former U.S.



Commissioner of Education and former president of the Institute for Responsive Education, states, “In any school... leadership is essential if a school is to choose partnership approach to reform schools...In most cases, the leadership to reach out to the community will have to come from the principal”. As commented by one parent, inefficient school principals can be a very much serious problem for parents not to be involved.

Parents are essential components to a successful educational program. Often overwhelmed by work and family needs, parents “free time” is also in demand. This is now the challenge for schools to exert more effort to encourage busy parents to get involved in their children’s school activities. Starr (2002) declared, “ We have to involve parents, no matter what it takes.”



SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This section presents the summary, conclusions, and recommendations of the study.

Summary

This study was conducted to determine the existing parent involvement activities offered by La Trinidad private elementary schools, the extent of parents' involvement, the perceived effects of involving parents and the probable problems met by parents in their involvement.

The research was conducted during the first semester of school year 2006-2007 in 15 different private elementary schools in La Trinidad, Benguet. Among the 792 respondents, 418 were mothers, 222 were fathers, and 154 were guardians.

The findings of the study are the following:

1. The existing activities always offered by La Trinidad private elementary schools are annual social events like Christmas program, family day, closing and graduation programs; annual parents' orientation, parent teacher conferences and learning activities at home.
2. The parents are very much involved in annual social events, parent teacher conferences/card getting, parents communication with teachers thru drop-in and pick up conversations, telephone calls, text messages, e-mail, personal



letters or communication notebook, learning activities at home like homework assistance and limiting TV viewing during school nights.

Volunteering activities such as parents lending educational resources, parents requested as volunteer teacher/helper/storyteller/tutor, parents as resource speakers in class, or parents to contribute articles for the school newsletter or yearbook were seldom offered by La Trinidad private elementary schools and parents were moderately involved.

Parents were never involved in home visits by teachers and voting in school boards.

3. The perceived effects of parental involvement in activities that has a very much effect are:

for students

- a. regular attendance of students;
- b. students observe a closer relationship between family and school;
- c. completion of homework;
- d. academic achievement due to improved learning environment;
- e. high test scores and grades of students;
- f. resourcefulness and cooperation; and
- g. better social skills of students.



for parents

- a. improved patience and parents seem to listen more carefully to children;
- b. more confidence in school;
- c. improved family management; and
- d. greater marriage satisfaction by both spouse.

for schools and communities

- a. greater community development;
 - b. better reputation of school in the community;
 - c. fewer grade retention and remedial classes;
 - d. improved teacher morale; and
 - e. more support to schools from families.
4. Problems met by parents in participating in parent involvement activities described to be very much serious are: both parents are working abroad and separated parents. Another problem described as much serious is, teachers do not interact with parents.

Conclusions

Based on the findings of this study, the following conclusions are drawn:

- 1. There is a significant difference on the existing parent involvement activities offered by La Trinidad private elementary schools.



2. The parents perceived themselves as very much involved in learning at home activities, and much involved in parenting activities.

3. Parental involvement had a very much effect on students, parents, schools and communities.

4. Problems considered much serious by parents in participating in school activities are those problems related to the parents themselves.

Recommendations

Based on the findings, results, and conclusions of the study, the following recommendations were formulated:

1. Parents are the most influential teachers children will ever have so they should always be involved in their children's education by working as a team with their children's teachers.

2. Schools need to provide activities that invite participation of parents like volunteering their transportation for an educational outing, contributing articles for the school newsletter or yearbook, being resource speakers in class, becoming volunteer teacher/helper/storyteller/tutor, lending books or other educational resources, voting in school boards, linking service to the community, and coordinating partnership.

3. Parents are highly encouraged to avail themselves of the activities offered by schools like attending parenting enrichment seminars, observe on-going classes, help in reach out projects, volunteer available cars for field trip,



act as field trip chaperons, be resource speakers, contribute articles, lend books, volunteer as room helper, provide information to schools, link service to community, and coordinate school partnership.

4. Since parents have the greatest of life's responsibilities as embodied in the family code and as instructed in the Bible: that of teaching and training children, parents should enjoy parenthood as an exciting adventure of developing relationships of love and understanding in the family, thus avoiding separation in their families. As the psalmist wrote, "Lo, children are a heritage of the Lord: and the fruit of the womb is his reward. As arrows are in the hands of a mighty man; so are the children of the youth" (Psalm 127:3,4).

Parents who are both working abroad must realize the biblical instruction of parents to "Train up a child in the way he should go, and when he is old he will not depart from it" Proverbs 22:6.

5. Parallel and further in-depth study can be conducted in other private and public schools situated in both urban and rural areas on effects of parental involvement in school activities to student performance.



LITERATURE CITED

- A Checklist For An Effective Parent-School Partnership. Posted on April 10, 2006 at <http://www.projectappleseed.org>
- ACSI, 2000. A Guide For Christian School Teachers. Philippines P. 95
- AKARAN, M. and A. FIELDS. 1997. As cited by ELIASON, C. and L. JENKINS. 1999. A Practical Guide to Early Childhood curriculum. N. J.: Prentice Hall, Inc. P. 52.
- ALDRIDGE, J. and K. GOLDMAN 2002. Current Issues and Trends. Boston: MA Pearson Education Company. Pp. 40-43.
- ALIP, E. 1969. As cited by APOLONIO, A. 2001. The Involvement of Parents In School Affairs in Region I. Unpublished Dissertation, Baguio Central University, Baguio City.
- ALLEN, J. and C.E. CATRON. 1999. Early Childhood Curriculum. Upper Saddle River, New Jersey: Prentice Hall, Inc. Pp.76-77.
- ANDRES, T. and P.C. ILADA-ANDRES. 1992. Parenting by Filipino Values. Pasay City: Saint Paul Publications P. 75.
- APOLONIO, A. 2001. The Involvement of Parents in School Affairs in Region I. Unpublished Dissertation, Baguio Central University, Baguio City.
- BAFILE, C. The Parent Trap-Luring Elusive Parents to School. Posted on September 23, 2006 at http://www.educationalworld.com/a_admin/admin/Admin/243.shtml.
- BECHER, R. 1986. Parents and Schools. ERIC Digest. ED 015 756.
- BERGER, E.H. 1991. Parents As Partners In Education. New York: Macmillan Publishing Company.
- BERGER, E.H. 1994. As cited by ELIASON, C. A. And L. JENKINS. 1999. A Practical Guide to Early Childhood Curriculum. N.J.: Prentice Hall, Inc. Pp. 52.



