

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Background of the Problem

Parents as well as teachers are important shareholders in the education of students. The way they relate with the children is crucial to the achievement of institutional goals. The training in the home as well as in the school plays a vital role in a child's life. To a large extent, it determines the character, attitude, and behavior of a child. Children learn today in ways that are varied, active, and appropriate to their ages and capabilities (Ng and Thomas 1982, 3). In line with this, parents and teachers have a crucial role in helping the children in learning. Both parents and teachers have different understanding and perspectives in their own opportunity of helping the child.

The researcher has been working in Christ Commission Fellowship Life Academy Foundation Inc. (hereafter referred to as CCF Life Academy) for the past two years, and she has observed that from the administrators to the faculty, the institution is consistent in pursuing its advocacy, in collaboration with parents, to educate and nurture its students. There have been various activities and opportunities where parents have had a chance to be involved. The school has a regular Parent-Teacher Consultation (PTC) where teachers discuss the students' academic and extra-academic progress. In some ways, this writer has seen the effects of open communication lines between the parents and the teachers especially with regard to the performance of their students. Ideally, it facilitates

improvement in both the students' performance and the teachers' methods; however, this is not always the case. When gaps occur, parents are misunderstood as making decisions hastily or dictating administrative and academic policies on teachers and administrators. The research attempts to identify which area parents and teachers need to put more emphasis so that optimal performance on the part of the students could be achieved based on the different types of parental involvement by Joyce Epstein.

A leading researcher on parental involvement is Joyce Epstein, the founder and director of the National Network of Partnership Schools at Johns Hopkins University. Epstein focuses on school, family, and community partnership programs in her various research endeavors. Epstein has identified six major types of parental involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Epstein et al. 2009, 84). Along this vein, a study conducted by Bayani Ursolino Almacén, entitled, "Parents as Education Partners Program (PEPP): The Philippine Experience," highly recommended the participation of parents in the education of their children for better academic achievement (Almacén n.d., 1). The purpose of the study was to explore if Epstein's Standard of Parental Involvement here in the Philippines is practiced and effective. The findings of the study revealed that the parents, teachers, and administrators are extremely satisfied with the four types of parental involvement such as: Learning at home, Decision making and Collaborating with Community. However, they were found to be dissatisfied on Communicating, Parenting and Volunteering. Hence, the Parents as Education Partners (PEP) is highly recommended.

Many families face overwhelming and unpredictable schedules and circumstances while balancing school, sports, family situations, family time, work schedules, and other responsibilities, allowing minimal time to provide support in any one given area (Swap 1993, 58). An article in the *Philippine Star* mentioned that “While children are taught formally of reading, writing, and counting inside the four corners of a classroom, parents can educate their children right within the comforts of their own home” (Gabriel and Aboitiz Foundation Inc. 2012). This emphasizes the beauty of the home and the school working together. The article further stated that “Although the school is considered to be an extension of the home and teachers have a special parental authority over the pupils, parents ought not to be complacent and leave everything to the teachers. Beyond the need to learn basic skills, guidance and support from parents can be very useful as children face the real world (Gabriel and Aboitiz Foundation Inc. 2012). By working harmoniously, home and school can set clearer and more concise expectations for the child (Olender, Elias, Mastroleo 2010, 3).

When students are aware of the support from the home and the school, they sense a cooperation that spurs them to be encouraged in their work. One cannot overemphasize the importance of the home and the school in collaboration to bring out open communication lines for the good of the students. Most families in the CCF Life Academy have parents that both work in offices or work in their own businesses. In this case, children are left in the care of nannies or family members. Among others, this study aims to offer recommendations to the parents as well as schoolteachers and administrators on how to work together for the benefit of the students.

The Context of CCF Life Academy

CCF Life Academy started in the year 2013-2014 with Pre- nursery and Nursery levels only. A year after, the school opened Kinder to Grade 9 level with more or less 200 students. This year (2016), the school just opened its Senior High School with three tracks in the course. CCF Life Academy Foundation's vision is: "through global innovative education, the school envision their learners to be holistically developed, Christ-like servant-leaders who love God and others, with a commitment to make a positive difference in the world" (CCF Life Academy Student Handbook 2016, 6). The school envisions that through partnering with families in providing transformative education, it can build holistically developed Christ-like influencers (CCF Life Academy Student Handbook 2016, 6).

CCF Life Academy's Parent School Partnership Council (PSPC) is active in fulfilling the mission of the school. Christmas of 2015, the PSPC organized a Christmas Fair for the school where they turned the CCF lawn in to a mini-fair full of games, food, and other stores that the students enjoyed. They also invited the children of the organization that the school is supporting. The PSPC also organized the school's first Intramurals where the parents and students played different sports with the teachers and staff of the school. In these events, one can see that CCF Life Academy values the partnership of the home and the school.

When school works together with families to support learning, children tend to succeed not just in school, but throughout life (Henderson and Berla 1994, 1). Teachers and parents play important roles in the educational journey to success of a student. Students need a positive learning experience in school and in the home. They also need to

experience support, motivation, and quality instruction. Parents' involvement in the education of students begins at home with the family providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school. Family plays a vital role in a person's life. In fact, children's future could be affected on how they were guided in their formative age.

The Philippine government has identified parental involvement as part of the Republic Act 10410 also known as "Early Years Act of 2013." "The State shall institutionalize a National System for Early Childhood Care and Development (ECCD) that is comprehensive, integrative and sustainable, that involves multisectoral and interagency collaboration at the national and local levels among government; among service providers, families and communities, and among the public and private sectors, nongovernment organizations; professional associations and academic institutions." In section 3 of the Republic Act 10410, "Parent Education shall refer to the various formal and alternative means of providing parents with information, skills, and support systems to assist them in their roles as their children's primary caregivers and educators. These include public and private parent education programs linked to center, home and media-based child care and education programs."

In addition, in the Education Code, Title 2. Public Education, Subtitle E. Students and Parents, Chapter 26. Parental Rights and Responsibilities (available from <http://www.statutes.legis.state.tx.us /Docs/ED/htm/ED.26.htm>), it specifically stated that: Sec. 26.001. PURPOSE.

- a) Parents are partners with educators, administrators, and school district boards of trustees in their children's education. Parents shall be encouraged to actively participate in creating and implementing educational programs for their children.

- b) The rights listed in this chapter are not exclusive. This chapter does not limit a parent's rights under other law.
- c) Unless otherwise provided by law, a board of trustees, administrator, educator, or other person may not limit parental rights.
- d) Each board of trustees shall provide for procedures to consider complaints that a parent's right has been denied.
- e) Each board of trustees shall cooperate in the establishment of ongoing operations of at least one parent-teacher organization at each school in the district to promote parental involvement in school activities.

Sec. 26.003. RIGHTS CONCERNING ACADEMIC PROGRAMS.

(a) A parent is entitled to:

- 1) petition the board of trustees designating the school in the district that the parent's child will attend, as provided by Section 25.033;
- 2) reasonable access to the school principal, or to a designated administrator with the authority to reassign a student, to request a change in the class or teacher to which the parent's child has been assigned, if the reassignment or change would not affect the assignment or reassignment of another student;
- 3) request, with the expectation that the request will not be unreasonably denied:
 - (A) the addition of a specific academic class in the course of study of the parent's child in keeping with the required curriculum if sufficient interest is shown in the addition of the class to make it economically practical to offer the class;
 - (B) that the parent's child be permitted to attend a class for credit above the child's grade level, whether in the child's school or another school, unless the board or its designated representative expects that the child cannot perform satisfactorily in the class; or
 - (C) that the parent's child be permitted to graduate from high school earlier than the child would normally graduate, if the child completes each course required for graduation; and
- (4) have a child who graduates early as provided by Subdivision (3)(C) participate in graduation ceremonies at the time the child graduates.

(b) The decision of the board of trustees concerning a request

described by Subsection (a)(2) or (3) is final and may not be appealed.

With the guidelines of Education Code, schools are looking for ways to involve parents in educating students. It is the responsibility of schools to implement parental involvement as defined by these laws. Schools must provide a welcoming atmosphere and a variety of opportunities for parents to become involved while developing a partnership to help students in their academic performance. Parental involvement is essential to academic achievement of students and correlates to student success (Emeagwali 2009, 84). In Emeagwali's research, both parents and teachers acknowledged the effectiveness of parent partnership in achieving success in their child's academic journey.

Theoretical Framework

Joyce Epstein's framework includes suggested practices, or activities, that help both parents in a greater involvement. Joyce Epstein has been conducting research on teachers' practices of parent involvement and the effects of family-school connections on students, parents, and teachers for over a decade. She is currently working at the Johns Hopkins educational research centers which include the Center for Research on Elementary and Middle School (CREMS) and the Center for Research on Effective Schooling for Disadvantaged Students (Brandt 1989, 24). Epstein stated:

Research shows that *partnership* is a better approach. In partnership, educators, families, and community members work together to share information, guide students, solve problems, and celebrate successes. Partnerships recognize shared responsibilities of home, school and community for children's learning and development. Students are central to successful partnerships (Epstein 2011, 25-26).

Epstein records that this framework of six types of involvement was adopted by the USA's National PTA in 2004 as its "standards" for all schools to inform and involve parents and community partners in the schools and in children's education. Further, the USA's No Child Left Behind Act (Public Law 107-110, 2002) outlined activities for the six types of involvement in its guidelines for schools' programs for family involvement (Epstein 2011, 69).

The six types of involvement between parents and school are the following: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making; and (6) collaborating with the community (Epstein 2011, 68). The framework could be visualized in this way (Figure 1):

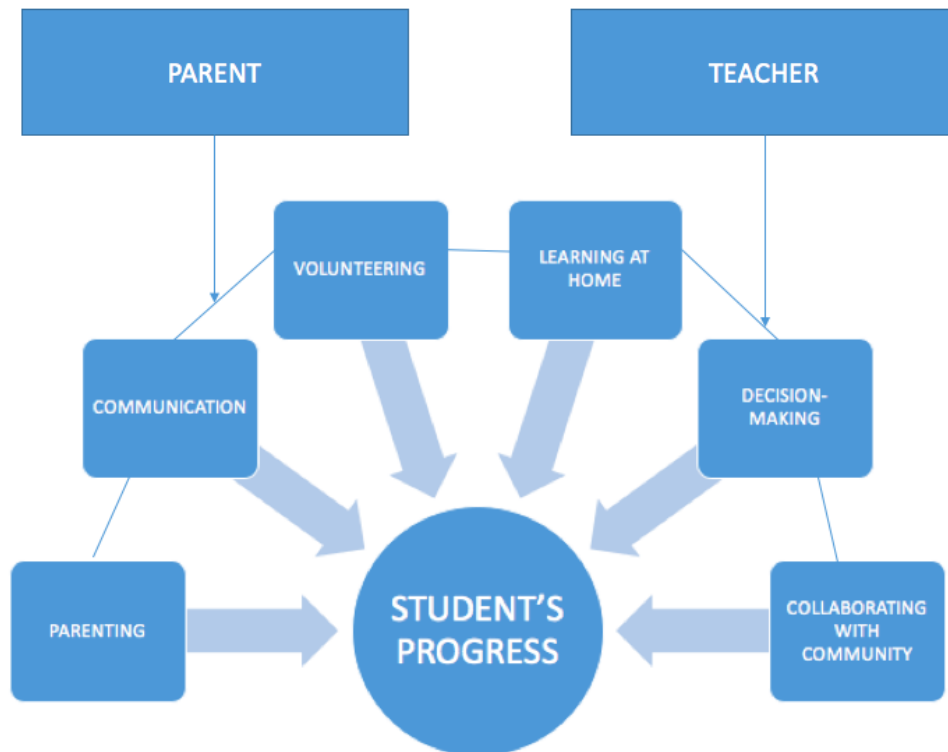


Figure 1: Six Types of Involvement Between Parents and School (Adapted from Epstein 2011, 68).

Figure 1 is an adaptation to Epstein's framework in relation to the objectives of the current study. Figure 3 which is discussed in detail in Chapter II of this study is the overarching framework that discusses the relationship of the school, family, and community. In this section of the paper, the researcher adapted the six types of parental involvement both as a theoretical framework and as basis for the statements in the questionnaire.

The first type of involvement between parents and school is in the area of parenting, according to Epstein's framework. This is helping all families understand child and adolescent development and establishing home environments that support children as students (Epstein 2011, 68). Schools can assist families in meeting their responsibilities as parents of children at every age level by providing activities that increase their knowledge and strengthen their skills in an effort to influence their child's growth and development (Epstein et al. 2009, 185). Successful parenting skills can benefit the parent and the school by increasing the understanding of both parties on the goals and concerns of the family and school for the student.

The second type of involvement between parents and school is in the area of communicating, according to Epstein's framework. This is designing and conducting effective forms of two-way communication about school programs and children's progress (Epstein 2011, 68). How does the school communicate with the parents? Building a two-way communication between the school and parent is a vital element in parental involvement. The study explored the activities that parents and teachers find totally evident, partially, or never evident in the way they are communicating with each other concerning issues that affect the students.

The third type of involvement between parents and school is in the area of volunteering, according to Epstein's framework. This recruiting and organizing help and support at school, home, or in other locations to support the school and students' activities (Epstein 2011, 68). Involvement of parents includes volunteering in some activities of the school.

The fourth type of involvement between parents and school is in the area of learning at home, according to Epstein's framework. This is providing information in ideas to families about how to help students with homework and curriculum-related activities and decisions (Epstein 2011, 68). Bringing the school at home can be also a way in involving the parents to the academic journey of the child. Performance-based activities can be done in home where the parents can help and be part of the task. This may benefit the parents who are busy or do not have time to volunteer and be present in school. They can still be involved and knowledgeable about their child's performance in school because they are part of the learning at home with their child.

The fifth type of involvement between parents and school is in the area of decision making, according to Epstein's framework. This is having parents from all backgrounds serve as representations and leaders on school committees and obtaining input from all parents on school decisions (Epstein 2011, 69). Many schools in the Philippines have a Parent's Council to represent the voice of the parents in the school.

The sixth type of involvement between parents and school is in the area of collaborating with the community, according to Epstein's framework. This is identifying and integrating resources and services from the community to strengthen and support schools, students, and their families, and organizing activities to benefit the community

and increase students' learning opportunities (Epstein 2011, 69). This is when the students, parents, and teachers engage in learning outside the school. With these kinds of activities, the parents can be helpful in communicating with the officers in the community or using their influence to make the activity successful.

Conceptual Framework

The conceptual framework (Figure 2) presents the flow of the research incorporating the types of parental involvement in light of Epstein's model. The research began with identifying the demographic characteristics of the parents and the teachers. Then the researcher explored the perceptions of the respondents on the six types of parental involvement. After knowing the perceptions of both teachers and parents on the activities concerning parental involvement, the researcher offered recommendations based on the findings of the study. These recommendations were presented to the faculty and administration of CCF Life Academy as feedback, and it could provide a basis for school improvement.

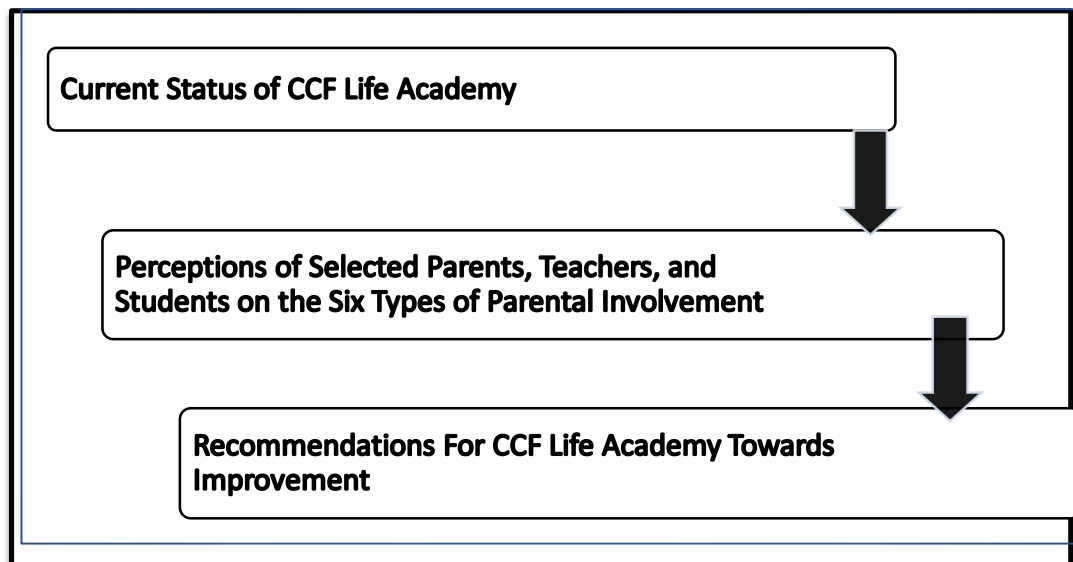


Figure 2: Conceptual Framework

Statement of the Problem

This study revolved around the main question: What are the perceptions of the selected parents, teachers, and students of CCF Life Academy Foundation, Inc. on parental involvement in light of Epstein's framework? The following research questions were addressed:

1. What are the demographic characteristics of the selected parents, teachers, and students at CCF Life Academy in terms on the following?

- a. Age
- b. Highest education level attained
- c. Gender
- d. Nationality
- e. Religion

2. Are there significant differences in parents' perceptions of parental involvement activities based on the following demographic factors?

- a. Age
- b. Highest educational level attained
- c. Gender
- d. Nationality
- e. Religion

3. Are there significant differences in teachers' perceptions of parental involvement activities based on the following demographic factors?

- a. Age
- b. Highest educational level attained
- c. Gender
- d. Nationality
- e. Religion

4. How do the parents of CCF Life Academy perceive the patterns of evidence of the following involvement activities in light of Epstein's framework?

- a. Parenting
- b. Communicating
- c. Volunteering
- d. Learning at home
- e. Decision making
- f. Collaborating with the Community

5. How do the teachers of CCF Life Academy perceive the patterns of evidence of the following involvement activities in light of Epstein's framework?

- a. Parenting
- b. Communicating
- c. Volunteering
- d. Learning at home
- e. Decision making
- f. Collaborating with community

6. How do the children of CCF Life Academy perceive the patterns of evidence of the following involvement activities in light of Epstein's framework?

- a. Parenting
- b. Communicating
- c. Volunteering
- d. Learning at home
- e. Decision making
- f. Collaborating with community

7. Are there significant differences in the perceptions between the parents and teachers of CCF Life Academy regarding parental involvement in light of Epstein's framework?

- a. Parenting
- b. Communicating
- c. Volunteering
- d. Learning at home
- e. Decision making
- f. Collaborating with community

8. What are the recommendations that could be offered to CCF Life Academy in terms of the following activities in light of Epstein's framework?

- a. Parenting
- b. Communicating
- c. Volunteering
- d. Learning at home
- e. Decision making
- f. Collaborating with community

Significance of the Study

This study explores the perceptions of parents, teachers, and students about which activities on parental involvement in Epstein's framework are totally evident, partially, or never evident in the operation of CCF Life Academy. The results of the study could help CCF Life Academy identify which engagement are evident or not as perceived by both parents, teachers, and students. The teachers could use the result of the study as a form of feedback on the way they involve parents in the enhancement of student performance and satisfaction in the school. The result of this study may improve communication lines between parents and the teachers in providing an environment where real partnership can take place for students' academic success, and the findings can be of use to other schools.

Null Hypotheses

The following are the null hypotheses of the study:

1. There are no significant differences between the demographic characteristics of parents of CCF Life Academy Foundation Inc. and the six types of parental involvement of Joyce Epstein's framework.
2. There are no significant differences between the demographic characteristics of teachers of CCF Life Academy Foundation Inc. and the six types of parental involvement of Joyce Epstein's framework.
3. All the activities for parental involvement are never evident as perceived by the parents.
4. All the activities for parental involvement are never evident as perceived by the teachers.

5. All the activities for parental involvement are never evident as perceived by the children.
6. There are no significant differences between the perceptions of parents and teachers regarding parental involvement.

Assumptions

The study assumed that there are possible activities for involvement in different types of Epstein's framework on parental involvement. In each of the parental involvements, there are possible ways to exercise each type. In addition to this, the researcher assumed that the population of CCF Life Academy Foundation mostly come from high income families. Furthermore, the study assumed that the responses of parents and teachers to the study are beyond the control of the researcher.

Definition of Terms

Parental typically denotes any person who is in a parenting role with children and this includes mothers, fathers, grandparents, and other member of the extended family, as well as foster parents and others who are acting as guardians (Hornby 2011, 1).

Partnership refers to how educators, families, and community members work together to share information, guide students, solve problems, and celebrate success (Epstein 2011, 4).

Patterns of Evidence refers to the availability of key indicators or information concerning the activities conducted in a given setting. In this thesis, they would refer to the activities that the school is doing to involve the parents towards the progress of their children (adapted from Petallar, Bokare, Dialing, and Quimbo 2012, 83-95).

Perceptions refer to the composite of our beliefs as they relate to our views of others and the nature of events in our ecology (Bronfenbrenner 1979, 87).

Scope and Delimitations of the Study

There are four limitations to this study. First, this study was limited only to CCF Life Academy Foundation, Inc. The researcher chose this school because it is Christian in its approach and it has a unique philosophy of education. According to their mission “The family is the primary socializing institution of the child, and the parents have the God-given responsibility of teaching and training them. The parents are the primary shaper of the child’s future, and the partners of the school in effecting learning of the child. The school helps facilitate, provide opportunities, and cooperates with the families in the teaching, training and socialization of the child in a family friendly and supportive environment, in order to build the foundations for the child to become independent and self-directed in learning (<http://www.lifeacademy.edu.ph/about-us/philosophy-of-education>). With this philosophy, the researcher wants to study if this is evident in the actual life of the school.

Second, the data-gathering instrument was limited only to the survey questionnaire adapted from Joyce Epstein’s six types of parental involvement (Appendix A). The respondents who answered the questionnaire were limited to the parents who have children enrolled in the school, and to all the teachers employed within school year 2016-2017. The children who participated in the interview were limited to Grade 6 students only as they are the oldest group age in the elementary level. The researcher chose these children because by virtue of their age, they can already express their perceptions on the questions that the research would require. The researcher asked all of

the teachers in the Preschool and Elementary departments to participate in the survey. The rationale for choosing these teachers is the fact that they are the front liners in the fulfillment of the school's mission and goal in nurturing children in their formative years. The researcher asked at least one parent of each child enrolled in the Preschool and Elementary to answer the self-administered questionnaire.

Third, the areas that were covered in the study were limited to the following six types of parental involvement Joyce Epstein included in her framework which includes: (a) parenting; (b) communicating; (c) volunteering; (d) learning at home; (e) decision making; (f) and collaborating with the community. The researcher gathered data on the other areas of operation in the school such as finances, administration, or governance.

Lastly, the findings of the study may not be applicable to Class B or C schools in the Philippines.

This chapter discusses the background of the problem, the theoretical framework, and the statement of the problem, among others. The next chapter will present the related studies and literature.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a review of related literature and studies that are relevant to the study. This chapter is organized into six major sections: (1) document analysis of the Handbook of CCF Life Academy on the parental involvement and how the school has shown evidence of this issue; (2) the importance of the family in the Bible, (3) the context of education in the Philippines with emphasis on parental involvement, (4) the importance of parental involvement, (5) the six types of parental involvement of Joyce Epstein's framework, and (6) various research conducted on parental involvement. The discussion on these topics give more light and a deeper understanding on parental involvement and its importance in the lives of the children. This chapter also emphasizes that the children need all the help (from the home, school, and the community) that they can get for their nurture and development, i.e., not just academic progress but also in the other areas of their development.

CCF Life Academy and Parental Involvement: A Document Analysis

This section takes a closer look at the CCF Life Academy Student Handbook 2016 and the researcher identified content that deals with the theme parental involvement. Joyce Epstein's framework includes suggestions, practices, or activities to enable parents and school personnel to work together for optimum student performance.

The six types of involvement between parents and school are the following: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making; and (6) collaborating with the community (Epstein 2011, 68).

The first type of involvement between parents and school is in the area of parenting. This is helping all families in creating home environments that fully allow children as students (Epstein 2011, 68). At CCF Life Academy, there are opportunities for this. The school offers parenting seminar for the spiritual growth of the parents as well as nurture for the children. The school either invites or requires parents to attend parenting seminars organized by the school, Christ Commission Fellowship (CCF) or other reputable organizers (CCF Life Academy Student Handbook 2016, 39).

The second type of involvement between parents and school is in the area of communicating according to Epstein's framework. This is designing and conducting effective forms of two-way communications about school programs and children's progress (Epstein 2011, 68). How does the CCF Life Academy communicate with the parents? The school uses various means to keep in touch and involve the parents by providing accurate and timely information about students' progress, school policies, announcements, and school community activities (CCF Life Academy Student Handbook 2016, 36). Parents, in turn, are expected to participate in this communication effort.

The third type of involvement between parents and school is in the area of volunteering according to Epstein's framework. This is recruiting and organizing help and support at school, home, or in other locations to support the school and students' activities (Epstein 2011, 68). At CCF Life Academy, there are times when teachers invite the parents to be the "speaker of the day" where they share what they do in life. If their

work is in the medical field, they can teach about health or if their career is baking, they can teach the students how to bake. In this type of parental involvement, the parents can experience a hands-on involvement with the school. Furthermore, parents in CCF Life Academy are encouraged to be actively involved by participating in PSPC projects and initiatives (CCF Life Academy Student Handbook 2016, 38). The PSPC initiated the first Intramurals of CCF Life Academy last November 2015. The parents organized the event with the help of the Student Council of the school. The parents took initiative in preparing the awards, medals, even in officiating some games. The teachers and staff have seen the parents' initiative in volunteering to make the activity successful.

The fourth type of involvement between parents and school is in the area of learning at home according to Epstein's framework. This is providing information and ideas to families about how to help students with homework and curriculum-related activities and decisions (Epstein 2011, 68). At CCF Life Academy, specifically in Preschool Department, they give a responsibility chart where they let the parents answer or give their child the reward every responsibility item that their child accomplishes. In this way, the parents can help in learning and be involved in reinforcing the learning that their students got from school.

The fifth type of involvement between parents and school is in the area of decision making according to Epstein's framework. This is having parents from all backgrounds serve as representations and leaders on school committees and obtaining input from all parents on school decisions (Epstein 2011, 69). This is true in the context of CCF Life Academy. The school gives the parents opportunities to raise their concerns

or give suggestions for the improvement of the school through the council (CCF Life Academy Student Handbook 2016, 39).

