

**PARENTAL INVOLVEMENT AND GRADE VI PUPILS' ACADEMIC
PERFORMANCE IN SAN FERNANDO ELEMENTARY SCHOOL:
IMPLICATIONS FOR AN INTERVENTION PROGRAM**

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APPROVAL SHEET

In partial fulfilment of the requirements for the degree, MASTER OF ARTS IN EDUCATION, this thesis entitled "PARENTAL INVOLVEMENT AND GRADE VI PUPILS' ACADEMIC PERFORMANCE IN SAN FERNANDO ELEMENTARY SCHOOL: IMPLICATIONS FOR AN INTERVENTION PROGRAM", has been prepared and submitted by MAY J. LABRAGUE, who having passed the comprehensive examination and pre-oral defense is hereby recommended for final oral examination.

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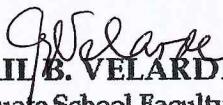
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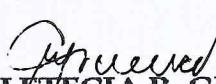
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DEDICATION

*To my children Moireen, Meera
& Rion who are my source of
inspiration,*

and

*To my husband Rino for his
constant inspirations and
encouragement.*

*This humble work is
wholeheartedly dedicated.*

ABSTRACT

This study determined the relationship between academic achievement of Grade VI pupils and parental involvement from parents', teachers' and pupils' perspective at San Fernando Elementary School, Jiabong, Samar during the school year 2012-2013. The study employed descriptive-correlational since the study aimed to determine the academic performance of pupils and perceptions of teachers, pupils and parents about school involvement. Data were gathered using a questionnaire. All eight statements used to determine the parent-respondents' opinion regarding parent-teacher communication as a form of parental involvement were rated with values between 3.51- 4.50 interpreted as 'frequently' performed by teacher-respondents. As a result, the overall perception of parent-respondents along this form of parental school involvement was 'frequently' done by teachers according to the parent-respondents as revealed by a grand mean of 4.06. For the conclusion, the teacher-respondents admitted they frequently communicated with parent-respondents as part of their role in parental school involvement. Parental school involvement as perceived by pupil-respondents was significantly related to their academic performance in Science, Filipino; and HEKASI but not with English; and Mathematics. For the recommendation, teachers and school officials should consider the preferred topics of interest of the pupils in textbook and instructional materials selection and procurement.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Filipinos have deep regard to education. Education occupies a central place in Philippine political, economic, social and cultural life. It has always been strongly viewed as a pillar of national development and a primary avenue for social and economic mobility.

The right of every Filipino to quality basic education is further emphasized in Republic Act No. 9155 or the Governance of Basic Education Act of 2001. Along with Republic Act No. 6655 or the Free Secondary Education Act, these laws reaffirm the policy of the State to protect and promote the rights of all Filipinos by providing the children free and compulsory education in the elementary and free high school education. This pertains to six years of free tuition fees for children aged 6 to 11, and free four years of secondary schooling for those aged 12 to 15 (RA 9155, 2001).

Every academic institution aims for the development of human power and talents and the promotion of human life (McMillan, 2001). It is important to every individual for his or her total development since it is the academic institution which trains him or her for their gainful places in the society.

The school enriches the individual's experiences at home by giving him formal lessons in school. At the elementary level, the child acquires basic

education and prepares him or her to take on the challenge of higher levels of education, using his or her knowledge, skills and values in school.

It is for this reason that the education sector should provide holistic experiences, including providing opportunities for pupils to excel academically. However, the school cannot do it alone. It needs the support and assistance of the parents. This is the reason why there is the Parents and Teachers Association (PTA), which requires the active involvement of parents in the education of their children, where parents participate as informed and empowered decision makers in the education of their children.

When families are involved in their children's education, children have higher grade and test scores, better attendance, higher graduation rates, and greater enrollment in higher education (Henderson and Berla, 2004). Although research supports the effectiveness of family involvement, much of it is anecdotal or correlational. There is a lack of consensus about what constitutes parent involvement and what forms of involvement are most effective in promoting learning.

Though parent supervision is related to achievement gains at all income levels, there is, with a few exceptions, little evidence that it has been able to close the academic gap between low and middle-income students (Milne, 2006). The appeal of parental involvement as a way to improve academic achievement has not been diminished by the absence of definitive research. A number of states

have recently passed enabling legislation or have inaugurated policies to increase parental involvement in education (Milne et al., 2003).

Studies indicate higher achievement when parents read to their children, monitor homework and television viewing, participate in school activities and have high aspirations and expectations for their children (Halle, Kurtz-Costes and Mahoney, 2007). For example, the result of School Readiness Assessment (SReA) in the past three years shows a very poor result in cognitive domain, particularly the reading readiness. In school year 2009-2010, 221 grade one boys were ready, compared to 86 girls and there were 98 grade one boys who were not ready, compared to 68 boys and 61 girls who were not ready.

Research findings, however, are inconsistent on the nature and magnitude of effects and seem to differ according to the age and sex of the child, the socio-economic status of the parents, and the type of measure used (Cunanan, 2011). This information motivated the researcher to conduct this study.

Statement of the Problem

This study determined the relationships between academic achievement of Grade VI pupils and parental involvement from parents', teachers' and pupils' perspective at San Fernando Elementary School, Jiabong, Samar during school year 2012-2013.

Specifically, the study sought answers to the following questions:

1. What is the academic performance of pupil-respondents in the following subjects:

- 1.1 English;
- 1.2 Mathematics;
- 1.3 Science;
- 1.4 Filipino, and
- 1.5 HEKASI?

2. What are the perceptions about parental school involvement of the following:

- 2.1 pupil-respondents, and
- 2.2 parent-respondents?

3. Is there a significant relationship between parental school involvement as perceived by the pupil-respondents and their academic performance in:

- 3.1 English;
- 3.2 Mathematics;
- 3.3 Science;
- 3.4 Filipino, and
- 3.5 HEKASI?

4. Is there a significant difference in perceptions about parental school involvement between pupil-respondents and parent-respondents?

5. What are the perceptions about parental school involvement between parent-respondents and teacher-respondents along:

- 5.1 parents' support to pupil-respondents;
- 5.2 teachers' support to parents, and
- 5.3 parent-teacher communication?

6. Is there a significant difference in perceptions between parent-respondents and teacher-respondents about parental involvement along:

- 6.1 parents' support to pupil-respondents;
- 6.2 teachers' support to parents, and
- 6.3 parent-teacher communication?

7. What implications for an intervention program may be derived from the findings of the study?

Hypotheses

Based on the specific questions posted in this study, the following hypotheses were tested.

1. There is no significant relationship between parental school involvement as perceived by the pupil-respondents and their academic performance in:

- 1.1 English;
- 1.2 Mathematics;
- 1.3 Science;

- 1.4 Filipino, and
- 1.5 HEKASI.

2. There is no significant difference in perceptions about parental school involvement between pupil-respondents and parent-respondents.
3. There is no significant difference in perceptions between parent-respondents and teacher-respondent about parental involvement along:
 - 3.1 parents' support to pupil-respondents;
 - 3.2 teacher's support to parents; and
 - 3.3 parent-teacher communication.

Theoretical Framework

The study is anchored on Epstein's (2006) Theory of Overlapping Spheres of Influence, which details the interaction and communication, or partnership, among families, schools, and the community to bring the three closer together. The theory is comprised of an external model of overlapping spheres of influence and an internal model of overlapping spheres of influence.

Within this theory, the family, the school, and the community are the three major contexts in which students learn and grow (Epstein et al., 2002:8). The external model acknowledges that these major contexts may be drawn together or pushed apart and that there are some practices that they conduct separately and some that they conduct jointly to influence children's learning and development. The internal model shows where and how complex and

essential interpersonal relations and patterns of influence occur between individuals at home, at school, and in the community. This internal model can be further broken down to the institutional level (e.g., families being invited to an event by the school) and the individual level (e.g., parent-teacher conference).

According to Epstein, pupils are located at the core of the model because they are the key instrumental factor in their development as well as with their school and educational success. The combination of activities conducted by all three areas of the partnership influence the success of the pupil through guidance, motivation, and engagement. Reciprocally, the pupil is a key factor in the success of the family, school, and community partnership. For instance, the main source of information parents receive about school is from the pupil.

Six types of involvement were differentiated by Epstein (2006) and these types of involvement are described as follows: 1) Parenting. Offer families assistance with parenting and childrearing skills, in understanding child development, and in setting home conditions that support children as pupils at each age and grade level. Administrators should assist educators in understanding families. 2) Communicating. Keep families up-to-date on school programs and pupil progress through effective school-to-home and home-to-school communications. 3) Volunteering. To support children and school programs, improve outreach, training, and schedules to involve families as volunteers and improve family attendance at events at school and in other locations. 4) Learning at home. Offer suggestions and techniques to involve

families in learning activities with their children at home. 5) Decision making. Include families as participants in school decisions, governance, and advocacy through PTA, school councils, committees, and other parent organizations. 6) Collaborating with the community. Coordinate resources and services for families, children, and the school with businesses, agencies, and other groups. Provide services to the community. For examples, young children might entertain senior citizens or plant flowers to beautify a park.

A framework for these types of involvement consisting of sample practices, challenges, and re-definitions, results for students, results for parents, and results for teachers has developed from various studies and from work conducted by educators and families in primary and secondary schools. This framework helps educators develop more comprehensive programs of school and family partnerships and also helps researchers locate their questions and results in ways that inform and improve practice (Epstein et al., 2002:12).

Conceptual Framework

The conceptual framework of the study is illustrated in Figure 1.

At the base of the schema is the research environment and the respondents of the study who are the elementary teachers and Grade VI pupils of San Fernando Elementary School including pupils' parents and teachers during school year 20012-2013.

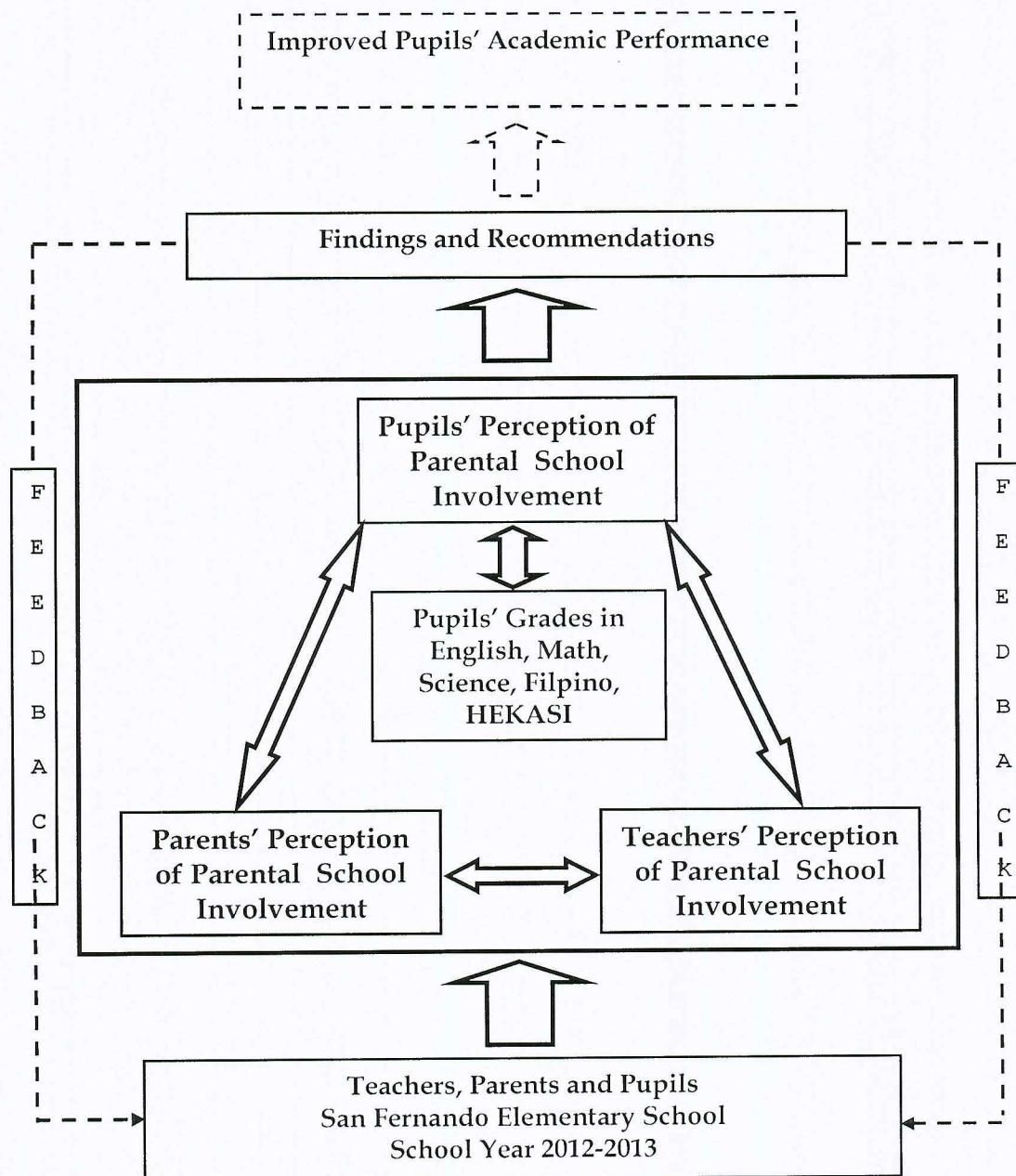


Figure 1. Conceptual Framework of the Study

The next bigger frame illustrates the research process, particularly the variables involved are represented by four boxes and the interplay of the variables. The box at the center represents the academic performance of Grade VI pupils in English, Mathematics, Science, Filipino and HEKASI. The other three boxes which form like a triangle represents pupil-respondents' perception of parental school involvement including the perception of their parents and teachers. The box representing the pupil-respondents' perception of parental school involvement is connected to the box representing the academic performance are connected by a two-way arrow which imply that correlational analysis between these variables will be conducted. Moreover, the boxes representing parents' and pupils' perception of parental school involvement and between parents' and teachers' perceptions are connected to each other by a double headed arrow implying a statistical comparison will be conducted.

Further, this bigger frame is connected upward to another smaller box representing the findings and recommendations of the study. The same box representing the findings and recommendations of the study is connected with a broken line downward to the base frame. This connection imply the feedback mechanism of the study wherein the research environment is informed of the findings and recommendations.

The box representing the findings and recommendations of the study is also connected to the last upper box which represents the ultimate goal of the study which is improved academic performance of pupils.

Scope and Delimitation

This study was conducted to assess the perception of teachers, parents and pupils about parental school involvement of San Fernando Elementary School of Jiabong District, Jiabong, Samar during school year 2012-2013. Data were collected using researcher-made questionnaire.

Moreover, the study involved Grade VI pupils, their parents and teachers.