- BERLA, N. and A. HENDERSON 1995. As cited by CORDERO, P.A. and W. G. CUNNINGHAM. 2003. A Problem Based Approach. Boston: Pearson Educ. Inc. P. 101.
- BOLE, R.E., H.J. WALBERG and H.C. WAXMAN. 1980. School-based Family Socialization and Reading Achievement in the Inner City. *Psychology in Schools*, 17, 509-514.
- BRIAN, D.J.G. 1994. Parental Involvement in High Schools. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- CALDWELL, A. 2000. Clarksville Primary School Parent and Community Involvement Program. Posted on August 1, 2000 at http://panthetnet.wsc.k12.Ar.u/k-I_complex/parentinvolvement.html
- CAPLAN, J., G.HALL, S.LUBIN and R. FLEMING. 1997. Literature Review of School Family Partnerships. Posted on September 23, 1997 at <http://ncrel.org/sdrd/pidata/piOtrev.htm>.
- CARLIN, S. S. Teacher Visits Hit Home. Posted on October 9, 2001 at <http://www.educationworld.com/Admin/admin/admin241.shtml>
- CAWAING, D. 2004. Management of Private Pre-schools in La Trinidad, Benguet. Unpublished Master's Thesis, Benguet State University, La Trinidad, Benguet.
- CHRISTENSON, S. and S. SHERIDAN. 2001. *Schools and Families: Creating Essential Connection for Learning*. New York: Guilford Press.
- COLEMAN, M. 1997. As cited by ELIASON, C.A. and L. JENKINS. 1999. *A Practical Guide to Early Childhood Curriculum*. N.J.: Prentice Hall, Inc. P. 52.
- CORDERO, P.A. and W.C. CUNNINGHAM. 2000. *Educational Administration*. MA: Allyn and Bacon P. 116.
- CORDERO, P.A. and W. G. CUNNINGHAM. 2003. *Educational Leadership A Problem Based Approach*. Boston: Pearson Educ. Inc. Pp. 101-104.
- COTTON, K. Parent Involvement Spring Glen Elementary. Posted on August 31, 2001 at <http://www.nwr/org/scpd/sirs/snap12.html>



- COTTON, K. and K.R. WIKELUND. Parent Involvement in Education. Posted on April 10, 2005 at <http://www.nwrel.org/scpd/sirs/3/cu6.html>
- DAVIES, L. Increasing Parent Involvement in School. Posted on May 1, 2001 at [http://www.kellybear.com/Teacher Articles/Teacher Tip 22.html](http://www.kellybear.com/Teacher%20Articles/Teacher%20Tip%2022.html)
- ELIASON, C.A. and L. JENKINS. 1999. A Practical Guide to Early Childhood Curriculum. N.J.: Prentice Hall, Inc. Pp. 52-65.
- EPSTEIN, J.L. 1992. As cited by CORDERO, P.A. and W.C. CUNNINGHAM. 2000. Educational Administration. MA: Allyn and Bacon. Pp. 114-115.
- _____, J.L. 1995. As cited by L.JONES and V. JONES. 2004. Comprehensive Classroom Management: Creating Communities of Support and Solving Problems. Boston: Pearson Education, Inc. P.184.
- FULLER, C. 2004. Raising Motivated Kids. Colorado: Pinon Press P.149.
- FINDERS, M. and C. LEWIS 1994. As cited by ELIASON, C.A. and L. JENKINS. 1999. A Practical Guide to Early Childhood Education. N. J.: Prentice Hall, Inc. P. 52.
- FISCHER, M. 2001. As cited by C. BAFILE. 2006. The Parent Trap-Luring Elusive Parents to School. Posted on July 26, 2001 at http://www.Educationworld.com/a_admin/admin/admin243.shtml
- FRANCIS, R. Home-Grown Students: Program Bridges Gap Between School and Home. Posted on June 14, 2000 at [http://www.educationworld.com/a_admin 174.shtml](http://www.educationworld.com/a_admin/174.shtml)
- GAGE, M. and G. WORKMAN. 1997. As cited by ELIASON, C. and L. JENKINS. 1999. a Practical Guide to Early Childhood Curriculum. N.J.: Prentice Hall, Inc. P. 52.
- GARCIA, L. 1973. As cited by APOLONIO, A. 2001. The Involvement of Parents in School Affairs in Region I. Unpublished Dissertation, Baguio Central University, Baguio City.
- Getting Involved in Your Child's Education. Posted on September 23, 2001 at <http://www.nea.org/parents/index>.



- GROVES, M. and G. STAMP. 1994. As cited by ELIASON, C. and L. JENKINS. 1999. *A Practical Guide to Early Childhood Curriculum*. N.J.: Prentice Hall, Inc. P.52.
- HALSALL, M. 1973. As cited by I. TUWAO. 2005. *Roles of Parents in Specific Activities in Accelerated Christian Schools in Baguio City*. Unpublished Master's Thesis, Benguet State University, La Trinidad, Benguet. P. 4.
- HAUPT, M. and H. LARSEN. 1997. As cited by ELIASON, C. and L. JENKINS. 1999. *A Practical Guide to Early Childhood Curriculum*. N.J.: Prentice-Hall. P. 52.
- HENDERSON, A. 1994. *Anew Generation of Evidence: The Family is Crucial to Student Achievement*. Washington, DC. National Committee for Citizen in Education.
- HOLLIFIELD, J.H. 1994. *High Schools Gear up to Create Effective School and Family Partnerships*. Baltimore, MD: Center On Families, Communities, Schools, and Children's Learning, Johns Hopkins University. (ERIC Document Reproduction No. ED 380 229).
- HONIG, A. S. 1990. *Parent Involvement In Early Childhood Education*. Washington DC: NAEYC.
- HYMES, J. 1961. *Effective Home-School Relations*. N.J.: Prentice Hall, Inc. Pp. 9, 15, 19, and 131-142
- JONES, L. and V. JONES 2004. *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems*. Boston: Pearson Education, Inc. Pp. 156-183.
- KEITH, T.A. et.al. 1986. *Parental Involvement, Homework, and TV Time: Direct and Indirect Effects on High School Achievement*. *Journal of Educational Psychology*, 78(5), 373-380.
- LEE-CHUA, Q. *How to Help Our Children Do Well in School*. Posted on March 13, 2004 at http://www.inq7.net/lif/2004/mar/14/lif_3-1.htm
- LOMOTAN-CRUZ, F. 1986. *A Parenting Needs Inventory: Development and Validation*. Unpublished Doctoral Dissertation, University of the Philippines, Diliman, Quezon City.