The sixth type of involvement between parents and school is in the area of collaborating with the community according to Epstein's framework. This is identifying and integrating resources and services from the community to strengthen and support schools, students, and their families, and organizing activities to benefit the community and increase students' learning opportunities (Epstein 2011, 69). CCF Life Academy helps and support a foundation and every Christmas they give something to that foundation. Last December 2015, the parents initiated in organizing the first Christmas Fair of the school. The parents gathered sponsorships, tenants for the booths, games and others. They invited the kids from the foundation to celebrate Christmas with the school. Epstein's framework espouses that family and school partnership in the education is possible.

Importance of the Family in the Bible

The Bible states that children are a blessing, a gift from God, and that parents are required to train them (Psalm 127; Ephesians 6; Klick 2010, 80). Knowing this is the best way to recognize the importance of the family and why the family is created in the first place. The family is the basic unit of society. It is a place where culture and character of a person can be shaped because of the intense and close interaction with each other. God knows that everyone will be needing a special bond of love that is why God instituted family. God created the family holy in such that He put promises within it like children obeying their parents, husbands loving their wives, and wives submitting to their husbands (Ephesians 6). Any theological discussion about the subject of the family has to

take into account the significance of children, and an exploration of the theme of children and the imagery of childhood in the Bible will serve as a resource (Francis 1996, 65).

This is the ideal picture of the family: parents and children together in worship and in a bond that is strong to carry them through life's trials; however, this is not true to all families. William F. Cox, Jr., in his article entitled, "Parental Educational Responsibility: Is the Medium Necessarily the Proper Message in Christian Schooling?" documented that currently the estimates are that approximately 33% of all U.S. children under the age of 18 live apart from their fathers and in two-thirds of two-parent families both parents work. When combined with Barna's findings that Christians live pretty close to the ways of the world the same parenting tragedy is likely happening in Christian homes. And as the research shows children from fatherless families are at significantly greater social, economic, and psychological risk than their two-parent family peers (Cox 2006, 107).

One can see the breakdown of families, and eventually, the breakdown of the fellowship that children needed for their holistic growth. One can see in the Lord Jesus Christ a good example of how to treat children (Matthew 19:14-30). Why does the Bible place a strong emphasis on the home in the Christian nurture of children? Generally speaking, it is evident that there are certain experiences that can only be felt in the home. Home is the first school of a child because it is the first place that they are being nurtured and taken care of. Dianne Bergant, in her article entitled, "We Can't Really Live Alone," explained the picture of Jesus with children. She wrote:

The Gospel's picture of Jesus surrounded by children is so familiar to us that we may not realize how extraordinary it really is. In ancient Near Eastern cultures, children belonged to the world of women, not that of men. In the Bible, along with women and resident aliens, children

generally represented vulnerability. Jesus is depicted as welcoming them not only because they are endearing but also because they are vulnerable and in need of the protection of others. Then, as so often happens, he turns our perceptions inside out. The child, dependent on others for nurture and protection, is set before us as an example of how we are to stand before God—open and trusting (Bergant 2003, 31).

This is an insightful representation of how Jesus treated children in the midst of the existing culture which look at children in a different way. It is an encouraging aspect of Jesus' ministry and worthy of emulation by those who desire to work with children. And parents who are entrusted by God to nurture children can also find in Jesus a perfect example of undivided attention towards the little ones.

The Bible says in Deuteronomy 6:7, “Repeat them again and again to your children. Talk about them when you are at home and when you are on the road, when you are going to bed and when you are getting up” (NIV). This passage tells us that influencing and educating children can take place in any situation in their lives. This gives parents the responsibility to be more Christlike in all of their relationships—with their spouse, children, with the neighbors so children can see models before them. The nurture and culture of the parents could also affect how a child will be taught and raised.

There are always trials and difficulties, but the attitude and parental involvement determine a great deal of how the parents will end up in their parenting journey (Klick 2010, 80). Parents face a number of challenges everyday as they rear their children. Developing a strong, biblical parenting philosophy requires parents to embrace a more comprehensive approach that focuses on the heart (Turansky and Miller 2013, 3). In their book, *The Christian Parenting Handbook: 50 Heart-Based Strategies for All the Stages of Your Child's Life*, Turansky and Miller documented that the more intentional the parents are to the development and nurture of the child, the more the child will be open

and willing to cooperate in their journey together with their parents. The heart contains motivations, emotions, convictions, and values and having a heart-based approach in parenting is deeper and more intentional (Turansky and Miller 2013, 6).

The Bible showed us an example about parenting through the story of Hannah in the Old Testament (1 Samuel 1 and 2). Hannah asked Samuel from God and promised that she will give the child back to God. Consequently, God gave Samuel to Hannah and when Samuel was old enough to be weaned, Hannah fulfilled her promise and gave him back to God to serve him with his life. Samuel grew up to be a great man of God, a man who helped lead Israel back to God (Earley 2011, 17). Parents can also learn from Hannah's experience. As parents nurture the child, the more they need to entrust the child to God. A parent is the child's first teacher and one must continuously be mindful of the intrinsic worth of children who are gifts from God Almighty and as members of the human race. One cannot overlook the challenging responsibilities of being a parent that is why one should recognize the spiritual, emotional, and relational dimensions of rearing children. Obviously, parents need assistance in understanding how to work with educators toward improving their children's spiritual, intellectual, physical, social, and aesthetic performances (Nealey 2010, 76). Let us now turn to the picture of education in the Philippines, a country that values both family and the education of its citizens highly.

Understanding the Child

We understand that a child's learning is affected by different factors that surrounds them. It could be their parents which they see and interact most of the time, their siblings if they have, neighbors and teachers. These are just some of the factors that affects a child's development and performance in school. The Bible states that children

are a blessing, a gift from God, and that parents are required to train them (Psalm 127; Klick 2010, 80). Knowing this is the best way to recognize the importance of the family and why family is created. The family is a very important institution that every person is for sure a member of one. It is a place where culture and character of a person can be shaped because of the intense and close interaction with each other. Everyone needs a family. God created the family holy in such that He put promises within it like children obeying their parents, husbands loving their wives, and wives submitting to their husbands (Ephesians 6).

Jesus was never too busy for children (Matthew 19:14), and there is no record in the Bible that He became irritated with them. Why does the Bible place a strong emphasis on the home in the Christian nurture of children? Home is the first school of a child because it is the first place that they are being nurtured and taken care off. Tolbert wrote that “Jesus, the Master Teacher, understood the learner that much of what we call teaching today has shifted the focus from the personal needs of the learner to the personality preferences of the teacher, as Jesus demonstrated, it should be quite the reverse and it should be the needs of the student determine what is to be taught” (Tolbert 2000, 28).

The Bible says in Deuteronomy 6:7, “Repeat them again and again to your children. Talk about them when you are at home and when you are on the road, when you are going to bed and when you are getting up” (NIV). This passage tells us that influencing and educating children can take place in any situation in their lives. The nurture and culture of the parents also affects how a child will be taught.

The Context of Education in the Philippines with Emphasis on Parental Involvement

The World Education News and Reviews (WENR) documented that “the Philippine education system has been heavily influenced by its colonial history, which has included periods of Spanish, American and Japanese rule and occupation. During the period of American colonization, beginning in 1898, English was instituted as the language of instruction and a public school system was established, administered by a Department of Instruction [Education], and modeled on the US system” (Clark 2009, 1). The K to 12 is the latest paradigm that the country is engaging in. The K to 12 Program covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School [SHS]) to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship (<http://www.gov.ph/k-12/>). The Department of Education is complete with information on the features of this program, curriculum guide, implementation, and accomplishments that were documented all across the Philippines. These accomplishments ranged from the number of constructed classrooms as of 2015, teacher items (hired and trained), water and sanitation, textbooks, and proper student-school seat ratio ((<http://www.gov.ph/k-12/>). This government platform, indicates the high importance that the country is placing on the education of its citizens.

With this high value placed on education, the Philippines also places a great importance on the Filipino family. According to Article 149 of the Family Code of the Philippines, the family, being the foundation of the nation, is a basic social institution which public policy cherishes and protects. Consequently, family relations are governed

by law and no custom, practice or agreement destructive of the family shall be recognized or given effect (Family Code of the Philippines 1987, 216a, 218a). With the huge emphases on education and the family comes the call that both of these institutions need to work hand in hand for nation building. These two pillars of society, the home and the school, can be great avenues for the development of the country and the individuals living in it. To this effect, Henderson and Berla mentioned that “improving student achievement by working more closely with families appears to be used as a strategy most often in preschool and elementary school” (Henderson and Berla 1994, 6). This definitely calls for a higher level of commitment from the parents as well as the teachers and school administrators.

Various researches about parental involvement conclude that parental involvement plays an important role in a child’s performance in school and in the development as a child herself or himself. These researches were discussed in the proceeding sections of this chapter. Parental involvement comes in different types and forms of involvement such as helping children in their home work, volunteering and being actively participating on school’s activities and events, attending Parent-Teacher conferences, or giving or voicing out their thoughts about the school that can help in improvement of the school or of their children.

Most parents want the best for their children. Most teachers, too, aim to give their best for their students. This is the reason why many schools have a vision of partnership with the families so they can fulfill their goals for every student who would enter the portals of their institutions. For example, CCF Life Academy aims to stretch the possibilities on how they can partner with the parents of the children inside their school.

The administration of CCF Life Academy wants to see parents and teachers, together, helping and maximizing every talent and capacity of the children (CCF Life Academy Student Handbook 2016, 6).

On the part of the parents, there are times that they are not not fully aware of their vital role in their child's progress in school. Most of them just send their child at school and let the teachers and tutors do their part. They think that sending their child to school is a one-way communication, where teachers do the part of reporting and finishing the content of the lesson as their contribution in the education of the child; however, this should not be the case. There has to be a visible partnership between the school and the home. In this way, the school can inform the parents about their relationship with each other so teachers and parents can start working together to maximize parental involvement and collaborative learning of the child.

According to Presidential Decree No. 603, Article 12 by Ferdinand E. Marcos, the schools and other entities engaged in non-formal education shall assist the parents in providing the best education for the child (The Child and Youth Welfare Code 1974, n.p.). Government agencies promote parent involvement and are clear in their goals (McDermott 2008, 5). Article 76 of Child and Youth Welfare Code provides that the home shall fully support the school in the implementation of the school program- curricular and co-curricular- toward the proper physical, social, intellectual and moral development of the child.

The Philippine Government also provides in Article 77 of the Child and Youth Welfare Code that every elementary and secondary school shall organize a parent-teacher association for the purpose of providing a forum for the discussion of problems and their

solutions, relating to the total school program, and for insuring the full cooperation of parents in the efficient implementation of such program. All parents who have children enrolled in a school are encouraged to be active members in its Parent-Teacher's Association (PTA), and to comply with whatever obligations and responsibilities such membership entails. Parent-Teacher Association all over the country shall aid the municipal and other local authorities and school officials in the enforcement of juvenile delinquency control measures, and in the implementation of programs and activities to promote child welfare. In their book, *Public Relations for Schools: A Resource Guide for Principals*, Lundblad and Stewart noted that to be effective, schools and parents must work together in a continual exchange of information and cooperation on issues affecting the child (Lundblad and Stewart 2005, 99).

The educational provisions mandated in the 1987 Constitution have been articulated in the Education Act of 1982, Batas Blg. 232, which provides that the State shall promote the right of every individual to relevant quality education regardless of sex, age, creed, socio- economic status, physical and mental condition, racial as well as ethnic origin, political or other affiliation and the State shall promote equality of access to education as well as the enjoyment of the benefits by all its citizens (cited in Sutaria, Guerrero, Castano 1989, 3). As the government, specifically here in the Philippines gives importance to every education of Filipinos, in the 1973 Philippine Constitution Article 11, Section 4 provides that the State shall strengthen the family as a basic social institution. The natural right and duty of parents in rearing the youths for civic efficiency and the development of moral character shall receive the aid and support of the government (cited in Sutaria, Guerrero, Castano 1989, 23). Establishing goals for

individual students is perhaps more powerful than setting a few school wide or even State goals (Marzano 2003, 46).

The Importance of Parental Involvement

When we say parental involvement, what does it really mean? According to Michele Wages, parental involvement is a combination of commitment to and active participation with the school and the student on the part of the parent (Wages 2016, 1). This places a big responsibility especially to the parents who need to balance work and the education of their children. Reynolds defined parental involvement as any interaction between a parent with the child or the school which enhances a child's development (Reynolds 1996, 67). Simply put, parental involvement requires both the parents and the school to work hand in hand for the progress of the child.

Turkanis and Bartlett in their book, *The Christian Parenting Handbook* mentioned that the continuing involvement of parents and of children from before they enter school to after graduation contributes to the commitment and comfort of this learning community (Turkanis and Bartlett 2001, 67). The willingness of the family to partner with the school is a plus factor in a successful academic progress of the child.

Henderson and Berla in their book, *A New Generation of Evidence: The Family is Critical to Student Achievement*, made the claim that: Overall, the benefits of active, engaging parental involvement that promotes academic student learning outside of the school naturally increases the student's willingness to learn, increase the ability to increase grades and test scores, have a higher achievement in reading, increase attendance, turn in more homework, promotes higher graduation rates and decrease the

chances of negative student behavior to occur, such as alcohol, drug use, violence and dropout rates (Henderson and Berla 1994, 46).

This book is a testimony of the huge impact of family involvement in the progress of the child in school. When a child sees and feels the effort of the parents in his or her education, a lot of good things happen as documented by Henderson and Berla. The family should be the first source of encouragement in a child's life because knowing that the family supports their child could already be a big impact and a motivating factor for the child who is in school; however, Steve R. Parson lamented that there are only a few schools who have developed a way to measure the effectiveness of their efforts to involve parents and families in children's education (Parson 1999, 59). This is why this current study is vital to CCF Life Academy. Once the findings are in, the researcher could provide recommendations to the school on the perceptions of the parents, teachers, and selected students on the issue of parental involvement in CCF Life Academy.

A case in point is a particular school in Quezon City that the researcher was able to observe (Observation by Researcher, November 2015). This school seemingly do not encourage parents to be involved in how the administration leads the school. Parents are not welcome and are even discouraged to enter the school. The school has a drop off point where the parents are just allowed to stay for a very brief period of time to drop off their child. They do not have Parent-Teacher Association to avoid and prevent the so-called "*palakasan* system." This is a Filipino idiom which literally means "system in which connections are used to gain access" (*Tagalog-English Dictionary*). It cannot be denied also that this phenomenon exists in some schools in the country. But as the researcher observed, their students were well behaved and seemed like they were well-

disciplined by the school staff. This observation by the researcher could show that there are different results in partnering with parents. But as Parson was saying, if we do not measure the results of partnerships with families and communities, we will not be able to strengthen those things that are working and rethink those that are not (Parson 1999, 59). Parson added that the development of partnerships needs to support and nurturing in collaboration with community leaders (Parson 1999, 59). Perhaps what is needed is a common understanding between parents and the school on the amount and degree of parental involvement.

Schargel and Smink in their book, *Strategies to Help Solve our School Dropout Problem* noted that when parents are treated as partners and given relevant information by people with whom they are comfortable, parents put into practice the involvement strategies they already know are effective, but have been hesitant to contribute (Schargel and Smink 2013, 55). Thus, collaboration with families is an essential component of a reform strategy, but it is not a substitute for high quality education programs of comprehensive school improvement (Schargel and Smink 2013, 55). This shows that in addition to parental involvement, the school is faced with the challenge to engage in quality education programs.

Carey Elizabeth Cooper did a study entitled, “Family Poverty, Parental Involvement in Education, and the Transition to Elementary School.” Cooper noted: that “Although the positive effects of parental involvement on children’s academic outcomes have been documented in numerous studies, little research has addressed the processes through which parental involvement affects children. It is likely that many factors influence parents’ involvement, or lack thereof, and that these factors will vary depending

on parent and family characteristics. Thus, parental involvement is a dynamic process that changes as children develop and varies as a function of child and parent characteristics. Overall, parental involvement has a substantial positive influence in the life trajectories of children and is important to both parents and schools alike” (Cooper 2006, 23-24). This study mentioned the fact that parent and family characteristics can influence how parents get involved in the lives of their children. And the overarching statement is that parental involvement does affect progress of children in school.

John Gray in his book, *Children Are from Heaven* observed that parents nowadays are faced with the challenge of reinventing parenting, instead of assuming responsibility to mold children into responsible and successful adults; it is becoming increasingly apparent that the role as parents is only to nurture what is already there (Gray 1999, 23). Families nowadays tend to look on what is already happening without even thinking more deeply about the cause of the current behavior. To comment on this issue, Bornstein and Cote in their book, *Acculturation and Parent-Child Relationships: Measurement and Development*, stated that parenting is a job whose primary object of attention and action is the child and children do not and cannot grow up as a solitary individual but parenting is also a status in the life course with consequences for parents themselves (Bornstein and Cote 2006, xi). This situation places the parent in a precarious position. A parent who is struggling with issues on how to parent can face a lot of difficulty on letting children be themselves. Gray reminded his readers that “Within every child are the seeds of greatness and the role of the parent is to provide a safe and nurturing environment to give that child a chance to develop and express his or her

potential” (Gray 1999, 23). The support and love of parents are very vital in maximizing the strengths and weaknesses of the child in every way.

Will Jeynes in his book, *Parental Involvement and Academic Success* noticed that parental involvement is hardly a new practice and understanding that parental involvement is not a new concept is important to comprehend if one is to properly contextualize the parent, school, and community partnership movement that is growing in different places (Jeynes 2011, 3).

Many schools have been practicing parent-school partnership. What is crucial is the intensity of application of how the parents and the school cooperate for maximum progress of the children. It is good to note that the importance of parental involvement is reinforced by the considerable amount of research evidence which is now available to support the contention that improving parental involvement increases the effectiveness of the education that children receive (Hornby 2000, 2).

Ways in Which Parents Can Maximize Their Involvement in the Child’s Life

In his book, *Children and Their Development*, Robert V. Kail of Purdue University stated that, “Parents still influence their children, both directly and indirectly, however, the influence is no longer exclusively from parent to children; it is mutual because children influence their parents too by their behaviors, attitudes, and interests, children affect how their parents behave toward them” (Kail 2012, 436-437). Kail’s observation cannot be underestimated. While it is true that parents influence their children, it is also worth noting that children influence their parents in many ways. A breakdown of communication can make or break this bond between parents and their

children. In matters that concern the academic life of the child, open communication lines between the parent and the child could be a plus factor in the way the child approaches his or her challenges in school.

Learning does not stop in the classroom because learning can always be anywhere with anyone. The researcher wants to look at what has been done in the past regarding learning in the classroom, this is why she consults the resource of Ilg and Ames in their classic book, *School Readiness Behavior Tests Used at the Gesell Institute*, documented that parents on the whole are deeply interested in the education of their children up until to their child's entrance into kindergarten they have been the chief guardians of their growth and education (Ilg and Ames 1964, 317). Most parents from preschool are very hands-on regarding the learning of their child especially if they are first-time parents of a child enrolling for the first time. They are eager and excited to journey with school and with their child in education. This excitement sometimes wanes as the years go by. Some parents leave their children behind to fend for themselves as they struggle through school. But this should not be the case, according to Charlotte Anthony, parental involvement is the participation of parents on a regular basis by attending school functions and responding to other school obligations (Anthony 2008, 14).

One of the ways where parents could maximize their involvement in their child's life is through the following as suggested by Anthony: providing encouragement, communicating with the school, volunteering, and modeling positive behavior (Anthony 2008, 14). She also added that this allows parents to take an active role in Parent-Teacher conference and become a voice for their children and other children in the community (Anthony 2008, 15). How can parents do this? Henderson and Barla have a

recommendation. They said that parents are much more likely to become involved when teachers encourage and assist parents to help their children with school and conversely, parents who become involved are more satisfied with schools and hold their children's teachers in higher regard (Henderson and Berla 1994, 4). This statement is a profound testimony of how important it is for parents and teachers to share the same expectation on the progress of the children. Another way where parents could maximize their involvement in their child's life is through taking the time to also study with the child. In this way, the bond between parents and child could enhance the experience of the child. Learning from school can be integrated in the home if the parents will take efforts in learning also the lesson. The more the child experiences the learning, the more it could be memorable for them and meaningful because it was done together with their parents. In the home the child learns by observing other members of the family.

Finally, parents could maximize their involvement in their child's life by having positive experiences with writing, reading, and learning. Vopat stated that parents can best help their children succeed in school when they know how to foster and connect the learning in the home environment with the learning in school (Vopat 1994, 8). With increased parental involvement in aspects of the child's schooling, not only is the child positively affected cognitively, socially, and emotionally, but the teacher's classroom and school are enhanced by the resources brought in by the family members (Hiatt-Michael 2007, 82). The teachers' job needs not to be complicated if the teacher-and-parent relationship is open. Teachers who create an atmosphere that is encouraging and could establish trust with the parents.

In Swap's "partnership" model, family members work alongside teachers on the common mission of helping all children to learn unlike the curriculum enrichment strategy (Swap 1993, 58). Once the school and the teacher earn the trust of the parents, they themselves will have the willingness to volunteer and be part of the goal. They will volunteer in the classroom, tutor students, serve on committees, and establish contact with community groups (Henderson and Berla 1994, 4). For most schools, this degree of partnership entails a transformation of their relationship with families. Once this kind of relationship is achieved, a family-friendly environment of school could be achieved.

Being a parent is a challenging one; however, parents could have partners in this endeavor. The school could serve as one of the best partners of the parents in the nurture of children. Henderson and Berla mentioned that knowing more about the qualities of families whose children perform well in school does not relieve schools of their obligation to make extra efforts for children who are falling behind. On the contrary, this knowledge can enable schools to support families, to help them develop and maintain an environment that encourages learning, to keep them informed about their children's progress, and to help them manage their children's advancement through the system (Henderson and Berla 1994, 12).

As the family continues to learn about their own family, the school needs to support the advocacy of being an avenue for partnership in engaging life to the children. In addition, working with family establishes a bonding between the child and the parents that can be inherited and be passed on to the next generation. If this habit will be consistently practiced, the family bonding especially the bonding between the child and parent will be stronger. This section identifies the ways in which parents can maximize

their involvement in their child's life. The succeeding paragraphs deals with the framework on parental development as espoused by Dr. Joyce Epstein of John Hopkins University.

Pattni-Shah Keenjal in her dissertation entitled, "Bridging the Gap: Home-School Partnerships in Kindergarten" reported the two major findings of her study. First, teachers cited that working in collaboration with parents is crucial to children's academic success, emphasizing that this collaboration is particularly important in facilitating home-school partnerships with parents from diverse cultural linguistic background (Pattni-Shah 2008, 118). Second, if teachers take the initiative to reach out to these parents, the parents, will begin to realize that teachers are there to support them, and teachers will also benefit because they will understand the kind of support that parents need to work with their children at home (Pattni-Shah 2008, 118). Such partnership is crucial.

Finally, for this section, the researcher takes note of Jacqueline Carlyle's study entitled, "Say My Name: The Relationship Between Teachers' Perceived Implementation of Culturally Responsive Pedagogy and Student Academic Progress" (Carlyle 2008). Carlyle summarized Henderson and Berla's perception about parents being involved in their child: First, students, teachers and administrators benefit from school level parental involvement. Second, parents gain a clearer understanding of what is expected at school when there is a precise communication method between the school and the parents. Third, when parents are involved, students benefit in attendance, in social skills, and in enrollment in more challenging academic programs, and higher grade point averages. Fourth, parent involvement in the early years is good, but it becomes crucial at the later years and it provides significant gains for students and parents. Fifth, parent involvement

is increased when teachers make an effort to know the parents of their students. Sixth, teachers should include parent/guardian contributions in their instructional practices. Seventh, teachers should provide parents with clear, consistent expectations, information, and guidance that support children's school learning. Eighth, administrators should allow parents attend staff development that are geared towards teachers and parent collaboration. And finally, teachers should attend staff developments that build a culturally competent capacity to work with parents and reinforce school expectations (Henderson and Berla 1994, 18; Carlyle 2008, 61).

Joyce Epstein's Six Types of Parental Involvement

Joyce Epstein is director of both the Center on School, Family, and Community Partnerships and the National Network of Partnership Schools, and a research professor of education and sociology at Johns Hopkins University. She claimed that in study after study, teachers, parents, administrators, and even students from elementary through high school say that parental involvement benefits students, improves schools, assists teachers, and strengthens families (Epstein 2001, 3). Epstein's six major types of involvement encourage positive results for students, parents, and teachers. Joyce Epstein's model of parental involvement is considered a framework that explores actions that school might consider when developing home-school partnerships (Feiler 2010, 56).

Epstein identifies two types of involvement activities. The first type of involvement activity is "at-home involvement" which includes activities such as helping with homework and the second is "at-school involvement" which involves attending school events. The "at-home" and "at-school" central type of parent involvement is connected by the third central type of parental involvement which is "communication."

Establishing a positive, proactive, persistent, and personalized communication channel between parents and educators increases parent participation in learning activities at home and at school (Patrikakou and Weissberg 1999, 34). The six types of parental involvement are the following: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making; and (6) collaborating with the community (Epstein 2011, 68).

Parenting as the First Type of Parental Involvement in Light of Epstein's Framework

This section includes local and foreign literature and studies that concern parenting as a type of parental involvement in light of Epstein's framework. For the local studies and literature, the researcher used both Filipino and Asian sources. For foreign, the researcher used American and other Western sources. The researcher has gone to the University of the Philippines and the University of Santo Tomas (UST) and APNTS and also searched through websites that deal with Filipino and Asian research on parenting – but the researcher has not found any related study on this particular type of parental involvement.

For Epstein, “parenting” would refer to assisting families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. This also refers to assisting schools in understanding families' backgrounds, cultures, and goals for children. An example of parenting that Epstein suggested is a workshop for parents on child development. She said that this may first increase parents' confidence about their interactions with their children (Epstein 2011, 508). Commenting on parenting and the

school's role on this issue, Wyk and Lemmer in their book, *Organising Parent Involvement in Schools* mentioned that when the school provides support to families for their parenting task, parents develop skills, knowledge and confidence about their parenting as their child proceeds through the school (Wyk and Lemmer 2009, 25). They further explained that the challenge is to provide information about parenting to all families in the school and not just the few that may attend a workshop at the school building (Wyk and Lemmer 2009, 25). Schools are expected to give their best for the students but if the school's goal is to have a strong parent- teacher partnership, providing parenting information to their parents is an extra mile on the part of the school.