Significance of the Study

This study is conducted in response to the following person involved:

To the pupils. The pupils would be benefited by this study because this would enlighten them as to what parental school involvement is and what are its aims and significance to their education.

To the teachers. This study would provide the teachers a clear and valuable point of view concerning the effect of parental school involvement in the education of their pupils. This would hopefully show to them the true significance of parental school involvement and how to handle such matters.

To the parents. From this study, parents may come to know about their children's ability or inability to learn. They would somehow give or pay attention to their children's education and activities at home. And thus, gather from them the strongest support, morally, socially and financially.

To the administrators. The findings of the study would prepare school administrators in preparing, conducting, and analyzing the performance of their teachers and pupils. This study could also be used as a base of information concerning the role of parental school involvement by other educational institutions and agencies in matters related to it.

To future researchers. This study would provide other researchers additional relevant data on their topic similar to this research. This would form a foundation or a source of information that may boost their own study. The study could also be used as a guideline in pursuing their own research to accomplishments.

Definition of Terms

The following terms are defined conceptually and/or operationally for easy reference and understanding of the study.

Academic performance. This refers to the accomplishment level on learning subject concepts designated by marks by teachers (Grolier, 2007:290). In this study, this refers to the second grading period average rating of Grade VI pupils in English, Math, Science, Filipino and HEKASI.

Parent. An individual who is considered a primary caregiver of the child, for instance biological mother or father, adoptive mother or father, foster mother or father, grandmother or grandfather, aunt, uncle, or any other legal guardian of the child.

Parental school involvement. These are activities occurring between a parent and child, between a parent and teacher, and between a pupil and a teacher that may contribute to the child's educational development (Lee and Croninger, 2004:290). In the present investigation, the same definition is used as determined by the research instrument.

Parent-respondent. Overall, there is a little variation in the characteristics of NHES parent respondents. They are overwhelmingly female and mothers, although we see an increase in male and fathers' respondents in more recent years. Parent-respondents are different by survey population, in expected ways such as age, in unexpected ways such as percentage of fathers responding (Stacey Bielick and Cameron McPhee, 2006: 16).

Pupil-respondent. Usually members of a certain class selected randomly to answer some questions in aid for research/study.

Teacher-respondent. This refers to the teachers who are involved in any research study (Grolier New Webster's Dictionary, 2007). As used in this study, this refers to the grade VI teachers of San Fernando Elementary School.

Intervention program. Universal programs are positive, proactive and provide independent risk status so their potential for stigmatizing participants is minimized and they maybe more readily accepted and adopted (Mark T. Greenberg, PhD, Celene Domitovich, PhD and Brian Bumbanger - Preventive Mental Disorders, 2000:100).

Examples of program interventions include: home visitation, pre-school programs for all children for poor neighborhood and support groups for children who have suffered losses/traumas.

Indicated preventive interventions target those who have biological markers but have not been diagnosed. Providing social skills on parent-child interaction training for children whom have early behavioral problems are examples of indicated interventions.

Chapter 2

RELATED LITERATURE AND STUDIES

This chapter presents information and ideas about the study from the review of related literature and studies conducted by the researchers which have bearing to the present study in order to develop and enrich the study.

Related Literature

The following literature review will begin with an overview of parent involvement research. This will be followed by an in-depth look at the research related to the effect of parental supervision on achievement and how this achievement is impacted through the use of home-based or school-based parent involvement activities. Next, the research related to specific parent involvement variables will be critically examined as to their effectiveness on academic achievement.

The research in the field of parental involvement is varied and no one empirically based theory or model of parent involvement exists (Walberg, 2004). Investigators in parent involvement have generally approached their studies from one of three major viewpoints: (1) a theory of overlapping spheres of influence between the school and the home with changes in form and purposes occurring at different developmental stages, (2) a theory of "social capital" with the home and school providing different inputs for the socialization process of

children and the interaction of these inputs resulting in different educational outcomes or from (3) a theory of partnership among school, parents and the community with goal consensus and local control.

Parental involvement studies range from focusing on family and school characteristics or behaviors to the examination of specific programs, interventions, and policies. Singh et al. (2005) state that it is difficult to generalize across studies because parental involvement is a multi-dimensional construct and research results vary according to the different meanings attached to the term.

According to them, however, it appears that most definitions of parental involvement fall under the following categories: (a) parental academic aspirations and expectations for children, (2) participation in school activities and programs, (3) home structure that supports learning, and (4) communication with children about school.

The effectiveness of education has traditionally been measured by children's academic performance. One of the earliest studies to examine school, teacher, and family variables associated with achievement was the Coleman Report. According to Mosteller and Moynihan's (1972) reanalysis of this report, approximately one-half to two-thirds of the studied student variance in achievement was accounted for not by school variables but by home variables, especially socioeconomic status.

After synthesizing 2,575 empirical studies of productive factors in learning, Walberg (2004) drew a different conclusion. He argued that educators must consider powerful out-of-school factors, especially the home environment as the alterable curriculum of the home is twice as predictive of academic learning as is family socioeconomic status. The curriculum includes: informed parent-child conversations about everyday and school events, encouragement and discussion of leisure reading, monitoring of television viewing and peer activities, expressed interest in children's academic and personal growth, and delay of immediate gratification to accomplish long term goals.

Subsequent investigations of productive learning factors by Uguroglu and Walberg (2006) have provided additional support for the importance of home environment variables in school learning. These variables encompass not only the educational characteristics of the home but also the parental activities and attitudes that support student learning.

More evidence about the positive consequence of parental involvement on academic achievement is provided by Moles (2002) who summarized research findings on the effectiveness of twenty-eight urban home-school partnership programs aimed at poorly educated and low-income parents. These programs employed various methods to involve parents including individual conferences, workshops, home visits or telephone calls. They also supported the parents in home tutoring and educational planning. Overall results indicated the programs

were effective with reported reduction in absenteeism, higher achievement scores, and improved behavior.

A number of researchers have written relatively recent extensive literature reviews about the effects of parent involvement on student achievement (Beecher, 2004). These researchers agreed that parent involvement improves learning at all grade levels and at all levels of income.

There was consensus that all forms of parent involvement strategies seem to be useful but those that are well-planned and more comprehensive, offer more types of roles for parents to play, and occur over an extended period of time are more effective in raising student achievement (Henderson, 2001). In spite of this, many of the reviewers acknowledge that parent involvement has not been able to close the gap in achievement between low- and middle-income students.

Keith et al. (1993) conducted a study using eighth grade subjects from the National Education Longitudinal Study of 1988 to determine if the earlier findings would hold for middle-school students and if the influence of parent involvement would be reflected, not only in students' school grades, but in their achievement on standardized tests. The results of this investigation indicated that parent involvement exerts a powerful effect on the achievement of middle school students and that this influence is independent of family background effects. The effect of parent involvement crossed all academic areas and positively impacted student performance on standardized achievement tests. The

findings also suggested that parental involvement and academic achievement may have reciprocal effects on each other, leading the researchers to note that it appears that higher academic performance results in greater involvement, which in turn, leads to still higher academic performance.

Not all research supports parental involvement as a powerful indicator of academic success. Baker and Soden (1997), after critically reviewing over 200 articles on parent involvement, state that methodological limitations compromise even the most promising findings. Several causal model investigations of the topic have found that direct parental involvement has little, none, or negative effects on the achievement of high school students.

Educational researchers are beginning to take a more critical look at the literature to determine exactly how pivotal a role parents play in their children's academic success. According to Fantuzzo, Davis, and Ginsburg (1995), the problem is that many parent involvement studies merely examine the association between reports of naturally occurring parent behaviors or general school-parent initiatives and standardized achievement scores.

Other researchers attribute the inconsistent relationship between parent involvement and academic outcomes to different sources of PI measurement, a failure to separate school and home influences in examining effectiveness, the use of different definitions and outcome measures, and the use of non-experimental research designs (Baker & Soden, 2000).

The inconsistencies in the literature about the effects of parental involvement have not diminished the enthusiasm of the researchers in the field nor their belief that parent involvement can play an important role in children's achievement. However, because of these inconsistencies, researchers are increasingly beginning to view parental involvement as a multidimensional construct with specific parent behaviors producing different educational outcomes.

Home-based learning activities have been identified as one of the most effective and efficient ways for parents to spend time with their children. According to Ascher (2000), children's learning and behavior are enhanced when families 1) read together, 2) use TV wisely, 3) establish a daily routine, 4) schedule daily homework times, 5) monitor out-of-school activities, 6) talk with their children, 7) communicate positive values and 8) express high expectations and offer praise and encouragement for achievement.

Educational stimulation by parents in the home can account for as much as fifty percent of the difference in grades and test scores among students. Research has supported the positive influence of certain parental actions such as involvement in their child's academic and social life, the provision of reading material in the home, reinforcement of school achievement and encouragement of school attendance (Sheats and Dunkleberger, 2001).

The belief that effective parental involvement within the home environment will translate into academic success has spurred the development of

numerous school-based programs aimed at increasing the educationally stimulating qualities of the home. Graue et al. (2000) reviewed twenty-nine controlled studies of elementary school-based programs to determine whether parent training programs were effective or whether success was attributed because these programs selectively attracted competent families or bright children. A quantitative synthesis led them to conclude that school-based home instruction programs have large positive effects on children's academic learning with an average effect size twice that of socioeconomic status.

Hickman et al. (2001) have provided recent evidence about the efficacy of home-based parent involvement strategies. Using a structured interview format, these researchers examined the relationship between students' achievement in high school and different types of parent involvement. Of the seven types of parent involvement examined, only home-based parent involvement was found to have a positive linkage with student grade point average.

Fehrman et al. (2005) examined data from the massive High School and Beyond sample of 28,051 seniors to determine the direct and indirect effects of homework, television viewing and the students' perception of parent involvement (in daily life, school progress, and influence on post high school plans). They found the student's perception of parent involvement in their life was positively correlated with the grades of high school seniors but not with their achievement on standardized tests.

Other researchers, however, have identified a positive connection between students' scores on standardized tests and parent efforts within the home. Revicki (2001), using a sample of second grade students from two geographically different schools, found a correlation between students' reading achievement and family expectations and provision of language stimulation and home-based educational/reading activities.

The inconsistent findings may result from differences in the definition of parental involvement and the home activities and influences encompassed under each definition. Parents influence their children, not only by engaging in pro-school activities but by modeling and communicating important values about school, learning, and life.

Educational outcomes have been related to many family process variables including parents' aspirations and expectations, use of motivational practices (including use of extrinsic/intrinsic consequences for school behavior), parental ability to deliver verbal cues, directions, and problem-solving strategies and their parenting style (Dornbusch, 2003).

Parents are not equal in their skill to provide home supports for their children's learning nor do the children within a given family share equally the home supports provided for learning. Specifically, effects of parental involvement appear to differ by the families' socioeconomic status, the gender and age of the child, ethnicity, the child's ability, and the educational level of the

parents. In spite of the importance of these influences, parents can and do make a difference in their children's educational achievement.

Before schools and family can achieve maximum educational success for children, however, it is necessary to identify the specific variables that are the most important for achieving such success.

Related Studies

Previous studies related to the present problem, under study had been reviewed by the researchers and these were taken as basis in the conduct of the present study.

A recent foreign study entitled "Parent Involvement in Children's Schooling: An Investigation of Measurement Equivalence across Ethnic Groups" was conducted by Scott (2011). The purpose of the study was to conduct further validation analyses of an inventory designed to measure the construct of parent involvement in their children's schooling through the investigation of measurement invariance to determine if the measurement properties of the inventory varied by race or ethnicity. The study compared the responses of 126 Hispanic parents/guardians with 116 White/non-Hispanic parents/guardians to investigate if these two groups were interpreting the items on the inventory in the same manner. The inventory was administered to a sample of parents or guardians of children in grades 3 through 5 in a local school district. Findings indicated that the measurement model was mis-specified for the White or non-

Hispanic group and the Hispanic group and further measurement invariance testing were not conducted.

The study of Scott and the present are deemed related since both studies pertain to the variable parent involvement. The main difference lies in the purpose of the study. The study of Scott was focused on validating an instrument to be used in measuring parent involvement while the present study will really determine the variable parent involvement using a different instrument. Another difference is that the study of Scott is foreign while the present study is local.

A study entitled "Parental Involvement as an Explanation of Mathematics and Reading Achievement in Kindergarteners" was conducted by Campomanes in 2009. The research examined the effect of parent involvement on overall gains in mathematics and reading achievement scores. Using multiple regression analysis, level of parent involvement was found to have an influence on overall reading and mathematics gains, however the effect was weak. Predictor variables found to have an influence on overall reading gain were poverty level, gender, level of parent involvement, and SES. These variables explain 1.20 percent of the overall variance in reading gain scores. Predictor variables found to have an influence on overall mathematics gain were poverty level, child changed schools between rounds, level of parent involvement, and SES. These variables explain 1.30 percent of the overall variance in mathematics gain scores.

The study of Campomanes is deemed similar to the present study since both studies focused on the variable parent involvement. The two studies differed in terms of respondents. The study of Campomanes involved kindergartens while the present study involved grade six pupils. Moreover, the previous study employed regression analysis while the present study employed descriptive-correlational analysis.

Cayuso (2009) conducted a study entitled "Parental Involvement and Adolescent Depression: An Application of the Social Stress Model". The study explored the varying effects of different types of parental involvement on adolescent depression; and whether parenting styles are more reactive or proactive in nature. Results revealed that parental involvement reduces adolescent depression, but not through enhancing adolescent coping strategies. Parental involvement does moderate the effect of social stressors, but parental involvement is only beneficial when social stressors are low, not when they are high. It is noteworthy that shared activities play as important a role as does communication in reducing adolescent depression. Moreover, the effect of shared activities is more robust, as demonstrated by fixed effects models.

The present inquiry is similar to the study of Cayuso in the sense that both deal with effect of parent involvement. They differ however, in the sense that the former focused on depression, while the present study on academic achievement. Another difference are the setting of the study and the respondents.

Corbeta (2008) conducted a study entitled "Effect of a Parent Reading Intervention on Elementary-aged Children's Reading Fluency". The study examined the effect of a parent-implemented reading intervention on children's reading fluency. Five pupils identified as at-risk for reading failure participated in the study with their mothers. Baseline data for each pupil was collected before parents were trained by the researcher in implementation of the intervention procedure. Parents implemented the intervention four times per week for five weeks, while the researcher continued to collect assessment data twice per week. Follow-up data were then collected for each student two weeks after the intervention ended. The effects of the intervention were evaluated using a multiple baseline across participants design. Reading fluency was measured using Curriculum-Based Measurement of reading fluency (CBM-R). Results showed that three pupils had decreasing trends during baseline, but showed increases in reading fluency scores during the intervention and follow-up phases. A fourth pupil's scores during intervention and follow-up showed improvement over baseline scores, but with decreasing trends. The fifth pupil showed little change between baseline and intervention phases. Treatment integrity and social validity data also were collected. Integrity data indicated some variability in parents' implementation of the intervention, while social validity data revealed that parents and students liked the intervention program and found it helpful.