- LOPEZ, M. and L. SCHULTZ. 1996. As cited by ELIASON, C. and L. JENKINS. 1999. *A Practical Guide to Early Childhood Curriculum*. N. J.: Prentice Hall, Inc. P.53.
- LUCAS, B.G. and C.S. LUSTHAUS. 1978. The Decisional Participation of Parents in Elementary and Secondary Schools. *Journal of High School*, 61 (5), 211-220
- MAGLAYA, N. 1998. As cited by APOLONIO, A. 2001. *The Involvement of Parents in School Affairs in Region I*. Unpublished Dissertation, Baguio Central University, Baguio City.
- MANCHAK, S.K. and S. P. MANCHAK. 1982. *School Administrators' Encyclopedia*. N.Y.: Parker Publishing Com. Inc.
- McCONKEY, R. 1985. *Working With Parents*. Massachusetts: Brookline Books.
- MOORE, I. Teaching Parents to be Leaders in Their Children's Education. Posted on June 1, 2006 at <http://www.4children.org/news/102pare.htm>
- MORRISON, M.T. 1994. *Increasing Parental Involvement by Motivating Parents of Fourth and Fifth Grade Students to Become More Meaningfully Involve in Children's Education (Practicum Report)*. Miami, FL: Nova University.
- NATRIELLO, G., E.L. McDILL AND A.M. PALLAS. 1990. As cited by ALDRIGE, J. AND K. GOLDMAN. 2002. *Current Trends and Issues*. Boston: Pearson Education Company P. 43.
- NEWMAN, M. 1995. As cited by ELIASON, C. and L. JENKINS 1999. *A Practical Guide to Early Childhood Curriculum*. N.J.: Prentice-Hall, Inc. P. 52.
- PADRE, M. 1978. As cited by E.W. SALINAS. 1996. *Parent Involvement in Baguio city Preschools: Activities, Practices and Expectations*. Unpublished thesis, University of the Philippines System, Quezon City. P. 19.
- Parent and Community Involvement Strategies That Work. Posted on September 22, 2006 at http://www.education.Com/a_curr.curr030.shtml



- Parental Involvement in School. Posted on April 15, 2005 at <http://www.urbanext.Edu/succeed/01-1Parental.html>
- PETIT, D. 1980. *Opening Up Schools*. Harmondsworth, England:Penguin.
- RICH, D. (2005) Parental Involvement in School. Posted on April 15, 2005 at <http://www.urbanext.Edu/succeed/01-1Parental.html>.
- Rio Linda Junior High School Parent Involvement. Posted on September 30, 2002 at <http://www.Grant.k.ca.us/schools/rljr/parentinvolvement.htm>
- ROSENTHAL, M. and R. SAWYERS. 1996. As cited by ELIASON, C. and L. JENKINS. 1999. *A Practical Guide to Early Childhood Curriculum*. N.J.: Prentice Hall, Inc. P.53.
- RUMBERGER, R.W. et.al. 1990. Family Influences on Dropout Behavior in One California High School. *Sociology of Education*, 63, 283-299
- SALA, H. 1978. *Train Up A Child and Be Glad you Did*. Metro Manila: OMF Literature Inc.
- SALINAS, E.R. 1996. *Parent Involvement in Baguio City Preschools: Activities, Practices and Expectations*. Unpublished Thesis, University of the Philippines System, Quezon City.
- SEELY, D.S. 1993. a New Paradigm for Parent Involvement. In N. Chavkin (Ed) *Families and Schools in a Pluralistic Society* (pp.230-234. Albany, NY: State University of New York Press.
- SHARPE, W. 2004. *Fathers in Schools: How Dads Make A Difference*. Posted on May 13, 2004 at http://www.educationworld.com/a_admin173.shtml
- SIMIC, M. 1991. *Parent Involvement in Elementary Language Arts: A Program Model*. Posted on April 1,1991at <http://reading.indiana.edu/digest/d60.htm>
- STARR, L. *Meeting with Parents: Making the Most of Parent -Teacher Conferen-ces*. Posted on September 23, 2006 at <http://www.educationworld.com>.
- STONE, M. 1998. *Parent and Community Involvement*. Posted on September 23, 2006 at <http://www.zuni.k12.nm.usParentInvolvement.html>



- Supporting Ways Parents and Families Can Become Involved in Schools. Posted on April 13, 2005 at <http://ncrel.org/sdrs/areas/issues/envrnmnt/fammcomm/pa100.html>
- SWAP, S. 1993. As cited by CORDERO, P.A. and W.C. CUNNINGHAM. 2000 Educational Administration. MA: Allyn and Bacon Pp. 113-114.
- SWICK, K.J. 1991. As cited by ELIASON, C.A. and L. JENKINS 1999. A Practical Guide to Early Childhood Education. N.J.: Prentice Hall, Inc. P.52.
- TUWAO, I. 2005. Roles Of Parents in Specific Activities in Accelerated Christian Schools in Baguio City. Unpublished Master's Thesis, Benguet State University, La Trinidad, Benguet.
- VUKELICH, C. 1984. "Parents' Role in the Reading Process: A Review of Practical Suggestions and Ways to Communicate with Parents." Reading Teacher, 37(6), 472-77. EJ 291 313.
- WHERRY, J.H. Selected Parent Involvement Research. Posted on September 16, 2003 at <http://www.parent-Institute.com>.
- _____, J.H. Selected Parent Involvement Research. Posted on January 20, 2004 at <http://www.parent-Institute.com>.