A related study about parenting in the Philippines is conducted by Danielle Ochoa and Beatriz Torre of University of the Philippines Diliman and Pambansang Samahan sa Sikolohiyang Pilipino. The authors discussed the parenting style of Filipinos and how the parents interact with their children. Ochoa and Torre documented that in the Philippine context, Filipino parents can easily be classified as authoritarian, permissive, or authoritative, considering that there may be meaningful differences in cultural notions of parental autonomy, support and control and students' attitudes towards school were strongly associated with academic performance (Ochoa and Torre, 14). Although parenting characteristics and styles influence children's development outcomes in different domains, parenting is not a one-way street: parents and children interact and relate with each other in ways that change throughout the life course (Ochoa and Torre, 20). This study also confirmed the idea that parents and children need to have an open relationship for growth to occur.

In the context of CCF Life Academy, the school offers help and some ways to equip families with basic parenting skills. It offers different seminars about parenting. The Family Ministry and NxtGen Ministry of the Christ Commission Fellowship (CCF) conduct seminar and activities for family. They conducted sports fest where parents can join and while the family is waiting for their game, there are seminars or small-group talks that they can join in.

Epstein discussed that if parents attend the workshops or obtain information from the workshops in other ways, and if the information they receive from the school is understandable and important, then some parents might apply the information at home in their attitudes and actions (Epstein 2011, 508). The school may consider the assurance that all of the information sent to every family will be useful and relevant to their roles as parent of their child. It is important for the school to make sure that all information for parents is clear, practical and linked to the child's success at the school (Wyk and Lemmer 2009, 25). In this way, the school could contribute to the parenting skills of the parents in the home in relation to the academic progress of their children.

Communicating as the Second Type of Parental Involvement in Light of Epstein's Framework

The next type of parental involvement according to Epstein is communicating. For Epstein communication would refer to communicating with families about school programs and student progress. This would entail creating a two-way communication channels between school and home. According to the research conducted by Patrikakou, Weisberg, Redding, and Walberg, "The communication between home and school facilitates the flow of information about school and the child's progress" (Patrikakou,

Weisberg, Redding, and Walberg 2005, 8). This open communication lines pave the way for a smooth flow of messages from the parents to the teachers and vice versa.

A study was conducted by Henderson and Berla and they found out that when parents are involved, students achieve regardless of any stigma we put on them, socioeconomic status, ethnical/racial background, or parents' educational level (Henderson and Berla 1994,7). Writing about the study conducted by Henderson and Berla, Jacqueline Carlyle in her dissertation entitled, "Say My Name: The Relationship Between Teachers' Perceived Implementation of Culturally Responsive Pedagogy and Student Academic Progress" wrote, "When parents are involved, students achieve regardless of any stigma we put on them, socioeconomic status, ethnical/racial background, or parents' educational level. Parent involvement provides opportunities for parents to engage in feedback about their child's education (Carlyle 2008, 60). Carlyle also documented that it also provides the opportunity for parents to know what to expect of their child and how they can assist their child in being successful (Carlyle 2008, 60).

Schools have different ways of communicating with parents. There are schools who organize conferences with teachers and parents to discuss different topics or concerns about their child. Although this is not good news to some parents especially for parents who are working, still this is an important avenue for enhancing parent-teacher communication. Parson commented that "almost anyone, parent or teacher, who has participated in the rite of the parent- teacher conference will tell you that the conference is not something that they look forward to with great enthusiasm (Parson 1999, 54). He further stated that parents often report that they do not gain insight into their children's education from the conferences, and teachers frequently complain that they rarely get to

talk with the parents who are most in need of help (Parson 1999, 54). Despite these challenges, still, the parent-teacher conference does reinforce the idea that parents and teachers can work together as a team (Parson 1999, 54).

Krishna Y. Smith in her dissertation entitled, “Impact of Parental Involvement on Student Achievement” wrote, “Different kinds of parenting or parenting styles made the interaction between the parents and school hard. Barriers occur that hindrances the relationship between the two element” (Smith 2011, 108). The following were the recommendations of the study: (1) creating a newsletter for parents within the school-site so that parents will be more knowledgeable about events and activities happening directly at the school; (2) enhancing the communication between the parents and the teachers through different ways of communication; and (3) implementing regular informal gatherings with the principal and teachers will provide informal opportunities for parents to meet and greet teachers and administrators (Smith 2011, 108). This study also confirmed the importance of the relationship between parents and schools and the ways that this partnership could be enhanced.

In the context of CCF Life Academy, the teachers and administrators of the school use various means of communication. Some of these include the following: a Parent Teacher Conference, parent pick-up for report cards, school memos, notes through their notebooks, phone calls, and through iTunes, an application used by high school students on their iPads. The teachers use the official school telephone number to communicate with parents although some teachers give their personal numbers to the parents, but it is optional. Christenson, Godber, and Anderson said that: Creating varied opportunities for consistent and accessible interactive communications is also vital; this

can be accomplished, for example, by installing phones in teachers' classrooms, maintaining adequate Internet connections to support e-mail, creating opportunities for relaxed and enjoyable parent-teacher interactions, and allocating resources to support parent-teacher communication, e.g., preparation of classroom newsletter for parents, creating a parent-teacher room for conversations at school, hiring community members deeply familiar with the culture and language[s] of the school's families. Creating more effective parental involvement may require that schools develop strong listening skills as well as habits of adaptation and flexibility (Christenson, Godber, and Anderson 2005, 48).

For Epstein, communicating could be a particular challenge when families speak many languages, have diverse reading skills, work different shifts and schedules, and have other circumstances that require thoughtful and responsive actions (Epstein 2011, 449). But Epstein also assured her reads that with good information and participation, families can assist educators in helping students adjust to new schools, new curricula, and other changes that affect their success in school (Epstein 2011, 449). Communication is vital part of the relationship between the school and the parents. When both parties are aware of issues that concern the progress of the children, there could be a possibility of a fast and smooth intervention.

Penelope Odum Herrell conducted a study entitled, "Parental Involvement: Parent Perceptions and Teacher Perceptions." Herrell discussed, "With these, school administrators and educators may find that frequent communication between home and school may be beneficial (Herrell 2011, 98). The dissertation also documented out that multiple strategies such as conferences with families, Parent- Teacher meetings, weekly

folders of student work, handbooks, emails, newsletter, phone trees, and websites may be used to ensure effective communication between the home and school (Herrell 2011, 98). Some of Herrell's recommendations included the following: To ensure effective parental involvement, schools may have partnership programs in place that continually develop, implement, evaluate, and improve plans and practices encouraging family and community. Administrators and educators must provide a welcoming and inviting atmosphere to make the school less intimidating and more comfortable for those parents who have negative memories or have had negative experiences in the school (Herrell 2011, 99).

Volunteering as the Third Type of Parental Involvement in Light of Epstein's Framework

For Epstein, volunteering activities include recruiting and training volunteers; arranging schedules, locations, and activities for volunteers; and recognizing parents who serve as audiences for students' events and performances as volunteers (Epstein 2011, 459). In the context of CCF Life Academy, some parents are active in volunteering in the different events of the school. From forming a Parent- School Partnership Council (PSPC) and assigning a representative per grade level, the parents are willing to volunteer to take responsibility for each position. The Parent- School Partnership Council (PSPC) is composed of elected parents who are actively involved in supporting the school community. There are assigned class representatives or batch representatives per level, and there is a ready setup of Viber groups to update parents about school events (CCF Life Academy Student Handbook 2016, 38). Epstein said that if volunteering is well designed and well implemented, some or all students may gain or improve skills taught

by or practiced with volunteer aids, lectures, tutors, and mentors (Epstein 2011, 459).

In the dissertation written by Erica D. Mattison entitled, “Silenced Voices: Rethinking Parental Involvement in Education,” Mattison urged that to reach parents, schools must create meaningful interactions between parents and schools through acknowledging parents’ funds of knowledge, accepting and socio-economic differences, and working to build relationships (Mattison 2007, 29). This study also documented the importance of the relationship between parents and schools. When schools are aware of the different capacities of parents, they they can identify which parents can help in specific projects in the school.

Volunteering can be as members of audiences- attend assemblies, performances, sports events, recognition and award ceremonies, celebrations, and other events (Epstein 2011, 459). Epstein suggested that one way that some schools begin to think about expanding volunteering, is to ask teachers, administrators, and school staff for a “wish list” of how volunteers’ time and talents might be helpful (Epstein 2011, 462). For CCF Life Academy, they do this by distributing school memos with reply slip where the parents can choose and communicate their ways of volunteering in some school events. Another way that some schools begin to think about volunteers is to create a “talent pool” by asking parents, other family members, and even members of the community to indicate how they might like to help the school and students; what their talents, time, range of interests, or willingness to help are, and what a good location for their assistance would be (Epstein 2011, 462). Volunteer not only means a person who comes during the school day but also a person who supports school goals and children’s learning in any place at any time (Epstein 2011, 459). Volunteering, like parenting and communicating is

a way wherein parents and schools is a way where parents can get involve with the progress of their children in school.

Learning at Home as the Fourth Type of Parental Involvement in Light of Epstein's Framework

For Epstein, learning at home activities involve families with their children in homework, goal setting, and other curriculum-related activities and decisions (Epstein 2011, 465). In one of the researches that Epstein conducted, she found out that some schools encourage teachers to design homework that enables students to share and discuss interesting work and ideas with family members that can create two-way connections between home and school about curriculum and academic learning without parents having to come to the school building (Epstein 2011, 465). In the context of CCF Life Academy, the teachers give a “responsibility chart” or card where there are assigned tasks that need to be done by the student at home. The participation of the parent is to check and put remarks on the chart or card every time that the child is done with a particular task. In the high school department, parents can monitor the activities and the lesson of their child through iTunesU. This is an application installed in their iPads where the teachers create a class and enroll their students there. It is an avenue where the teachers give their homework and lessons and where the students can submit their homework as well. This type can be an example of learning at home because the parents can experience parental involvement even when they are not in school.

Homework means not only work that the students do alone but also interactive activities that students share and discuss with others at home (Epstein 2011, 465).

Quenna Lee-Chua in her book, *Learning What Parents, Students, and Teachers Should*

Know commented that homework reinforces topics discussed in class, leading to better understanding and to develop good study habits (Lee-Chua 2010, 15). For Epstein, one way to redefine family involvement in homework and in academic decisions is to place the student in charge of interactions where students are expected to share with families interesting things they are learning in class or important decisions that must be made about academic courses, programs, or other opportunities (Epstein 2011, 468). She added, “Indeed, some homework should be completed independently to help students learn how to study on their own but other homework can be interactive to enable students to share their work and to keep families informed about what their children are learning in school. Another way to vary homework assignments is to periodically ask children and parents to design a family-related homework activity for the student to conduct.” Epstein explained that if “learning at Home” activities are well designed and well implemented, more students will complete their homework and improve the quality of their work, and more parents will be informed about what students are learning in class (Epstein 2011, 465-470).

The suggestions of Epstein are worth noting. There are times when parents get tired of helping their children in doing homework. In a study conducted by Alfie Kohn entitled, “The Case Against Homework,” he found out after interviewing parents, teachers, and students that “Homework is all pain and no gain” (Kohn 2016, 24.) Kohn described, “The pain is obvious to kids but is not always taken seriously by adults. Backpacks stuffed with assignments leave students exhausted, frustrated, less interested in intellectual pursuits and lacking time to do things they enjoy.” Kohn quoted literacy expert Harvey Daniels when the latter said, “Most of what homework is doing, is driving

kids away from learning.” Kohn then commented, “We parents, meanwhile, turn into nags. After being away from our children all day, the first words out of our mouths, sadly, may be: ‘So, did you finish your homework?’ One mother told me it permanently damaged her relationship with her son because it forced her to be an enforcer rather than a mom” (Kohn 2016, 24).

Although this study is not a representative to what most parents, teachers, and students are thinking, it is still worth noting. As part of his recommendation, Kohn challenged: We parents need to reach out to others in our communities to debunk uninformed assumptions (“homework is academically beneficial,”) to challenge silly claims (“homework is needed to provide a link between school and family,”) and to help restore sanity and joy to our children’s lives. Kohn endorsed that we should respectfully but pointedly inform educators that the status quo is not supported by good research or basic values, and those values include a commitment to let kids be kids and provide them with time to grow socially, physically, emotionally and artistically—not just academically (Kohn 2016, 25).

Contrary to Kohn, Epstein is a believer in homework. In fact, she espoused that when parents take part in the accomplishment of students’ “Learning at Home” activities, then proper parental involvement is happening; however, another study conducted by Dana Goldstein entitled, “. . . And Don’t Help Your Kids With Their Homework” has found out that helping children with their homework is not that all productive. Goldstein explained: “One of the central tenets of raising kids in America is that parents should be actively involved in their children's education: meeting with teachers, volunteering at school, helping with homework, and doing a hundred other things that few working

parents have time for. These obligations are so baked into American values that few parents stop to ask whether they are worth the effort” (Goldstein 2014, 84). Goldstein documented that Keith Robinson, a sociology professor at the University of Texas at Austin, and Angel L. Harris, a sociology professor at Duke, mostly found that it does not. Goldstein explained further: “The researchers combed through nearly three decades' worth of longitudinal surveys of American parents and tracked 63 different measures of parental participation in kids' academic lives, from helping them with homework, to talking with them about college plans, to volunteering at their schools. In an attempt to show whether the kids of more-involved parents improved over time, the researchers indexed these measures to children's academic performance, including test scores in reading and math. What they found surprised them. Most measurable forms of parental involvement seem to yield few academic dividends for kids, or even to backfire— regardless of a parent's race, class, or level of education” (Goldstein 2014, 84).

Despite this seemingly “negative” findings on parents' involvement in school from helping them with homework, to talking with them about college plans, to volunteering at their schools, Goldstein quoted Robinson and Harris as saying, “While Robinson and Harris largely disproved that assumption, they did find a handful of habits that make a difference, such as reading aloud to young kids (fewer than half of whom are read to daily) and talking with teenagers about college plans. But these interventions do not take place at school or in the presence of teachers, where policy makers exert the most influence— they take place at home” (Goldstein 2014, 85). Thus, the home still holds its stand as a place where learners are nurtured.

In conclusion, Goldstein said: valuing parental involvement may not directly affect test scores, but it can make school a more positive place for all kids, regardless of what their parents do or don't do at home. Getting involved in your children's schools is not just a way to give them a leg up—it could also be good citizenship” (Goldstein 2014, 85). In a way, Epstein’s framework particularly on “learning at home” still has merit.

There are some things that need to be considered in family and school relationships. On the same note, Maria Eulina De Carvalho in her book, *Rethinking Family- School Relations: A Critique of Parental Involvement in Schooling* (2001) remarked with this critique. It is a long quote but the researcher thinks her observations are valid. Carvalho remarked:

Family and school educational responsibilities have evolved historically in the direction of increasing extension and specialization of the school role. However, the dynamic articulations between these institutions still need to be conceptualized within specific settings, circumstances, and practices. But families have different life conditions and arrangements, and various views and feelings about life, education and educational responsibility. Therefore, families do not necessarily benefit from opportunities to participate and exert influence on their children’s education, either in school such as attending parent-teacher conferences, discussing the school curriculum or at home tutoring homework. Moreover, most families are in a position of lesser power to influence school policies and practices and to take advantage of educational opportunities for their children (De Carvalho 2001, 23- 24).

Like Goldstein, De Carvalho cited that it is not always the case that when parents get involved in the academic life of their children, amazing things happen; however, both of them acknowledged that parents and school need to work hand in hand for the growth of their children. A reserach report is presented by J. Hallgarten in the book, *Parents Exist OK? Issues and Visions for Parent-School Relationships*. Hallgarten wrote that although parental

involvement in school life can benefit a whole school, the welcoming of certain kinds of parents may alter school culture in a way that disadvantages the children of the uninvolved (Hallgarten 2000, 19). Proving what appears obvious, that parents do matter, is often more difficult than challenging assumptions and much work remains to be done in order to uncover the casual channels that determine student achievement (Hallgarten 2000, 18). The importance of parental involvement in education cannot be overstated because parents are the child's first teacher and the only teacher who remains with a child throughout his education.

MaryJane M. Kirby, in her study entitled, "The Advantages of Parental Involvement in Closing the Achievement Gap," documented that the role of parents in supervising children's educational experiences at home and at school has long been considered significant for children's success in school (Kirby 2006, 125). However, it is only recently that researchers have begun methodical and extensive investigations of parental involvement beyond elementary schooling (Kirby 2006, 125). This also relates with what Henderson and Berla found out when they said, "When parents and schools collaborate to help children adjust to the world of school, bridging the gap between the culture at home and the mainstream school, children of all backgrounds tend to do well" (Henderson and Berla 1994, 10).

Decision Making as the Fifth Type of Parental Involvement in Light of Epstein's Framework

For Epstein, decision making activities include families as participants in school decisions, governance, and advocacy activities on school councils or school

improvements teams, Action Teams for Partnerships, other committees, PTA/PTO, and other school-based or independent parent organizations (Epstein 2011, 475). The Parent-School Partnership Council (PSPC) of CCF Life Academy is composed of representatives per grade level. The representative per grade level coordinates with the parents of the same level that his or her child belongs. In this way, the officers will have an easier access or approach in communicating and catering the needs of the parent in a certain level. This activity is in line with Epstein's advocacy. Epstein stated that it is important for parent representatives to communicate well with other parents to obtain input on school decisions and to report the results of school meetings (Epstein 2011, 476).

According to Epstein, in most schools, only a few parents know what topics, issues, and decisions are discussed or enacted and typically, only a few voices are heard from parent leaders who may or may not represent the views of other parents and these patterns and problems of selective participation are even more evident (Epstein 2011, 478). Therefore, Epstein urged that parent leaders must be assisted to effectively represent other parents by gathering their ideas on important issues and by reporting back to the families they represent because not every parent attends committee meetings, communication with parent leaders is evidence of all parents' participation.

Collaborating with the Community as the Sixth Type of Parental Involvement in Light of Epstein's Framework

For Epstein, collaborating with the community activities bring extra human, fiscal, and physical resources, programs, and services from the community to the school (Epstein 2011, 481). She documented that connections with small and large business;

government agencies; cultural, religious, civic; colleges and universities; and other community groups and individuals should benefit students, families, or the school and this also enables students, staff, and families to contribute their services to the community.

Last December 2015, in partnership of the Parent- School Partnership Council (PSPC), CCF Life Academy Student Council, and the school itself, the first Christmas Fair of the school was created. They invited a community-based foundation to come over the school and celebrate Christmas with the whole school community. There were games, booths, food stalls, and other exciting and engaging stall where the children from the community-based foundation had a chance to experience and enjoy from it. The student body, represented by the Student Council, gave simple gifts for the children as well. This is in line with Epstein's advocacy on parental involvement. Epstein noted that one challenge in collaborating with the community is to identify the resources in the community that will advance school improvement goals, enrich school programs, and meet the needs of students and families (Epstein 2011, 481). To explain further this concept of collaborating with the community, Epstein stated, "The school community includes all family and community members who care what happens to the school and to children, whether or not they are have children in the school because children are the future adults, workers, and families in communities, it is important to foster positive and productive connections with all who have a stake in good schools and student success" Epstein 2011, 484-488). Epstein continued, "In partnership schools, the goal is for educators, parents, and community partners to work together to provide in-school and

out-of-school opportunities, at school, at home, and in the community, that increase student learning, talents, and success in school (Epstein 2011, 484).

The community with all its challenges as well as resources could be wonderful avenue for the school and the parents to partner with. Students from well-off families, for example, would have a glimpse of the vast need of poor community through hands-on partnership with people outside the confines of their school and family. Epstein specified that if collaborating with the community is well designed and well implemented, students and families will learn about and use the various community services and programs to improve health, increase skills, and develop the talents of all family members (Epstein 2011, 484-488).

Wyk and Lemmer, in their book, *Organising Parent Involvement in Schools* acknowledged that the six types of parent involvement can guide the development of a comprehensive programme of parent involvement in any school and due to the variety of involvement opportunities, and environment is created where different individuals and families can find meaning (Wyk and Lemmer 2009, 29). They further indicated that it is important to note that the six types of parent involvement place the initial responsibility of getting parents involved with the school instead of confining the parent involvement to the traditional cake sales, audiences for sports events or school governing bodies, there are now many avenues for parents and teachers to explore (Wyk and Lemmer 2009, 29). With all the praises accorded to parental involvement, Borman, Cookson, Sadovnik and Spade cautioned that if well designed and well implemented, the activities selected for the six types of involvement promote and produce benefits for students, families, and the schools and if poorly implemented, the activities may create dissension and other social

and academic problems (Borman, Cookson, Sadovnik and Spade 1996, 221). Thus, there is a need for schools to carefully design activities that involve parents and the families in the process.

Patricia Ruggiano Schmidt, in her book, *Preparing Educators to Communicate and Connect with Families and Communities* urged school administrators to analyze the barriers that are keeping professionals from collaboration with parents and from pursuing collaboration with parents and from connecting to the community (Schmidt 2005, 65). She continued to say that responsive educators should recognize that all children are culturally bound to their homes, and that this fact can enhance learning for all and that school leaders need to help educate teachers about best practice in implementing these conferences by, among other things, facilitating fruitful parent-teacher conferences (Schmidt 2005, 65). Truly there are different barriers in parental involvement but the eagerness and passion of the school must drive the desire of implication of parent partnership in school.

The Relationship Between the Family and the School

According to Epstein, families and schools are ever-changing as the members mature, develop new skills, knowledge, contacts, and patterns of social interaction (Epstein 2011, 53). In this light, she introduced a model of family and school relations that accounts for history, development, and changing experiences of parents, teachers, and students (Epstein 2011, 53).

In the Philippine context, socialization or *pakikisama* is embedded in the Filipino psyche. Andres and Francisco in their book, *Curriculum Development in the Philippine Setting* pointed out that by means of socialization as an educative process, the learner

socializes with others and takes the roles expected of him in view of his social position (Andres and Francisco 1989, 81). In this, the environment will be more friendly and will be more encouraging in helping and involvement as they socialize with each other. This behavior, which may be both individual and culturally shaped, has sufficient regularities to make it amenable for explanation, understanding, and scientific investigation (Andres and Francisco 1989, 81).

On the issue of socialization, the school needs to set boundaries and act as moderator on how it could take place because socialization may cause negative effects like gossiping, peer grouping or over familiarity. In the context of CCF Life Academy, parents are not allowed to talk to students who are not their own children. If someone, for example, observes an unpleasant student behavior, to avoid conflict, he or she should address it to the school administrator rather than the person concerned. In this way, the school can stand as a moderator and the bridge from the student to the family.

Figure 3 is the Overlapping Spheres of Influence of Family, School, and Community on Children's Learning (External Structure of Theoretical Model) by Epstein. According to Epstein the overlapping spheres of influence model demonstrates shared responsibility of the school, family, and community for a child's success in school. The center of the sphere represents the child as the family, school, and community. Various experiences, philosophies, practices, and other forces push the spheres together or pull the spheres apart resulting in the amount of overlap between the family, school, and community. Schools and families vary on the dimensions that are supposed to distinguish family and school treatments and attention to children. The main differences among parents are their knowledge of how to help their children at home,

their belief that teachers want them to assist their children at home, and the degree of information and guidance from their children's teachers in how to help their children (Epstein 2011, 61).

Force A represents a developmental time and history line for students, families, and schools. Time refers to individual and historical time: the age and grade level of the child and the social conditions of the period during which the child is in school (Epstein 2011, 53). The child first "attends" home, and the family provides the main educating environment where parents and teachers do not initially interact directly about the child's learning. The external structure can, by conditions or design, be pulled together or apart by important forces, i.e., background and practices of families, schools, and communities, developmental characteristics of students, historical and policy contexts (Levinson, Cookson, and Sadovnik 2002, 526). The internal structure of the model specifies institutional and individual lines of communication, and locates where and how social interactions occur within and across the boundaries of school, home, and community (Levinson, Cookson, Sadovnik 2002, 526). Levinson, Cookson, and Sadovnik articulated their interpretation of this theory: The theory integrates and extends many ecological, educational, psychological, and sociological theories of social organizations, interpersonal relationships, and life course development. The overlapping spheres model places concepts of cultural capital, social networks, and social capital in a broader theoretical context, as the areas of overlap and internal structure show where and how networks are formed and cultural and social capital are required (Levinson, Cookson, Sadovnik 2002, 256).

The internal structure of the model in Figure 3 shows the interpersonal relationships and influence patterns of primary importance (Epstein 2011, 56-57). Family (F) and School (S) connections refer to the interactions between family members and school staff that concern all families and the general school staff or school programs. These types of involvement establish common structures for communications and interactions between families and schools as organizations. Figure 3 below explains this model.

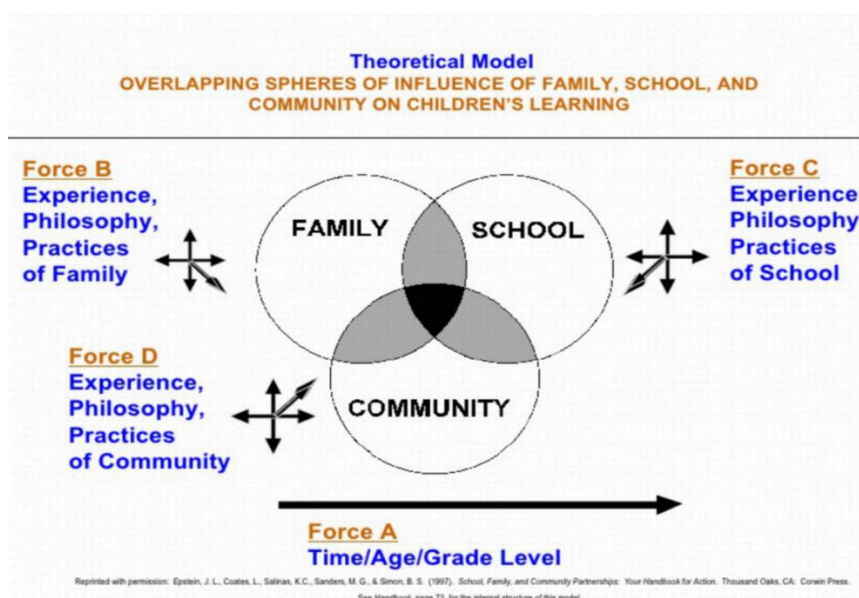
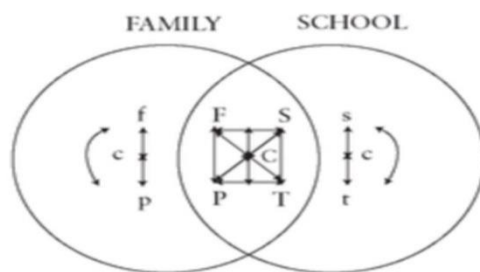


Figure 3: Overlapping Spheres of Influence of Family, School, and Community on Children's Learning (External Structure of Theoretical Model)

The internal structure of the model in Figure 3 shows the interpersonal relationships and influence patterns of primary importance (Epstein 2011, 56-57). Family (F) and School (S) connections refer to the interactions between family members and school staff that concern all families and the general school staff or school programs. These types of involvement establish common structures for communications and interactions between families and schools as organizations. Parent (P) and Teacher (T)

connections refer to specific interactions between parents and teachers about an individual child. The Child (C) has the central place in all of the patterns of interactions and influence in this model. The internal organizational and individual relationships are influenced simultaneously by the age and grade level of the student and the common practices of the time period (Force A) and by the actions, attitudes, experiences, and decisions of teacher and parents (Forces B and C). The degree of overlap of family and school organizations and their goals and practices affects the social and psychological distance between the family and school members, their patterns of communication, and the results or outcomes of more or less interaction. Figure 4 below portrays the internal structure of the theoretical model.