The study of Corbeto is similar to the present since both studies involved parental support on their children's schooling. However, the previous study was an experimental one while the present study is a descriptive-correlational type.

Cunanan (2008) conducted a study entitled "Effects of Home-School Collaboration and Different Forms of Parent Involvement on Reading Achievement". The study was designed to examine the relationship between specific home and school parent involvement activities and student reading scores. Specifically, connections between reading comprehension achievement and the following parent involvement variables were examined: (1) homework involvement, (2) reading together, (3) monitoring of television viewing, (4) volunteering in the school, and (5) supporting school activities. The subjects used for this study were fourth grade students who were enrolled in a Title 1 reading program. Data for the study was obtained from surveys given to teachers, the pupils, and their parents. The study did not find any significant relationships between reading comprehension achievement and the total degree of involvement by all or either parents, teacher, and students on the learning compact. When specific parental involvement variables were examined, however, some differences among the groups emerged. A significant positive association was found between the degree of homework involvement and achievement while a significant negative relationship was found between the level of parental support and reading achievement.

The above-mentioned study is related to the present study because they all dealt with parent involvement in the schooling of their children. Another relatedness among the investigative works lay on the focus of the socio-economic status of parents. Noted as a major difference between previous and the present studies focused on the academic achievement being related to parent involvement. The study of Cunanan focused on reading achievement while the present study will consider other learning areas.

One notable study that is nearly related with the present study is that of Xu (2008) entitled "The Relation Between Parental Involvement, Self-Regulated Learning and Reading Achievement of Fifth Graders: A Path Analysis Using the ECLS-K Database." The study identified six dimensions of parental involvement that are likely to foster SRL of fifth graders: School Involvement, TV Rules, Homework Help, Homework Frequency, Parental Education Expectations, and Extracurricular Activities. Of them, three dimensions, Parental Education Expectations, School Involvement, and Homework Help, were found to have stronger effect on SRL; Parental Education Expectations was found to have the strongest beneficial effect on SRL. In addition, the results of this dissertation demonstrate that both School Involvement and Parental Education Expectations have the same strongest effect on fifth graders' reading achievement. Finally, the dissertation found that SRL mediates the relationship between parental involvement and reading achievement. These results provided a framework for educators and policymakers to engage parents more effectively

in their children's education process by helping parents to promote their children's SRL.

The study of Xu is related to the present study since both studies are about parental involvement. The study of Xu, however, is a foreign study while the present is a local study.

Schroeder (2006) conducted a study entitled "The Occurrence and Impact of Parental Involvement on Child Outcomes for Children Participating in an After-School Program." The study investigated the association between different types of parent involvement and child outcomes as reported by 116 children, 109 parents of children, and 137 teachers of children who participated in a K-6 after-school program during the 2004-2005 academic year in one rural Midwestern county. Results indicated that teachers tended to report School-Based parent involvement as related to more positive child outcomes at both time points, whereas parents reported higher School-Based and Home-School Conferencing as related to less positive child outcomes, particularly earlier in the school year. Parent involvement did not increase or decrease from Time 1 to Time 2. Regression analyses revealed that increases in parent-rated total parent involvement over time significantly predicted more child competence behaviors over time, while increases in teacher-rated School-Based parent involvement over time significantly predicted more child competence behaviors and fewer child problem behaviors over time. The implications of these results are discussed.

The former study is similar to present study simply because both studies are concerned with parental involvement on the learning outcomes of pupils. However, the two studies differed in some variables. The present study will determine the association between parental involvement and academic performance of their children while the study of Schroeder was concerned with the impact and occurrence of parental involvement in the learning outcomes of pupils.

Fernandez (2005) in her study on "The Impact of Parental Involvement on the Reading Achievement of Grade IV Pupils of Public Schools in Ormoc City," found out that the elementary school children seeking to establish influences of parents as the affect the behavior of the pupils. In her findings, it was revealed that the parental influences significantly affected the behavior of elementary school children in study habits, discipline, socialization and spirituality. It clearly indicated the role played by parents for the growth and development of their kids by influencing child's study habits. This could be done encouraging them to make good in school work giving assistance in doing it, giving them enough time to study their lessons, monitoring, their school performance.

The study of Fernandez had a relation to the present study because it aimed at determining parental influences on the academic achievement of grade IV pupils. They differed in the nature of the problem, the present study focused on academic achievement in the different learning areas while the study of Fernandez focused on reading performance alone.

In the study of Briones (2010) on the "The Impact of Parental Involvement on the Reading Achievement of Fourth Grade Males Pupils in the First District of Pampanga", revealed no significant differences in promising practices and the reading achievement of fourth grade male pupils. An ANOVA showed a significant difference between principals and teachers in their ratings of the importance of collaborating with the community. A correlation was found between parental involvement activities of volunteering and the reading achievement of fourth grade male pupils. An ANOVA showed a significant difference between principals and teachers in their ratings of Teacher Reports of School Program (Learning at Home). Significant differences were found between principals and teachers in their ratings of Teacher Reports of Total School Program to Involve Families.

The present study and that of Briones are similar since both studies involved parent involvement in the schooling of their children. One main difference is on the respondents where the present study will involve both male and female pupils while the study of Briones involved Grade IV male pupils only. Federico M. Marco, Jr. (March, 2007) stated in his study entitled "Parental Supervision and Academic Performance of Secondary Students in Araling Panlipunan (Calbiga National High School) that the student respondents perceived parental supervision as "sometimes" which is influenced by their age, sex, size of family and birth order; while the parents perceived their supervision as "frequently".

There was obviously a numerical and descriptive disparity that existed between the perceptions of the two groups of respondents. Marco employed t-test for independent samples and the results signified that the noted numerical disparity was statistically significant. This means that the supervision provided by the parents to the studies of their children influenced their academic performance.

According to Nico William T. Galias (March, 2010) in his study "Parental Support for the Improvement of Academic Performance of Grade VI Pupils", stated that there is a significant relationship between the extent of parental support provided and the pupil's academic performance. A direct proportional relationship signifying that the greater extent of parental support provided by the parents, the higher is the pupil's academic performance. On the other hand, if the extent of parental support provided by the parents is less, the performance is lowered.

Marilyn G. Lanzarrote (2008) in her study, "Factors Affecting the Academic Performance of Education Students in State Universities in Samar Island" revealed that respondents had different perceptions on the different factors affecting students' academic performance. She said that some variables such as family income, education of parents, educational material at home; and student-related factors such as academic skills, attitude towards the course.

According to Reynaldo V. Azanza (2003) in his study, "Parenting Styles and Pupil's Academic Achievement", the test of relationship between the

parenting styles of parents and the pupils' academic achievement using the multiple regression analysis revealed that there was significant relationship between the two varieties; 1. Age, sex and emotional intelligence of pupils, and 2. The parent factors were age of parents, level of education, occupation, parenting beliefs and practices and socio-economic status.

The perceptions of the parents of their parenting styles did not differ significantly with how the pupils look at it which signifies that there was almost alignment of perceptions.

The test of relationship signified that there was significant relationship between the parenting styles of parents and the pupils' academic achievement. Thus, it can be concluded that if the parenting styles of the parents are good or favorable, then the academic achievement will also be good or favorable.

Maria Aileen G. Baclayon (October, 2011) found out in her study entitled "Influence of Home Management Styles and Classroom Management Styles on the Academic Performance of Grade VI Pupils: Basis for an Intervention Program", that the perception of both the pupils and parents regarding home management styles employed by the parents were essentially similar. They both considered home management styles are highly practiced by the parents to ensure that their children are guided and follow the right path towards their future.

The perception of pupils and teachers regarding classroom management styles employed by the teachers was essentially similar. They both considered

that classroom management styles are highly practiced by the teachers to ensure that their pupils are guided to learn the right path towards their future through education.

She further stated that home management styles employed by parents significantly influenced the academic performance of pupils. The higher extent the parents and teachers practice management styles, the higher performance the pupils obtained.

In his study entitled "Relationship of Students' Academic Performance and Perceived Role Model Attributes of Teachers and Parents", Edgar P. Lonzaga (2004) concluded that the students rated their teachers much higher in the teaching competence compared to their self-ratings along teaching strategies, classroom management and resource management. This is a good indicator that the students regarded their teachers highly in so far as teaching competencies are concerned.

Although students and teachers differ on the values manifested along health and harmony with nature, they share a common feeling on the values manifested along love, social responsibility, nationalism and patriotism. Therefore, there is a need for the teachers to show themselves as effective role model along the values of health and harmony with nature.

The students' academic performance is significantly related to the role model attributes of the teachers and parents.

As a result of his findings in his study, "Teachers and Parental Supervision: Their Relation to the Academic Performance of Elementary School Pupils" Rey J. Villanueva (April, 2007) stated that perceptions of the three groups of respondents - pupil, teachers and parents - on the extent of supervision provided by parents on pupils' studies are often exhibited along disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities.

The perceptions of the three groups of respondents - pupil, teachers and parents - on the extent of supervision provided by teachers on pupils' studies are often exhibited along disciplinary, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities.

The studies cited above guided the researchers on their organization of the present study and helped them to choose their specific focus of the investigation.

Chapter 3

METHODOLOGY

This chapter presents the research design that will be employed in the study including the instrumentation, validation of instrument, sampling procedure, data gathering procedure and statistical treatment.

Research Design

The study employed descriptive-correlational since the study aimed to determine the academic performance of pupils and perceptions of teachers, pupils and parents about parental school involvement. Data were gathered using a questionnaire.

The descriptive method was used in describing the academic performance of the pupil-respondents in English, Mathematics, Science, Filipino and HEKASE; and perceptions of pupil-respondents, parent-respondents and teacher-respondents.

Correlational analysis was employed to determine the significant relationship between pupil-respondents' academic performance and perception on parental school involvement.

Comparative design since the perceptions on parental school involvement between pupil-respondents and parent-respondents, and between parent-respondents and teacher-respondents were compared.

Further, the study employed both descriptive and inferential statistical tools as follows: frequency, percentage, arithmetic mean, weighted mean, Pearson Product Moment Correlation and Fisher's t-test all described under statistical treatment of data section.

Instrumentation

The study employed three of parallel questionnaires each for teacher-respondents, parent-respondents and pupil-respondents as its main data-gathering tool.

The questionnaire for pupils was consists of two parts. Part I is on the profile such as age, sex, birth order and grades in English, Mathematics and Science. Part II will contain 24 statements intended to determine the pupil-respondents' perception about their parents' parent involvement in their schooling. The statements will be responded using a Five-point Likert-scale where 5 = Always (A), 4 = Frequently (F), 3 = Sometimes (S), 2 = Rarely (R) and 1 = Never (N). The statements and responses were translated into vernacular.

The questionnaire for parent-respondents consisted of three parts. Part I solicited parent-respondents' perceptions on parental school involvement where the statements were parallel to the pupil-respondents' questionnaire. Part II consisted nine statements of what the parents and teachers do at the start of classes as part of parental involvement. Part III was consisting of six statements about parent-teacher interaction. Part IV was consisting of eight statements used

to determine the perception on parent-teacher communication. The statements were responded using a five-point Likert-scale type where 5 = Always (A), 4 = Frequently (F), 3 = Sometimes (S), 2 = Rarely (R) and 1 = Never (N). All statements of Part II, Part III and Part IV were parallel to the statements for teacher-respondents. Moreover, the statements including the mode of responding were translated into vernacular.

The questionnaire for teacher-respondents was consists of three parts. These three parts were consisting of statements parallel to the parent-respondents' questionnaire for Part II, Part III and Part IV. Mode of responding was also similar to that of the parent-respondents' questionnaire. The teacher-respondents accomplished the questionnaire for each pupil-respondents.

Validation of Instrument

The three sets of questionnaires have undergone validation using the test-retest method at five days interval. In this case, ten grade six pupils and their parents and a teacher from Motiong Elementary School, Motiong, Samar.

The reliability was computed using the Pearson Product Moment correlation and interpretation is given below.

Reliability Coefficient	Degree of Reliability
0.95 - 0.99	Very High
0.90 - 0.94	High
0.80 - 0.89	Fairly High, adequate for individual measurement
0.70 - 0.79	Rather Low, adequate for group measurement
Below 0.70	Low, entirely adequate for individual measurement, although useful for group average and school surveys

Sampling Procedure

The respondents of this study were grade six pupils of San Fernando Elementary School, Jiabong, Samar including their parents and section adviser during 2012 – 2013.

Due to limited grade six population of the mentioned school, total enumeration was employed for a total of 21 pupil-respondents, 21 parent-respondents and one teacher-respondent.

Data Gathering Procedure

The researcher drafted a letter addressed to the DepEd Superintendent of Samar Division, Catbalogan City to allow the researcher to conduct the study.

The researcher personally administered questionnaire to the pupil-respondents in one setting during their class. After retrieving the questionnaires, each pupil-respondents was given a copy of the questionnaire for their parents. The pupil-respondents were instructed that the same will be retrieved from them the following day. On the other hand, 21 copies of the teacher-respondents questionnaire equivalent to the number of parent-respondents were accomplished by the teacher-respondent.

Statistical Treatment of Data

After gathering the necessary information, data were organized, tallied, analyzed and interpreted using the appropriate statistical measures and procedures.

Frequency count. This statistical tool was employed in reporting the academic performance of Grade VI pupils.

Percentage. This statistical tool was used in presenting the proportion of pupils having the same academic performance.

Mean. This statistical measure was utilized to determine the quantitative perceptions of respondents.

Weighted Mean. This will be used to express the collective perceptions of the teacher-, pupils- and mother-respondents as to parental school involvement interpreted as follows:

<u>Range</u>	<u>Interpretation</u>
4.51 – 5.00	Very Satisfactory (VS)
3.51 – 4.50	Satisfactory (S)
2.51 – 3.50	Fair (F)
1.51 – 2.50	Poor (P)
1.00 – 1.50	Very Poor (VP)

Pearson Product Moment Coefficient Correlation. This statistical tool was used to determine the relationship between pupil-respondents' academic performance and perception about parental school involvement; and pupil-respondents' academic performance and parent-respondents' perception of parental school involvement.

The degree of relationship will be interpreted using the information given below:

<u>Range</u>	<u>Interpretation</u>
0.00	No Correlation
± 0.01 -0.20	Negligible
± 0.21 -0.40	Low or Slight
± 0.41 -0.70	Moderate
± 0.71 -0.90	High
± 0.91 -0.99	Very High
± 1.00	Perfect

t-test for independent samples. This statistical tool was used to determine the difference between respondents' perception of parental school involvement.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter mentions the data collected and the analysis undertaken including the interpretation in connection with the specific questions of the study.