Appendix A

Letter of Permission to School Principal

AC 160 Buyagan
Poblacion. La Trinidad
2601, Benguet

June 31, 2006

Julio A. Cacalda
Principal
St. Francis School
Longlong, Puguis
La Trinidad, Benguet

Dear Madam:

Shalom (Greetings of peace)!

The undersigned is presently conducting a research study for her thesis entitled "PARENTS INVOLVEMENT IN PRIVATE ELEMENTARY SCHOOL ACTIVITIES IN LA TRINIDAD, BENGUET". In this regard, may I request your good office to grant me the permission to administer the questionnaires to the parents of your students through their class advisers. It will be given to parents whose child/children was/were enrolled last S.Y. 2005-2006 and is/are currently enrolled for S.Y. 2006-2007. Siblings will be given one set of questionnaire. Be assured that data gathered will be treated with utmost respect and will be used solely in the study. Thank you very much.

Respectfully yours,

MARILOU C. LAGADAN
Researcher

Endorsed by:

MARY JANE L. LARUAN, Ph.D.
Adviser

TESSIE M. MERESTELA, D.Agr.
Dean



Appendix B

Letter to Respondents

AC 160 Buyagan
Poblacion, La Trinidad
2601, Benguet

June 31, 2006

Dear Parents,

Shalom (Greetings of peace)!

I am conducting a research-survey as one of the requirements in the graduate school regarding Parent Involvement Activities offered by Private Elementary Schools in La Trinidad, Benguet. In this regard, I would like to ask for your kind assistance by answering honestly all the items in the questionnaire. Be assured that all your answers will be used solely in the study and will be treated with great respect and with utmost confidentiality.

A million thanks.

Respectfully,

MARILOU C. LAGADAN
Researcher

Endorsed By:

MARY JANE L. LARUAN, Ph.D.
Adviser

TESSIE M. MERESTELA, D.Agr.
Dean



Appendix C

QUESTIONNAIRE

Below is a list of activities. Check how often the activities are undertaken in your child's school using the following guide:

A – Always (4)

O – Often (3)

S – Seldom (2)

N – Never (1)

Also, beside each activity, please check the appropriate box for the extent of your involvement using the following guide:

VMI – Very Much Involved (4)

MI – Much Involved (3)

MoI – Moderately Involved (2)

NI – Never Involved (1)

Activities	How often the activity is done in your child's school				Parents' extent of involvement			
	A	O	S	N	VMI	MI	MoI	NI
	(4)	(3)	(2)	(1)	(4)	(3)	(2)	(1)
1. Parenting seminars, trainings, workshop and others					-			
2. Parents' bulletin/newsletter - short write up on issues of concern i.e. discipline, TV viewing, how to help your child achieve and others					-			
3. Annual parents' orientation meeting (schools' philosophy, vision, mission, curriculum, homework policy, grading system, and others are discussed)					-			
4. Parent Teacher Conferences (PTC)/card getting					-			
5. Annual social events i.e. Christmas Program, Family Day, Closing/Graduation Programs					-			



6. Parent observation – Parents observe on-going classes						-			
7. Parents communicate with their child’s teacher thru: drop-in and pick up conversations, telephone calls, text messages, email, personal letters or communication notebook						-			
8. Home visits by teachers						-			
9. Parents are asked to be resource speakers in the class on a certain recipe/topic/hobby, or occupation...						-			
10. Parents are requested as a volunteer teacher, helper, storyteller, or tutor...						-			
11. Parents are involved as chaperones on a field trip or outing						-			
12. Parents volunteer their transportation for a field trip or for an educational outing						-			
13. Parents contribute articles for the school newsletter or yearbook						-			
14. Parents lend books or other educational resources						-			
15. Parents help in miscellaneous chores i.e. preparing food and prizes, joining Reach Out Programs, helping in the clean and green drive, and others						-			
16. Parents do learning activities at home with their child/children to enrich his/their education i.e. homework assistance, limiting TV viewing during school nights						-			
17. Parents are members of an active PTA/PTO/PTCA or other parent advisory council or committees						-			
18. Parents vote in school boards						-			



19. Parents provide information to schools about community health, cultural, recreational, social support, and other programs or services available in the community that enhances learning skills and talents of students i.e. Dugad Mo Shalosim, waste management									
20. Parents plan/coordinate for school partnership with business, civic counseling, cultural, health, recreation, and other agencies i.e. service integration of 4 th year students before graduating									
21. Parents link service to the community by students, families, and school i.e. recycling, art, music, drama, activities for seniors, and others									
22. Others please specify:									

Based on your opinion, indicate the degree of effect of parent involvement to each of the given item using the following guide:

- VME – Very Much Effect (4)
 ME – Much Effect (3)
 MoE – Moderate Effect (2)
 NE – No Effect (1)

FOR STUDENTS	VME	ME	MoE	NE
	(4)	(3)	(2)	(1)
1. Regular attendance of students				
2. High test scores and grades of students				
3. Completion of homework				
4. Academic achievement due to improved learning environment				
5. Better social skills of students				
6. Resourcefulness and cooperation				
7. Students observe a closer relationship between family and school				
8. Others please specify:				



FOR PARENTS	-----	----	-----	-----
1. Career development of parents				
2. Improved family management				
3. Improved patience and parents seem to listen more carefully to children				
4. Greater marriage satisfaction by both spouse				
5. More confidence in school				
6. Increased competence and self-esteem				
7. Others please specify:				
FOR SCHOOLS AND COMMUNITIES	-----	----	-----	-----
1. Fewer grade retention and remedial classes				
2. Improved teacher morale				
3. More support to schools from families				
4. Better reputation of school in the community				
5. Greater community development				
6. Others please specify:				

Listed below are probable problems met by parents in participating activities. Please check appropriate box where:

- VMS – Very Much Serious (4)
 MS – Much Serious (3)
 MoS – Moderately Serious (2)
 NS – Not Serious (1)

	VMS (4)	MS (3)	MoS (2)	NS (1)
PROBLEMS RELATED TO STUDENTS	-----	----	-----	-----
1. I have many children to attend to.				
2. No one is to take care of my children.				
3. Others please specify:				
PROBLEMS RELATED TO PARENTS	-----	----	-----	-----
1. I am out of town.				
2. Conflict of my work schedule e.g. day or night shift				
3. I am a single parent.				
4. I don't know what and how to contribute.				
5. I have low educational level.				
6. I don't know how to communicate in English or Filipino.				
7. I feel intimidated or unwelcome.				