KEY: Intra-institutional interactions (lowercase)
Inter-institutional interactions (uppercase)

f/F = Family c/C = Child
s/S = School p/P = Parent
t/T = Teacher

Note: In the full model the internal structure is extended, using the same KEY to include:
co/CO = Community
a/A = Agent from community/business

Figure 4: Overlapping Spheres of Influence of Family, School, and Community on Children's Learning (Internal Structure of Theoretical Model)

The researcher will present at least two persons who commented on Epstein's theoretical model, namely, Obiefuna Onwughalu and Mavis G. Sanders. First, Onwughalu in his book, *Parents' Involvement in Education: The Experience of an*

African Immigrant Community in Chicago disclosed that Epstein acknowledges that the degree of overlapping and no overlapping spheres of influence are likely to vary due to particular circumstances and in the same manner, a high level of overlap of home and school influences in preschool and early elementary school children would be expected (Onwughalu 2011, 280). Second, Mavis G. Sanders in her book, *Schooling Students Placed at Risk: Research, Policy, and practice in the Education of Poor and Minority Adolescents* expressed that Epstein's theory of overlapping spheres of influence provides the framework with which this study examines the effects of three institutions of socialization – the school, the family and the church- on the academic achievement of the child (Sanders 2000, 143).

Gary Hornby in his book, *Improving Parental Involvement* shared about Epstein's explanation on this theory. Hornby said: Epstein concluded that almost all parents from all backgrounds care about the education of their children so it is not lack of interest on behalf of parents which leads to low levels of parental involvement but it is the fact that so few of them know what schools expect from them or how they might contribute to their child's schooling which is at the core of the problem (Hornby 2000, 4-5). In order for schools to effectively involve parents, they must have clear policies and well-established procedures for working with parents.

Some teachers avoid parents because they think they might be bullied or be abused by requests and complaints among others. But based on the researcher's experience, the more teachers avoid the parents, the more the parents will be eager to talk to them and if not, they might go directly to the administrator and relay their concern.

Positive teacher attitudes to working with parents are clearly essential if parental involvement is to be successful (Hornby 2000, 5). Hornby added that teachers must be genuine in their relationships with parents; that is, they should come across as real people with their own strengths and weaknesses but with authority and they need need to have a good understanding of parents' perspectives; that is, they must be able to see and appreciate parents' points of view (Hornby 2000, 8-9). Parents are partners. If they have been showing unpleasing attitude, teachers should be more understandable and patient in dealing with them.

In relation to this, Yvonne Bender in her book, *The Tactful Teacher; Effective Communication with Parents, Colleagues, and Administrators* conveyed, "Teachers should understand that parental support and goodwill are essential to almost every child's school success and that a big part of creating a positive and supportive parent-teacher relationship is through strong and effective communication (Bender 2005, 20). Communication, indeed, can never be overemphasized. Bender added that it is important to open clear lines of communication with parents early in the school when everyone is optimistic and initial contact can be positive and congenial (Bender 2005, 20).

Another author by the name of Rosemary Thompson in her book, *School Counseling; Best Practices for Working in the Schools* expounded that parents and teachers are interested in children's and adolescents' growth and development to create and structure a learning environment that fosters lifelong learning (Thompson 2002, 162). Many parents and teachers want the best for the child. In more ways than one, both parents and teachers share the same goal and that is, to help the child learn and develop his or her potential. When teachers and parents emphasize their shared responsibilities,

they support the generalization of skills required by teachers and by parents to produce successful learners and their combined endeavor pushes the spheres of family and school influence together, thus increasing interaction between parents and the school, and creating school-like families and family-like schools (Wyk and Lemmer 2009, 24).

Another important issue on the relationship between the school and the family is the Ecological Perspective of School- Family Partnerships promoted by Urie Bronfenbrenner, a Russian-born American developmental psychologist and taught in Cornell University. Figure 5 below presents Bronfenbrenner's theory.

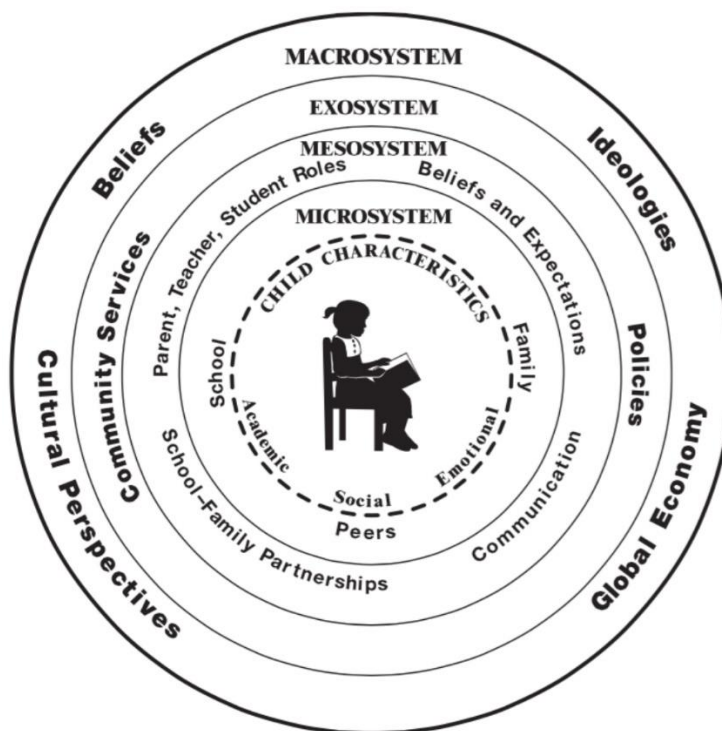


Figure 5: An Ecological Perspective of School- Family Partnerships

Urie Bronfenbrenner's ecological system theory states that there are different settings that affects the development of a child (Bronfenbrenner 1979, 5). He described his framework in this way: Different kinds of settings are also analyzed in terms of their

structure. Here the approach departs in yet another respect from that of conventional research models: environments are not distinguished by reference to linear variables but are analyzed in systems terms. Beginning at the innermost level of the ecological schema, one of the basic units of analysis is the *dyad*, or two-person system. Although the literature of developmental psychology makes frequent reference to dyads as structures characterized by reciprocal relations, we shall see that, in practice, this principle is often disregarded. In keeping with the traditional focus of the laboratory procedure on a single experimental subject, data are typically collected about only one person at a time. Recognition of relationship provides a key to understanding developing primary caregivers- mother, fathers, grandparents, teachers, and so on. The same consideration applies to dyads involving husband and wife, brother and sister, boss and employee, friends, or fellow workers (Bronfenbrenner 1979, 5).

Bronfenbrenner argues that development is likely to be optimized by strong, supportive links between microsystems. For example, a child's ability to learn at school depends on the quality of instruction that his teachers provide and also on the extent to which parents value scholastics activities and consult or cooperate with teachers (Bronfenbrenner 1979, 63). Henderson and Berla commented that when parents and schools collaborate to help children adjust to the world of school, bridging the gap between the culture at home and the mainstream, children of all backgrounds tend to do well (Henderson and Berla 1994, 11).

The Church of the Nazarene on its Clergy Development material entitled, "Developing Children's Ministry" made use of Bronfenbrenner's framework. In one of the lessons, the following is written in relation to the settings that affect the self-image of

the child: “The factors in the innermost ring are the most directly influential in the child’s life. They also are the factors that tend to cause the most long-lasting effects in a child’s life because they influence children’s perceptions of how the world operates” (Vail, 2008, 44). This shows among others that Bronfenbrenner’s theory is accepted even by church educators.

Patrikakou, Weisbberg, Redding and Walberg in their book, *School-Family Partnerships for Children's Success* wrote: “We believe that the best framework to encompass the multidimensional nature of school family partnerships is an ecological, developmental framework. Such a framework allows for the inclusion of the effects that school-family partnerships have both in child development, as well as on partnerships themselves” (Patrikakou, Weisbberg, Redding and Walberg 2005, 9). They added, from the onset of a child’s life, the family and relationships formed among family members and profound catalysts of social, emotional, and cognitive development. Presenting the relationship between school-family partnerships and children’s academic, social, and emotional learning is the other central objective (Evanthia, Weisbberg, Redding, and Walberg 2005, 1-3).

As mentioned above, a number of educators has appreciated the merits of Bronfenbrenner’s ecological system theory. It largely emphasizes on the importance of all the spheres and systems of society to work hand in hand for the maximum development of children.

This chapter discussed the related literature and studies on parental involvement. It presented that the Bible has injunctions to the parents on how to nurture children. Chapter two also documented the context of Philippine education as well as the

framework that was laid out by Joyce Epstein on the six styles of parental involvement and various studies that were conducted on the relationship between parents and school in the progress of children in school. The next chapter will present the methodology and procedures in conducting this current study.

CHAPTER III

RESEARCH METHODOLOGY AND PROCEDURES

The purpose of this study was to identify the perceptions of parents and teachers in the Preschool and Elementary departments of CCF Life Academy Foundation Inc. Joyce Epstein studied parental involvement for years and has come up with six distinct typologies of parental involvement which are: parenting, communicating, volunteering, learning at home, decision- making, and collaborating with the community. This study used Joyce Epstein's framework of parental involvement in order to explore the perceptions of parents and teachers with regards to parental involvement. This chapter contains the method of the study, sources of data, research-gathering procedures, data-gathering instruments, and the statistical treatment of data to fulfill the objectives of the study.

Method of the Study

The study was descriptive in design. Descriptive research is a good approach in providing essential knowledge about the nature of the objects and persons, in looking for closer observation into the practices, behaviors, and in methods and procedures (Palmer-Calmorin and Calmorin 2007, 70). The research was quantitative and qualitative in nature. The researcher used survey in gathering data from the respondents. The descriptive survey type research was suitable wherever the subjects vary among themselves and one is interested to know the extent to which different conditions and

situations are obtained among these subjects (Paler-Calmorin and Calmorin 2007, 70). Paler-Calmorin and Calmorin note that survey signifies the gathering of data regarding present conditions and it is useful in providing the value of facts, and focusing attention on the most important things to be reported (Paler-Calmorin and Calmorin 2007, 70). This research adapted the survey created by Joyce Epstein (Appendix A) and the parents and teachers of CCF Life Academy Foundation Inc. will answer it.

The quality of the instruments used in research is very important, for the conclusions a researcher draw is based on the information they obtain using these instruments (Fraenkel and Wallen 2010, 147). For this research, the validated questionnaire of Epstein was used and pilot test was conducted to insure that the respondents understood the statements in the questionnaire.

To insure the validity and reliability of this research, the following was conducted. First, the researcher used triangulation using multiple sources of data means comparing and cross-checking data collected through surveys from people with different perspectives (Merriam 2009, 216). In this study, the researcher gave set of questionnaire to Grade 6 students using the same questionnaire given to parents and teachers. In addition, the researcher has consulted the school's handbook as part of the preliminary research in relation to the ways in which parents and teachers work towards the academic progress of the students. In this manner, data came from multiple sources. Second, as suggested by Merriam, the researcher did member checks by taking data and tentative interpretations back to the respondents from whom they were derived.

Sources of Data

This research used purposive sampling. This allowed the researcher to choose respondents according to her judgment as well as convenience (Teddlie and Tashakkori 2009, 180). The researcher specified the characteristics of a population of interest and then tried to locate individuals who have those characteristics (Johnson and Christensen 2012, 231). In this case, they were the parents of elementary pupils, Grade 6 pupils, and the teachers who were available and willing to answer the self-administered questionnaire. With purposive sampling in mind, the researcher asked all the teachers to participate in the study and at least one parent for all the students enrolled in the Elementary department. From the data gathered, there were 17 grade 6 students, 21 teachers, and 20 parents from the elementary department who were able to fill out the self-administered questionnaire. The questionnaire was given to the parents through the teachers during the Parent Teacher Consultation. The teacher was asked by the researcher to answer the questionnaire. The homeroom adviser was the one who conducted the questionnaire to the grade 6 students during their home room time.

Data for this study came from survey. The source was a self-administered questionnaire that was answered by the selected parents, grade 6 pupils, and all the teachers of the Preschool and Elementary departments in the school.

Research-Gathering Procedures

The procedure of gathering the data involved several steps to complete the study. The researcher wrote to Joyce Epstein asking her if she would grant permission for the use of her validated questionnaire (see Appendix D). The researcher was able to get the permission of Joyce Epstein to adapt her validated questionnaire. Epstein responded

positively (see Appendix E for her email). The succeeding procedures were done for the completion of this study.

First, the researcher wrote a letter to the Principal of Greenhills Christian Fellowship (GCF) International School to gain his approval on the conduct of the pilot test of the research (refer to Appendix F for the letter).

Second, once permission was secured, the researcher conducted the pilot test survey. The questionnaires were given to three grade six students, one parent and two elementary teachers. The pilot testing was conducted on March 16, 2017 with the help of Mr. Luis Pelea, an Elementary teacher from GCF International School. The questionnaire was cleared and there were no revisions after the pilot test. Once the respondents of the pilot test survey said that the statements were clear, so the researcher went ahead and administered the questionnaire to the actual respondents of this study.

Third, the researcher wrote a letter of permission to the Principal of the school. The researcher sent a message with the link of the questionnaire to the teachers (Appendix G). In the letter, the procedures on how to answer the self-administered and the purpose of the questionnaire was included. The researcher also sent them the Informed Consent Statement for Participants 18 Years Old and Above (Appendix H) to make sure they knew that their participation was voluntary and that they were free to withdraw any time if they decide to do so.

Fourth, the researcher asked the homeroom advisers to send the questionnaires to the parents of the students by inserting the letter of permission (Appendix I), the questionnaire, and the Informed Consent Form into their assignment notebooks or memo

folders. The letter indicated the procedures on how to answer and the purpose of the questionnaire and the date when they needed to send it back to the homeroom advisers.

Finally, concerning the selection of the six Grade 6 pupils, the researcher asked the homeroom adviser of the Grade 6 to help her in making the Grade 6 students answer the questionnaire during their Bible time. The teachers answered the questionnaire through following the link that leads to Survey Monkey where they could answer it anytime but within the due date that the researcher included in the letter. Each questionnaire from the teachers and the parents was assigned by a code number. Once all filled-out questionnaires were collected, the researcher began working with a statistician on how to tabulate and treat the data.

Data-Gathering Instrument

The study was employed through self-administered survey questionnaire. The research used the self-administered questionnaire adapted from Joyce Epstein's six types of parental involvement (Appendix A). The questionnaire had two parts. Part One is "About you." It asks the demographic characteristics of the respondents. Part Two is "About your perceptions." This section is structured to identify the perceptions of the respondents on the six types of parental involvement by Joyce Epstein which are (1) improving communication, (2) promoting positive parenting, (3) enhancing student learning, (4) increasing volunteerism, (5) supporting decision making and advocacy, and (6) collaborating with the community.

Statistical Treatment of Data

The data was gathered and tabulated for analysis. Both descriptive statistics and inferential statistics was applied to the gathered data to treat the statistical aspect of the sub-problems of this study, as well as the accompanying null hypotheses.

The data on demographic characteristics was analyzed and described using frequencies, averages, and percentages. The T-test and the ANOVA were utilized to compare the perceptions of the teachers and the parents. The respondents were asked to rate the statements on a three-point numerical rating scale to measure the patterns of evidence of the six types of parental involvement. For the treatment of data, the study followed this statistical range. This refers to the mean scores and the probabilities at which they would fall in any one of the categories. Particularly, the range of values of the mean were as follows:

Table 1: Range of Values

Statistical Range	Patterns of Evidence
1.00 - 1.49	Never evident
1.5 - 2.49	Partially evident
2.5 – 3.00	Totally evident

Concerning the treatment of the null hypotheses, the following statistical treatment was done. For null hypotheses number one and two which state, “There are no significant differences between the demographic characteristics of parents (null hypothesis one) and teachers (null hypothesis two) of CCF Life Academy Foundation Inc. and the six types of parental involvement of Joyce Epstein’s framework, Chi-Square test was applied to infer whether to reject or accept these null hypotheses. A Chi-Square

test is the appropriate hypothesis testing for dependence between categorical variables (Ott and Longnecker 2010, 513-516).

For null hypotheses three which states, “All the activities for parental involvement are never evident as perceived by parents,” null hypothesis four which states ““All the activities for parental involvement are never evident as perceived by teachers,” and null hypothesis five which states “All the activities for parental involvement are never evident as perceived by children,” the T-Test was used to accept or reject this null hypothesis. The T-Test is the appropriate hypothesis testing about the average of the population when the standard deviation of the population is unknown (Rumsey 2010, 109-110). In this study, the ratings for the six types of parental involvement are based on the average assessment score for each element, which is determined as to which scale it belongs. Since only the standard deviation of the samples (e.g., the respondents) is known, the T-Test is the appropriate hypothesis testing to determine the average.

For null hypotheses six which states, “There are no significant differences between the perceptions of parents and teachers regarding parental involvement,” the means and standard deviations for the parent population and the teacher population was calculated. An independent sample T-test was run to determine if there was a significant difference between parent perceptions and teacher perceptions of Parental involvement to test the following this particular null hypothesis.

This chapter presented the research methodology and procedures. The succeeding chapter will present the data findings and analysis.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains the analysis and interpretation of the data findings of the current study that examined the parents, teachers, and Grade six students' perceptions of parental involvement based on Joyce Epstein's types of parental involvement. This chapter is organized in terms of the research questions in Chapter 1:

1. What are the demographic characteristics of the selected parents, teachers, and students at CCF Life Academy in terms on the following?
2. Are there significant differences in parents' perceptions of parental involvement activities based on the following demographic factors?
3. Are there significant differences in teachers' perceptions of parental involvement activities based on the following demographic factors?
4. How do the parents of CCF Life Academy perceive the patterns of evidence of the following involvement activities in light of Epstein's framework?
5. How do the teachers of CCF Life Academy perceive the patterns of evidence of the following involvement activities in light of Epstein's framework?
6. How do the children of CCF Life Academy perceive the patterns of evidence of the following involvement activities in light of Epstein's framework?

7. Are there significant differences in the perceptions between the parents and teachers of CCF Life Academy regarding parental involvement in light of Epstein's framework?

8. What are the recommendations that could be offered to CCF Life Academy in terms of the following activities in light of Epstein's framework?

Data Preparation and Analysis

The figures and tables are headed by an introductory explanation of the purpose of the data and followed by an interpretation. As discussed in Chapter III, the questions aim to know the perceptions of parents, teachers and grade 6 students with regards of evidence of six categories of involvement. Framework of Six Types of Involvement includes the following: parenting, communicating, learning at home, volunteering, decision making, and collaborating with the community. The questionnaire utilized a numeric rating scale in which the respondents were asked to indicate how evident each parental involvement in the school. For each type, the highest possible response was a response of totally evident. A response of partially evident and never evident were listed for the next possible response. Each category was then given a raw score by totaling the values indicated in the questions mapped to each category, and a mean score was calculated for each involvement. Average rating scores were then tabulated for each category by dividing the mean by the total by the number of parental involvement statements listed for each type.

Demographic Characteristics of the Respondents

This section includes the demographic characteristics which were categorized into the following: relationship with the school, age, highest educational attainment, gender, nationality, and religion.

Relationship of the Respondents with CCF Life Academy

Figure 6 reflects how many of the respondents were parents, teachers, and Grade 6 students.

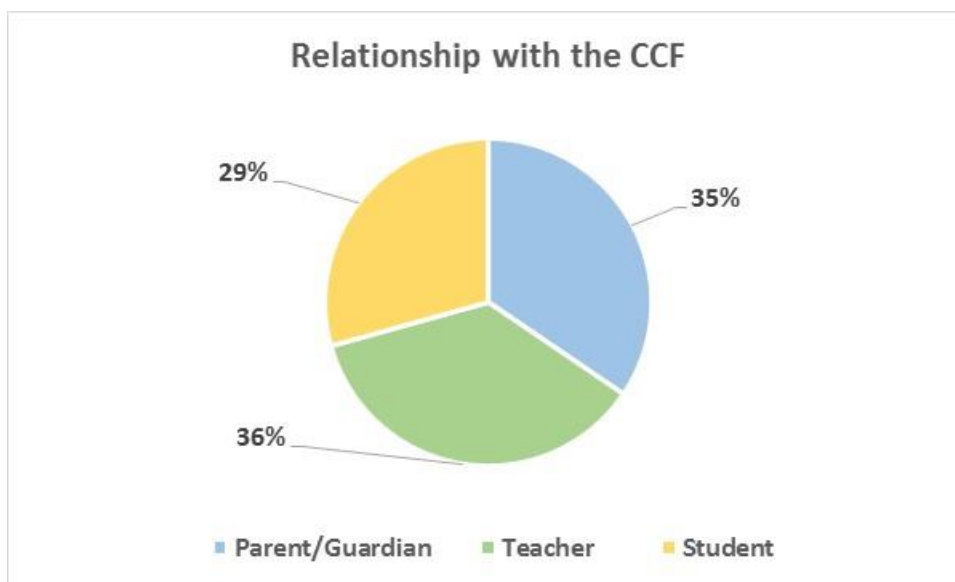


Figure 6: Relationship of the Respondents with CCF Life Academy

There were twenty- one (36%) teachers, seventeen (29%) Grade six students, and twenty (35%) parents in the study. The study is limited only to Grade 6 students, elementary teachers, and parents of elementary students who were available to return the survey questionnaire.

Figure 7 presents the breakdown of the number of respondents according to their age.

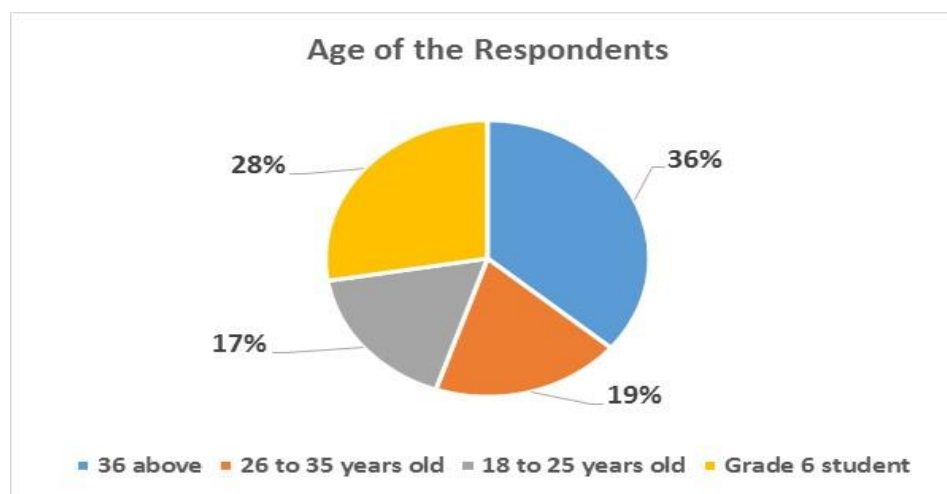


Figure 7: Age of the Respondents

In Figure 7, there were sixteen (28%) respondents that are Grade 6 students. Ten (17%) from the bracket of 18 to 25 years old, eleven (19%) from the bracket of 26 to 35 years old, and twenty-one (36%) from the bracket of 36 years old above.

Figure 8 shows the breakdown of the number of respondents based on their educational attainment.

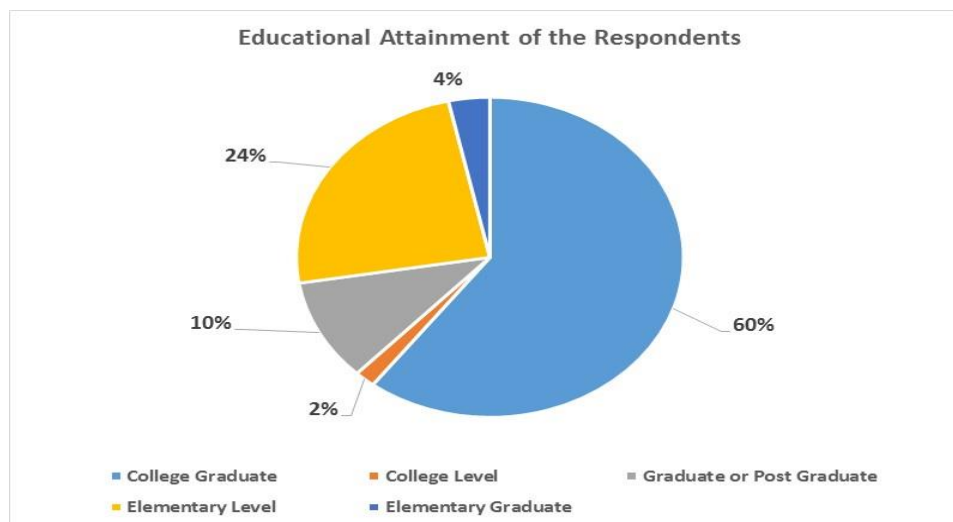


Figure 8: Education of the Respondents

In Figure 8, out of the 58 respondents there were fourteen (24%) who are in the Elementary level, two (4%) Elementary Graduate, one (2%) from College Level, thirty-five (60%) College Graduate, and six (10%) Graduate of Post Graduate respondents.

Figure 9 contains the breakdown of the number of respondents according to gender. There we 58 respondents in this study. There were more female respondents than males. The female respondents are composed of forty-seven (81%) compare to the remaining eleven (19%) representing the male respondents. The number of female respondents from each selected respondents dominates the number of male respondents especially with teachers and students of Grade 6.