Academic Performance of Pupil-Respondents

This section discusses the academic performance of pupil-respondents in English, Mathematics, Science, Filipino and HEKASI based on their grades.

English. Presented in Table 1 is the distribution of pupil-respondents according to their academic performance in English.

Table 1
Pupil-Respondents' Performance in English

Grades	Frequency	Percent	Performance
95 - 100			Outstanding
89 - 94			Very Good
83 - 88	3	14.3	Good
76 - 82	16	76.2	Fair
70 - 75	2	9.5	Poor
Total	21		
Mean	79.33		
SD	3.07		

About 16 or 76.2 percent of the pupil-respondents have 'fair' performance in English with grade equivalents between 76-82. Three or 14.30 percent with 'good' performance at 83-88 while two or 9.50 percent have 'poor' performance with grade range between 70.-75.

The mean average is 79.33 interpreted as 'fair' as overall performance of pupil-respondents in English.

Mathematics. Shown in Table 2 is the distribution of pupil-respondents according to their academic performance in Mathematics.

Table 2
Pupil-Respondents' Performance in Mathematics

Grades	Frequency	Percent	Performance
95 - 100			Outstanding
89 - 94			Very Good
83 - 88	4	19.0	Good
76 - 82	12	57.1	Fair
70 - 75	5	23.8	Poor
Total	21	100	
Mean	78.86		
SD	3.65		

About 12 or 57.10 percent of the pupil-respondents have 'fair' performance in mathematics with grades ranging from 83-88. Next are five or 23.80 percent of them with 'poor' performance with grade equivalents of 70-75. Four or 19.00 percent have 'good' performance with grade equivalents between 83-88.

The overall performance of pupil-respondents in mathematics is 'fair' performance as supported by average grade of 78.86 with standard deviation of 3.65.

Science. Table 3 provides the distribution of pupil-respondents according to their academic performance in Science.

Table 3

Pupil-Respondents' Performance in Science

Grades	Frequency	Percent	Performance
95 - 100			Outstanding
89 - 94			Very Good
83 - 88	3	14.3	Good
76 - 82	16	76.2	Fair
70 - 75	2	9.5	Poor
Total	21	100	
Mean	78.81		
SD	3.14		

As can be gleaned from the table, 16 or 76.20 percent of the pupil-respondents obtained grades in science ranging from 76-82 interpreted as 'fair' performance in science. This is followed by three or 14.30 percent as 'good' performance with grade equivalents between 83-88 while two or 9.50 percent have 'poor' performance a grade range of 70-75.

Filipino. Given in Table 4 is the distribution of pupil-respondents according to their academic performance in Filipino.

Table 4
Pupil-Respondents' Performance in Filipino

Grades	Frequency	Percent	Performance
95 - 100			Outstanding
89 - 94			Very Good
83 - 88	4	19.0	Good
76 - 82	12	57.2	Fair
70 - 75	5	23.8	Poor
Total	21	100	
Mean	79.71		
SD	4.12		

Entries of the table reveal 12 or 57.20 percent of the pupil-respondents have 'fair' performance in Filipino corresponding to grade equivalents between 76-82. Five or 23.80 percent have grades between 70-75 interpreted as 'poor' performance. The overall performance of the pupil-respondents is 'fair' as shown by the grand mean of 79.71.

HEKASI. Reflected in Table 5 is the distribution of pupil-respondents according to their academic performance in HEKASI.

Table 5
Pupil-Respondents' Performance in HEKASI

Grades	Frequency	Percent	Performance
95 - 100			Outstanding
89 - 94	1	4.8	Very Good
83 - 88	11	52.4	Good
76 - 82	8	38.1	Fair
70 - 75	1	4.8	Poor
Total	21	100	
Mean	82.71		
SD	3.82		

Eleven or 52.40 percent of the pupil-respondents obtained grades between 83-88 interpreted as 'good' performance in said subject area. Eight or 38.10 percent of the pupil-respondents obtained 'fair' performance as revealed by grades between 76-82. The highest performance between 89-94 grade range was obtained by one or 4.80 percent of the pupil-respondents. Also, one or 4.80 percent obtained the lowest grade between 70-75 interpreted as 'poor' performance. Overall performance is 'good' with mean grade falling between 83-88.

Parental School Involvement as Perceived by Pupils and Parents

This section presents the perceptions of the pupil- and parent-respondents regarding parental school involvement.

Pupil-respondents. Table 6 presents the weighted means of the statements used to determine the perception of pupil-respondents about their parents' involvement of their schooling.

Of the twenty statements used to determine the perception of pupil-respondents regarding their parents' involvement in their schooling, thirteen statements obtained weighted mean ratings between 1.51-2.50 which means 'rare' involvement of their parents. The said statements are number 2 (My parent goes to school events and activities like book fairs, sports and plays) with weighted rating of 1.95, statement 3 (My parent helps out at school) at 2.38, statement 4 (My parent talks to my teacher before and after school) at 2.05, statement 6 (My parent helps me with my homework) at 2.14, statement 7 (My parent practices for a test with me) at 1.57, statement 8 (My parent asks me if I did my homework) at 2.48, statement 12 (My parent reads stories I wrote in school) at 2.48, statement 13 (My parent reads me books that are not school books) at 2.14, statement 14 (My parent buys me books) at 1.95, statement 15 (My parent takes me to the library) at 2.43, statement 16 (My parent knows what I am doing in school) at 2.24, statement 20 (My parent is interested in my school) at

2.33 and statement 23 (My parent helps me when I have problems with my homework) at 2.33.

Table 6

Pupil-Respondents' Perception of Parental School Involvement

Statement	Weighted Means	Interpretation
1. My parent attends PTA meetings.	2.76	S
2. My parent goes to school events and activities like book fairs, sports and plays.	1.95	R
3. My parent helps out at school.	2.38	R
4. My parent talks to my teacher before and after school.	2.05	R
5. My parent asks me about what I did in school.	2.81	S
6. My parent helps me with my homework.	2.14	R
7. My parent practices for a test with me.	1.57	R
8. My parent asks me if I did my homework.	2.48	R
9. My parent helps me plan time for my homework.	3.10	S
10. My parent talks about current events with me.	2.71	S
11. My parent tells me how important school is.	3.00	S
12. My parent reads stories I wrote in school.	2.48	R
13. My parent reads me books that are not school books.	2.14	R
14. My parent buys me books.	1.95	R
15. My parent takes me to the library.	2.43	R
16. My parent knows what I am doing in school.	2.24	R
17. My parent does a lot to help me do better in school.	2.71	S
18. My parent knows when it is time for my report card to be out.	2.67	S
19. My parent knows the names of the other kids in my class.	2.86	S
20. My parent is interested in my school.	2.33	R
21. My parent enjoys hearing about my school day.	2.52	S
22. My parent knows a lot about what happens to me in school.	3.14	S
23. My parent helps me when I have problems with my homework.	2.33	R
Grand Total	59.48	
Grand Mean	2.58	S

Legend: 4.51-5.00 Always (A)

3.51-4.50 Frequently (F)

2.51-3.50 Sometimes (S)

1.51-2.50 Rarely (R)

1.00-1.50 Never (N)

On the other hand, the remaining ten statements obtained weighted mean ratings between 2.51-3.50 interpreted as 'sometimes' their parents exhibited expressed in said statements. These are statement 1 (My parent attends PTA meetings) at 2.76, statement 5 (My parent asks me about what I did in school) at 2.81, statement 9 (My parent helps me plan time for my homework) at 3.10, statement 10 at (My parent talks about current events with me) at 2.71, statement 11 (My parent tells me how important school is) at 3.00, statement 17 (My parent does a lot to help me do better in school) at 2.71, statement 18 (My parent knows when it is time for my report card to be out) at 2.67, statement 19 (My parent knows the names of the other kids in my class) at 2.86, statement 21 (My parent enjoys hearing about my school day) and statement 22 (My parent knows a lot about what happens to me in school) at 3.14.

The grand mean obtained is 2.58 interpreted as 'sometimes' parents are involved in the schooling of their children as perceived by pupil-respondents themselves.

Parent-respondents. Table 7 presents the perception of parent-respondents about parental involvement in terms of the weighted means of the statements used to determine their perception.

Table 7

Parent-Respondents' Perception of Parental School Involvement

Statement	Weighted Means	Interpretation
1. I attend PTA meetings.	3.90	F
2. I attend school events and activities like book fairs, sports and plays.	3.29	S
3. I help out at school like Brigada Escuela, etc.	4.29	F
4. I talk to my child's teacher before and after school.	3.57	F
5. I ask my child about what he/she did in school.	3.67	F
6. I help my child with his/her homework.	3.62	F
7. I practice for a test with my child.	3.43	S
8. I ask my child if he/she had done his/her homework.	3.81	F
9. I help my child plan time for his/her homework.	3.76	F
10. I talk about current events with my child.	3.43	S
11. I tell my child how important school is.	4.62	A
12. I read stories written by my child in school.	3.76	F
13. I read books with my child that are not school books.	3.00	S
14. I buy books for my child.	2.14	R
15. I take my child to the library.	2.00	R
16. I know what my child is doing in school.	3.90	F
17. I help my child a lot to do better in school.	4.19	F
18. I know when it is time for my child's report card to be out.	4.14	F
19. I know the names of my child's classmates.	4.24	F
20. I am interested in my child's school.	4.14	F
21. I enjoy hearing about my child's school day.	3.76	F
22. I know a lot about what happens to my child in school.	4.05	F
23. I help my child when he/she has problems with his/her homework.	3.90	F
Grand Total	84.62	
Grand Mean	3.68	F

Legend: 4.51-5.00 Always (A)

3.51-4.50 Frequently (F)

2.51-3.50 Sometimes (S)

1.51-2.50 Rarely (R)

1.00-1.50 Never (N)

Surprisingly, one statement (statement 11 which says 'I tell my child how important school is') obtained weighted mean of 4.62 which means 'always' done by parents.

Fifteen statements were rated by parent-respondents with weighted means between 3.51-4.50 interpreted as 'frequently' done by them. These are statement 3 (I help out at school like Brigada Escuela, etc.) at 4.29, statement 4 (I talk to my child's teacher before and after school) at 3.57, statement 5 (I ask my child about what he/she did in school) at 3.67, statement 6 (I help my child with his/her homework) at 3.62, statement 8 (I ask my child if he/she had done his/her homework) at 3.81, statement 9 (I help my child plan time for his/her homework) at 3.76, statement 12 (I read stories written by my child in school) at 3.76, statement 16 (I know what my child is doing in school) at 3.90, statement 17 (I help my child a lot to do better in school) at 4.19, statement 18 (I know when it is time for my child's report card to be out) at 4.14, statement 19 (I know the names of my child's classmates) at 4.24, statement 20 (I am interested in my child's school) at 4.14, statement 21 (I enjoy hearing about my child's school day) at 3.76, statement 22 (I know a lot about what happens to my child in school) and statement 23 (I help my child when he/she has problems with his/her homework) at 3.90.

Four statements obtained weighted means between 2.51-3.50 interpreted as 'sometimes' practiced by parent-respondents. These are statement 2 (I attend school events and activities like book fairs, sports and plays) at 3.29, statement 7

(I practice for a test with my child) at 3.43, statement 10 (I talk about current events with my child) at 3.43, and statement 13 (I read books with my child that are not school books) at 3.00.

The overall perception of the parent-respondents regarding their parental school involvement is 'frequently' as supported by a grand mean of 3.68.

Different Parental School Involvement as Perceived by Parents

This portion discusses the different forms of parental school involvement between parents and teachers as perceived by parent-respondents.

Start of classes as perceived by parents. Table 8 presents the perceptions of parent-respondents towards their children's teacher at the start of classes.

One statement was rated by parent-respondents as 'rarely' as supported by a weighted mean of 2.33. This is statement 3 which says 'Since the start of the school year, I have written a letter to my child's teacher'.

Two statements were rated by parent-respondents with values between 2.51-3.50 interpreted as 'sometimes'. These are statement 2 (Since the start of the school year, my child's teacher called me) at 3.52 and statement 4 (Since the start of the school year, my child's teacher wrote me a letter) at 2.71.

The remaining six statements obtained weighted means between 3.51-4.50 interpreted as 'frequently' done by parent-respondents. These are statements 1 (1. Since the start of the school year, I have called my child's teacher) at 3.62,

Table 8

**Parent-Respondents' Perception Towards
Teachers at the Start of Classes**

Statement	Weighted Means	Inter- pretation
1. Since the start of the school year, I have called my child's teacher.	3.62	F
2. Since the start of the school year, my child's teacher called me.	3.52	S
3. Since the start of the school year, I have written a letter to my child's teacher.	2.33	R
4. Since the start of the school year, my child's teacher wrote me a letter.	2.71	S
5. Since the start of the school year, I had stopped by to talk with my child's teacher.	3.81	F
6. Since the start of the school year, I have been invited to attend a special school event.	3.90	F
7. Since the start of the school year, I have visited my child's school for a special event.	3.67	F
8. Since the start of the school year, I have been invited to attend a PTA meeting.	3.86	F
9. Since the start of the school year, I have attended a PTA meeting.	3.86	F
Grand Total	31.29	
Grand Mean	3.38	S

Legend: 4.51-5.00 Always (A)
 3.51-4.50 Frequently (F)
 2.51-3.50 Sometimes (S)
 1.51-2.50 Rarely (R)
 1.00-1.50 Never (N)

statement 5 (Since the start of the school year, I had stopped by to talk with my child's teacher) at 3.81, statement 6 (Since the start of the school year, I have been invited to attend a special school event) at 3.90, statement 7 (Since the start of the school year, I have visited my child's school for a special event) at 3.67, statement

8 (Since the start of the school year, I have been invited to attend a PTA meeting) at 3.86, and statement 9 (Since the start of the school year, I have attended a PTA meeting.) at 3.86.

The parent-respondents in totality admitted they 'sometimes' do the activities expressed by the statements as revealed by a grand mean of 3.38.

Parent-teacher interaction as perceived by parents. Table 9 shows how parent-respondents feel towards their children's teacher.

Table 9

Parent-Respondents' Perception About Parent-Teacher Interaction

Statement	Weighted Means	Inter-pretation
1. I feel I am welcome to visit my child's school.	4.00	F
2. I think my child's teacher is interested in getting to know me.	4.43	F
3. I feel comfortable talking with my child's teacher about my child's problems.	3.86	F
4. I feel my child's teacher cares about my child.	3.81	F
5. I feel my child's teacher pays attention to my suggestions about my child.	4.19	F
6. I ask my child's teacher questions or make suggestions about my child.	3.71	F
Grand Total	32.33	
Grand Mean	4.04	F

Legend: 4.51-5.00 Always (A)
 3.51-4.50 Frequently (F)
 2.51-3.50 Sometimes (S)
 1.51-2.50 Rarely (R)
 1.00-1.50 Never (N)

Entries of the table reveal that all six statements used to determine the feelings of parent-respondents towards teachers obtained weighted mean ratings

between 3.51-4.50 interpreted as 'frequently' felt. Because of this trend, the overall feelings of parent-respondents towards their children's teachers is 'frequently' felt as supported by a grand mean of 4.04.