8. Others please specify:				
PROBLEMS RELATED TO STAFF OR SCHOOL	-----	----	-----	-----
1. The school has no budget.				
2. The school lacks staff.				
3. There is conflict of ideas among staff.				
4. The school does not offer parent involvement program or activities.				
5. Others please specify:				



Appendix D (personal copy only)

Table 2. Existing Parent Involvement Activities offered by La Trinidad private elementary schools.

Parent Involvement Activities	How often the activity is done in your child's school				Mean	D.E.	Rank
	A	O	S	N			
	(4)	(3)	(2)	(1)			
Annual social events i.e. Christmas Program, Family Day, Closing/Graduation Programs	505	152	59	11	3.58	Always	1.5
Parents do learning activities at home with their child/children to enrich his/their education i.e. homework assistance, limiting TV viewing during school nights	498	213	43	6	3.58	Always	1.5
Parent Teacher Conferences (PTC)/card getting	486	187	62	16	3.52	Always	3
Annual parents' orientation meeting (schools' philosophy, vision, mission, curriculum, homework policy, grading system, and others are discussed)	376	313	93	9	3.34	Always	4
Parents communicate with their child's teacher thru: drop-in and pick up conversations, telephone calls, text messages, email, personal letters or communication notebook	290	291	176	32	3.06	Often	5
Parents are members of an active PTA/PTO/PTCA or other parent advisory council or committees	326	205	120	112	2.98	Often	6
Parents' bulletin/newsletter - short write up on issues of concern i.e. discipline, TV viewing, how to help your child achieve and others	189	301	196	83	2.78	Often	7
. Parents help in miscellaneous chores i.e. preparing food and prizes, joining Reach Out Programs, helping in the clean and green drive, and others	195	239	238	88	2.71	Often	8
Parents are involved as chaperones on a field trip or outing	235	199	163	156	2.68	Often	9
Parents provide information to schools about community health, cultural, recreational, social support, and other programs or	179	203	246	98	2.64	Often	10



<i>services available in the community that enhances learning skills and talents of students i.e. Dugad Mo Shalosim, waste management</i>							
<i>Parenting seminars, trainings, workshop and others</i>	112	263	257	115	2.5	<i>Often</i>	11
<i>Parent observation – Parents observe on-going classes</i>	150	159	244	181	2.38	<i>Often</i>	12
<i>Parents link service to the community by students, families, and school i.e. recycling, art, music, drama, activities for seniors, and others</i>	113	177	248	162	2.34	<i>Seldom</i>	13
<i>Parents vote in school boards</i>	164	115	135	269	2.25	<i>Seldom</i>	14
<i>Parents volunteer their transportation for a field trip or for an educational outing</i>	123	161	222	244	2.22	<i>Seldom</i>	15
<i>Parents plan/coordinate for school partnership with business, civic counseling, cultural, health, recreation, and other agencies i.e. service integration of 4th year students before graduating</i>	92	154	232	229	2.15	<i>Seldom</i>	16
<i>Parents contribute articles for the school newsletter or yearbook</i>	72	132	219	262	2.02	<i>Seldom</i>	17
<i>Parents are asked to be resource speakers in the class on a certain recipe/topic/hobby, or occupation...</i>	68	158	230	297	2.00	<i>Seldom</i>	18.5
<i>. Parents are requested as a volunteer teacher, helper, storyteller, or tutor...</i>	97	139	179	333	2.00	<i>Seldom</i>	18.5
<i>Parents lend books or other educational resources</i>	47	121	244	304	1.88	<i>Seldom</i>	20
<i>Home visits by teachers</i>	23	82	215	390	1.63	<i>Never</i>	21

$X^2_c - 8.35$ Significant

$X^2_{(.05)} - 7.82$

Scale:

Always (A)	3.26 – 4.00
Often (O)	2.51 – 3.25
Seldom (S)	1.76 – 2.50
Never (N)	1.0 – 1.75





Table 3. Parents' extent of involvement in parent Involvement activities offered by La Trinidad private elementary schools

Parent Involvement Activities	Extent of Involvement				Mean	D.E.	Rank
	VMI	MI	MoI	NI			
	(4)	(3)	(2)	(1)			
Sports fest	1	0	0	0	4	VMI	1
Annual social events i.e. Christmas Program, Family Day, Closing/Graduation Programs	505	152	59	11	3.54	VMI	2
Parents do learning activities at home with their child/children to enrich his/their education i.e. homework assistance, limiting TV viewing during school nights	471	178	82	10	3.50	VMI	3
Parent Teacher Conferences (PTC)/card getting	486	187	62	16	3.33	VMI	4
Parents communicate with their child's teacher thru: drop-in and pick up conversations, telephone calls, text messages, email, personal letters or communication notebook	290	291	176	32	3.30	VMI	5
Annual parents' orientation meeting (schools' philosophy, vision, mission, curriculum, homework policy, grading system, and others are discussed)	376	313	93	9	3.12	MI	6
Fund Raising Activities	0	1	0	0	3	MI	7.5
Family Day	0	1	0	0	3	MI	7.5
Parents are members of an active PTA/PTO/PTCA or other parent advisory council or committees	227	193	173	135	2.70	MI	9
Parents' bulletin/newsletter - short write up on issues of concern i.e. discipline, TV viewing, how to help your child achieve and others	171	223	232	112	2.61	MI	10
Parents provide information to schools about community health, cultural, recreational, social support, and other programs or services available in the community that enhances learning skills and talents of students i.e. Dugad Mo Shalosim, waste management	174	153	240	150	2.49	MoI	11
Parents help in miscellaneous chores i.e. preparing food and prizes, joining Reach Out Programs, helping in the clean and green drive, and others	129	198	282	127	2.45	MoI	12
Parents are involved as chaperones on a field trip or outing	161	166	200	208	2.38	MoI	13
Parent observation - Parents observe on-going classes	150	159	244	181	2.36	MoI	14
Parenting seminars, trainings, workshop and others	81	71	316	140	2.15	MoI	16
Parents vote in school boards	126	135	187	278	2.15	MoI	16
Parents link service to the community by students, families, and school i.e. recycling, art, music, drama, activities for seniors, and others	77	152	228	207	2.15	MoI	16
Parents plan/coordinate for school partnership with business, civic counseling, cultural, health, recreation, and other agencies i.e. service integration of 4 th year students before graduating	66	136	236	269	2.00	MoI	18
Parents volunteer their transportation for a field trip or for an educational outing	78	128	190	320	1.95	MoI	19
Parents are asked to be resource speakers in the class on a certain recipe/topic/hobby, or occupation...	54	137	198	348	1.86	MoI	20
Parents are requested as a volunteer teacher, helper, storyteller, or tutor...	75	103	182	367	1.84	MoI	21
Parents contribute articles for the school newsletter or yearbook	53	98	179	311	1.83	MoI	22
Parents lend books or other educational resources	42	93	231	321	1.79	MoI	23
Home visits by teachers	33	82	150	383	1.64	NI	24
Average					2.55	MI	