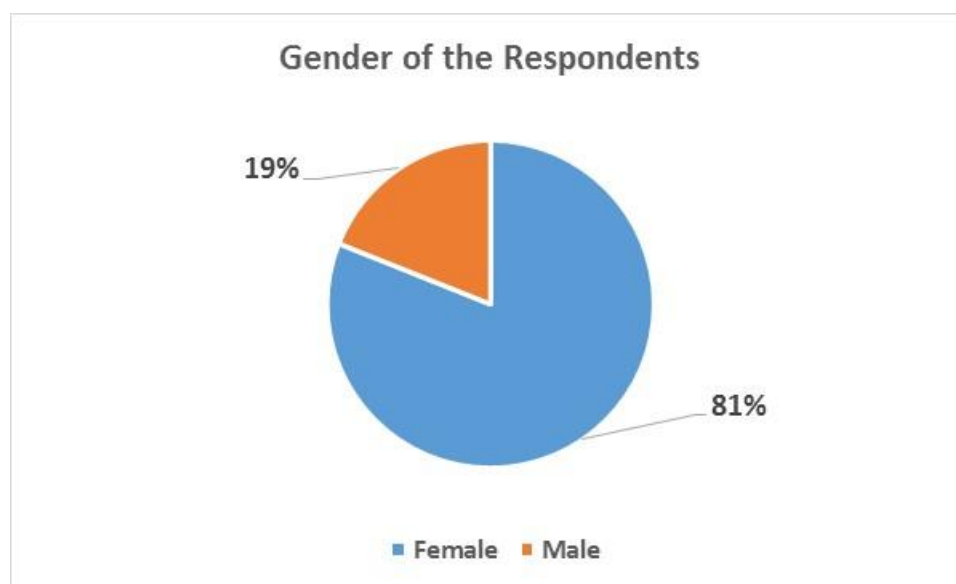


Figure 9: Gender of the Respondents

Nationality of the Respondents of CCF Life Academy

Figure 10 presents the breakdown of the number of respondents according to the nationality of the respondents.

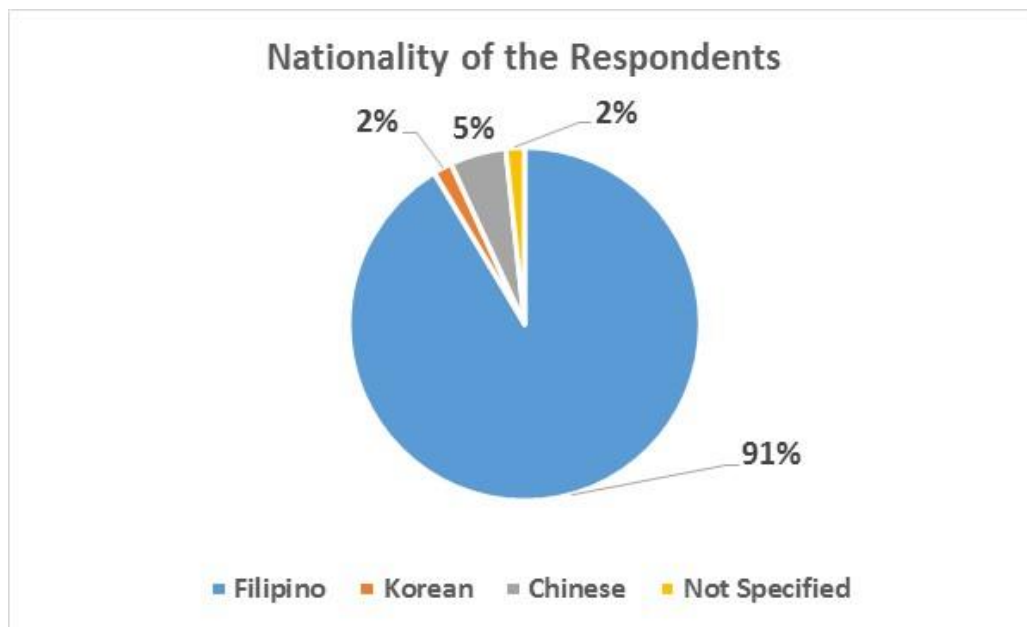


Figure 10: Nationality of the Respondents of CCF Life Academy

In Figure 10, there were fifty-three (91%) of Filipino respondents, three (5%) Chinese, one (2%) Korean, and one (2%) who did not answer that part. Based on the data from the survey, there are more Filipino respondents than any other nationalities. Although CCF Life Academy is a Chinese school, majority of the population based on nationality are still Filipino.

Figure 11 is the breakdown of the different religion of the respondents from the survey.

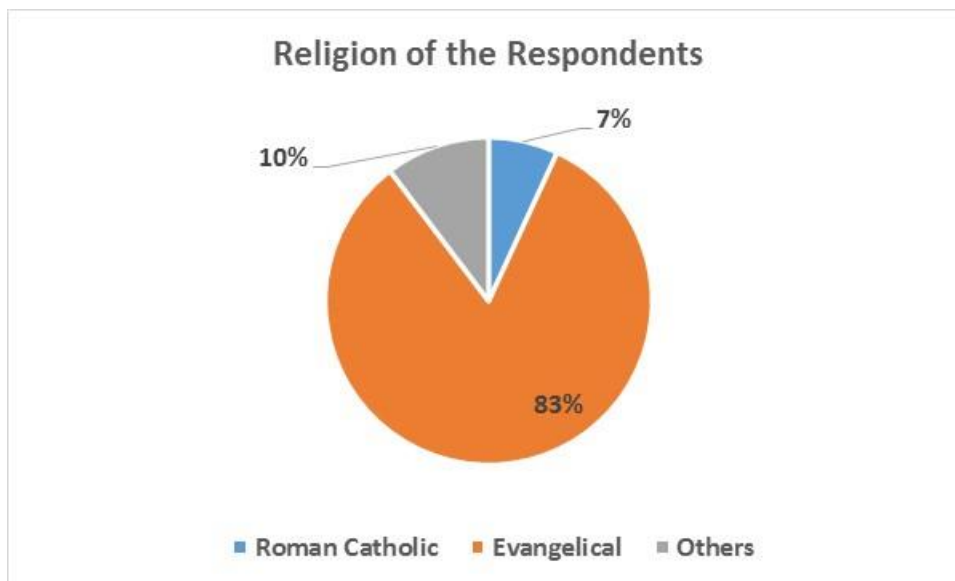


Figure 11: Religion of the Respondents of CCF Life Academy

In Figure 11, of the 58 respondents there were forty-eight (83%) from the sector of Evangelical, four (10%) Roman Catholic, and six (7%) from different religion. The majority of the respondents came from Evangelical. The school is open to any religion even if they are Christian school.

Relationship of the Demographic Characteristics of the Respondents to the Six types of Parental Involvement by Joyce Epstein

The section of this chapter presents the answers for the second and third statement of the problem together with the treatment of the first and second null hypotheses which says, "There are no significant differences between the demographic characteristics of parents of CCF Life Academy Foundation Inc. and the six types of parental involvement of Joyce Epstein's framework," "There are no significant differences between the

demographic characteristics of teachers of CCF Life Academy Foundation Inc. and the six types of parental involvement of Joyce Epstein's framework." To understand whether reject or accept these null hypothesis, a Chi-Square test was applied. A Chi-Square test is the appropriate hypothesis testing tool for determining dependence between categorical variables (Ott and Longnecker 2010, 513-516).

The demographic characteristics are categorized into the following: Gender and Age. The other demographic characteristics, namely, highest educational attainment, years in work at CCF Life Academy, nationality, and religion, has no significant with the six types of parental involvement. Furthermore, the application of Chi-Square Test is divided into 12 combinations. These are composed of (A) six for gender and each of type of parental involvement (B) and another six for age and each of type of parental involvement. Note that if the rejection error is less than or equal to 5%, the null hypothesis is rejected and it is concluded that there is significant dependence, but if the rejection error is greater than 5%, the null hypothesis is accepted and it is concluded that there is no dependence.

Tables 2 to 5 give the whole picture of the relationship between the categorical variables and the six types of parental involvement. Hence, as reflected in these tables the result was not all of the demographic characteristics of the respondents and the six types of parental involvement (parenting, communication, volunteering, learning at home, decision making, and collaborating with the community) had significant dependence to each of the categorical variables. These are based on the frequencies of response of the respondents and through using Chi-Square probability.

Dependence or Non- Dependence between the Parents' Demographic Characteristics and the Six Types of Parental Involvement

Table 2 summarizes the frequencies of responses of parents for the six types of parental involvement by gender. This also shows that in Philippine context, mothers as represented by the female respondents are more likely the one who is more involved.

For gender versus parenting, the rejection error using Chi-Square probability is 0.030%. This error is less than 5%. So, in that case the null hypothesis is rejected. It means that, there is a significant dependence between “gender” and “parenting.” This means that the variables gender and parenting do influence each other and are connected statistically. This explains that since most female respondents indicated that parenting is between totally evident and partially evident, the choice of the whole gender demographic was affected.

For gender versus communication, the rejection error using Chi-Square probability is 0.035%. This error is less than 5%. So, in that case the null hypothesis is rejected. It means that, there is a significant dependence between “gender” and “communication.” This means that the variables gender and communication do influence each other and are connected statistically. This explains that since most female respondents indicated that parenting is between totally evident and partially evident, the choice of the whole gender demographic was affected.

For gender versus volunteering, the rejection error using Chi-Square probability is 4.435%. This error is less than 5%. Therefore, the null hypothesis is rejected and it is concluded that there is significant dependence between “gender” and “volunteering.” This means that the variables gender and volunteering do influence each other and are connected. By just considering the gender of the respondents, one can conclude that all

female respondents rated volunteering as partially evident because there are also a significant number of female respondents who rated volunteering as partially evident.

For gender versus learning at home, the rejection error using Chi-Square probability is 0.005%, which is less than 5%. So the null hypothesis is rejected on that dimension. Therefore, there is a significant dependence between “gender” and “learning at home,” meaning they do relate to one another. One can notice that both male and female rated as both a totally evident and partially evident, implying that one can really conclude that either gender selected just one specific scale in assessing.

For gender versus decision making, the rejection error using Chi-Square probability is 0.008%. This error is less than 5%. Therefore, the null hypothesis is rejected, and it is concluded that there is a significant dependence between “gender” and “decision making.” This means that the variables gender and decision making do influence each other and are connected. By just considering the gender of the respondents, one can conclude that all female respondents rated decision making as totally evident because there are also a significant number of female respondents in the study.

Finally, for gender versus collaborating with the community, the rejection error using Chi-Square probability is 0.000%, which is less than 5%. So, in that case the null hypothesis is rejected. It means that, there is a significant dependence between “gender” and “collaborating with the community.” This means that the variables gender and collaborating with the community do influence each other and are connected statistically. This explains that since most female respondents indicated that collaborating with the

community is between totally evident and partially evident, the choice of the whole gender demographic was affected.

Table 2. Summary of the Frequencies of Responses of Parents for Six Types of Parental Involvement by Gender

Type	Scale	Female	Male	Total
Parenting	(3) Totally Evident	50	18	68
	(2) Partially Evident	41	0	41
	(1) Never Evident	11	0	11
	Total	102	18	120
Rejection error by Chi-Square test = 0.030%				
Communication	(3) Totally Evident	115	32	147
	(2) Partially Evident	59	1	60
	(1) Never Evident	13	0	13
	Total	187	33	220
Rejection error by Chi-Square test = 0.035%				
Volunteering	(3) Totally Evident	99	23	122
	(2) Partially Evident	61	10	71
	(1) Never Evident	27	0	27
	Total	187	33	220
Rejection error by Chi-Square test = 4.435%				
Learning at Home	(3) Totally Evident	44	18	62
	(2) Partially Evident	49	0	49
	(1) Never Evident	9	0	9
	Total	102	18	120
Rejection error by Chi-Square test = 0.005%				
Decision Making	(3) Totally Evident	58	21	79
	(2) Partially Evident	45	0	45
	(1) Never Evident	15	0	15
	Total	118	21	139
Rejection error by Chi-Square test = 0.008%				
Collaboration with the Community	(3) Totally Evident	36	18	54
	(2) Partially Evident	47	0	47
	(1) Never Evident	19	0	19
	Total	102	18	120
Rejection error by Chi-Square test = 0.000%				

Table 3 presents the summary of the frequencies of responses for six dimensions by age. For age versus parenting, the rejection error using Chi-Square probability is 21.097%. This error is greater than 5%. Therefore, accept the null hypothesis is accepted,

and it is concluded that there is no significant dependence between “age” and “parenting.”

For age versus communication, the rejection error using Chi-Square probability is 24.522%, which is greater than 5%. So the null hypothesis is accepted. Therefore, there is no significant dependence between the respondents’ number of “age” and “communication.” This implies that the frequencies of responses for communication have no bearing in terms of the respondents’ age.

For age versus volunteering, the rejection error using Chi-Square probability is 0.833%, which is less than 5%. So the null hypothesis is rejected for this dimension. Therefore, there is significant relationship between age and volunteering.

For age versus learning at home, the rejection error using Chi-Square probability is 6.42%, which is greater than 5%. So the null hypothesis is accepted for this dimension. Therefore, there is no significant relationship between age and Learning at Home.

For age versus decision making, the rejection error using Chi-Square probability is 3.817%, which is less than 5%. So the null hypothesis is rejected. Therefore, there is significant dependence between the respondents’ number of “age” and “decision making.” This implies that the frequencies of responses for decision making has bearing in terms of the respondents’ age.

For age versus collaborating with the community, the rejection error using Chi-Square probability is 0.043%, which is less than 5%. So the null hypothesis is rejected. Therefore, there is significant dependence between the respondents’ number of “age” and “collaborating with the community.” This implies that the frequencies of responses for communication has bearing in terms of the respondents’ age.

Table 3. Summary of Frequencies of Responses of Parents for Six Types of Parental Involvement by Age

Type	Scale	18 to 25 years old	26 to 35 years old	36 above	Total
Parenting	(3) Totally Evident	5	13	50	68
	(2) Partially Evident	0	4	37	41
	(1) Never Evident	1	1	9	11
	Total	6	18	96	120
Rejection error by Chi-Square test = 21.097%					
Communication	(3) Totally Evident	10	24	113	147
	(2) Partially Evident	0	8	52	60
	(1) Never Evident	1	1	11	13
	Total	11	33	176	220
Rejection error by Chi-Square test = 24.522%					
Volunteering	(3) Totally Evident	9	11	102	122
	(2) Partially Evident	0	18	53	71
	(1) Never Evident	2	4	21	27
	Total	11	33	176	220
Rejection error by Chi-Square test = 0.833%					
	(3) Totally Evident	6	13	43	62
	(2) Partially Evident	0	5	44	49
	(1) Never Evident	0	0	9	9
	Total	6	18	96	120
Rejection error by Chi-Square test = 6.427%					
Decision Making	(3) Totally Evident	7	15	57	79
	(2) Partially Evident	0	2	43	45
	(1) Never Evident	0	3	12	15
	Total	7	20	112	139
Rejection error by Chi-Square test = 3.817%					
Collaboration with the Community	(3) Totally Evident	6	15	33	54
	(2) Partially Evident	0	3	44	47
	(1) Never Evident	0	0	19	19
	Total	6	18	96	120
Rejection error by Chi-Square test = 0.043%					

Table 4 shows the summary of all the variables and all the six types of parental involvement representing statistical relationships between the categorical variables and the six dimensions of an effectively managed organization.

Table 4. Summary of all the Variables and all Six Types of Parental Involvement

	Variables	Rejection Error of the Null Hypothesis	Accept or Reject the Null Hypothesis	Conclusion
1	Gender and Parenting	0.030%	Reject	Dependent
2	Gender and Communication	0.035%	Reject	Dependent
3	Gender and Volunteering	4.435%	Reject	Dependent
4	Gender and Learning At Home	0.005%	Reject	Dependent
5	Gender and Decision Making	0.008%	Reject	Dependent
6	Gender and Collaboration with the Community	0.000%	Reject	Dependent
7	Age and Parenting	21.097%	Accept	No Dependence
8	Age and Communication	24.522%	Accept	No Dependence
9	Age and Volunteering	0.833%	Reject	Dependent
10	Age and	6.427%	Accept	No Dependence
11	Age and Decision Making	3.817%	Reject	Dependent
12	Age and Collaboration with the Community	0.043%	Reject	Dependent

Table 5 shows the summary of the dependence between the demographic characteristics of Parents and the six types of parental involvement. Note that the results in Table 5 are based on the 5% error of rejection, where the null hypothesis is there is no significant dependence between demographic characteristics of parents and the six types of parental involvement.

Table 5. Dependence or Non-Dependence between Demographic Characteristics of Parents and the Six Types of Parental Involvement

Dimension	Demographics	
	Gender	Age
Parenting	Dependent	Not Dependent
Communication	Dependent	Not Dependent
Volunteering	Dependent	Dependent
Learning at Home	Dependent	Not Dependent
Decision Making	Dependent	Dependent
Collaboration with the Community	Dependent	Dependent

Since *not* all six types of parental involvement have “no significant dependence” with the demographic characteristics of the respondents, we reject the first null hypothesis of this study which says, “There is no significant relationship between the demographic characteristics of parents of CCF Life Academy Foundation Inc. and the six types of parental involvement of Joyce Epstein’s framework.” Based on the statistical computation, *there is* a significant dependence between the six types parental involvement and the demographic characteristics of the respondents. The statistical findings show that in the Philippine context, females are more inclined in nurturing and supporting the educational attainment of their children.

Dependence or Non- Dependence between the Teachers' Demographic Characteristics and the Six Types of Parental Involvement

Table 6 presents the summary of the frequencies of responses of Teachers for the six dimensions by gender. For gender versus parenting, the rejection error using Chi-Square probability is 33.449%. This error is greater than 5%. So, in that case the null hypothesis is accepted. It means that, there is no significant dependence between “gender” and “parenting.” This means that the variables gender and parenting do not influence each other and are not connected statistically.

For gender versus communication, the rejection error using Chi-Square probability is 69.355%. This error is greater than 5%. So, in that case the null hypothesis is accepted. It means that, there is no significant dependence between “gender” and “communication.” This means that the variables gender and communication do not influence each other and are not connected statistically. This explains that since most female respondents indicated that parenting is between totally evident and partially evident, the choice of the whole gender demographic was not affected.

For gender versus volunteering, the rejection error using Chi-Square probability is 4.932%. This error is less than 5%. Therefore, the null hypothesis is rejected, and is concluded that there is significant dependence between “gender” and “volunteering.” This means that the variables gender and volunteering do influence each other and are connected. By just considering the gender of the respondents, one can conclude that female respondents, as it is the majority gender of the respondents, rated volunteering as totally evident.

For gender versus learning at home, the rejection error using Chi-Square probability is 79.844%, which is greater than 5%. So the null hypothesis is accepted on

that dimension. Therefore, there is no significant dependence between “gender” and “Learning at Home,” meaning they do not relate to one another. One can notice that both male and female rated as both a totally evident and partially evident, implying that one cannot really conclude that either gender selected just one specific scale in assessing .

For gender versus decision making, the rejection error using Chi-Square probability is 47.685%. This error is greater than 5%. Therefore, the null hypothesis is accepted, and it is concluded that there is no significant dependence between “gender” and “decision making.” This means that the variables gender and decision making do not influence each other and are not connected in any way. By just considering the gender of the respondents, one cannot conclude because there are also a significant number of female respondents who rated decision making as partially evident.

Finally, for gender versus collaborating with the community, the rejection error using Chi-Square probability is 76.5973%, which is greater than 5%. So, the null hypothesis is accepted. It means that, there is no significant dependence between “gender” and “collaborating with the community.” This means that the variables gender and collaborating with the community do not influence each other and are not connected statistically. This explains that since most female respondents indicated that collaborating with the community is between totally evident and partially evident, the choice of the whole gender demographic was not affected.

Table 6. Summary of the Frequencies of Responses of Teachers for Six Characters by Gender

Dimension	Scale	Female	Male	Total
Parenting	(3) Totally Evident	64	5	69
	(2) Partially Evident	43	1	44
	(1) Never Evident	13	0	13
	Total	120	6	126
Rejection error by Chi-Square test = 33.449%				
Communication	(3) Totally Evident	114	7	121
	(2) Partially Evident	88	3	91
	(1) Never Evident	17	1	18
	Total	219	11	230
Rejection error by Chi-Square test = 69.355%				
Volunteering	(3) Totally Evident	64	1	65
	(2) Partially Evident	128	6	134
	(1) Never Evident	27	4	31
	Total	219	11	230
Rejection error by Chi-Square test = 4.932%				
Learning at Home	(3) Totally Evident	48	2	50
	(2) Partially Evident	66	4	70
	(1) Never Evident	5	0	5
	Total	119	6	125
Rejection error by Chi-Square test = 79.844%				
Decision Making	(3) Totally Evident	53	3	56
	(2) Partially Evident	67	2	69
	(1) Never Evident	20	2	22
	Total	140	7	147
Rejection error by Chi-Square test = 47.685%				
Collaboration with the Community	(3) Totally Evident	25	2	27
	(2) Partially Evident	70	3	73
	(1) Never Evident	25	1	26
	Total	120	6	126
Rejection error by Chi-Square test = 76.597%				

Table 7 shows the summary of the frequencies of responses of Teachers for the six dimensions by age. For age versus teachers, the rejection error using Chi-Square probability is 76.819%. This error is greater than 5%. So, in that case the null hypothesis is accepted. It means that, there is no significant dependence between “age” and “parenting.” This means that the variables gender and parenting do not influence each other and are not connected statistically.

For age versus communication, the rejection error using Chi-Square probability is 11.268%. This error is greater than 5%. So, in that case the null hypothesis is accepted. It means that, there is no significant dependence between “age” and “communication.” This means that the variables age and communication do not influence each other and are not connected statistically. This explains that since most female respondents indicated that parenting is between totally evident and partially evident, the choice of the whole gender demographic was not affected.

For age versus volunteering, the rejection error using Chi-Square probability is 4.996%. This error is less than 5%. Therefore, the null hypothesis is rejected, and it is concluded that there is significant dependence between “age” and “volunteering.” This means that the variables gender and volunteering do influence each other and are connected.

For age versus learning at home, the rejection error using Chi-Square probability is 4.667%, which is greater than 5%. So the null hypothesis is accepted on that dimension. Therefore, there is no significant dependence between “age” and “learning at home,” meaning they do not relate to one another. One can notice that there were both

totally evident and partially evident responses, implying that one cannot really conclude that either gender selected just one specific scale in assessing.

For age versus decision making, the rejection error using Chi-Square probability is 17.476%. This error is greater than 5%. Therefore, the null hypothesis is accepted, and it is concluded that there is no significant dependence between “age” and “decision making.” This means that the variables gender and decision making do not influence each other and are not connected in any way. By just considering the age of the respondents, one cannot conclude that decision making is totally evident because there are also a significant number of female respondents who rated decision making as partially evident.

Finally, for age versus collaborating with the community, the rejection error using Chi-Square probability is 5.234%, which is greater than 5%. So, in that case the null hypothesis is accepted. It means that, there is no significant dependence between “age” and “collaborating with the community.” This means that the variables age and collaborating with the community do not influence each other and are not connected statistically. This explains that since most female respondents indicated that collaborating with the community is between totally evident and partially evident, the choice of the whole gender demographic was affected.

Table 7. Summary of the Frequencies of Responses of Teachers for Six Types of Parental Involvement by Age

Dimension	Scale	18 to 25 years old	26 to 35 years old	36 above	Total
Parenting	(3) Totally Evident	25	25	19	69
	(2) Partially Evident	17	19	8	44
	(1) Never Evident	6	4	3	13
	Total	48	48	30	126
Rejection error by Chi-Square test = 76.819%					
Communication	(3) Totally Evident	38	48	35	121
	(2) Partially Evident	40	35	16	91
	(1) Never Evident	10	5	3	18
	Total	88	88	54	230
Rejection error by Chi-Square test = 11.268%					
Volunteering	(3) Totally Evident	26	21	18	65
	(2) Partially Evident	50	60	24	134
	(1) Never Evident	12	7	12	31
	Total	88	88	54	230
Rejection error by Chi-Square test = 4.996%					
Learning at Home	(3) Totally Evident	18	16	16	50
	(2) Partially Evident	25	31	14	70
	(1) Never Evident	5	0	0	5
	Total	48	47	30	125
Rejection error by Chi-Square test = 4.667%					
Decision Making	(3) Totally Evident	21	22	13	56
	(2) Partially Evident	26	29	14	69
	(1) Never Evident	9	5	8	22
	Total	56	56	35	147
Rejection error by Chi-Square test = 17.476%					
Collaboration with the Community	(3) Totally Evident	11	8	8	27
	(2) Partially Evident	29	32	12	73
	(1) Never Evident	8	8	10	26
	Total	48	48	30	126
Rejection error by Chi-Square test = 5.234%					

Table 8 shows the summary of the relationship between the demographic characteristics in terms of age and gender of the Teachers and the six types of parental involvement.

Table 8. Dependence or Non-Dependence between Demographic Characteristics of Teachers and the Six Types of Parental Involvement

Dimension	Demographics	
	Gender	Age
Parenting	Not Dependent	Not Dependent
Communication	Not Dependent	Not Dependent
Volunteering	Dependent	Dependent
Learning at Home	Not Dependent	Dependent
Decision Making	Not Dependent	Not Dependent
Collaboration with the Community	Not Dependent	Not Dependent

Since *not* all six types of parental involvement have “no significant dependence” with the demographic characteristics of the respondents, we reject the second null hypothesis of this study which says, “There is no significant relationship between the demographic characteristics of teachers of CCF Life Academy Foundation Inc. and the six types of parental involvement of Joyce Epstein’s framework.” Based on the statistical computation, *there is* a significant dependence between the six types parental involvement and the demographic characteristics of the Teachers.

Perceptions of the Respondents on the Six Types of Parental Involvement

The third section of chapter four presents the respondents’ perception to six types of parental involvement by Joyce Epstein. This addresses the treatment of null hypothesis

three which says “All the activities for parental involvement are never evident as perceived by both parents and teachers.”

Perceptions of the Parents on the Six Types of Parental Involvement

Table 9 presents the averaged evidence for parenting. The averaged perceived evidence for the six types of parental involvement for “Parenting” is shown below.

Table 9. Averaged Assessment of Parents for Parenting

<i>Parenting</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
P1 Respects all the different cultures of the students.	20	2.85	Totally Evident
P2 Provides families with information on child development.	20	2.40	Partially Evident
P3 Provides families with tips that support .	20	2.40	Partially Evident
P4 Has a lending library with books, video, learning kits, etc.	20	2.75	Totally Evident
P5 Asks families about children’s goals, strengths and talents.	20	2.45	Partially Evident
P6 Sponsors home visiting programs to help families understand the school.	20	2.00	Partially Evident

Table 10 shows the T- test for “parenting” assessment item for CCF Life Academy. This type of parental involvement helps families in creating home environment that fully allow children as students (Epstein 2011, 68). The T-test shows that the assessment in Table 10 of P1 which says, “Respects all the different cultures of the students” and P4 which says, “Has a lending library with books, video, learning kits, etc.” is totally evident while the rest of the statements in this category were rated as partially evident. At CCF Life Academy, there are international students who are enrolled.