Parent-teacher communication as perceived by parents. The perception of parent-respondent as regards to parent-teacher communication is shown in Table 10.

Table 10
Parent-Respondents' Perception About
Parent-Teacher Communication

Statement	Weighted Means	Interpretation
1. My child's teacher sends me home activities for my child and me to work together.	3.76	F
2. My child's teacher gives me reports or notes about my child's progress.	4.14	F
3. My child's teacher asks me to help my child with his or her schoolwork.	3.90	F
4. My child's teacher tells me about my child's strengths and positive qualities.	4.00	F
5. My child's teacher gives me ideas about how to help my child learn.	4.14	F
6. My child's teacher sends me a folder of my child's classwork with comments.	4.29	F
7. My child's teacher keeps me informed about what my child is learning.	4.05	F
8. My child's teacher sends me newsletters or notes to keep me informed about the classroom.	4.19	F
Grand Total	32.48	
Grand Mean	4.06	F

Legend: 4.51-5.00 Always (A)
 3.51-4.50 Frequently (F)
 2.51-3.50 Sometimes (S)
 1.51-2.50 Rarely (R)
 1.00-1.50 Never (N)

All eight statements used to determine the parent-respondents' opinion regarding parent-teacher communication as a form of parental involvement were rated with values between 3.51-4.50 interpreted as 'frequently' performed by teacher-respondents. As a result, the overall perception of parent-respondents along this form of parental school involvement is 'frequently' done by teachers according to the parent-respondents as revealed by a grand mean of 4.06.

Different Parental School Involvement as Perceived by Teachers

This portion discusses the different forms of parental school involvement between parents and teachers as perceived by teacher-respondents.

Start of classes as perceived by teachers. Presented in Table 11 the perceptions of teacher-respondents towards their children's teacher at the start of classes.

Of the nine statements, two were rated by teacher-respondents as 'always' done at the start of classes with weighted mean values between 4.51-5.00. These are statement 8 (Since the start of the school year, I have invited the parent of this pupil to attend a PTA meeting) at 4.86 and statement 9 (Since the start of the school year, the parent of this pupil attended a PTA meeting) at 4.90.

This was followed by five statements with weighted mean ratings between 2.51-3.50 interpreted as 'sometimes' done such activities. These are statement 1 (. Since the start of the school year, I was called by the parent of this

Table 11
Parent-Respondents' Perception About Teachers

Statement	Weighted Means	Interpretation
1. Since the start of the school year, I was called by the parent of this pupil.	3.24	S
2. Since the start of the school year, I called the parent of this pupil.	3.14	S
3. Since the start of the school year, I received a letter from the parent of this pupil.	2.14	R
4. Since the start of the school year, I wrote a letter to the parent of this pupil.	2.52	S
5. Since the start of the school year, the parent of this pupil had stopped by to talk with me about his/her child.	2.33	R
6. Since the start of the school year, I invited the parent of this pupil to attend a special school event.	3.48	S
7. Since the start of the school year, the parent of this pupil visited school for a special event.	3.48	S
8. Since the start of the school year, I have invited the parent of this pupil to attend a PTA meeting.	4.86	A
9. Since the start of the school year, the parent of this pupil attended a PTA meeting.	4.90	A
Grand Total	30.10	
Grand Mean	3.34	S

Legend: 4.51-5.00 Always (A)

3.51-4.50 Frequently (F)

2.51-3.50 Sometimes (S)

1.51-2.50 Rarely (R)

1.00-1.50 Never (N)

pupil) at 3.24, statement 2 (Since the start of the school year, I called the parent of this pupil) at 3.14, statement 4 (Since the start of the school year, I wrote a letter to the parent of this pupil) at 2.52, statement 6 (Since the start of the school year, I

invited the parent of this pupil to attend a special school event) at 3.48, and statement 7 (Since the start of the school year, the parent of this pupil visited school for a special event) at 3.48.

The teacher-respondents also admitted they 'rarely' do the activities expressed in two statements as supported by weighted means between 1.51-2.50. Statement 3 which says 'Since the start of the school year, I received a letter from the parent of this pupil' at 2.14 and statement 5 'Since the start of the school year, the parent of this pupil had stopped by to talk with me about his/her child' at 2.33.

The overall perception of teacher-respondents of parental school involvement at the start of classes is 'sometimes' done as supported by a grand mean of 3.34.

Parent-teacher interaction as perceived by teachers. Shown in Table 12 the perception of teacher-respondents regarding parent-teacher interaction.

As can be gleaned from the table, two statements obtained weighted mean ratings between 4.51-5.00 interpreted as 'always' performed by teacher-respondents. These are statement 1 (I welcome the parent of this pupil to visit the school) at 4.90 and statement 4 (I care about this pupil) at 4.81.

Three statements were rated 'frequently' as revealed by weighted means between 3.51-4.50. These are statement 2 (I am interested in getting to know the parent of this child) at 4.19 and statement 3 (I feel comfortable talking with the

parent of this child about the child's problems) at 3.81 and statement 5 (I pay attention to the suggestions of the parent of this child) at 3.71.

Table 12

Teacher-Respondents' Perception About Parent-Teacher Interaction

Statement	Weighted Means	Interpretation
1. I welcome the parent of this pupil to visit the school.	4.90	A
2. I am interested in getting to know the parent of this child.	4.19	F
3. I feel comfortable talking with the parent of this child about the child's problems.	3.81	F
4. I care about this pupil.	4.81	A
5. I pay attention to the suggestions of the parent of this child.	3.71	F
6. I am asked by the parent of this child questions or suggestions about his/her child.	3.38	S
Grand Total	30.62	
Grand Mean	3.83	F

Legend: 4.51-5.00 Always (A)

3.51-4.50 Frequently (F)

2.51-3.50 Sometimes (S)

1.51-2.50 Rarely (R)

1.00-1.50 Never (N)

One statement was rated at 3.38 interpreted as 'sometimes' done by teacher-respondents. This is statement 6 which says 'I am asked by the parent of this child questions or suggestions about his/her child'.

Overall, the teacher-respondents said they 'frequently' do the activities expressed by the statements as supported by a grand mean of 3.83.

Parent-teacher communication as perceived by teachers. The perception of teacher-respondents regarding parent-teacher communication is presented in Table 13.

Table 13
Parent-Teacher Communication as Perceived by Teacher-Respondents

Statement	Weighted Means	Interpretation
1. I send the parent of this child home activities for the parent and his/her child to work together.	2.86	S
2. I give the parent of this child reports or notes about his/her child's progress.	4.95	A
3. I ask the parent of this child to help him/her the child with his or her schoolwork.	4.33	F
4. I inform the parent of this child his/her child's strengths and positive qualities.	4.86	A
5. I give the parent of this child ideas about how to help his/her child learns.	4.19	F
6. I send the parent of this child folder of his/her child's classwork with comments.	2.43	R
7. I inform the parent of this child about what his/her child is learning.	3.62	F
8. I send the parent of this child newsletters or notes to keep him/her informed about the classroom.	2.71	S
Grand Total	29.95	
Grand Mean	3.74	F

Legend: 4.51-5.00 Always (A)
 3.51-4.50 Frequently (F)
 2.51-3.50 Sometimes (S)
 1.51-2.50 Rarely (R)
 1.00-1.50 Never (N)

Two statements obtained weighted mean ratings between 4.51-5.00 which imply 'always' done by teacher-respondents. These are statement 2 (I give the parent of this child reports or notes about his/her child's progress) at a weighted

mean of 4.95 and statement 4 (I inform the parent of this child his/her child's strengths and positive qualities) at 4.86.

Another two statements obtained weighted means between 3.51-4.50 interpreted as 'frequently'. These are statement 3 (I ask the parent of this child to help him/her the child with his or her schoolwork) with a weighted mean of 4.33 and statement 7 (I inform the parent of this child about what his/her child is learning) at 3.62.

On the other hand, two statements obtained weighted means between 2.51-3.50 interpreted as 'sometimes'. These are statement 1 (I send the parent of this child home activities for the parent and his/her child to work together) at 2.86 and statement 8 (I send the parent of this child newsletters or notes to keep him/her informed about the classroom) at 2.71.

One statement obtained weighted mean of 2.43 interpreted as 'rarely' and this is statement 6 which says 'I send the parent of this child folder of his/her child's classwork with comments'.

Overall, the teacher-respondents said they 'frequently' do the activities expressed by the statements as supported by a grand mean of 3.74.

**Correlation Between Pupil-Respondents'
Perception of Parental School
Involvement and Academic
Performance**

Table 14 presents the Pearson r between pupil-respondents perception of parental school involvement and academic performance.

Table 14**Correlations Between Pupil-Respondents' Perception of Parental School Involvement and Academic Performance**

Parental School Involvement vs	r_{xy}	Fisher's t-value	Critical t	Evaluation/Decision
Grades in English	0.399	1.90	2.045	NS/ Accept H_0
Grades in Mathematics	0.416	1.99		NS/ Accept H_0
Grades in Science	0.520	2.65		S/Reject H_0
Grades in Filipino	0.510	2.58		S/Reject H_0
Grades in HEKASI	0.522	2.67		S/Reject H_0

Legend: $\alpha = 0.05$; $df = 19$; two-tailed; S - Significant; NS - Not Significant

As can be gleaned from the table, the following Pearson r values and Fisher's t values between parental school involvement and academic performance: 0.520 and 2.65 for grades in Science; 0.510 and 2.58 for grades in Filipino; and 0.522 and 2.67 for grades in HEKASI. All the Fisher's t values are greater than the critical t value of 2.045 implying significant relationship between variables correlated. So, the hypotheses "there are no significant relationships between pupil-respondents' perception on parental school involvement and grades in Science; grades in Filipino; and grades in HEKASI" is rejected.

On the other hand, the following coefficients of correlation and Fisher's t values between perceived parental school involvement and remaining pupil-respondents' grades: 0.399 and 1.90 for grades in English; and 0.416 and 1.99 for grades in Mathematics. The accompanying Fisher's t values are lower than the 2.05 critical t value at 0.05 significance indicating no significant relationship between variables which lead to the acceptance of the null hypotheses "there are

no significant relationships between pupil-respondents' perception on parental school involvement and grades in English; and grades in Mathematics".

Comparison Between Parent- and Pupil-Respondents' Perception of Parental School Involvement

Shown in Table 15 is the result of the independent samples t-statistics between parent- and pupil-respondents along parental school involvement.

Table 15

**Difference in Perception on Parental School Involvement
Between Parent- Teacher-Respondents**

Respondents	n	Mean	SD	t-comp	t-crit	Decision
Parents	21	84.62	12.99		7.567	2.021
Pupils	21	57.14	10.39			Reject H ₀

*significance level = 0.05; two-tailed; df = 40

As reflected in the table, the computed t value of 7.567 is higher than the critical t of 2.021 at 0.05 significance level indicating the existence of significant difference between the two groups of respondents and hence the hypothesis "there is no significant difference in the perception on parental school involvement between pupil-respondents and parent-respondents" is rejected. It appears that parent-respondents rated the statements on parental involvement in their favor.

Parent- and Teacher-Respondents' Perception of Parental School Involvement

This section discusses the perceptions of parent- and teacher-respondents on the different parental involvement.

At start of classes. Table 16 reveals the result of the independent samples t-statistics between parent- and teacher-respondents on parental school involvement at the start of classes.

Table 16

Difference in Perception on Parental School Involvement Between Parent- and Teacher-Respondents at Start of Classes

Respondents	n	Mean	SD	t-comp	t-crit	Decision
Parents	21	31.29	6.59			
Teachers	21	30.10	3.96	0.710	2.021	Reject H ₀

*significance level = 0.05; two-tailed; df = 40

The computed t value of 0.710 is lower compared to the critical t value of 2.021 at 0.05 significance level. Hence, the hypothesis which states "there is no significant difference in the perception between parent-respondents and teacher-respondents on parental school involvement at the start of classes" is accepted.

Parent-teacher interaction. Table 17 shows the statistical results of the independent samples t-statistics between parent- and teacher-respondents on parental school involvement along parent-teacher interaction.

Table 17

**Difference in Perception on Parental School Involvement
Between Parent- and Teacher-Respondents
on Parent-Teacher Interaction**

Respondents	n	Mean	SD	t-comp	t-crit	Decision
Parents	21	24.00	3.96	0.847	2.021	Reject H ₀
Teachers	21	24.81	1.86			

*significance level = 0.05; two-tailed; df = 40

As can be gleaned from the table, the computed t of 0.847 is lower than the critical t of 2.021 at 0.05 significance level implying no significant difference between the two groups in terms of their perception about parent-teacher interaction. So, the null hypothesis "there is no significant difference in the perception between parent-respondents and teacher-respondents on parent-teacher interaction" is accepted.

Parent-teacher communication. Presented in Table 18 the independent samples t-statistics results between parent- and teacher-respondents on parental school involvement on parent-teacher communication.

The computed t of 1.808 is lower than the critical t of 2.021 at 0.05 significance level. Because of this observation, it is safe to say that there is no significant difference in perception between the two groups of respondents on parent-teacher communication. Therefore, the null hypothesis "there is no significant difference in the perception between parent-respondents and teacher-respondents on parent-teacher communication" is accepted.

Table 18

**Difference in Perception on Parental School Involvement
Between Parent- and Teacher-Respondents
on Parent-Teacher Communication**

Respondents	n	Mean	SD	t-comp	t-crit	Decision
Parents	21	32.48	5.52		1.808	
Teachers	21	29.95	3.23		2.021	Reject H ₀

*significance level = 0.05; two-tailed; df = 40

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions drawn and the recommendations that were formulated based on the results of the study.

Summary of Findings

The following are the salient findings of the study:

1. About 16 or 76.20 percent of the pupil-respondents had 'fair' performance in English with grade equivalents between 76-82. Three or 14.30 percent with 'good' performance at 83-88 while two or 9.50 percent had 'poor' performance with grade range between 70-75. The mean average was 79.33 interpreted as 'fair' as overall performance of pupil-respondents in English.
2. About 12 or 57.10 percent of the pupil-respondents had 'fair' performance in mathematics with grades ranging from 83-88. Next were five or 23.80 percent of them with 'poor' performance at grade equivalents of 70-75. Four or 19.00 percent had 'good' performance with grade equivalents between 83-88. The overall performance of pupil-respondents in mathematics was 'fair' performance as supported by average grade of 78.86 with standard deviation of 3.65.
3. Sixteen or 76.20 percent of the pupil-respondents obtained grades in science ranging from 76-82 interpreted as 'fair' performance in science. This

was followed by three or 14.30 percent as 'good' performance with grade equivalents between 83-88 while two or 9.50 percent had 'poor' performance a grade range of 70-75.