Table 3. Parents' extent of involvement in activities offered by La Trinidad private elementary schools

Parent Involvement Activities	Weighted Mean		D.E.
Standard I: Parenting			
Annual social events i.e. Christmas Program, Family Day, Closing/ Graduation Programs	3.54	VMI	1
Annual parents' orientation meeting (schools' philosophy, vision, mission, curriculum, homework policy, grading system, and others are discussed)	3.12	MI	2
Parents' bulletin/newsletter - short write up on issues of concern i.e. discipline, TV viewing, how to help your child achieve and others	2.61	MI	3
Parenting seminars, trainings, workshop and others	2.15	MoI	4
Average	2.89	MI	

Standard II: Communicating

Parent Teacher Conferences (PTC)/card getting	3.33	VMI	1
Parents communicate with their child's teacher thru: drop-in and pick up conversations, telephone calls, text messages, email, personal letters or communication notebook	3.30	VMI	2



Parent observation – Parents observe on-going classes	2.36	MoI	3
Home visits by teachers	1.64	NI	4
Average	2.66	MoI	

Standard III: Volunteering

Parents help in miscellaneous chores i.e. preparing food and prizes, joining Reach Out Programs, helping in the clean and green drive, and others	2.45	MoI	1
Parents are involved as chaperones on a field trip or outing	2.38	MoI	2
Parents volunteer their transportation for a field trip or for an educational outing	1.95	MoI	3
Parents are asked to be resource speakers in the class on a certain recipe/topic/hobby, or occupation	1.86	MoI	4
Parents are requested as a volunteer teacher, helper, storyteller, or tutor	1.84	MoI	5
Parents contribute articles for the school newsletter or yearbook	1.83	MoI	6
Parents lend books or other educational resources	1.79	MoI	7
Average	2.01	MoI	



Standard IV: Learning at Home

Parents do learning activities at home with their child/children to enrich his/their education i.e. homework assistance, limiting TV viewing during school nights

3.50 VMI 1

Total 3.50 VMI

Standard V: Decision Making

Parents are members of an active PTA/PTO/PTCA or other parent advisory council or committees

2.70 MI

Parents vote in school boards

1.75 NI 2

Average 2.23 MoI

Standard VI: Collaborating with Community

Parents provide information to schools about community health, cultural, recreational, social support, and other programs or services available in the community that enhances learning skills and talents of students i.e. Dugad Mo Shalosim, waste management

2.49 MoI 1

Parents link service to the community by students, families, and school i.e. recycling, art, music, drama, activities for seniors, and others

2.15 MoI 2

Parents plan/coordinate for school partnership with business,



civic counseling, cultural, health,
recreation, and other agencies
i.e. service integration of 4th year
students before graduating

2.00

MoI

3

Average

2.21

MoI

Scale:

3.26 – 4.00

Very Much Involved (VMI)

2.51 – 3.25

Much Involved (MI)

1.76 – 2.50

Moderately Involved (MoI)

1.0 – 1.75

Never Involved (NI)

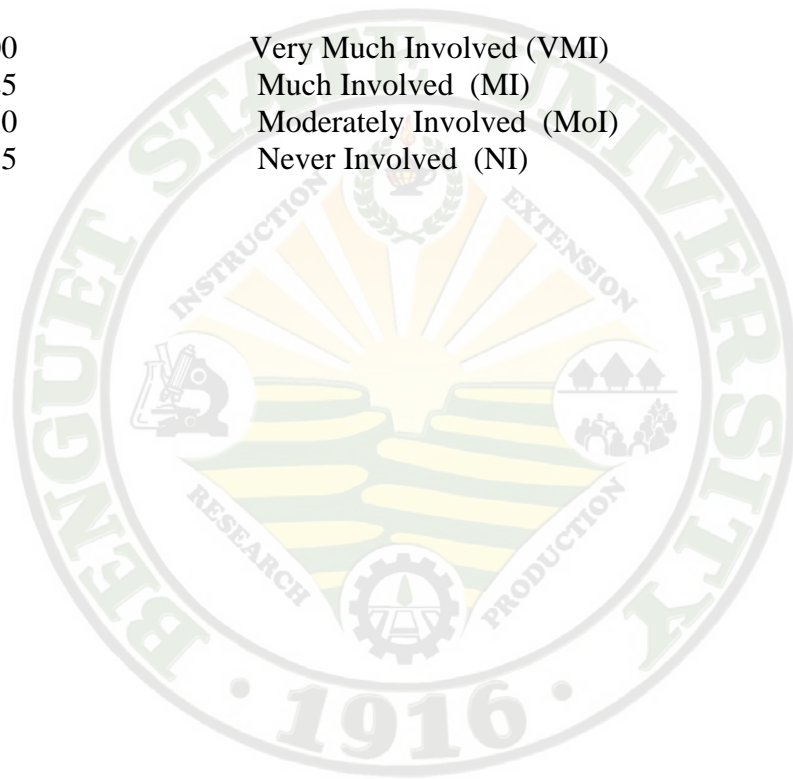




Table 3. Parents' extent of involvement in Parent Involvement Activities offered by La Trinidad private schools.