Knowing that the parents rated P1 as totally evident is an encouragement to the teachers and staff of the school. It is also interesting to note that the provision of a lending library with books and other materials is also rated as totally evident. This means that the parents have acknowledged the presence of these resources for the benefit of their children.

Table 10. Averaged Assessment of Parents for Parenting Using T- test

<i>Parenting</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
P1 Respects all the different cultures of the students.	20	3	Totally Evident
P2 Provides families with information on child development	20	2.25	Partially Evident
P3 Provides families with tips that support .	20	2.25	Partially Evident
P4 Has a lending library with books, video, learning kits, etc.	20	2.8	Totally Evident
P5 Asks families about children's goals, strengths and talents.	20	2.25	Partially Evident
P6 Sponsors home visiting programs to help families understand the school.	20	2.25	Partially Evident

The majority of the perceptions in P5 which were “Partially Evident,” while in P2 and P3 were “Totally Evident.” Based on this table, it is evident there was a significant difference among P2, P3, and P5.

Table 11 shows the summary of the respondents' perceived evidence for Communication from C1 to C11, wherein C3 got the highest average per item while C2 got the lowest one among 58 respondents.

Table 11. Averaged Assessment of Parents for Communication

<i>Communication</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
C1 Provides parent education and other courses or training for parents (for example, Counterflow, Parenting Seminars, Parent-Teacher Conference)	20	2.75	Totally Evident
C2 Sends home weekly or monthly folders of student work for review	20	2.45	Partially Evident
C3 Provides clear information about report cards and how to improve performance.	20	2.80	Totally Evident
C4 Provides regular schedule of useful notices, phone calls, newsletters, emails and other communications	20	2.70	Totally Evident
C5 Has a homework hotline for students for daily assignments	20	2.60	Totally Evident
C6 Provides clear information on all school policies, programs, reforms, and transitions	20	2.75	Totally Evident
C7 Recognition of students, families, and community members and student work and accomplishments	20	2.70	Totally Evident
C8 A calendar of school events	20	2.60	Totally Evident
C9 Information about curriculum evaluation	20	2.55	Totally Evident
C10 Information on how the school is governed	20	2.35	Partially Evident
C11 A place to address parents' questions	20	2.45	Partially Evident

Table 12 below shows the averaged assessment of parents for Communication using T-test. In order to know if the result in this table reflected the whole population of CCF Life Academy, we used inferential statistics.

Table 12. Averaged Assessment of Parents for Communication Using T- test

<i>Communication</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
C1 Provides parent education and other courses or training for parents (for example, Counterflow, Parenting Seminars, Parent-Teacher Conference)	20	2.8	Totally Evident
C2 Sends home weekly or monthly folders of student work for review	20	2.25	Partially Evident
C3 Provides clear information about report cards and how to improve performance.	20	2.8	Totally Evident
C4 Provides regular schedule of useful notices, phone calls, newsletters, emails and other communications	20	2.8	Totally Evident
C5 Has a homework hotline for students for daily assignments	20	2.8	Totally Evident
C6 Provides clear information on all school policies, programs, reforms, and transitions	20	3.0	Totally Evident
C7 Recognition of students, families, and community members and student work and accomplishments	20	2.8	Totally Evident
C8 A calendar of school events	20	2.8	Totally Evident
C9 Information about curriculum evaluation	20	2.8	Totally Evident
C10 Information on how the school is governed	20	2.25	Partially Evident
C11 A place to address parents' questions	20	2.25	Partially Evident

Table 13 presents the average and the result of the evidence for volunteer in V1 up to V11 in 58 respondents.

Table 13. Averaged Assessment of Parents for Volunteering

<i>Volunteering</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
V1 Conducts an annual survey to identify interests and needs of school staff.	20	2.25	Partially Evident
V2 Provides ongoing training to our volunteers.	20	2.3	Partially Evident
V3 Provides a family center for volunteers to meet	20	2.3	Partially Evident
V4 Praises volunteers for their time and efforts.	20	2.65	Totally Evident
V5 Schedules events at different times of the day and evening so that all parents can attend.	20	2.5	Totally Evident
V6 Assisting in the classroom (e.g., tutoring, teaching songs, etc.).	20	2.5	Totally Evident
V7 Helping with events and planning.	20	2.5	Totally Evident
V8 Giving talks (for example, hobbies, talents, etc)	20	2.45	Partially Evident
V9 Checking attendance.	20	2.45	Partially Evident
V10 Working in the library, cafeteria or other areas.	20	2.45	Partially Evident
V11 Leading clubs or activities.	20	2.4	Partially Evident

In table 14, majority of the assessment items are Partially Evident for the whole population of CCF Life Academy based on the T-test. This type recruits and helps organize and support school, home, or in other locations to support the school and students' activities (Epstein 2011, 68).

Table 14. Averaged Assessment of Parents for Volunteering Using T-test

<i>Volunteering</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
V1 Conducts an annual survey to identify interests and needs of school staff.	20	2.25	Partially Evident
V2 Provides ongoing training to our volunteers.	20	2.25	Partially Evident
V3 Provides a family center for volunteers to meet	20	2.25	Partially Evident
V4 Praises volunteers for their time and efforts.	20	2.8	Totally Evident
V5 Schedules events at different times of the day and evening so that all parents can attend.	20	2.8	Totally Evident
V6 Assisting in the classroom (e.g., tutoring, teaching songs, etc.).	20	2.5	Totally Evident
V7 Helping with events and planning.	20	2.8	Totally Evident
V8 Giving talks (for example, hobbies, talents, etc)	20	2.25	Partially Evident
V9 Checking attendance.	20	2.25	Partially Evident
V10 Working in the library, cafeteria or other areas.	20	2.25	Partially Evident
V11 Leading clubs or activities.	20	2.25	Partially Evident

In table 15, all of the items from H1, H2, up to H5 are all “Partially Evident,” in terms of their averaged evidence scores which all fall within 2.45 to 2.3. This shows that not all statements in the learning at home are all totally evident.

Table 15. Averaged Assessment of Parents for Learning at Home

<i>Learning At Home</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
H1 Provides websites and learning resources for students and families.	20	2.45	Partially Evident
H2 Provides information to families and discuss schoolwork with their child.	20	2.5	Totally Evident
H3 Asks parents to listen to their child read or to read aloud with their child.	20	2.35	Partially Evident
H4 Provides calendar with daily or weekly activities for families to do at home and in the community.	20	2.45	Partially Evident
H5 Assists families in helping students to set academic goals.	20	2.3	Partially Evident
H6 Assists families in helping students to select courses and program and plan for their next level of schooling	20	2.6	Totally Evident

Table 16 represents the average assessment for using the T-test. The hypothesized average and result of assessment using a T-test provides information and ideas to families about how to help students with homework and curriculum- related activities and decisions (Epstein 2011, 68).

Table 16. Averaged Assessment of Parents for Learning at Home Using T-test

	<i>Count</i>	<i>Hypothesized Average</i>	<i>Assessment</i>
H1 Provides websites and learning resources for students and families.	20	2.25	Partially Evident
H2 Provides information to families and discuss schoolwork with their child.	20	2.25	Totally Evident
H3 Asks parents to listen to their child read or to read aloud with their child.	20	2.5	Partially Evident
H4 Provides calendar with daily or weekly activities for families to do at home and in the community.	20	2.25	Partially Evident
H5 Assists families in helping students to set academic goals.	20	2.25	Partially Evident
H6 Assists families in helping students to select courses and program and plan for their next level of schooling	20	2.8	Totally Evident

In table 17, all of the items in decision making from D1, D2, up to D7 are all Partially evident, in terms of their averaged evidence scores which all fall within 2.1 to 2.33.

Table 17. Averaged Assessment of Parents for Decision Making

<i>Decision Making</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
D1 Involves parents in selecting school staff.	20	2.10	Partially Evident
D2 Has a parent involvement policy.	20	2.30	Partially Evident
D3 Has an active Parent Teacher Association.	20	2.65	Totally Evident
D4 Invites parents to be on the school's advisory council and committees.	20	2.65	Totally Evident
D5 Asks involved parents to make contact with parents who are less involved.	20	2.50	Totally Evident
D6 Includes parent representatives in school programs.	20	2.60	Totally Evident
D7 Involves parent in revising school curricula and developing policies.	20	2.30	Partially Evident

In table 18, each assessment item shows the average assessment for finances using the T-test and presents the hypothesized average and result of the assessment using T- test. This supports having parents from all backgrounds serve as representations and leaders on school committees and obtaining input from all parents on school decisions (Epstein 2011, 69).

Table 18. Averaged Assessment of Parents for Decision- Making Using T-Test

<i>Decision Making</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
D1 Involves parents in selecting school staff.	20	2.25	Partially Evident
D2 Has a parent involvement policy.	20	2.25	Partially Evident
D3 Has an active Parent Teacher Association.	20	2.8	Totally Evident
D4 Invites parents to be on the school's advisory council and committees.	20	2.8	Totally Evident
D5 Asks involved parents to make contact with parents who are less involved.	20	2.8	Totally Evident
D6 Includes parent representatives in school programs.	20	2.8	Totally Evident
D7 Involves parent in revising school curricula and developing policies.	20	2.25	Partially Evident

In table 19, all of the items in decision making from CC1, CC2, up to CC6 are all Partially evident, in terms of their averaged evidence scores which all fall within 2.15 to 2.4.

Table 19. Averaged Assessment of Parents for Collaborating with the Community

<i>Collaborating with the Community</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
CC1 Provides a directory for parents and students on community agencies, programs, and services.	20	2.3	Partially Evident
CC2 Provides information on community activities about learning skills and talents	20	2.4	Partially Evident
CC3 Works with local businesses, for student, with support from community organizations	20	2.3	Partially Evident
CC4 Sponsors mixed programs with local senior citizen groups.	20	2.2	Partially Evident
CC5 Provides family services through partnerships with school counseling, health, recreation, job training, and other agencies.	20	2.15	Partially Evident
CC6 The school is open for use by the community after school hours.	20	2.4	Partially Evident

Table 20 below indicates the average assessment for Collaborating with the Community using the T-Test presenting the hypothesized average and the result of the assessment using T- Test. This type identifies and integrates resources and services from the community to strengthen and support schools, students, and their families, and organizing activities to benefit the community and increase student's learning opportunities (Epstein 2011, 69).

Table 20. Averaged Assessment of Parents for Collaborating with the Community Using T-test

<i>Collaborating with the Community</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
CC1 Provides a directory for parents and students on community agencies, programs, and services.	20	2.25	Partially Evident
CC2 Provides information on community activities about learning skills and talents	20	2.25	Partially Evident
CC3 Works with local businesses, for student, with support from community organizations	20	2.25	Partially Evident
CC4 Sponsors mixed programs with local senior citizen groups.	20	2.25	Partially Evident
CC5 Provides family services through partnerships with school counseling, health, recreation, job training, and other agencies.	20	2.25	Partially Evident
CC6 The school is open for use by the community after school hours.	20	2.25	Partially Evident

Table 21 presents the overall average and result of each assessment of the six types of parental involvement. The table shows the summary of the result whether each type is Totally Evident, Partially Evident, or Never Evident based to the response of Parents of CCF Life Academy.

Table 21. Summary of all the Assessment Based on Parents' Responses

Types	Overall Average	Assessment
Parenting	2.48	Partially Evident
Communication	2.61	Totally Evident
Volunteering	2.43	Partially Evident
Learning at Home	2.44	Partially Evident
Decision Making	2.46	Partially Evident
Collaboration with the Community	2.29	Partially Evident

Table 22 shows the summary of all the six types of parental involvement. As we assumed that all the activities for parental involvement are never evident as perceived by parents, the researcher used the range values of never evident as the hypothesized average to determine the rejection error and the conclusion for each type of parental involvement.

Table 22. Summary of all Parents' Assessment with the Six Types of Parental Involvement

Types	Average	Hypothesized Average	Result	Rejection Error	Conclusion
Parenting					
P1	2.85	1.00, 1.25, 1.35	Reject	0.00%	"Parenting" is not <i>never evident</i>
P2	2.40	1.00, 1.25, 1.35	Reject	0.00%	
P3	2.40	1.00, 1.25, 1.35	Reject	0.00%	
P4	2.75	1.00, 1.25, 1.35	Reject	0.00%	
P5	2.45	1.00, 1.25, 1.35	Reject	0.00%	
P6	2.00	1.00, 1.25, 1.35	Reject	0.00%	
Communication					
C1	2.75	1.00, 1.25, 1.35	Reject	0.00%	"Communication" is not <i>never evident</i>
C2	2.45	1.00, 1.25, 1.35	Reject	0.00%	
C3	2.80	1.00, 1.25, 1.35	Reject	0.00%	
C4	2.70	1.00, 1.25, 1.35	Reject	0.00%	
C5	2.60	1.00, 1.25, 1.35	Reject	0.00%	
C6	2.75	1.00, 1.25, 1.35	Reject	0.00%	
C7	2.70	1.00, 1.25, 1.35	Reject	0.00%	
C8	2.60	1.00, 1.25, 1.35	Reject	0.00%	
C9	2.55	1.00, 1.25, 1.35	Reject	0.00%	
C10	2.35	1.00, 1.25, 1.35	Reject	0.00%	
C11	2.45	1.00, 1.25, 1.35	Reject	0.00%	
Volunteering					
V1	2.25	1.00, 1.25, 1.35	Reject	0.00%	"Volunteering" is not <i>never evident</i>
V2	2.30	1.00, 1.25, 1.35	Reject	0.00%	
V3	2.30	1.00, 1.25, 1.35	Reject	0.00%	
V4	2.65	1.00, 1.25, 1.35	Reject	0.00%	
V5	2.50	1.00, 1.25, 1.35	Reject	0.00%	
V6	2.50	1.00, 1.25, 1.35	Reject	0.00%	
V7	2.50	1.00, 1.25, 1.35	Reject	0.00%	
V8	2.45	1.00, 1.25, 1.35	Reject	0.00%	
V9	2.45	1.00, 1.25, 1.35	Reject	0.00%	
V10	2.45	1.00, 1.25, 1.35	Reject	0.00%	
V11	2.40	1.00, 1.25, 1.35	Reject	0.00%	
Learning at Home					
H1	2.45	1.00, 1.25, 1.35	Reject	0.00%	"Learning at Home" is not <i>never evident</i>
H2	2.50	1.00, 1.25, 1.35	Reject	0.00%	
H3	2.35	1.00, 1.25, 1.35	Reject	0.00%	
H4	2.45	1.00, 1.25, 1.35	Reject	0.00%	
H5	2.30	1.00, 1.25, 1.35	Reject	0.00%	
H6	2.60	1.00, 1.25, 1.35	Reject	0.00%	
Decision Making					
D1	2.10	1.00, 1.25, 1.35	Reject	0.00%	"Decision Making" is not <i>never evident</i>
D2	2.30	1.00, 1.25, 1.35	Reject	0.00%	
D3	2.65	1.00, 1.25, 1.35	Reject	0.00%	
D4	2.65	1.00, 1.25, 1.35	Reject	0.00%	
D5	2.50	1.00, 1.25, 1.35	Reject	0.00%	
D6	2.60	1.00, 1.25, 1.35	Reject	0.00%	
D7	2.30	1.00, 1.25, 1.35	Reject	0.00%	

Collaboration with the Community					
CC1	2.30	1.00, 1.25, 1.35	Reject	0.00%	"Collaboration with the Community" is not <i>never evident</i>
CC2	2.40	1.00, 1.25, 1.35	Reject	0.00%	
CC3	2.30	1.00, 1.25, 1.35	Reject	0.00%	
CC4	2.20	1.00, 1.25, 1.35	Reject	0.00%	
CC5	2.15	1.00, 1.25, 1.35	Reject	0.00%	
CC6	2.40	1.00, 1.25, 1.35	Reject	0.00%	

Perceptions of the Teachers on the Six Types of Parental Involvement

Table 23 presents the averaged evidence for parenting by teachers. The averaged perceived evidence for the six types of parental involvement for "Parenting" is shown below. P6 got the only result of Partially Evident out of the six questions with the remainder getting Totally Evident results.

Table 23. Averaged Assessment of Teachers for Parenting

<i>Parenting</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
P1 Respects all the different cultures of the students.	21	2.76	Totally Evident
P2 Provides families with information on child development.	21	2.57	Totally Evident
P3 Provides families with tips that support .	21	2.57	Totally Evident
P4 Has a lending library with books, video, learning kits, etc.	21	2.57	Totally Evident
P5 Asks families about children's goals, strengths and talents.	21	2.57	Totally Evident
P6 Sponsors home visiting programs to help families understand the school.	21	1.62	Partially Evident

Table 24 showed the T- test for every assessment item for CCF Life Academy. The T-test shows that the assessment in Table 22 of P1 to P5 is Totally Evident. This could be an encouragement to the staff as well as teachers at CCF Life Academy. Table 25 also shows that P6 which says, "Sponsors home visiting programs to help families understand the school" is rated Partially Evident.

Table 24. Averaged Assessment of Teachers for Parenting Using T- test

<i>Parenting</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
P1 Respects all the different cultures of the students.	21	2.8	Totally Evident
P2 Provides families with information on child development.	21	2.8	Totally Evident
P3 Provides families with tips that support .	21	2.8	Totally Evident
P4 Has a lending library with books, video, learning kits, etc.	21	2.8	Totally Evident
P5 Asks families about children's goals, strengths and talents.	21	2.8	Totally Evident
P6 Sponsors home visiting programs to help families understand the school.	21	1.7	Partially Evident

Table 25 shows the summary of the respondents' perceived assessment for Communication. The teachers rated the six statements which are C1, C3, C4, C5, C7 and C8 as Totally Evident while the five other statements are rated Partially Evident. The findings show that staff and teachers of CCF Life Academy perceive that the communication strategies such as seminars, Parent-Teacher Conference, information on report cards, newsletters, the homework hotline, and the calendar of events among others are good means of communicating to the parents and the children the different activities and programs of the school.

Table 25. Averaged Assessment of Teachers for Communication

<i>Communication</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
C1 Provides parent education and other courses or training for parents (for example, Counterflow, Parenting Seminars, Parent-Teacher Conference)	21	2.57	Totally Evident
C2 Sends home weekly or monthly folders of student work for review	21	1.90	Partially Evident
C3 Provides clear information about report cards and how to improve performance.	21	2.71	Totally Evident
C4 Provides regular schedule of useful notices, phone calls, newsletters, emails and other communications	21	2.76	Totally Evident
C5 Has a homework hotline for students for daily assignments	21	2.76	Totally Evident
C6 Provides clear information on all school policies, programs, reforms, and transitions	21	2.19	Partially Evident
C7 Recognition of students, families, and community members and student work and accomplishments	21	2.62	Totally Evident
C8 A calendar of school events	21	2.52	Totally Evident
C9 Information about curriculum evaluation	21	2.33	Partially Evident
C10 Information on how the school is governed	21	2.19	Partially Evident
C11 A place to address parents' questions	21	2.24	Partially Evident

Table 26 below shows the averaged assessment of teachers for Communication using T-test. According to the inferential statistics provided by Table 26, it is proven that C1, C3, C4, C5, and C7 exhibit the largest numeral of all with an average of 2.8 as it is assessed at Totally Evident.

Table 26. Averaged Assessment of Teachers for Communication Using T- test

<i>Communication</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
C1 Provides parent education and other courses or training for parents (for example, Counterflow, Parenting Seminars, Parent-Teacher Conference)	21	2.8	Totally Evident
C2 Sends home weekly or monthly folders of student work for review	21	2.5	Partially Evident
C3 Provides clear information about report cards and how to improve performance.	21	2.8	Totally Evident
C4 Provides regular schedule of useful notices, phone calls, newsletters, emails and other communications	21	2.8	Totally Evident
C5 Has a homework hotline for students for daily assignments	21	2.8	Totally Evident
C6 Provides clear information on all school policies, programs, reforms, and transitions	21	2	Partially Evident
C7 Recognition of students, families, and community members and student work and accomplishments	21	2.8	Totally Evident
C8 A calendar of school events	21	2.8	Totally Evident
C9 Information about curriculum evaluation	21	2.25	Partially Evident
C10 Information on how the school is governed	21	2.25	Partially Evident
C11 A place to address parents' questions	21	2.25	Partially Evident

Table 27 presents the average and the result of the evidence for volunteer in V1 up to V11 in 21 respondents.

Table 27. Averaged Assessment of Teachers for Volunteering

<i>Volunteering</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
V1 Conducts an annual survey to identify interests and needs of school staff.	21	2.10	Partially Evident
V2 Provides ongoing training to our volunteers.	21	2.14	Partially Evident
V3 Provides a family center for volunteers to meet	21	1.95	Partially Evident
V4 Praises volunteers for their time and efforts.	21	2.48	Partially Evident
V5 Schedules events at different times of the day and evening so that all parents can attend.	21	2.48	Partially Evident
V6 Assisting in the classroom (e.g., tutoring, teaching songs, etc.).	21	2.24	Partially Evident
V7 Helping with events and planning.	21	2.76	Totally Evident
V8 Giving talks (for example, hobbies, talents, etc)	21	2.52	Totally Evident
V9 Checking attendance.	21	1.62	Partially Evident
V10 Working in the library, cafeteria or other areas.	21	1.57	Partially Evident
V11 Leading clubs or activities.	21	1.67	Partially Evident

In table 28, majority of the assessment items were Partially Evident for the whole population of CCF Life Academy based on the T-test.

Table 28. Averaged Assessment of Teachers for Volunteering Using T-test

<i>Volunteering</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
V1 Conducts an annual survey to identify interests and needs of school staff.	21	2.25	Partially Evident
V2 Provides ongoing training to our volunteers.	21	2.25	Partially Evident
V3 Provides a family center for volunteers to meet	21	2	Partially Evident
V4 Praises volunteers for their time and efforts.	21	2.25	Partially Evident
V5 Schedules events at different times of the day and evening so that all parents can attend.	21	2.25	Partially Evident
V6 Assisting in the classroom (e.g., tutoring, teaching songs, etc.).	21	2.25	Partially Evident
V7 Helping with events and planning.	21	3	Totally Evident
V8 Giving talks (for example, hobbies, talents, etc)	21	2.8	Totally Evident
V9 Checking attendance.	21	1.7	Partially Evident
V10 Working in the library, cafeteria or other areas.	21	1.7	Partially Evident
V11 Leading clubs or activities.	21	2	Partially Evident

Table 29 shows all of the items in learning at home are all “Partially Evident,” in terms of their averaged evidence scores which all fall within 2.29 to 2.43.

Table 29. Averaged Assessment of Teachers for Learning at Home

<i>Learning at Home</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
H1 Provides websites and learning resources for students and families.	21	2.29	Partially Evident
H2 Provides information to families and discuss schoolwork with their child.	21	2.33	Partially Evident
H3 Asks parents to listen to their child read or to read aloud with their child.	21	2.38	Partially Evident
H4 Provides calendar with daily or weekly activities for families to do at home and in the community.	21	2.43	Partially Evident
H5 Assists families in helping students to set academic goals.	21	2.29	Partially Evident
H6 Assists families in helping students to select courses and program and plan for their next level of schooling	21	2.33	Partially Evident

Table 30 indicates the average assessment for learning at home using the T-test wherein presented the hypothesized average and result of assessment using T-test.

Table 30. Averaged Assessment of Parents for Learning At Home Using T-test

<i>Learning at Home</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
H1 Provides websites and learning resources for students and families.	21	2.25	Partially Evident
H2 Provides information to families and discuss schoolwork with their child.	21	2.25	Partially Evident
H3 Asks parents to listen to their child read or to read aloud with their child.	21	2.25	Partially Evident
H4 Provides calendar with daily or weekly activities for families to do at home and in the community.	21	2.25	Partially Evident
H5 Assists families in helping students to set academic goals.	21	2.25	Partially Evident
H6 Assists families in helping students to select courses and program and plan for their next level of schooling	21	2.25	Partially Evident

Table 31 below shows that all of the items in decision making except for D3 are Partially evident, in terms of their averaged evidence scores which all fall within 2.1 to 2.33. Only D3 got a Totally evident based on the table below.

Table 31. Averaged Assessment of Teachers for Decision Making

<i>Decision Making</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
D1 Involves parents in selecting school staff.	21	1.76	Partially Evident
D2 Has a parent involvement policy.	21	2.19	Partially Evident
D3 Has an active Parent Teacher Association.	21	2.76	Totally Evident
D4 Invites parents to be on the school's advisory council and committees.	21	2.43	Partially Evident
D5 Asks involved parents to make contact with parents who are less involved.	21	2.38	Partially Evident
D6 Includes parent representatives in school programs.	21	2.48	Partially Evident
D7 Involves parent in revising school curricula and developing policies.	21	1.62	Partially Evident

In table 32, each assessment item shows the average assessment for Decision Making using the T-test wherein presented the hypothesized average and result of the assessment using T- test.

Table 32. Averaged Assessment of Teachers for Decision- Making Using T-Test

<i>Decision Making</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
D1 Involves parents in selecting school staff.	21	2	Partially Evident
D2 Has a parent involvement policy.	21	2.25	Partially Evident
D3 Has an active Parent Teacher Association.	21	3	Totally Evident
D4 Invites parents to be on the school's advisory council and committees.	21	2.25	Partially Evident
D5 Asks involved parents to make contact with parents who are less involved.	21	2.25	Partially Evident
D6 Includes parent representatives in school programs.	21	2.25	Partially Evident
D7 Involves parent in revising school curricula and developing policies.	21	1.7	Partially Evident

In table 33, all of the items in decision making from Q1 to Q6 are all partially evident, in terms of their averaged evidence scores which all fall within 1.57 to 2.38.

Table 33. Averaged Assessment of Teachers for Collaborating with the Community

<i>Collaborating with the Community</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
Q1 Provides a directory for parents and students on community agencies, programs, and services.	21	2.00	Partially Evident
Q2 Provides information on community activities about learning skills and talents	21	2.38	Partially Evident
Q3 Works with local businesses, for student, with support from community organizations	21	2.19	Partially Evident
Q4 Sponsors mixed programs with local senior citizen groups.	21	1.57	Partially Evident
Q5 Provides family services through partnerships with school counseling, health, recreation, job training, and other agencies.	21	1.95	Partially Evident
Q6 The school is open for use by the community after school hours.	21	1.95	Partially Evident

Table 34 talks about the average assessment for Collaborating with the Community using the T-Test wherein presented the hypothesized average and the result of the assessment using T- Test.