4. Twelve or 57.20 percent of the pupil-respondents had 'fair' performance in Filipino corresponding to grade equivalents between 76-82. Five or 23.80 percent had grades between 70-75 interpreted as 'poor' performance. The overall performance of the pupil-respondents was 'fair' as shown by the grand mean of 79.71.

5. Eleven or 52.40 percent of the pupil-respondents obtained grades between 83-88 interpreted as 'good' performance in said subject area. Eight or 38.10 percent of the pupil-respondents obtained 'fair' performance as revealed by grades between 76-82. The highest performance between 89-94 grade range was obtained by one or 4.80 percent of the pupil-respondents. Also one or 4.80 percent obtained the lowest grade between 70-75 interpreted as 'poor' performance. Overall performance was 'good' with mean grade falling between 83-88.

6. Of the 20 statements used to determine the perception of pupil-respondents regarding their parents' involvement in their schooling, thirteen statements obtained weighted mean ratings between 1.51-2.50 which means 'rare' involvement of their parents. The said statements were number 2 (My parent goes to school events and activities like book fairs, sports and plays) with weighted rating of 1.95, statement 3 (My parent helps out at school) at 2.38,

statement 4 (My parent talks to my teacher before and after school) at 2.05, statement 6 (My parent helps me with my homework) at 2.14, statement 7 (My parent practices for a test with me) at 1.57, statement 8 (My parent asks me if I did my homework) at 2.48, statement 12 (My parent reads stories I wrote in school) at 2.48, statement 13 (My parent reads me books that are not school books) at 2.14, statement 14 (My parent buys me books) at 1.95, statement 15 (My parent takes me to the library) at 2.43, statement 16 (My parent knows what I am doing in school) at 2.24, statement 20 (My parent is interested in my school) at 2.33 and statement 23 (My parent helps me when I have problems with my homework) at 2.33. On the other hand, the remaining ten statements obtained weighted mean ratings between 2.51-3.50 interpreted as 'sometimes' their parents exhibited expressed in said statements. These were statement 1 (My parent attends PTA meetings) at 2.76, statement 5 (My parent asks me about what I did in school) at 2.81, statement 9 (My parent helps me plan time for my homework) at 3.10, statement 10 at (My parent talks about current events with me) at 2.71, statement 11 (My parent tells me how important school is) at 3.00, statement 17 (My parent does a lot to help me do better in school) at 2.71, statement 18 (My parent knows when it is time for my report card to be out) at 2.67, statement 19 (My parent knows the names of the other kinds in my class) at 2.86, statement 21 (My parent enjoys hearing about my school day) and statement 22 (My parent knows a lot about what happens to me in school) at 3.14. The grand mean obtained was 2.58 interpreted as 'sometimes' parents are

involved in the schooling of their children as perceived by pupil-respondents themselves.

7. Regarding parent-respondents' perception of their involvement, one statement (statement 11 which says 'I tell my child how important school is') obtained weighted mean of 4.62 which meant 'always' done by parents. Fifteen statements were rated by parent-respondents with weighted means between 3.51-4.50 interpreted as 'frequently' done by them. These were statement 3 (I help out at school like Brigada Escuela, etc.) at 4.29, statement 4 (I talk to my child's teacher before and after school) at 3.57, statement 5 (I ask my child about what he/she did in school) at 3.67, statement 6 (I help my child with his/her homework) at 3.62, statement 8 (I ask my child if he/she had done his/her homework) at 3.81, statement 9 (I help my child plan time for his/her homework) at 3.76, statement 12 (I read stories written by my child in school) at 3.76, statement 16 (I know what my child is doing in school) at 3.90, statement 17 (I help my child a lot to do better in school) at 4.19, statement 18 (I know when it is time for my child's report card to be out) at 4.14, statement 19 (I know the names of my child's classmates) at 4.24, statement 20 (I am interested in my child's school) at 4.14, statement 21 (I enjoy hearing about my child's school day) at 3.76, statement 22 (I know a lot about what happens to my child in school) and statement 23 (I help my child when he/she has problems with his/her homework) at 3.90. Four statements obtained weighted means between 2.51-3.50 interpreted as 'sometimes' practiced by parent-respondents. These were

statement 2 (I attend school events and activities like book fairs, sports and plays) at 3.29, statement 7 (I practice for a test with my child) at 3.43, statement 10 (I practice for a test with my child) at 3.43, and statement 13 (I read books with my child that are not school books) at 3.00. The overall perception of the parent-respondents regarding their parental school involvement is 'frequently' as supported by a grand mean of 3.68.

8. Parental school involvement at the start of classes as perceived by parent-respondents, had one statement rated by parent-respondents as 'rarely' as supported by a weighted mean of 2.33. This was statement 3 which says 'Since the start of the school year, I have written a letter to my child's teacher'. Two statements were rated by parent-respondents with values between 2.51-3.50 interpreted as 'sometimes'. These are statement 2 (Since the start of the school year, my child's teacher called me) at 3.52 and statement 4 (Since the start of the school year, my child's teacher wrote me a letter) at 2.71. The remaining six statements obtained weighted means between 3.51-4.50 interpreted as 'frequently' done by parent-respondents. These were statements 1 (1. Since the start of the school year, I have called my child's teacher) at 3.62, statement 5 (Since the start of the school year, I had stopped by to talk with my child's teacher) at 3.81, statement 6 (Since the start of the school year, I have been invited to attend a special school event) at 3.90, statement 7 (Since the start of the school year, I have visited my child's school for a special event) at 3.67, statement 8 (Since the start of the school year, I have been invited to attend a PTA meeting) at

3.86, and statement 9 (Since the start of the school year, I have attended a PTA meeting.) at 3.86. The parent-respondents in totality admitted they 'sometimes' do the activities expressed by the statements as revealed by a grand mean of 3.38.

9. All six statements used to determine the perception of parent-respondents on parent-teacher interaction obtained weighted mean ratings between 3.51-4.50 interpreted as 'frequently' felt. Because of this trend, the overall perception of parent-respondents towards their children's teachers is 'frequently' felt as supported by a grand mean of 4.04.

10. All eight statements used to determine the parent-respondents' opinion regarding parent-teacher communication as a form of parental involvement were rated with values between 3.51-4.50 interpreted as 'frequently' performed by teacher-respondents. As a result, the overall perception of parent-respondents along this form of parental school involvement was 'frequently' done by teachers according to the parent-respondents as revealed by a grand mean of 4.06.

11. The kind of parental school involvement at the start of classes, two statements were rated by teacher-respondents as 'always' done at the start of classes with weighted mean values between 4.51-5.00. These were statement 8 (Since the start of the school year, I have invited the parent of this pupil to attend a PTA meeting) at 4.86 and statement 9 (Since the start of the school year, the parent of this pupil attended a PTA meeting) at 4.90. This was followed by five statements with weighted mean ratings between 2.51-3.50 interpreted as

'sometimes' done such activities. These were statement 1 (Since the start of the school year, I was called by the parent of this pupil) at 3.24, statement 2 (Since the start of the school year, I called the parent of this pupil) at 3.14, statement 4 (Since the start of the school year, I wrote a letter to the parent of this pupil) at 2.52, statement 6 (Since the start of the school year, I invited the parent of this pupil to attend a special school event) at 3.48, and statement 7 (Since the start of the school year, the parent of this pupil visited school for a special event) at 3.48. The teacher-respondents also admitted they 'rarely' do the activities expressed in two statements as supported by weighted means between 1.51-2.50. Statement 3 which says 'Since the start of the school year, I received a letter from the parent of this pupil' at 2.14 and statement 5 'Since the start of the school year, the parent of this pupil had stopped by to talk with me about his/her child' at 2.33. The overall perception of teacher-respondents of parental school involvement at the start of classes is 'sometimes' done as supported by a grand mean of 3.34.

12. As regard to teacher-respondents' perception about parent-teacher interaction, two statements obtained weighted mean ratings between 4.51-5.00 interpreted as 'always' performed by teacher-respondents. These were statement 1 (I welcome the parent of this pupil to visit the school) at 4.90 and statement 4 (I care about this pupil) at 4.81. Three statements were rated 'frequently' as revealed by weighted means between 3.51-4.50. These were statement 2 (I am interested in getting to know the parent of this child) at 4.19 and statement 3 (I feel comfortable talking with the parent of this child about the child's problems)

at 3.81 and statement 5 (I pay attention to the suggestions of the parent of this child) at 3.71. One statement was rated at 3.38 interpreted as 'sometimes' done by teacher-respondents. This was statement 6 which says 'I am asked by the parent of this child questions or suggestions about his/her child'. Overall, the teacher-respondents said they 'frequently' do the activities expressed by the statements as supported by a grand mean of 3.83.

13. The perception of teacher-respondents regarding parent-teacher communication, two statements obtained weighted mean ratings between 4.51-5.00 which imply 'always' done by teacher-respondents. These were statement 2 (I give the parent of this child reports or notes about his/her child's progress) at a weighted mean of 4.95 and statement 4 (I inform the parent of this child his/her child's strengths and positive qualities) at 4.86. Another two statements obtained weighted means between 3.51-4.50 interpreted as 'frequently'. These were statement 3 (I ask the parent of this child to help him/her the child with his or her schoolwork) with a weighted mean of 4.33 and statement 7 (I inform the parent of this child about what his/her child is learning) at 3.62. On the other hand, two statements obtained weighted means between 2.51-3.50 interpreted as 'sometimes'. These were statement 1 (I send the parent of this child home activities for the parent and his/her child to work together) at 2.86 and statement 8 (I send the parent of this child newsletters or notes to keep him/her informed about the classroom) at 2.71. One statement obtained weighted mean of 2.43 interpreted as 'rarely' and this was statement 6 which says 'I send the parent of

this child folder of his/her child's classwork with comments'. Overall, the teacher-respondents said they 'frequently' do the activities expressed by the statements as supported by a grand mean of 3.74.

14. The following Pearson r values and Fisher's t values were obtained between parental school involvement and academic performance: 0.520 and 2.65 for grades in Science; 0.510 and 2.58 for grades in Filipino; and 0.522 and 2.67 for grades in HEKASI. All the Fisher's t values were greater than the critical t value of 2.045 implying significant relationship between variables correlated. So, the hypotheses "there are no significant relationships between pupil-respondents' perception on parental school involvement and grades in Science; grades in Filipino; and grades in HEKASI" was rejected.

15. On the other hand, the following coefficients of correlation and Fisher's t values were obtained between perceived parental school involvement and remaining pupil-respondents' grades: 0.399 and 1.90 for grades in English; and 0.416 and 1.99 for grades in Mathematics. The accompanying Fisher's t values were lower than the 2.05 critical t value at 0.05 significance indicating no significant relationship between variables which led to the acceptance of the null hypotheses "there are no significant relationships between pupil-respondents' perception on parental school involvement and grades in English; and grades in Mathematics".

16. The comparison between parent-respondents' and pupil-respondents' perception on parental school involvement yielded a computed t

value of 7.567 which was higher than the critical t of 2.021 at 0.05 significance level indicating the existence of significant difference between the two groups of respondents and hence the hypothesis "there is no significant difference in the perception on parental school involvement between pupil-respondents and parent-respondents" was rejected. The parent-respondents rated the statements on parental involvement in their favor.

17. Comparison between parent-respondents' and teacher-respondents' perception of parental school involvement at the start of classes revealed a computed t value of 0.710 which was lower compared to the critical t value of 2.021 at 0.0 significance level. Hence, the hypothesis which states "there is no significant difference in the perception between parent-respondents and teacher-respondents on parental school involvement at the start of classes" was accepted.

18. For parent-teacher interaction, the computed t of 0.847 was lower than the critical t of 2.021 at 0.05 significance level implying no significant difference between the two groups in terms of their perception about parent-teacher interaction. So, the null hypothesis "there is no significant difference in the perception between parent-respondents and teacher-respondents on parent-teacher interaction" was accepted.

19. On parental school involvement on parent-teacher communication, the computed t of 1.808 was lower than the critical t of 2.021 at 0.05 significance level. Because of this observation, it was safe to say that there was no significant

difference in perception between the two groups of respondents on parent-teacher communication. Therefore, the null hypothesis "there is no significant difference in the perception between parent-respondents and teacher-respondents on parent-teacher communication" was accepted.

Conclusions

The following conclusions were drawn based on the findings of this study.

1. Majority of the pupil-respondents had fair performance in English.
2. Majority of the pupil-respondents had fair performance in mathematics.
3. Majority of the pupil-respondents had fair performance in science
4. Majority of the pupil-respondents had fair performance in Filipino.
5. Majority of the pupil-respondents had good performance HEKASI.
6. The pupil-respondents perceived their parents' role in parental school involvement was sometimes performed.
7. The parent-respondents' perception regarding their parental school involvement compared to pupil-respondents' perception was frequently performed.
8. Compared to teacher-respondents' perception, parent-respondents admitted that their role in parental school involvement at the start of classes were sometimes performed.

9. Compared to teacher-respondents' perception, parent-respondents' perception about parent-teacher interaction was frequently occurred.

10. Compared to teacher-respondents' perception, parent-respondents' perception regarding parent-teacher communication occurred frequently.

11. The teacher-respondents said they sometimes performed their role in parental school involvement at the start of classes.

12. The teacher-respondents admitted that they frequently interact with parent-respondents as part of their role in parental school involvement.

13. The teacher-respondents admitted they frequently communicated with parent-respondents as part of their role in parental school involvement.

14. Parental school involvement as perceived by pupil-respondents was significantly related to their academic performance in Science; Filipino; and HEKASI but not with English; and Mathematics.

16. There was a significant difference in perception between pupil-respondents and parent-respondents as regards to parental school involvement.

17. There was no significant difference in perceptions as regards to parental school involvement at the start of classes between parent-respondents and teacher-respondents.

18. There was no significant difference between the perceptions of both parent-respondents and teacher-respondents regarding parent-teacher interaction.

19. There was no significant difference in perception as regards to parent-teacher communication between parent-respondents and teacher-respondents.

Recommendations

In view of the above findings and conclusions, the following recommendations are advanced:

1. With pupils' fair performance in English, Mathematics, average family income below the poverty threshold, the following activities are recommended to augment their family income: a) value reorientation may be advocated during the parent learning action cell (PLAC) sessions towards improving their lives, attitude towards education and livelihood and the like; b) mobilize PTAs, school and district alternative learning systems (ALS) to conduct livelihood training skills such as small-scale business activities, entrepreneurship, cooperativism and others.

2. Intensify the textbook exchange project of the department by negotiating with district and division supply officers for books and other instructional materials that are excess in other schools within the district and division.

3. Teachers and school officials should consider the preferred topics of interest of the pupils in textbook and instructional materials selection and procurement.