Parent Involvement Activities	Extent of Involvement				Mean	D.E.	Rank
	VMI (4)	MI (3)	MoI (2)	NI (1)			
Standard I: Parenting							
Annual social events i.e. Christmas Program, Family Day, Closing/Graduation Programs	505	152	59	11	3.54	VMI	1
Annual parents' orientation meeting (schools' philosophy, vision, mission, curriculum, homework policy, grading system, and others are discussed)	376	313	93	9	3.12	MI	2
Parents' bulletin/newsletter - short write up on issues of concern i.e.	171	223	232	112	261	MI	3



discipline, TV viewing, how to help your child achieve and others							
Parenting seminars, trainings, workshop and others	81	71	316	140	2.15	MoI	4
Parent observation – Parents observe on-going classes	150	159	244	181	2.36	MoI	5
Standard II: Communicating							
Parent Teacher Conferences (PTC)/card getting	486	187	62	16	3.33	VMI	1
Parents communicate with their child's teacher thru: drop-in and pick up conversations, telephone calls, text messages, email, personal letters or communication notebook	290	291	176	32	3.30	VMI	2
Home visits by teachers	33	82	150	383	1.64	NI	3
Standard III: Volunteering							
Parents help in miscellaneous chores i.e. preparing food and prizes, joining Reach Out Programs, helping in the clean and green drive, and others	129	198	282	127	2.45	MoI	5
Parents are involved as chaperones on a field trip or outing	161	166	200	208	2.38	MoI	6
Parents volunteer their transportation for a field trip or for an educational outing	78	128	190	320	1.95	MoI	8
Parents are asked to be resource speakers in the class on a certain recipe/topic/hobby, or occupation...	54	137	198	348	1.86	MoI	9
Parents are requested as a volunteer teacher, helper, storyteller, or tutor...	75	103	182	367	1.84	MoI	10
Parents contribute articles for the school newsletter or yearbook	53	98	179	311	1.83	MoI	11
Parents lend books or other educational resources	42	93	231	321	1.79	MoI	12
Standard IV: Learning at Home							
Parents do learning activities at home with their child/children to enrich his/their education i.e. homework assistance, limiting TV viewing during school nights	471	178	82	10	3.50	VMI	1
Standard V: Decision Making							
Parents are members of an active PTA/PTO/PTCA or other parent advisory council or committees	227	193	173	135	2.70	MI	1
Parents vote in school boards	126	135	187	278	2.15	MoI	2
Standard VI: Collaborating with Community							
Parents provide information to schools about community health, cultural, recreational, social support, and other programs or services available in the community that enhances learning skills and talents of students i.e. Dugad Mo Shalosim, waste management	174	153	240	150	2.49	MoI	1



Parents link service to the community by students, families, and school i.e. recycling, art, music, drama, activities for seniors, and others	77	152	228	207	2.15	MoI	2
Parents plan/coordinate for school partnership with business, civic counseling, cultural, health, recreation, and other agencies i.e. service integration of 4 th year students before graduating	66	136	236	269	2.00	MoI	3

Scale

Degree of Involvement

Very Much Involved (VMI)	3.26 - 4.00
Much Involved (MI)	2.51 - 3.25
Moderately Involved (MoI)	1.76 - 2.50
Never Involved (NI)	1.0 - 1.75

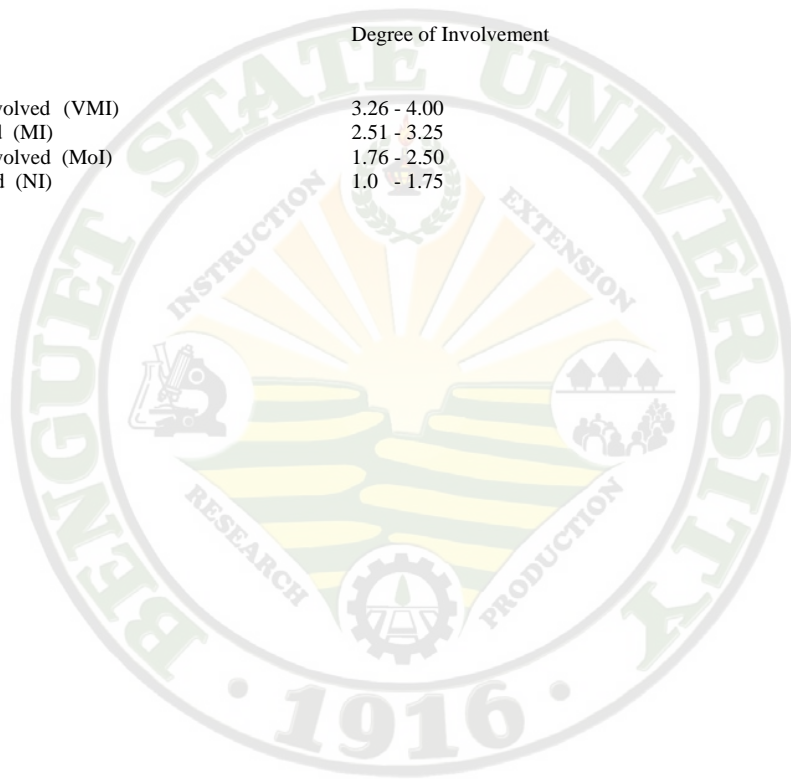


Table 4. Perceived effects of parent involvement in activities offered by La Trinidad private elementary schools

FOR STUDENTS	VME	ME	MoE	NE	Mean	D.E.	Rank
	(4)	(3)	(2)	(1)			
Regular attendance of students	472	151	28	2	3.67	VME	1
Students observe a closer relationship between family and school	441	168	39	6	3.60	VME	2
Completion of homework	419	205	43	3	3.55	VME	3
Academic achievement due to improved learning environment	407	220	43	8	3.51	VME	4
High test scores and grades of students	360	251	67	7	3.41	VME	6
Resourcefulness and cooperation	343	222	64	8	3.41	VME	6
Better social skills of students	345	290	55	3	3.41	VME	6
Students are proud and happy to see their parents being involved in school	0	1	0	0	3	VME	8
Average					3.56	VME	