Table 34. Averaged Assessment of Teachers for Collaborating with the Community

<i>Collaborating with the Community</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
Q1 Provides a directory for parents and students on community agencies, programs, and services.	21	2.25	Partially Evident
Q2 Provides information on community activities about learning skills and talents	21	2.25	Partially Evident
Q3 Works with local businesses, for student, with support from community organizations	21	2.25	Partially Evident
Q4 Sponsors mixed programs with local senior citizen groups.	21	1.7	Partially Evident
Q5 Provides family services through partnerships with school counseling, health, recreation, job training, and other agencies.	21	2.25	Partially Evident
Q6 The school is open for use by the community after school hours.	21	2	Partially Evident

Table 35 presents the overall average and result of each assessment of the six types of parental involvement based on the response of Teachers of CCF Life Academy.

Table 35. Summary of all the Assessment based on the Teachers' Responses

Types	Overall Average	Assessment
Parenting	2.44	Partially Evident
Communication	2.45	Partially Evident
Volunteering	2.15	Partially Evident
Learning at Home	2.36	Partially Evident
Decision Making	2.23	Partially Evident
Collaboration with the Community	2.01	Partially Evident

Table 36 shows the summary of all the six types of parental involvement. The study assumed that all the activities for parental involvement are never evident as perceived by teachers. The study used the range values of never evident as the hypothesized average to determine the rejection error and the conclusion for each type of parental involvement.

Table 36. Summary of all Teachers' Assessment with the Six Types

Types	Average	Hypothesized Average	Result	Rejection Error	Conclusion
Parenting					
P1	2.76	1.00, 1.25, 1.35	Reject	0.00%	"Parenting" is not <i>never evident</i>
P2	2.57	1.00, 1.25, 1.35	Reject	0.00%	
P3	2.57	1.00, 1.25, 1.35	Reject	0.00%	
P4	2.57	1.00, 1.25, 1.35	Reject	0.00%	
P5	2.57	1.00, 1.25, 1.35	Reject	0.00%	
P6	1.62	1.00, 1.25, 1.35	Reject	0.00%	
Communication					
C1	2.57	1.00, 1.25, 1.35	Reject	0.00%	"Communication" is not <i>never evident</i>
C2	1.90	1.00, 1.25, 1.35	Reject	0.00%	
C3	2.71	1.00, 1.25, 1.35	Reject	0.00%	
C4	2.76	1.00, 1.25, 1.35	Reject	0.00%	
C5	2.76	1.00, 1.25, 1.35	Reject	0.00%	
C6	2.19	1.00, 1.25, 1.35	Reject	0.00%	

C7	2.62	1.00, 1.25, 1.35	Reject	0.00%	
C8	2.52	1.00, 1.25, 1.35	Reject	0.00%	
C9	2.33	1.00, 1.25, 1.35	Reject	0.00%	
C10	2.19	1.00, 1.25, 1.35	Reject	0.00%	
C11	2.24	1.00, 1.25, 1.35	Reject	0.00%	
Volunteering					
V1	2.10	1.00, 1.25, 1.35	Reject	0.00%	"Volunteering" is not <i>never evident</i>
V2	2.14	1.00, 1.25, 1.35	Reject	0.00%	
V3	1.95	1.00, 1.25, 1.35	Reject	0.00%	
V4	2.48	1.00, 1.25, 1.35	Reject	0.00%	
V5	2.48	1.00, 1.25, 1.35	Reject	0.00%	
V6	2.24	1.00, 1.25, 1.35	Reject	0.00%	
V7	2.76	1.00, 1.25, 1.35	Reject	0.00%	
V8	2.52	1.00, 1.25, 1.35	Reject	0.00%	
V9	1.62	1.00, 1.25, 1.35	Reject	0.00%	
V10	1.57	1.00, 1.25, 1.35	Reject	0.00%	
V11	1.67	1.00, 1.25, 1.35	Reject	0.00%	
Learning at Home					
H1	2.29	1.00, 1.25, 1.35	Reject	0.00%	"Learning at Home" is not <i>never evident</i>
H2	2.33	1.00, 1.25, 1.35	Reject	0.00%	
H3	2.38	1.00, 1.25, 1.35	Reject	0.00%	
H4	2.43	1.00, 1.25, 1.35	Reject	0.00%	
H5	2.29	1.00, 1.25, 1.35	Reject	0.00%	
H6	2.33	1.00, 1.25, 1.35	Reject	0.00%	
Decision Making					
D1	1.76	1.00, 1.25, 1.35	Reject	0.00%	"Decision Making" is not <i>never evident</i>
D2	2.19	1.00, 1.25, 1.35	Reject	0.00%	
D3	2.76	1.00, 1.25, 1.35	Reject	0.00%	
D4	2.43	1.00, 1.25, 1.35	Reject	0.00%	
D5	2.38	1.00, 1.25, 1.35	Reject	0.00%	
D6	2.48	1.00, 1.25, 1.35	Reject	0.00%	
D7	1.62	1.00, 1.25, 1.35	Reject	0.00%	
Collaboration with the Community					
CC1	2.00	1.00, 1.25, 1.35	Reject	0.00%	"Collaboration with the Community" is not <i>never evident</i>
CC2	2.38	1.00, 1.25, 1.35	Reject	0.00%	
CC3	2.19	1.00, 1.25, 1.35	Reject	0.00%	
CC4	1.57	1.00, 1.25, 1.35	Reject	0.00%	
CC5	1.95	1.00, 1.25, 1.35	Reject	0.00%	
CC6	1.95	1.00, 1.25, 1.35	Reject	0.00%	

Perceptions of the Children on the Six Types of Parental Involvement

Table 37 shows the averaged evidence for parenting. The averaged perceived evidence for the six types items (P1, P2, P3, P4, P5, and P6) for “Parenting” is shown. The assessment for the items is “Totally Evident” as the average of the respondents’ rate. However, the next evidence that is close to the average of the respondents’ is “Partially Evident” where the range is 1.67-2.33.

Table 37. Averaged Assessment of Children for Parenting

<i>Parenting</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
P1 Respects all the different cultures of the students.	17	3.00	Totally Evident
P2 Provides families with information on child development.	17	2.76	Totally Evident
P3 Provides families with tips that support .	17	2.65	Totally Evident
P4 Has a lending library with books, video, learning kits, etc.	17	2.82	Totally Evident
P5 Asks families about children’s goals, strengths and talents.	17	2.41	Partially Evident
P6 Sponsors home visiting programs to help families understand the school.	17	2.18	Partially Evident

In table 38, each assessment item is generalized for the whole population of CCF Life Academy based on the T-test. It talks about the average assessment for Parenting using the T-test wherein presented the hypothesized average and result of assessment using T-test.

Table 38. Averaged Assessment of Children for Parenting Using T-test

<i>Parenting</i>	<i>Count</i>	<i>Hypothesized Average</i>	<i>Assessment</i>
P1 Respects all the different cultures of the students.	17	3	Totally Evident
P2 Provides families with information on child development.	17	2.8	Totally Evident
P3 Provides families with tips that support .	17	2.8	Totally Evident
P4 Has a lending library with books, video, learning kits, etc.	17	3	Totally Evident
P5 Asks families about children's goals, strengths and talents.	17	2.5	Partially Evident
P6 Sponsors home visiting programs to help families understand the school.	17	2.5	Partially Evident

According to the inferential statistics provided by Table 39, it is proven that C8 exhibits the largest numeral of all with an average of 2.82 as it assessed as totally evident.

Table 39. Averaged Assessment of Children for Communication

<i>Communication</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
C1 Provides parent education and other courses or training for parents (for example, Counterflow, Parenting Seminars, Parent-Teacher Conference)	17	2.53	Totally Evident
C2 Sends home weekly or monthly folders of student work for review	17	2.06	Partially Evident
C3 Provides clear information about report cards and how to improve performance.	17	2.76	Totally Evident
C4 Provides regular schedule of useful notices, phone calls, newsletters, emails and other communications	17	2.59	Totally Evident
C5 Has a homework hotline for students for daily assignments	17	2.53	Totally Evident
C6 Provides clear information on all school policies, programs, reforms, and transitions	17	2.71	Totally Evident
C7 Recognition of students, families, and community members and student work and accomplishments	17	2.71	Totally Evident
C8 A calendar of school events	17	2.82	Totally Evident
C9 Information about curriculum evaluation	17	2.71	Totally Evident
C10 Information on how the school is governed	17	2.47	Partially Evident
C11 A place to address parents' questions	17	2.65	Totally Evident

Table 40 talks about the average assessment for Communication using the T-test wherein presented the hypothesized average and the result of the assessment using T-test. Each assessment item received a ranking of Totally Evident and Partially Evident for the whole population of CCF Life Academy.

Table 40. Averaged Assessment of Children for Communication Using T-test

<i>Communication</i>	<i>Count</i>	<i>Hypothesized Average</i>	<i>Assessment</i>
C1 Provides parent education and other courses or training for parents (for example, Counterflow, Parenting Seminars, Parent-Teacher Conference)	17	2.8	Totally Evident
C2 Sends home weekly or monthly folders of student work for review	17	2.25	Partially Evident
C3 Provides clear information about report cards and how to improve performance.	17	2.8	Totally Evident
C4 Provides regular schedule of useful notices, phone calls, newsletters, emails and other communications	17	2.8	Totally Evident
C5 Has a homework hotline for students for daily assignments	17	2.8	Totally Evident
C6 Provides clear information on all school policies, programs, reforms, and transitions	17	3	Totally Evident
C7 Recognition of students, families, and community members and student work and accomplishments	17	3	Totally Evident
C8 A calendar of school events	17	3	Totally Evident
C9 Information about curriculum evaluation	17	2.8	Totally Evident
C10 Information on how the school is governed	17	2.25	Partially Evident
C11 A place to address parents' questions	17	2.8	Totally Evident

Table 41 presents the average and the result of the evidence for volunteering in V1 up to V11 in 17 respondents.

Table 41. Averaged Assessment of Children for Volunteering

<i>Volunteering</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
V1 Conducts an annual survey to identify interests and needs of school staff.	17	1.94	Partially Evident
V2 Provides ongoing training to our volunteers.	17	2.29	Partially Evident
V3 Provides a family center for volunteers to meet	17	2.29	Partially Evident
V4 Praises volunteers for their time and efforts.	17	2.59	Totally Evident
V5 Schedules events at different times of the day and evening so that all parents can attend.	17	2.59	Totally Evident
V6 Assisting in the classroom (e.g., tutoring, teaching songs, etc.).	17	2.00	Partially Evident
V7 Helping with events and planning.	17	2.59	Totally Evident
V8 Giving talks (for example, hobbies, talents, etc)	17	2.35	Partially Evident
V9 Checking attendance.	17	2.24	Partially Evident
V10 Working in the library, cafeteria or other areas.	17	2.00	Partially Evident
V11 Leading clubs or activities.	17	2.24	Partially Evident

In table 42, majority of the assessment items were Partially Evident for the whole population of CCF Life Academy based on the T-test. The table indicates the average assessment for Volunteering using the T- test with the hypothesized average and result of the assessment using T-test.

Table 42. Averaged Assessment of Children for Volunteering Using T-test

<i>Volunteering</i>	<i>Count</i>	<i>Hypothesized Average</i>	<i>Assessment</i>
V1 Conducts an annual survey to identify interests and needs of school staff.	17	2.25	Partially Evident
V2 Provides ongoing training to our volunteers.	17	2.25	Partially Evident
V3 Provides a family center for volunteers to meet	17	2.25	Partially Evident
V4 Praises volunteers for their time and efforts.	17	2.8	Totally Evident
V5 Schedules events at different times of the day and evening so that all parents can attend.	17	2.8	Totally Evident
V6 Assisting in the classroom (e.g., tutoring, teaching songs, etc.).	17	2.25	Partially Evident
V7 Helping with events and planning.	17	2.8	Totally Evident
V8 Giving talks (for example, hobbies, talents, etc)	17	2.25	Partially Evident
V9 Checking attendance.	17	2.25	Partially Evident
V10 Working in the library, cafeteria or other areas.	17	2.25	Partially Evident
V11 Leading clubs or activities.	17	2.25	Partially Evident

Table 43 presents the average and the result of the evidence for volunteering in H1 up to H6 in 17 respondents. The items H1 to H4 fall within 1.67 to 2.33 which is Partially Evident.

Table 43. Averaged Assessment of Children for Learning at Home

<i>Learning at Home</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
H1 Provides websites and learning resources for students and families.	17	2.12	Partially Evident
H2 Provides information to families and discuss schoolwork with their child.	17	2.47	Partially Evident
H3 Asks parents to listen to their child read or to read aloud with their child.	17	1.76	Partially Evident
H4 Provides calendar with daily or weekly activities for families to do at home and in the community.	17	2.29	Partially Evident
H5 Assists families in helping students to set academic goals.	17	2.53	Totally Evident
H6 Assists families in helping students to select courses and program and plan for their next level of schooling	17	2.53	Totally Evident

In table 44, each item shows generalized result for the whole population. The table shows the hypothesized average and the result of each assessment using T-test.

Table 44. Averaged Assessment of Children for Learning at Home Using T-test

<i>Learning at Home</i>	<i>Count</i>	<i>Hypothesized Average</i>	<i>Assessment</i>
H1 Provides websites and learning resources for students and families.	17	2.25	Partially Evident
H2 Provides information to families and discuss schoolwork with their child.	17	2.25	Partially Evident
H3 Asks parents to listen to their child read or to read aloud with their child.	17	2	Partially Evident
H4 Provides calendar with daily or weekly activities for families to do at home and in the community.	17	2.25	Partially Evident
H5 Assists families in helping students to set academic goals.	17	2.8	Totally Evident
H6 Assists families in helping students to select courses and program and plan for their next level of schooling	17	2.8	Totally Evident

A majority of the items in Table 45 are Partially Evident, in terms of their averaged evidence scores which fall within 1.67 to 2.33.

Table 45. Averaged Assessment of Children for Decision- Making

<i>Decision Making</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
D1 Involves parents in selecting school staff.	17	1.94	Partially Evident
D2 Has a parent involvement policy.	17	2.24	Partially Evident
D3 Has an active Parent Teacher Association.	17	2.53	Totally Evident
D4 Invites parents to be on the school's advisory council and committees.	17	2.65	Totally Evident
D5 Asks involved parents to make contact with parents who are less involved.	17	2.06	Partially Evident
D6 Includes parent representatives in school programs.	17	2.71	Totally Evident
D7 Involves parent in revising school curricula and developing policies.	17	2.41	Partially Evident

The table below shows the majority of the item's hypothesized average is Partially Evident. Table 46 shows the hypothesized average and the result of each assessment using T-tests.

Table 46. Averaged Assessment of Children for Decision- Making Using T-test

<i>Decision Making</i>	<i>Count</i>	<i>Hypothesized Average</i>	<i>Assessment</i>
D1 Involves parents in selecting school staff.	17	2.25	Partially Evident
D2 Has a parent involvement policy.	17	2.25	Partially Evident
D3 Has an active Parent Teacher Association.	17	2.8	Totally Evident
D4 Invites parents to be on the school's advisory council and committees.	17	2.8	Totally Evident
D5 Asks involved parents to make contact with parents who are less involved.	17	2.25	Partially Evident
D6 Includes parent representatives in school programs.	17	2.8	Totally Evident
D7 Involves parent in revising school curricula and developing policies.	17	2.25	Partially Evident

In Table 47, all of the items in decision- making from Q1 up to Q6 are Partially Evident, in terms of their averaged scores which all fall within 1.67 to 2.33.

Table 47. Averaged Assessment of Children for Collaborating with the Community

<i>Collaborating with the Community</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
Q1 Provides a directory for parents and students on community agencies, programs, and services.	17	2.47	Partially Evident
Q2 Provides information on community activities about learning skills and talents	17	2.41	Partially Evident
Q3 Works with local businesses, for student, with support from community organizations	17	2.12	Partially Evident
Q4 Sponsors mixed programs with local senior citizen groups.	17	1.88	Partially Evident
Q5 Provides family services through partnerships with school counseling, health, recreation, job training, and other agencies.	17	2.35	Partially Evident
Q6 The school is open for use by the community after school hours.	17	2.29	Partially Evident

Table 48 below shows the average assessment for Collaborating with the Community using the T- test with the hypothesized average and the result of the assessment using T- test.

Table 48. Averaged Assessment of Children for Collaborating with the Community Using T-test

<i>Collaborating with the Community</i>	<i>Count</i>	<i>Hypothesized Average</i>	<i>Assessment</i>
Q1 Provides a directory for parents and students on community agencies, programs, and services.	17	2.25	Partially Evident
Q2 Provides information on community activities about learning skills and talents	17	2.25	Partially Evident
Q3 Works with local businesses, for student, with support from community organizations	17	2.25	Partially Evident
Q4 Sponsors mixed programs with local senior citizen groups.	17	2.25	Partially Evident
Q5 Provides family services through partnerships with school counseling, health, recreation, job training, and other agencies.	17	2.25	Partially Evident
Q6 The school is open for use by the community after school hours.	17	2.25	Partially Evident

Table 49 presents the overall average and result of each assessment of the six types of parental involvement. The table shows the summary of the result whether each type is Totally Evident, Partially Evident, or Never Evident based to the response of Children of CCF Life Academy.

Table 49. Summary of all the Assessment based on the Children's Responses

Types	Overall Average	Assessment
Parenting	2.64	Totally Evident
Communication	2.59	Totally Evident
Volunteering	2.28	Partially Evident
Learning at Home	2.28	Partially Evident
Decision Making	2.36	Partially Evident
Collaboration with the Community	2.25	Partially Evident

Table 50 shows the summary of all the six types of parental involvement. The study assumed that all the activities for parental involvement are *not* “never evident” as perceived by children. The range values of never evident was used as the hypothesized average to determine the rejection error and the conclusion for each type of parental involvement.

Table 50. Summary of All Children’s Assessment with the Six Types of Parental Involvement

Types	Average	Hypothesized Average	Result	Rejection Error	Conclusion
Parenting					
P1	3.00	1.00, 1.25, 1.35	Reject	0.00%	"Parenting" is not <i>never evident</i>
P2	2.76	1.00, 1.25, 1.35	Reject	0.00%	
P3	2.65	1.00, 1.25, 1.35	Reject	0.00%	
P4	2.82	1.00, 1.25, 1.35	Reject	0.00%	
P5	2.41	1.00, 1.25, 1.35	Reject	0.00%	
P6	2.18	1.00, 1.25, 1.35	Reject	0.00%	
Communication					
C1	2.53	1.00, 1.25, 1.35	Reject	0.00%	"Communication" is not <i>never evident</i>
C2	2.06	1.00, 1.25, 1.35	Reject	0.00%	
C3	2.76	1.00, 1.25, 1.35	Reject	0.00%	
C4	2.59	1.00, 1.25, 1.35	Reject	0.00%	
C5	2.53	1.00, 1.25, 1.35	Reject	0.00%	
C6	2.71	1.00, 1.25, 1.35	Reject	0.00%	
C7	2.71	1.00, 1.25, 1.35	Reject	0.00%	
C8	2.82	1.00, 1.25, 1.35	Reject	0.00%	
C9	2.71	1.00, 1.25, 1.35	Reject	0.00%	
C10	2.47	1.00, 1.25, 1.35	Reject	0.00%	
C11	2.65	1.00, 1.25, 1.35	Reject	0.00%	
Volunteering					
V1	1.94	1.00, 1.25, 1.35	Reject	0.00%	"Volunteering" is not <i>never evident</i>
V2	2.29	1.00, 1.25, 1.35	Reject	0.00%	
V3	2.29	1.00, 1.25, 1.35	Reject	0.00%	
V4	2.59	1.00, 1.25, 1.35	Reject	0.00%	
V5	2.59	1.00, 1.25, 1.35	Reject	0.00%	
V6	2.00	1.00, 1.25, 1.35	Reject	0.00%	
V7	2.59	1.00, 1.25, 1.35	Reject	0.00%	
V8	2.35	1.00, 1.25, 1.35	Reject	0.00%	

V9	2.24	1.00, 1.25, 1.35	Reject	0.00%	
V10	2.00	1.00, 1.25, 1.35	Reject	0.00%	
V11	2.24	1.00, 1.25, 1.35	Reject	0.00%	
Learning at Home					
H1	2.12	1.00, 1.25, 1.35	Reject	0.00%	"Learning at Home" is not <i>never evident</i>
H2	2.47	1.00, 1.25, 1.35	Reject	0.00%	
H3	1.76	1.00, 1.25, 1.35	Reject	0.00%	
H4	2.29	1.00, 1.25, 1.35	Reject	0.00%	
H5	2.53	1.00, 1.25, 1.35	Reject	0.00%	
H6	2.53	1.00, 1.25, 1.35	Reject	0.00%	
Decision Making					
D1	1.94	1.00, 1.25, 1.35	Reject	0.00%	"Decision Making" is not <i>never evident</i>
D2	2.24	1.00, 1.25, 1.35	Reject	0.00%	
D3	2.53	1.00, 1.25, 1.35	Reject	0.00%	
D4	2.65	1.00, 1.25, 1.35	Reject	0.00%	
D5	2.06	1.00, 1.25, 1.35	Reject	0.00%	
D6	2.71	1.00, 1.25, 1.35	Reject	0.00%	
D7	2.41	1.00, 1.25, 1.35	Reject	0.00%	
Collaboration with the Community					
Q1	2.47	1.00, 1.25, 1.35	Reject	0.00%	"Collaboration with the Community" is not <i>never evident</i>
Q2	2.41	1.00, 1.25, 1.35	Reject	0.00%	
Q3	2.12	1.00, 1.25, 1.35	Reject	0.00%	
Q4	1.88	1.00, 1.25, 1.35	Reject	0.00%	
Q5	2.35	1.00, 1.25, 1.35	Reject	0.00%	
Q6	2.29	1.00, 1.25, 1.35	Reject	0.00%	

Difference or Indifference between the perceptions of Parents and Teachers to the Six Types of Parental Involvement by Joyce Epstein

Table 51 shows the average of results of both parents and teachers' perceptions to the six types of parental involvement. Improving student achievement by working more closely with families appears to be used as a strategy most often in preschool and elementary school (Henderson and Berla 1994, 6).

Table 51. Averaged Perceived by both Parents and Teachers

Types	Parent	Teachers
Parenting	2.48	2.44
Communication	2.61	2.45
Volunteering	2.43	2.15
Learning at Home	2.44	2.36
Decision Making	2.46	2.23
Collaborating with the Community	2.29	2.01

In table 52, it shows the overall average assessment of both parents and teachers' responses. It shows that there is no significance to the responses of parents and teachers with six types of parental involvement. That is why the study accepts the null hypothesis six which says "there are no significant differences between the perceptions of parents and teachers regarding parental involvement." Although Communication got a different result which is Totally Evident, the average sum of all the six types is statistically treated within the range of 1.5 – 2.49 which falls to Partially Evident. The rest of the six types of parental involvement, namely, Parenting, Volunteering, Learning at Home, Decision making, and Collaboration with the Community falls to Partially Evident. Lundblad and Stewart noted that to be effective, schools and parents must work together in a continual exchange of information and cooperation on issues affecting the child (Lundblad and Stewart 2005, 99).

In Table 52, it shows that all statements are "Partially Evident" except Communication. The study used ANOVA to show if there is really a significant difference among the six types. In table 53, shows the result of ANOVA.

Table 52. Averaged Assessment based on the Parents' and Teachers' Responses

Types	Overall Average	Assessment
Parenting	2.459722	Partially Evident
Communication	2.528458	Totally Evident
Volunteering	2.289822	Partially Evident
Learning at Home	2.400833	Partially Evident
Decision Making	2.345862	Partially Evident
Collaborating with the Community	2.149802	Partially Evident

Table 53. Analysis of Variance: Assessment items for Parents and Teachers

<i>Source of Variation</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups (Six Types)	1.732788	0.260664	4.387374

Based on the Table 53 the sixth null hypothesis is accepted with the rejection error of 26.07%, which is greater than 5%, which concludes that there is no significant difference among the six types of parental involvement.

Qualitative Responses on the Questionnaire

At the end of every category of the six types of parental involvement, the respondents were asked to give their recommendations through an open-ended question. Table 54 shows the consolidated result. Among the 58 respondents, only six respondents wrote on these open-ended questions. Based on the results, most of the recommendations are some of the activities that are already evident in CCF Life Academy as perceived by parents, teachers, and children. Parental involvement is a combination of commitment to and active participation with the school and the student on the part of the parent (Wages 2016, 1).

For Parenting, majority of them recommended conducting seminars as the best activity that promotes parenting in the school. This is the most convenient way for the school to address the parents concern regarding Parenting because one could conduct an event and invite resource speakers to teach the parents about parenting. The respondents stated four different activities such as the CCF Life Academy website, Viber, School Memorandums, and Parent Teacher Conferences as best activities for the type of Communication. For volunteering, the respondents recommended three different activities where the respondents are highly participating in regards to volunteering as their involvement. These are the Family day, Youth Camp, and School Parent Election. For Decision Making, Student Council election and Parent Council Election were recommended as these two are the most possible way to contribute in decision making. The leadership, administration, and faculty members of the school are appointed and hired by certain person and group. For the collaborating with the community, Christmas day and an educational trip were recommended to collaborate with the community. These place a big responsibility especially to the parents who need to balance work and the education of their children. Reynolds defined parental involvement as any interaction between a parent with the child or the school which enhances a child's development (Reynolds 1996, 67).

Table 54. Recommendations by the Respondents

Parenting	Communication	Volunteering	Learning at Home	Decision Making	Collaborating with the Community
Family Fun Day	Update website	Family Day	Seatwork	SC Election	Christmas Day
Parenting Seminars	Viber group and memo	Youth Camp	Summer package too expensive	Parent Council Election	Educational trip
Special speakers are invited	Parent Teacher Conference	School Parent Election	MTG or MTAP Competition		
Through conducting seminar		Slide n Splash	Promoting remedial lessons after class		
Parent Teacher Conference			Integrating technology		
Seminars					

This chapter discussed the presentation, analysis and interpretation of the data.

The next chapter shows the summary findings, conclusions, and recommendations.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter shows the summary, findings, conclusions and recommendations for this study. The summary begins with the problem of the study and its background, and the six types of parental involvement by Joyce Epstein. The respondents of the study were the preschool and elementary teachers, parents of the elementary students, and grade six students. The questionnaire is composed of information concerning the respondents' demographic characteristics, and their perception regarding parental involvement by Joyce Epstein categorized by: (a) promoting positive parenting; (b) improving communication; (c) increasing volunteerism; (d) learning at home; (e) supporting decision and making advocacy; (f) collaborating with the community. The findings identified significant aspects of the research based on the statistical results of the data that was gathered. The conclusions included interpretations based on the findings of the study. The recommendations identified number of suggestions for CCF Life Academy, and recommendations for further study.

Summary

The study researched the perceptions of parents, teachers, and children of CCF Life Academy through knowing the demographic characteristics of the respondents in terms of their relationship to the school, age, educational attainment, gender, nationality, and religion. After knowing their demographic characteristics, they were asked about

their perception of the six types of parental involvement in CCF Life Academy. At the end of every category, they were asked for their suggestions of the best activity for each type.