4. Teachers must provide the best and appropriate classroom environment to develop pupils' favorable and positive attitude towards reading.
5. Intensify teachers' competence in teaching reading by sending them to seminars/conferences/trainings or graduate schooling major in English.

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A P P E N D I C E S

Republic of the Philippines
Samar State University
College of Graduate Studies
Catbalogan City

Dear Pupil:

Your sincere cooperation is earnestly solicited in answering this questionnaire about the research study entitled "**PARENTAL SCHOOL INVOLVEMENT AND GRADE VI PUPILS' ACADEMIC PERFORMANCE IN SAN FERNANDO ELEMENTARY SCHOOL: IMPLICATIONS FOR AN INTERVENTION PROGRAM**".

The success of this study will greatly depend on your whole hearted cooperation. Every response to this questionnaire is highly appreciated. Rest assured that every bit of information you will share will be utilized solely for the research purposes and will be kept in utmost secrecy.

Hoping for your favorable response.

The Researcher

QUESTIONNAIRE FOR PUPIL

(Mga Pamaki-ana Para han mga Eskwela)

PART I: PERSONAL INFORMATION

Una nga Bahin-Pamakiana nga Personal

Direction: Please supply the necessary data or put a check on the space provided that corresponds to your answer.

*Pamaagi: Alayon pagbutang/pagbaton han kinahanglan nga datus ngan butangi hin check ha
ispasyo an na angay nga baton.*

1. Name(Ngaran): _____

2. Age(Edad):

3. Sex(Sekswalidad): () Male (Lalaki)

()Female (Babaye)

4. Birth Order (Ika-pira kanga bata ha Pamilya): _____

5. Grades in (Grado ha): English _____

Mathematics

Science

Filipino

Araling Panlip

S. S. T. —

PART II: PARENTAL INVOLVEMENT INVENTORY (Parent-Parent Version)

Ikaduha nga Bahin: (Imbentaryo han Pagiging Kaparte han Kag-anak na Skwelahan (Anak-anak nga Bahin)

Instruction: For any item that asks about parent involvement about your school life, please provide a response that best describes your parent who filled out the questionnaire. Use the following scale.

Pamaagi: Ha kada pakiana mahitungod han pagiging kaparte han kag-anak ha pag-aradman/pangeskwelahan han iya anak. Alayon paki-badlis han numero nga narepresentar ha imo pag inoino na angay han mga guinbaton han imo kag anak nga ginbutang ha mga pakiana. gamit an aadi nga lista ha ubos hini nga asoy.

5=Always(*Pirma gud*)

4= Frequently (*Agsob/ Kaurugan*)

3= Sometimes(*Usahay la/ Danay la*)

2= Rarely (*Talagsa la*)

1=Never(*Diri gud/Waray gud*)

Statement <i>(Saysay)</i>	Responses <i>(Mga Baton Niyo)</i>				
	A	F	S	R	N
	5	4	3	2	1
1. My parent attends PTA meetings. <i>Naatender iton akon kag-anak hit katitirok hiton PTA.</i>					
2. My parent goes to school events and activities (like book fairs, sports, plays). <i>Naatender iton ak on kag-anak hin mga buruhaton ha eskwelahan (sugad han mga programa).</i>					
3. My parent helps out at school (Brigada Escuela). <i>Nabulig iton akon kag-anak hin Brigada Eskwela ug iba pa nga buruhaton.</i>					
4. My parent talks to my teacher before or after school. <i>Nakiki-istorya iton akon kag-anak han maestra/maestro antes og kahuman han klase.</i>					
5. My parent asks me about what I did in school. <i>Napakiana a iton akon kag-anak kon ano iton ginbibinuhat ko ha eskwelahan.</i>					
6. My parent helps me with my homework. <i>Nabulig iton akon kag-anak hiton akon assignment.</i>					
7. My parent practices for a test with me. <i>Nagkakamayda kami hiton akon kag-anak hin pag-review kon my test.</i>					
8. My parent asks me if I did my homework. <i>Napakiana iton akon kag-anak kon tapos na ako mpagtrabaho han akon assignment.</i>					
9. My parent helps me plan time for my homework. <i>Nabulig iton akon kag-anak hit oras han pagbaton han akon</i>					

Statement <i>(Saysay)</i>	Responses <i>(Mga Baton Niyo)</i>				
	A	F	S	R	N
	5	4	3	2	1
assignment.					
10. My parent talks about current events with me. <i>Nagsusumat iton akon kag-anak han mga nahinabo han pan adlaw-adlaw.</i>					
11. My parent tells me how important school is. <i>Nag-iistorya iton akon kag-anak han ka importante han pag-aradman.</i>					
12. My parent reads stories I wrote in school. <i>Guinbabasa hiton akon kag-anak an estorya nga guinsuginsurat ko ha eskwelahan.</i>					
13. My parent reads me books that are not school books. <i>Nagbabasa kami han akon kag-anak hin mga libro nga waray ha eskwelahan.</i>					
14. My parent buys me books. <i>Napalit iton akon kag-anak hin libro ug iba pa nga barasahan para ha akon .</i>					
15. My parent takes me to the library. <i>Guin-uupod ako hiton akon kag-anak ngadto ha library.</i>					
16. My parent knows what I am doing in school. <i>Maaram iton akon kag-anak han mga ginbubuhat ko ha eskwelahan.</i>					
17. My parent does a lot to help me do better in school. <i>Guinbuligan ako hit akon kag-anak bas imaging maupay iton akon pag-aradman ha eskwelahan.</i>					
18. My parent knows when it is time for my report card to be out. <i>Maaram iton akon kag-anak kon san-o guinhahatag an akon report card han eskwelahan.</i>					

Statement (Saysay)	Responses (Mga Baton Niyo)				
	A	F	S	R	N
	5	4	3	2	1
19. My parent knows the names of the other kids in my class. <i>Nakilala iton akon kag-anak hit akon mga kaklase .</i>					
20. My parent is interested in my school. <i>Interesado iton akon kag-anak pagbulig hit akon eskwelahan.</i>					
21. My parent enjoys hearing about my school day. <i>Nalilipay iton akon kag-anak kon nabati hiya hit estorya mahiunong ha skwelahan.</i>					
22. My parent knows a lot about what happens to me in school. <i>Maaram iton akon kag-anak kon ano iton nanhahitabo mahiunong han buruhaton ko ha eskwelahan..</i>					
23. My parent helps me when I have problems with my homework. <i>Nabulig iton akon kag-anak kon may problema ako mahiunong hiton akon buruhaton pag-aradman.</i>					

Republic of the Philippines
Samar State University
College of Graduate Studies
Catbalogan City

Dear Parent:

Your sincere cooperation is earnestly solicited in answering this questionnaire about the research study entitled "**PARENTAL SCHOOL INVOLVEMENT AND GRADE VI PUPILS' ACADEMIC PERFORMANCE IN SAN FERNANDO ELEMENTARY SCHOOL: IMPLICATIONS FOR AN INTERVENTION PROGRAM**".

The success of this study will greatly depend on your whole hearted cooperation. Every response to this questionnaire is highly appreciated. Rest assured that every bit of information you will share will be utilized solely for the research purposes and will be kept in utmost secrecy.

Hoping for your favorable response.

The Researcher

QUESTIONNAIRE FOR PARENT
(Mga Pamaki-ana para han Kag-anak)

PARTI: PERSONAL INFORMATION:

Una nga Bahin-Pamakiana nga Personal

1. Name of your child (*Ngaran han anak*): _____

2. Age (*Edad*): _____

2. Sex (Sekswalidad): () Male (*Lalaki*)
 () Female (*Babaye*)

3. Number of children (*Kadamo han anak*): _____

4. Highest Educational Attainment (*Kahataas han Kinaadman*):

Father (*Tatay*)

Mother (*Nanay*)

<input type="checkbox"/> No Schooling (<i>Waray Mag-aram</i>)	<input type="checkbox"/> []
<input type="checkbox"/> Elementary Level (<i>Waray Makatapos han Elementarya</i>)	<input type="checkbox"/> []
<input type="checkbox"/> Elementary Graduate (<i>Nakatapos han Elementarya</i>)	<input type="checkbox"/> []
<input type="checkbox"/> High School Level (<i>Waray Makatapos han Sekundarya</i>)	<input type="checkbox"/> []
<input type="checkbox"/> High School Graduate (<i>Nakatapos han Sekundarya</i>)	<input type="checkbox"/> []
<input type="checkbox"/> College Level (<i>Waray Makatapos han Kolehiyo</i>)	<input type="checkbox"/> []
<input type="checkbox"/> College Graduate (<i>Nakatapos han Kolehiyo</i>)	<input type="checkbox"/> []
<input type="checkbox"/> MA/MS/MAT/MAED units (<i>Waray Makatapos haMA/MS/MAT/MAED</i>)	<input type="checkbox"/> []
<input type="checkbox"/> MA/MS/MAT/MAED units (<i>Nakatapos han MA/MS/MAT/MAED</i>)	<input type="checkbox"/> []
<input type="checkbox"/> Ph.D./Ed.D./D.A units (<i>Waray Makatapos han Ph.D./ Ed.D./D.A</i>)	<input type="checkbox"/> []

5. Average monthly family income (Pangita nga kwarta ha kada bulan): PhP _____

6. Occupation (Trabaho): _____

PART II: PARENTAL INVOLVEMENT INVENTORY (Parent-Pupil Version)

Ikaduha nga Bahin: Imbentaryo han Pagiging Kaparte han Kag-anak ha Eskwelahan (Kag-anak – Anak nga Bahin)

Instruction: For any item that asks about parent involvement about your child's school life, please provide a response that best describes your child who filled out the questionnaire. Use the following scale.

Pamaagi: Ha kada pakiana mahitungod han pagiging kaparte han kag-anak han pag-aradman han iyo anak. Alayon paki-hatag hin numero nga narepresentar ha imo pag inoino nga kaangayan nga baton han imo anak nga ginbutang ha mga pakiana. Gamit an aadi nga lista ha ubos hini nga masunod:

5=Always(*Pirmi gud*)

4= Frequently (*Agsob/ Kaurugan*)

3= Sometimes(*Usahay la/ Danay la*)

2= Rarely(*Talagsa la*)

1=Never(*Diri gud/Waray gud*)

Statement (Saysay)	Responses (Mga Baton Niyo)				
	A 5	F 4	S 3	R 2	N 1
1. I attends PTA meetings. <i>Naatender ako hit kaititirok hiton PTA.</i>					
2. I attend school events and activities (like book fairs, sports,plays) <i>Naatender ako hin mga buruhaton ha eskwelahan(sugad han mga programa)</i>					
3. I help out at school (Brigada Escuela, etc.). <i>Nabulig ako hin Brigada Eskwela ug iba pa nga buruhaton.</i>					

Statement <i>(Saysay)</i>	Responses <i>(Mga Baton Niyo)</i>				
	A	F	S	R	N
	5	4	3	2	1
4. I talk to my child's teacher before or after school. <i>Nakiki-istorya ako han maestra/maestro antes og kahuman han klase.</i>					
5. I ask my child about what he/she did in school. <i>Napakiana ako kon ano iton ginbibinuhat hiton akon anak ha eskwelahan.</i>					
6. I help my child with his/her homework. <i>Nabulig ako hiton assignment han akon bata.</i>					
7. I practice for a test with my child. <i>Nagkakamayda kami hin pag-review kon my test.</i>					
8. I ask my child if he/she had done his/her homework. <i>Napakiana ako hiton akon bata kon tapos na hiya pagtrabaho han iya assignment.</i>					
9. I help my child plan time for his/her homework. <i>Nabulig ako hit akon bata hit oras han pagbaton han assignment.</i>					
10. I talk about current events with my child. <i>Nagsusumat ako hit akon bata han mga nahinabo han pan adlaw-adlaw.</i>					
11. I tell my child how important school is. <i>Nag-iistorya ako han akon bata han ka importante han pag-aradman.</i>					
12. I read stories written by my child in school. <i>Guinbabasa ko an ginsurat nga estorya han akon bata ha eskwelahan.</i>					

Statement <i>(Saysay)</i>	Responses <i>(Mga Baton Niyo)</i>				
	A	F	S	R	N
	5	4	3	2	1
13. I read books with my child that are not school books. <i>Nagbabasa kami han akon bata han mga libro nga waray ha eskwelahan.</i>					
14. I buy books for my child. <i>Napalit ako hin libro ug iba pa nga barasahon para hit akon anak.</i>					
15. I take my child to the library. <i>Guin-uupod ko iton akon anak ngadto ha library.</i>					
16. I know what my child is doing in school. <i>Maaram ako han mga ginbubuhat han akon anak ha eskwelahan.</i>					
17. I help my child a lot to do better in school <i>Guinbubuligan ko iton akon anak ha eskwelahan.</i>					
18. I know when it is time for my child's report card to be out. <i>Maaram ako kon san-o guinhahatag an report card han eskwelahan.</i>					
19. I know the names of my child's classmates. <i>Nakilala ako hit mga kaklase hit akon bata..</i>					
20. I am interested in my child's school. <i>Interesado ako pagbulig hit eskwelahan hit akon anak.</i>					
21. I enjoy hearing about my child's school day. <i>Nalilipay ako kon nabati ako hit estorya hit akon anak mahiunong ha skwelahan.</i>					
22. I know a lot about what happens to my child in school.					

Statement <i>(Saysay)</i>	Responses <i>(Mga Baton Niyo)</i>				
	A	F	S	R	N
	5	4	3	2	1
<i>Maaram ako kon ano iton nanhahitabo mahiunong han buruhaton hit akon anak ha eskwelahan..</i>					
23. I help my child when he/she has problems with his/her homework.					
<i>Nabulig ako hiton akon anak kon may problema mahiunong hiton iya mga buruhaton pag-aradman.</i>					

PART III: PARENT INVOLVEMENT INVENTORY (Parent-Teacher Version)

Ikatulo nga Bahin: (Imbentaryo han Pagiging Kaparte han Kag-anak ha Skwelahan. (Kag-anak - Maestra/Maestro nga Bahin)

Instruction: For any item that asks about parent involvement about your child's school life, please provide a response that best describes your child who filled out the questionnaire. Use the following scale.

(Pamaagi: Ha kada pakiana mahitungod han pagiging ka-api han kag-anak han pag-aradman han iyo anak. Alayon paki-hatag hin numero nga narepresentar ha imo pag inoino na angay basi han baton han imo anak nga ginbutang ha mga pakiana. Gamit an aadi nga lista ha ubos hini nga asoy.)