FOR PARENTS	VME	ME	MoE	NE	Mean	D.E.	Rank
	(4)	(3)	(2)	(1)			
Improved patience and parents seem to listen more carefully to children	436	234	58	2	3.51	VME	1
More confidence in school	419	279	90	4	3.41	VME	2
Improved family management	380	262	75	7	3.40	VME	3
Greater marriage satisfaction by both spouse	356	264	70	12	3.37	VME	4
Increased competence and self-esteem	332	292	112	18	3.24	ME	5
Career development of parents	307	292	109	18	3.22	ME	6
Average					3.57	VME	

FOR SCHOOLS AND COMMUNITIES	VME	ME	MoE	NE	Mean	D.E.	Rank
	(4)	(3)	(2)	(1)			
Greater community development	352	219	43	8	3.47	VME	1
Better reputation of school in the community	343	229	48	8	3.44	VME	2
Higher student achievement	337	185	72	9	3.41	VME	3.5
Improved teacher morale	338	230	58	10	3.41	VME	3.5
More support to schools from families	320	238	54	9	3.40	VME	5
Fewer grade retention and remedial classes	261	250	98	25	3.18	ME	6
Average					3.39	VME	



Table 5. Probable problems met by parents in participating in parent involvement activities offered by La Trinidad private elementary schools.

PROBLEMS RELATED TO CHILDREN	VMS	MS	MoS	NS	Mean	D.E.	Rank
	(4)	(3)	(2)	(1)			
No one is to take care of my children.	96	130	189	256	2.10	MoS	1
I have many children to attend to.	101	142	172	263	2.12	MoS	2
Average					2.11	MoS	

PROBLEMS RELATED TO PARENTS	VMS	MS	MoS	NS	Mean	D.E.	Rank
	(4)	(3)	(2)	(1)			
One spouse is working abroad.	1	0	0	0	4	VMS	2
Both parents are abroad.	2	0	0	0	4	VMS	2
Separated parents.	1	0	0	0	4	VMS	2
I am a nursing student.	2	1	0	0	3.67	VMS	4
I am busy; I have no time	3	0	1	0	3.5	VMS	5
I have an emergency	0	3	0	0	3	MS	7
I have a more important appointment.	0	1	0	0	3	MS	7
I am shy.	0	1	0	0	3	MS	7
Conflict of my work schedule e.g. day or night shift	135	141	190	208	2.30	MoS	9
I am out of town.	85	129	193	260	2.06	MoS	10
I don't know what and how to contribute.	38	95	198	333	1.76	MoS	11
I am a single parent.	66	67	121	386	1.71	NS	12
I have low educational level.	42	71	154	373	1.66	NS	13
I don't know how to communicate in English or Filipino	41	61	140	388	1.61	NS	14
Average					2.39	MS	

PROBLEMS RELATED TO STAFF OR SCHOOL	VMS	MS	MoS	NS	Mean	D.E.	Rank
	(4)	(3)	(2)	(1)			
Inefficient school principals	1	0	0	0	4	VMS	1
Teachers do not communicate or interact with parents.	0	1	0	0	3	MS	2.5
Uncooperative staff	0	1	0	0	3	MS	2.5
The school has no budget.	102	78	129	318	1.94	MoS	4
The school lacks staff.	81	114	143	388	1.85	MoS	5
There is conflict of ideas among staff.	67	80	127	324	1.82	MoS	6.5
The school does not offer parent involvement program or activities.	86	71	103	353	1.82	MoS	6.5
Average					2.09	MoS	

Scale

3.26 – 4.00
2.51 – 3.25
1.76 – 2.50
1.0 – 1.75

Degree of Seriousness

Very Much Serious (VMS)
Much Serious (MS)
Moderately Serious (MoS)
Not Serious (NS)

BIOGRAPHICAL SKETCH

The God of Abraham, Isaac, and Jacob allowed the researcher to first see the light on a sunny day of February 16, 1974. Her mother was Meriam Lino Caocaoating (Sept. 12, 1940 to Sept. 30,2003) and her father was Guzman Amyang Lagadan (Dec. 31, 1931 to Jan. 26, 2004) of Lub-ong, Tadian, Mountain Province.

She finished her elementary at Lubon, Tadian, Mountain Province in March 1986 as first honors. She graduated in high school at the Mountain Province General Comprehensive High School (MPGCHS) Bontoc, Mountain Province in March 1990 with honors. She pursued her Bachelor's Degree in Benguet State University and was a pioneer graduate of the newly opened course, Bachelor of Science in Nursing in March 1994. She passed the Nurse Licensure in September 1994.

Adonai Elohim, called her in the teaching ministry and so she took up the Pre-School Specialization Program at Saint Louis University in March, 1997 and finished as a dean's lister. To license her to teach, she took up educational units at Benguet State University and passed the Licensure Examination for Teachers in November 1998. She further continued her graduate studies by enrolling in Master of Arts in Education still in Benguet State University.

The researcher was previously employed at Twinkle Star School (TSS) now Star Educational Christian Foundation (SECF). She was a pre-school teacher



for two years (June, 1995 to March, 1997) and she was also one of the pioneer high school teachers. She taught high school students for almost five years (June, 1997 to March, 2002). She functioned as a school nurse too.

The researcher is currently employed at H.O.P.E. Christian Academy. She taught the 4's class for two years (June, 2002 to March, 2004) and now a grade one teacher since June 2004.

The researcher is happily married to her lifetime friend, Dr. Louwell Leano Ogbinar of Cruz, La Trinidad, Benguet. Each day gets better when Lois Grace "Guedayan" Lagadan-Ogbinar flashes her sweet and comforting smile.

The researcher is guided by the Deutoronomy 6:4-9 "Sh'ma, Yisra'el! Adonai Eloheinu, Adonai echad" (Hear , Isra'el! Adonai our God, Adonai is one); and you are to love Adonai your God with all your heart, all your being and all your resources. These words, which I am ordering you today, are to be on your heart: and you are to teach them carefully to your children. You are to talk about them when you sit at home, when you are traveling on the road, when you lie down and when you get up. Tie them on your hand as a sign, put them at them at the front of a headband around your forehead, and write them on the door-frames of your house and on your gates. –Complete Jewish Bible