This study was limited to CCF Life Academy Foundation Inc. This study utilized questionnaire as the source of the data of the study. The researcher adapted Joyce Epstein's questionnaire about parental involvement. The respondents of the study were the parents, teachers and students from Grade 6 as they are the oldest group age in the elementary level. All in all, there were 58 respondents.

This study employed descriptive research. It used a survey method with questionnaire which yielded the quantitative aspect of the study.

Findings

The following summarizes the important findings that were gathered from the study. The first group of findings is about the demographic characteristics of the selected parents, teachers, and students. It showed that the demographic characteristics of the respondents affects the perceptions of the respondents towards the six types of parental involvement. The demographic characteristics gender and age got the highest rate as these two are significant to the perceptions of the respondents. The perceptions that was perceived as the most evident in CCF Life Academy is the Communication. The remaining five types of parental involvement got a 'Partially Evident' rate from the respondents. Based on the statistical analysis, there is a significant difference in the perceptions of parents and teachers regarding parental involvement. As the number of teachers is higher from the number of parent respondents, we can say that the type Communication is the most evident in the school.

- a. Respondents' relationship with the school: There were twenty-eight (45%) teachers, seventeen (27%) Grade six students, and twenty-two (27%) parents in the study.
- b. Age: There were sixteen (24%) respondents that are Grade 6 students and one who skipped this question. Thirteen (20%) from the bracket of 18 to 35 years old, twelve (18%) from the bracket of 26 to 35 years old, and 25 (38%) from the bracket of 36 years old above.
- c. Educational Attainment: There were fourteen (21%) who are in the Elementary level, two (3%) Elementary Graduate, two (3%) from College Level, forty-two (63%) College Graduate, and seven (10%) Graduate of Post Graduate respondents. There were no respondents who answered High school graduate.
- d. Gender: There were fifty-five (82%) female respondents and twelve (18%) male respondents in the study.
- e. Nationality: There were sixty-two (94%) of Filipino respondents, three (5%), and one (2%) Korean in the study.
- f. Religion: There were fifty-four (81%) from the sector of Evangelical, four (6%) Roman Catholic, and nine (13%) from different religion in the study.

The second part of the discussion on findings is the answer to sub problem two that also answers the null hypothesis number one which states "There are no significant differences between the demographic characteristics of parents of CCF Life Academy Foundation Inc. and the six types of parental involvement of Joyce Epstein's framework" as shown in Table 6. This null hypothesis is accepted since there are differences in the

demographic characteristics of the respondents and their perceptions on the six types of parental involvement.

Table 6. Dependence between Demographic Characteristics of Parents and the Six Types of Parental Involvement

Dimension	Demographics	
	Gender	Age
Parenting	Dependent	Not Dependent
Communication	Dependent	Not Dependent
Volunteering	Dependent	Dependent
Learning at Home	Dependent	Not Dependent
Decision Making	Dependent	Dependent
Collaboration with the Community	Dependent	Dependent

Next is the discussion on findings in the answer to sub problem three which says, “Are there significant differences in teachers’ perceptions in terms of gender and age on parental involvement activities?” The answer is yes. There are significant differences in the teachers’ demographic characteristics and their perceptions on the six types of parental involvement. This leads to the rejection of null hypothesis two which says, “There are no significant differences between the demographic characteristics which are age and gender of teachers of CCF Life Academy Foundation Inc. and the six types of parental involvement of Joyce Epstein’s framework,” since there are differences between these variables as discussed in Table 8.

Table 8. Dependence between Demographic Characteristics of Teachers and the Six Types of Parental Involvement

Dimension	Demographics	
	Gender	Age
Parenting	Not Dependent	Not Dependent
Communication	Not Dependent	Not Dependent
Volunteering	Dependent	Dependent
Learning at Home	Not Dependent	Dependent
Decision Making	Not Dependent	Not Dependent
Collaboration with the Community	Not Dependent	Not Dependent

The third part of the discussion on findings is the treatment of the 3rd, 4th, and 5th null hypotheses. The third null hypothesis, which says, “All the activities for parental involvement are never evident as perceived by parents,” is rejected. This null hypothesis is rejected because not all six types of parental involvement have no significant relationships with the response of the parents’ respondents. Table 21 presents the overall averaged assessment:

Table 21. Summary of all the Assessment based on Parents’ Responses

Types	Overall Average	Assessment
Parenting	2.48	Partially Evident
Communication	2.61	Totally Evident
Volunteering	2.43	Partially Evident
Learning at Home	2.44	Partially Evident
Decision Making	2.46	Partially Evident
Collaboration with the Community	2.29	Partially Evident

The fourth null hypothesis of this study says, “All the activities for parental involvement are never evident as perceived by teachers,” is rejected. This null hypothesis is rejected because not all six types of parental involvement have no significant

relationships with the response of the teachers' respondents. Table 34 presents the overall averaged assessment:

Table 34. Summary of all the Assessment based on the Teachers' Responses

Types	Overall Average	Assessment
Parenting	2.44	Partially Evident
Communication	2.45	Partially Evident
Volunteering	2.15	Partially Evident
Learning at Home	2.36	Partially Evident
Decision Making	2.23	Partially Evident
Collaboration with the Community	2.01	Partially Evident

The fifth null hypothesis of this study says, "All the activities for parental involvement are never evident as perceived by children," is also rejected. This null hypothesis is rejected because not all six types of parental involvement have no significant relationships with the response of the teachers' respondents.

Table 47. Summary of all the Assessment based on the Children's Responses

Types	Overall Average	Assessment
Parenting	2.64	Totally Evident
Communication	2.59	Totally Evident
Volunteering	2.28	Partially Evident
Learning at Home	2.28	Partially Evident
Decision Making	2.36	Partially Evident
Collaboration with the Community	2.25	Partially Evident

The sixth null hypothesis of the study says, "there are no significant differences between the perceptions of parents and teachers regarding parental involvement," is accepted. Table 53 presents that with the rejection error of 26.07%, which is greater than 5%, there is no significant difference between the perceptions of parents and teachers regarding the six types of parental involvement.

Table 53. Analysis of Variance: Assessment items for Parents and Teachers

<i>Source of Variation</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups (Six Types)	1.732788	0.260664	4.387374

Conclusions

Based on the findings of the study, the following conclusions were classified:

The respondents represented a cross-section of the population of the study. There were parents, teachers, and students. Even though there were only 58 respondents out of 197 population of 6th graders, parents, and teachers.

The six types of parental involvement are perceived as Partially Evident.

Although Communication got a different result of Totally Evident, the average sum of all the six types is statistically treated within the range of 1.5 – 2.49 which falls to Partially Evident. The remaining five-types of parental involvement, namely, Parenting, Volunteering, Learning at Home, Decision making, and Collaboration with the Community were tabulated as Partially Evident. In contrast to the findings of Almacen's study which revealed that parents, teachers, and administrators are extremely satisfied with the four types of parental involvement such as: parenting, learning at home, decision making, and collaborating with community, the respondents were dissatisfied on communicating. These six types of involvement will be a helpful avenue for parents and teachers to maximize a child's potential at CCF.

This study, among others, has concluded especially from the review of related literature that the cooperation of the home, school, and community are very much needed for the development and nurture of the child. Bronfenbrenner, for instance, has espoused the ecological system theory (Bronfenbrenner 1979, 5). He explains that the necessity of

all the parts of the ecological system to cooperate to protect and nurture the child who is at the center of the circle. The four systems which are (1) microsystem which includes the school, peers, family; (2) the mesosystem which is composed of the school-family partnerships, parent, teacher, student roles, beliefs and expectations, communication; (3) the exosystem which includes the community services, policies; (4) and finally, the macrosystem which are the ideologies, beliefs, global economy, cultural perspectives—all of these have to act as strong and supporting links for the good of the child.

Concerning the summary of the null hypotheses of the study, null hypotheses 1 and 6 are accepted while the rest of the null hypotheses (two to five) are rejected based on the statistical treatment explained in chapter IV, as well as the findings section in chapter V.

Recommendations

Based on the findings of the study, the following are some recommendations to CCF Life Academy given by the respondents.

Parenting

- Since conducting seminars was recommended by majority of the respondents in the qualitative part of the questionnaire, CCF Life Academy needs to conduct seminars on a regular basis.
- Regular counseling for families in need will be helpful to students with struggle because of family problems. Counseling will be a big help as it intentionally helps to guide the child.

Communication

- Since this type of parental involvement is perceived as “totally evident” by all of the respondents, CCF Life Academy need to enhance this type of parental involvement. The school needs to be praised in this aspect because all of the respondents indicated that communication is totally evident in the life of the school.
- The respondents also recommended continued use of Viber group and the regular Parent-Teacher Conference.
- Updated Facebook page and website will also be helpful in communication with parents and families.

Volunteering

- Since this is rated “partially evident” by the respondents, the school could do well if the parents are encouraged more to volunteer in organizing school events like Family Fun Day and Foundation Day with partnership of the school administration.
- The respondents also indicated that “A bigger venue on how parents can be involved in helping the school.”
- There needs to be a list of parents’ background like job or work that can be used when looking for resource speakers.
- Parents can help in the school’s offering of remedial classes after class and their offers during summer.

Learning at Home

- Since this is perceived as “partially evident,” there could be a more organized use of technology for works that needs to be done in home.
- There could also be a consistent activity where parents or families can be involved not just by helping in answering but with the task itself.
- Based on the literature review, parents need to be active in helping students continue their enthusiasm in learning at home, not just inside the school premises.

Decision making

- The respondents indicated that the more the parent will be active in Parent School Partnership Council the more chances for them to be involved in decision making.
- Based on the findings of the study, there needs to be a consistent participation of both parents and teachers especially in meetings in school that require the opinions of both teachers and parents.

Collaborating with the Community

- The respondents recommended the activity every Christmas day to be more enhanced as it is the time where the students can interact with other communities.
- An immersion for the students to different non- profit organization with values and goals same with the school for realization and reflection.

Recommendations for Further Studies

There are other studies that could be conducted as follow through to this current study. The following are some recommendations for further studies:

1. Qualitative research studies in the Philippines on the parental involvement in the lives of preschool and kindergarten children in a public school;
2. Mixed methods research on the knowledge, attitudes, and practices (KAP) of the parents and teachers on parental involvement among Christian schools in Metro Manila; and
3. Mixed methods research on how parental involvement affects the academic performance of learners with special needs.

APPENDIX A
QUESTIONNAIRE

Dear Respondent,

Thank you for completing this questionnaire. Kindly provide the needed information at the spaces provided. Please do not leave any question unanswered. The purpose of this survey is to identify your perceptions regarding parental involvement in your school based on Joyce Epstein's framework.

PART I. About you:

1. Please choose from the following. Are you a ____ in the school?
 ____ Parent/Guardian ____ Teacher ____ Student
2. What is your age?
 ____ Grade 6 student ____ 18 to 25 ____ 26 to 35
 ____ 36 above
3. What is the highest educational level you have attained?
 ____ Elementary Level ____ Elementary Graduate
 ____ High School Level ____ High School Graduate
 ____ College Level ____ College Graduate
 ____ Graduate or Post Graduate
4. What is your gender? ____ Male ____ Female
5. What is your nationality? ____ Filipino ____ Chinese
 ____ Korean ____ Other, please specify _____
6. What is your religion? ____ Evangelical
 ____ Roman Catholic ____ Other, please specify _____

PART 2. About your perceptions:

Please respond to each of the following statements using the scale provided. PUT A CHECK ON YOUR ANSWER.

Totally Evident	Occurs in most classes or grade levels. Receives substantive time and emphasis. A highly prevalent component of the school's parental involvement plan. Very evident as an indicator of school and home partnership for student progress.
Partially Evident	Occurs in some classes or grade levels. Receives minimal or modest time and emphasis. Not a prevalent component of the school's parental involvement plan. Partially evident as an indicator of school and home partnership for student progress.
Never Evident	Strategy does not occur at the school or occurs in isolation. Needs improvement. Never evident as an indicator of school and home partnership for student progress.

A. PROMOTING POSITIVE PARENTING

Assist all families with parenting skills and in creating a home environment that support children as student.

Patterns of Evidence	Your Perception		
	Totally Evident	Partially Evident	Never Evident
Our school			
a. Respects all the different cultures of the students.			
b. Provides families with information on child development.			
c. Provides families with tips that support .			
d. Has a lending library with books, video, learning kits, etc.			
e. Asks families about children's goals, strengths and talents.			
f. Sponsors home visiting programs to help families understand the school.			
What do you think is the best activity that the school has done to promote positive parenting? _____ _____			

B. IMPROVING COMMUNICATION

Communicate effectively with all families in the community.

Patterns of Evidence	Your Perception		
	Totally Evident	Partially Evident	Never Evident
Our school			
a. Provides parent education and other courses or training for parents (for example, Counterflow, Parenting Seminars, Parent-Teacher Conference)			
b. Sends home weekly or monthly folders of student work for review			
c. Provides clear information about report cards and how to improve performance.			
d. Provides regular schedule of useful notices, phone calls, newsletters, emails and other communications			
e. Has a homework hotline for students for daily assignments			

f. Provides clear information on all school policies, programs, reforms, and transitions			
Our school newsletter/website includes:			
g. Recognition of students, families, and community members and student work and accomplishments			
h. A calendar of school events			
i. Information about curriculum evaluation			
j. Information on how the school is governed			
k. A place to address parents' questions			
What do you think is the best communication activity that the school has done? _____			

C. INCREASING VOLUNTEERISM

Organize volunteers to support the school and its students.

Patterns of Evidence	Your Perception		
	Totally Evident	Partially Evident	Never Evident
Our school			
a. Conducts an annual survey to identify interests and needs of school staff.			
b. Provides ongoing training to our volunteers.			
c. Provides a family center for volunteers to meet			
d. Praises volunteers for their time and efforts.			
e. Schedules events at different times of the day and evening so that all parents can attend.			
We encourage families to be involved by:			
f. Assisting in the classroom (e.g., tutoring, teaching songs, etc.).			
g. Helping with events and planning.			
h. Giving talks (for example, hobbies, talents, etc)			
i. Checking attendance.			
j. Working in the library, cafeteria or other areas.			
k. Leading clubs or activities.			

What is the best activity the school has done to promote volunteerism? _____ _____			
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D. LEARNING AT HOME

Provide information to families about how to help students at home with their homework and other curriculum-related activities and decisions.

Patterns of Evidence	Your Perception		
	Totally Evident	Partially Evident	Never Evident
Our school			
a. Provides websites and learning resources for students and families.			
b. Provides information to families and discuss schoolwork with their child.			
c. Asks parents to listen to their child read or to read aloud with their child.			
d. Provides calendar with daily or weekly activities for families to do at home and in the community.			
e. Assists families in helping students to set academic goals.			
f. Assists families in helping students to select courses and program and plan for their next level of schooling			
What is the best activity the school has done to enhance student learning? _____ _____			

E. SUPPORTING DECISION MAKING AND ADVOCACY

Include families as participants in school decisions and develop parent and community leaders.

Patterns of Evidence	Your Perception		
	Totally Evident	Partially Evident	Never Evident
Our School			
a. Involves parents in selecting school staff.			
b. Has a parent involvement policy.			
c. Has an active Parent Teacher Association.			
d. Invites parents to be on the school's advisory council and committees.			

e. Asks involved parents to make contact with parents who are less involved.			
f. Includes parent representatives in school programs.			
g. Involves parent in revising school curricula and developing policies.			
What is the best activity the school has done to support decision making and advocacy? _____ _____			

F. COLLABORATING WITH THE COMMUNITY

Coordinate resources and services from the community for families, students, and schools and provide services to the community.

Patterns of Evidence	Your Perceptions		
	Totally Evident	Partially Evident	Never Evident
Our School			
a. Provides a directory for parents and students on community agencies, programs, and services.			
b. Provides information on community activities about learning skills and talents			
c. Works with local businesses, for student, with support from community organizations			
d. Sponsors mixed programs with local senior citizen groups.			
e. Provides family services through partnerships with school counseling, health, recreation, job training, and other agencies.			
f. The school is open for use by the community after school hours.			
What is the best activity the school has done to promote collaborating with the community? _____ _____			

APPENDIX B

LETTER TO JOYCE EPSTEIN

August 15, 2016

To: Joyce Epstein
Director, Center on School, Family, and
Community Partnership and the
National Network of Partnership Schools
Research Professor of Sociology

From: Pearl Joy L. Tago

Re: Adaptation of Survey

This is Pearl Joy Tago, a Masteral student of Asia-Pacific Nazarene Theological Seminary in the Philippines, taking up Master of Arts in Religious Education with concentration in Holistic Child Development. Currently, I am conducting a study with the working title "Perceptions of Selected Parents, Teachers, and Students of Christ's Commission Fellowship Life Academy Foundation, Incorporated on Parental Involvement In Light of Epsteins's Framework." CCF Life Academy is a school here in Manila, Philippines who has been active in partnering with parents in providing transformative education to help build a holistically developed Christ-like influencers.

I have been using your books as resources in my study and it will be a big help to my study if you will allow me to use your survey.

I hope and pray for your positive feedback in regards to my request.

Thank you and God bless!

APPENDIX C

EPSTEIN'S EMAIL OF PERMISSION TO ADAPT THE QUESTIONNAIRE

 **Joyce Epstein** <jepstein@jhu.edu> Sep 17 (10 days ago) ☆ ↶ ▾
to me ▾

9-16-16

To: Pearl Tago

From: Joyce Epstein

Re: Permission to Adapt Survey

Thank you for your note. I am glad to know of your interest in research on school, family, and community partnerships.

This letter is to give you permission to use, adapt, and translate as needed our surveys of family engagement for your study at the Asia Pacific Nazarene Theological Seminary in the Philippines on "Perceptions of Parents and Teachers in CCF Life Academy Foundation Inc. on Parental Involvement."

All that we require is that you include a full reference to the original work in your reports and bibliographies.

Best of luck with your study.



Joyce L. Epstein, Ph.D.
Director, Center on School, Family, and
Community Partnerships and
National Network of Partnership Schools (NNPS)
Research Professor of Education and Sociology
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Email: jepstein@jhu.edu

Web: www.partnershipschools.org

APPENDIX D

LETTER TO THE PRINCIPAL OF THE CCF LIFE ACADEMY

January 2017

Dear Dr. Leonides T. Son,

As part of the requirement for completing my Master of Arts in Religious Education with concentration in Holistic Child Development, I am conducting a study on the perceptions of selected parents, teachers, and Grade 6 students regarding parental involvement based on Joyce Epstein's six types of parental involvement. The purpose of this research is *not* to evaluate any particular parent, teacher, or the school but to gain insight on the perceptions of parents, teachers, and students regarding parental involvement based on Joyce Epstein's six types of parental involvement (questionnaire attached). The research aims to offer recommendations for school enrichment based on the perceptions of teachers, parents, and students.

In this light, I request your permission for me to do the following: First, I am asking permission to give the questionnaires to the homeroom advisers so they in turn can distribute these to the students who will also hand the questionnaires to their parents. I will write also to the teachers and the parents on the purpose of the study. The letter is also attached. In the letter, I will indicate the date of giving the questionnaires back to the class adviser. Second, please give me permission to allow all the teachers of the Preschool and Elementary departments to answer the questionnaire through Google Form. To protect the privacy and confidentiality of the respondents, they will not be asked to write their names on the questionnaires. The filled-out questionnaires will be coded.

Thank you so much for your positive response. Once my panel approves my thesis, I will present the findings of the research, upon your approval, on your most convenient time. May God bless you.

Sincerely,
Pearl Joy L. Tago

APPENDIX E

LETTER TO THE PRINCIPAL OF GREENHILLS CHRISTIAN FELLOWSHIP (GCF)
INTERNATIONAL CHRISTIAN SCHOOL

(PERMISSION TO CONDUCT PILOT TEST)

February 23, 2017

GCF International Christian School
3rd Floor, Greenhills Christian Fellowship Bldg.,
Ruby corner Garnet road,
Ortigas Center Pasig City

To Whom It May Concern::

I am Pearl Joy L. Tago, a student from Asia Pacific Nazarene Theological Seminary located in Kaytikling Taytay Rizal and also the School Registrar of CCF Life Academy Foundation Inc. I am currently enrolled in their Masters Degree program in Holistic Child Development and is working on my thesis entitled ““Perceptions of Selected Parents, Teachers, And Students of Christ’s Commission Fellowship Life Academy Foundation, Incorporated on Parental Involvement in Light of Epsteins’s Framework””.

This letter is to ask your good office for assistance for me to conduct a pilot test in your prestigious school. I will just need three students from Grade 6 and three teachers from your Elementary department. The questionnaire will be self- administered although I will be explaining the instructions and assist the Grade 6 students for further questions. The information that will be gathered will be kept confidential and private.

I am hoping for your immediate consideration about my request and your cooperation with this will be highly appreciated. If there will be other concerns that I was not able to mention in this letter, please do not hesitate to contact me through this email or through my personal number (0917 245 5708). The questionnaire is attached for your reference.

Sincerely,

Pearl Joy L. Tago

APPENDIX F

LETTER TO THE TEACHERS OF CCF LIFE ACADEMY
ANSWER THE QUESTIONNAIRE

January 2017

Dear Teacher,

As part of the requirements for completing my Master of Arts in Religious Education with concentration on Holistic Child Development, I am currently conducting a study about the perceptions of selected parents, teachers, and students regarding parental involvement based on Joyce Epstein's six types of parental involvement. Your cooperation on this will be much appreciated. Answering this survey is voluntary and you may refuse to participate if you choose to do so. To ensure confidentiality of your responses, you will not be asked to write your name on the questionnaire. The filled-out questionnaires will be coded (questionnaire attached). The purpose of this research is to present recommendations to the administration of CCF Life Academy Foundation Inc. to improve parental involvement. I have already asked the permission from the school principal to conduct this study.

For teachers, kindly answer the questionnaire that I will send you a link leading you to a Google Form where you can answer it anytime.

I appreciate your time and your willingness to participate. May the Lord bless the works of your hands!

Thank you and God bless!

Sincerely,

Pearl Joy L. Tago

APPENDX G

INFORMED CONSENT STATEMENT FOR PARTICIPANTS
18 YEARS OLD AND ABOVE

I, Pearl Joy Tago, am a student in the Master of Arts in Religious Education with concentration in Holistic Child Development program at Asia-Pacific Nazarene Theological Seminary (APNTS). I am conducting a study on the perceptions of selected parents, teachers, and students regarding parental involvement based on Joyce Epstein's six types of parental involvement as part of my course of study. The following information is provided for you to determine whether you are willing to participate in the study. Please be aware that even if you agree to participate, you are free to withdraw at any time without penalty.

Your participation is solicited, although strictly voluntary. I assure you that your name will not be associated in any way with the research findings. All filled-out questionnaires will be coded and you will not be asked to write your names on the questionnaires. If you would like additional information concerning this study before or after it is complete, please feel free to contact me by cell phone or email. There is no compensation for your participation, but it is greatly appreciated.

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may call or text 0917 245 5708 or send an email to pearltago@gmail.com.

I agree to take part in this study as a research participant. By my signature I affirm that I am at least 18 years old, and that I have received a copy of this Consent and Authorization Form.

Signature Over Printed Name

Date

APPENDIX H
LETTER TO THE PARENTS OF CCF LIFE ACADEMY
TO ANSWER THE QUESTIONNAIRE

January 2017

Dear Parent,

As part of the requirements for completing my Master of Arts in Religious Education with concentration on Holistic Child Development, I am currently conducting a study about the perceptions of selected parents, teachers, and students regarding parental involvement based on Joyce Epstein's six types of parental involvement. Your cooperation on this will be much appreciated. Answering this survey is voluntary and you may refuse to participate if you choose to do so. To ensure confidentiality of your responses, you will not be asked to write your name on the questionnaire. The filled-out questionnaires will be coded (questionnaire attached). The purpose of this research is to present recommendations to the administration of CCF Life Academy Foundation Inc. to improve parental involvement. I have already asked the permission from the school principal to conduct this study.

Please return this survey on or before **February 15, 2017** and give it to the homeroom adviser.

I appreciate your time and your willingness to participate. May the Lord bless the works of your hands!

Thank you and God bless!

Sincerely,

Pearl Joy L. Tago

APPENDIX I

LETTER TO THE PARENTS GRANTING PERMISSION
TO ALLOW THEIR CHILD TO ANSWER THE QUESTIONNAIRE

January 2017

Dear Parent of _____ (name of student),

As part of the requirements for completing my Master of Arts in Religious Education with concentration on Holistic Child Development, I am currently conducting a study about the perceptions of selected parents, teachers, and students regarding parental involvement based on Joyce Epstein's six types of parental involvement.

In this light, I would ask your permission to allow me to interview your child (attached is the interview guide questions).

Participating in this research is voluntary and you may refuse my request; however, if you will allow me to interview your child, I will ensure the confidentiality of his or her responses. The purpose of this research is to present recommendations to the administration of CCF Life Academy Foundation Inc. to improve parental involvement. I have already asked the permission from the school principal to conduct this study.

If it is OK with you, I would conduct the interview with your child on December 2, 2016 during his or her break time. I have already asked permission from his or her teacher and the principal on this.

Thank you and God bless!

Sincerely,

Pearl Joy L. Tago

APPENDIX J

PARENTAL CONSENT FOR RESEARCH PARTICIPANTS
BELOW 18 YEARS OLD

I have read the description of the thesis research project of Pearl Tago, and have had the opportunity to ask and receive answers to any questions I have regarding the research, and the use of the information to be gathered.

I give permission for my child, _____ (child's name), to answer the questionnaire and for the information from it to be used in the thesis.

(Parent's Signature)

March 6, 2017
(Date)

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CURRICULUM VITA

NAME: Pearl Joy L. Tago

Date of Birth: February 25, 1993

Place of Birth: Pasig City

Civil Status: Single

Educational Attainment

High School: Faith Christian School (2009)

College: Centro Escolar University – Mendiola (2013)

Master's Degree: Asia-Pacific Nazarene Theological Seminary; Pending upon completion of thesis (2017)

Work Experience

- DZRH News Writer (November 2012- February 2013)
- Sunday School Teacher at Taytay New Life Fellowship (2005- present)
- DVBS Director at Taytay New Life Fellowship (2012- present)
- Preschool Assistant Teacher at CCF Life Academy Foundation Inc. (2014-2015)
- Preschool Chapel Coordinator at CCF Life Academy Foundation Inc. (2014-2016)
- Student Council Adviser at CCF Life Academy Foundation Inc. (2015- present)
- School Registrar at CCF Life Academy Foundation Inc. (2016-present)