5=Always(*Pirmi gud*)

4=Frequently (*Agsob/ Kaurugan*)

3= Sometimes(*Usahay la/ Danay la*)

2= Rarely(*Talagsa la*)

1=Never(*Diri gud/Waray gud*)

Statement (Saysay)	Responses (Mga Baton Niyo)				
	A 5	F 4	S 3	R 2	N 1
1. Since the start of this school year, you have called your child's teacher. <i>Ha pagtikang han klase, gintawagan mo na an maestro han imo anak.</i>					
2. Since the start of this school year, your child's teacher called you. <i>Ha pagtikang han klase, gintatawagan ka han maestro han imo anak.</i>					
3. Since the start of this school year, you have written a note to your child's teacher. <i>Ha pagtikang han klase, naghata tag ka hin surat/pahibaro han maestro han imo bata.</i>					
4. Since the start of this school year, your child's teacher has written a note to you. <i>Ha katikangan han pangiskwelahan, nakakarawat ka hin surat/pahibaro tikang han maestro han imo bata.</i>					
5. Since the start of this school year, you stopped by to talk to your child's teacher. <i>Ha katikangan han pangiskwelahan, nakaestorya mo na an maestro han imo bata.</i>					
6. Since the start of this school year, you have been invited to your child's school for a special event. <i>Ha katikangan han pangiskwelahan, nag imbetar an maestro ha eskwelahan para hin mga okasyon.</i>					
7. Since the start of this school year, you have visited your child's school for a special event. <i>Ha katikangan han pangiskwelahan, bumisita ka ha eskwelahan para han mahinungdanon nga okasyon.</i>					
8. Since the start of this school year, you have been invited to attend a PTA meeting. <i>Ha katikangan han pangiskwelahan, gin imbita ka pagatender hin PTA nga katitirok.</i>					
9. Since the start of this school year, you have attended a PTA meeting. <i>Ha katikangan han pangiskwelahan, nag aatender ka han PTA meeting.</i>					

B. Instruction:

For any item that asks about the role of a teacher on parent involvement of your child's school life, please provide a response that best describes your feelings using the scale below under the appropriate column.

(Pamaagi: Ha kada pakiana mahitungod han pagiging ka-partne han kag-anak han pag-aradman han iyo anak. Alayon paki-hatag hin numero nga narepresentar ha imo pag inoino na angay basi han baton han imo anak nga ginbutang ha mga pakiana. Gamit an aadi nga lista ha ubos hini nga asoy.)

5=Always(*Pirmi gud*)

4= Frequently (*Agsob/ Kaurugan*)

3= Sometimes(*Usahay la/ Danay la*)

2= Rarely(*Talagsa la*)

1=Never(*Diri gud/Waray gud*)

Statement (Saysay)	Responses (Mga Baton Niyo)				
	A 5	F 4	S 3	R 2	N 1
1. You feel welcome to visit your child's school. <i>Kinakarawat ka pgbisita ha eskwelahan.</i>					
2. You think your child's teacher is interested in getting to know you. <i>Maaram ka nga interesado an maestro han imo anak pagkilala ha imo.</i>					
3. You feel comfortable talking with your child's teacher about your child's problems. <i>Komportable ka pakig-estorya hiton maestro /maestro han imo anak mahitungod hiton iya problema han imo anak.</i>					
4. You feel your child's teacher cares about your child. <i>Nakakasabot ka nga an maestro naghahatag hin pag-alutaga hiton akon anak.</i>					
5. You feel your child's teacher pays attention to your suggestions about your child. <i>Nakakasabot ka nga an maestr naghahatag hin atensiyon han mga suhestiyon para han kaupayan han imo anak.</i>					

Statement (Saysay)	Responses (Mga Baton Niyo)				
	A 5	F 4	S 3	R 2	N 1
6. You ask your child's teacher questions or make suggestions about your child. <i>Nagpapakiana ka han maestrohan imo anak kon ano an mag-upay nga suhestiyon para han imo anak.</i>					
7. You volunteer at school like Brigada Eskuela, etc. <i>Nagbubulontaryo ka pagbulig han buruhaton ha eskwelahan labi na gud han brigade Eskwela.</i>					
8. You are involve at your child's education and school life? <i>Kaparte ka han pag aradman ngan pangeskwelahan han imo anak.</i>					

C. Teachers communicates with and involves parents in a variety of ways. As far as you are concerned, did your child's teacher communicate with you enough in the following ways this school year?

Pina-ag i hin iba-iba nga pama-ag i an kamaestrahan/kamaestrohan naghahatag hin higayon han mga kag-anak maging kaparte han pag aradman han ira anak .Mahitungod han iyo panginlabot, naghahatag ba hin higayon an kamaestrahan/kamaestrohan hini nga mga pama-ag i ha sakob han yana nga tuig nga pag-aradman?

Statement (Saysay)	Responses (Mga Baton Niyo)				
	A 5	F 4	S 3	R 2	N 1
1. Received home activities for my child and me to work together. <i>Nakakarawat ka han mga buruhaton han imo anak ha eskwelahan ngan nabulig ka pagtrabaho hini.</i>					
2. Gave me reports or notes about my child's progress. <i>Nakarawat ka hin mga pahibaro mahiunong han kaupayan han imo anak.</i>					
3. Asked me to help my child with his or her schoolwork. <i>Naghahangyo hin bulig para han kaupayan han kalidad han trabaho han imo anak ha eskwelahan.</i>					
4. Told me about my child's strengths and positive qualities. <i>Nagsusumat mahiunong han mag-upay nga kalidad han imo anak.</i>					

Statement (Saysay)	Responses (Mga Baton Niyo)				
	A 5	F 4	S 3	R 2	N 1
5. Gave me ideas about how to help my child learn. <i>Naghahatag han ideya kon papano ko mabubuligan mahibaro an imo anak.</i>					
6. Sent me a folder of my child's classwork with comments. <i>Naghahatag hin impormasyon mahiunong han ginawian han imo anak ha sakob han clasroom.</i>					
7. Kept me informed about what my child was learning. <i>Naghahatag hin impormasyon kon kon ano an nahibababru-an han imo anak.</i>					
8. Sent me newsletters or notes to keep me informed about the classroom. <i>Nakakarawat o nakakabasa hin mga babasahon mahiunong han pag-aradman ha eskwelahan.</i>					

Republic of the Philippines
Samar State University
College of Graduate Studies
Catbalogan City

Dear Teacher:

Your sincere cooperation is earnestly solicited in answering this questionnaire about the research study entitled "**PARENTAL INVOLVEMENT AND GRADE VI PUPILS' ACADEMIC PERFORMANCE IN SAN FERNANDO ELEMENTARY SCHOOL: IMPLICATIONS FOR AN INTERVENTION PROGRAM**".

The success of this study will greatly depend on your whole hearted cooperation. Every response to this questionnaire is highly appreciated. Rest assured that every bit of information you will share will be utilized solely for the research purposes and will be kept in utmost secrecy.

Hoping for your favorable response.

The Researcher

QUESTIONNAIRE FOR TEACHER

PART I: PERSONAL INFORMATION

1. Age: _____ 2. Sex: [] Male [] Female

3. Number of years in the service: _____

4. Highest educational attainment

- [] BEED/BSED graduate
- [] MA/MS/MAT/MAEd units
- [] MA/MS/MAT/MAEd graduate
- [] Ph.D./Ed.D./D.A. units
- [] Ph.D./Ed.D./D.A. graduate

5. Name of the child: _____

PART II: PARENT INVOLVEMENT INVENTORY (Teacher-Parent Version)

Note: When accomplishing this questionnaire, think of the parent of the child.

A. Instruction:

Please complete these rating scales for the child listed below. For any item that asks about parent involvement, please provide a response that best describes **the adult who completed the measures for this pupil** (i.e., mother, father, grandparent, foster parent) using the scale below under the appropriate column.

- 5 = Always (A)
- 4 = Frequently (F)
- 3 = Sometimes (S)
- 2 = Rarely (R)
- 1 = Never (N)

Statement	A 5	F 4	S 3	R 2	N 1
1. Since the start of the school year, you're child's parent called you.					
2. Since the start of the school year, you have called your child's parent.					

Statement	A 5	F 4	S 3	R 2	N 1
3. Since the start of the school year, you're child's parent has written a note to you.					
4. Since the start of the school year, you have written a note to your child's parent.					
5. Since the start of the school year, you stopped by and to talk to your child's parent.					
6. Since the start of the school year, you have been invited your child's parent to your child's school for a special event.					
7. Since the start of the school year, your child's parent visited your child's school for a special event.					
8. Since the start of the school year, your child's parent has been invited to attend a PTA meeting.					
9. Since the start of the school year, your child's parent attended a PTA meeting.					

B. Check the column that best answer each statement

Statement	A 5	F 4	S 3	R 2	N 1
1. You welcome the parent of this child to visit the child's school.					
2. You think your child's parent is interested in getting to know.					
3. You feel comfortable talking with your child's parent about his/her child problem.					
4. Your child's parent is expecting that you care about his/her child?					
5. You feel you can talk to and be heard by your child's parent.					

Statement	A 5	F 4	S 3	R 2	N 1
6. Your child's parent ask questions or make suggestions about his/her child.					
7. Your child's parent volunteer at school like Brigada Eskuela, etc.					
8. Your child's parent is involved in his/her child's education and school life.					

C. Teachers communicate with and involve parents in a variety of ways. As far as you are concerned, have you communicated enough with the child's parent in the following ways this school year.

Statement	A 5	F 4	S 3	R 2	N 1
1. Sent home activities for the child and parent to work on together.					
2. Gave reports or notes about the parent's child's progress.					
3. Informed the parent to help his or her child with his or her schoolwork.					
4. Told the parent about his or her child's strengths and positive qualities.					
5. Provided the parent ideas about how to help his or her child learn.					
6. Sent the parent a folder of his or her child's classwork with comments.					
7. Kept the parent informed about what his or her child was learning.					
8. Sent the parent newsletters or notes to keep him or her informed about the classroom.					

Appendix D

Letter of Introduction

Republic of the Philippines
Samar State University
College of Graduate Studies
Catbalogan City

Dear Teacher:

Your sincere cooperation is earnestly solicited in answering this questionnaire about the research study entitled "**PARENTAL SCHOOL INVOLVEMENT AND GRADE VI PUPILS' ACADEMIC PERFORMANCE IN JIABONG DISTRICT: INPUTS TO AN INTERVENTION PROGRAM.**"

The success of this study will greatly depend on your whole hearted cooperation. Every response to this questionnaire is highly appreciated. Rest assured that every bit information you will share will be utilized solely for the research purposes and will be kept in utmost secrecy.

Hoping for your favorable response.

The Researcher

Appendix E

Republic of the Philippines
Department of Education
Region VIII
Division of Samar
Catbalogan

The School Administrator/MG Teacher In This Division

Dear Sir/Madam:

The bearer, Ms. May J. Labrague, a primary school teacher, from the District of Jiabong, is undertaking a research entitled: **"PARENTAL SCHOOL INVOLVEMENT AND GRADE VI PUPILS' ACADEMIC PERFORMANCE IN JIABONG DISTRICT:**

INPUTS TO AN INTERVENTION PROGRAM, this school year 2012-2013. Please spare few minutes of your time in the accomplishment/filling of the questionnaire related to this study.

It is expected that the result of such study will help improve our classroom instruction .

Thank you for your cooperation.

Very truly yours,

(SGD) THELMA C. QUITALIG, Ph.D.
Schools Division Superintendent

Appendix F

Republic of the Philippines
 Samar State University
College of Graduate Studies
 Catbalogan City

 (Date)

**The Dean
 Graduate School
 Samar State University
 Catbalogan, City**

Madam:

I have the honor to apply for Pre-Oral Defense of my Thesis entitled:
**Parental School Involvement and Grade VI Pupils' Academic Performance in
 Jiabong District:
 Inputs to an Intervention Program.**

Very truly yours,

(SGD) MAY J. LABRAGUE
Graduate Student

Recommending Approval:

(SGD) ANTONIO F. CAVEIRO, Ph.D.
Adviser

Approved:

(SGD) MARILYN D. CARDOSO, Ph.D.
Dean, Graduate and Post Grad Studies

Appendix G

Republic of the Philippines
Department of Education
Region VIII
Division of Samar
Catbalogan

The Schools Division Superintendent
Division of Samar
Catbalogan City

Madam:

I have the honor to request permission to field my questionnaire for the study entitled: **Parental School Involvement and Grade VI Pupils' Academic Performance in JIabong District: Inputs to an Intervention Program.**

Anticipating for your very considerate and accommodating gesture on this request, I am.

Very truly yours,

(SGD.) MAY J. LABRAGUE
Researcher

Recommending Approval:

(SGD.) ANTONIO F. CAVEIRO
Adviser

Approved:

(SGD.) THELMA C. QUITALIG, Ph. D. CESO
Schools Division Superintendent

Appendix H

Republic of the Philippines
 SAMAR STATE UNIVERSITY
 COLLEGE OF GRADUATE STUDIES
 Catbalogan City, Samar
 Telephone Numbers: (055)-543-8394 / (055)-251-2139
 Website: www.ssu.edu.ph

ASSIGNMENT OF ADVISER

April 13, 2012

PROF. ANTONIO F. CAVEIRO
 Graduate School Faculty
 This University
 Catbalogan City

Sir:

Please be informed that you have been designated as adviser of MS. MAY J. LABRAGUE candidate for the degree **Master of Arts in Education major in Elementary Education** who proposes to write a thesis entitled "**Parental School Involvement and Grade VI Pupils' Academic Performance in Jiabong District: Inputs to an Intervention Program**".

Thank you for your cooperation.

Very truly yours,

(SGD.) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

CONFORME:

(SGD.) ANTONIO F. CAVEIRO
Adviser

1st copy - Dean's Office
2nd copy - Adviser
3rd copy - Researcher

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

CURRICULUM VITAE

Name : May J. Labrague
 Address : Brgy. Karunungan, Jiabong, Samar
 Place of Birth : Jiabong, Samar
 Present Position : Teacher I
 Station : San Fernando Elem. School
 Civil Status : Single

EDUCATIONAL BACKGROUND

Elementary : Jiabong Central Elem. School
 Jiabong, Samar
 1994-2000
 Secondary : Samar National School
 Catbalogan, City
 2000-2004
 College : Leyte Normal University
 Tacloban, City
 2004-2008
 Graduate Studies
 Course : Masters in Elementary Education (Major in Pre-school)
 Asian Development College
 Tacloban, City
 2008-2010
 Course : Masters of Arts in Education
 Major in Elementary Education
 Samar State University
 2010 to present

SEMINARS / TRAINING ATTENDED

Title	Date
Basic training Course for Kawan Leaders	May 5-9,2008

District Seminar Workshop on Filipino Orientation Seminar on Thesis and Dissertation Writing / Advising	Dec. 17-19, 2009
Mass Training in Grade 1 Teachers on the Implementation of the K to 12 Basic Educ. Curriculum	July 31, Aug. 13-14, 2011
National Training for Physical Educators	May 8-12, 2012
	Jan. 20-22, 2012

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