PRINCIPAL-TEACHER-PARENTS' EDUCATIONAL PARTNERSHIP: A TOOL FOR AN IMPROVED SCHOOL-BASED MANAGEMENT PROGRAM

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APPROVAL SHEET

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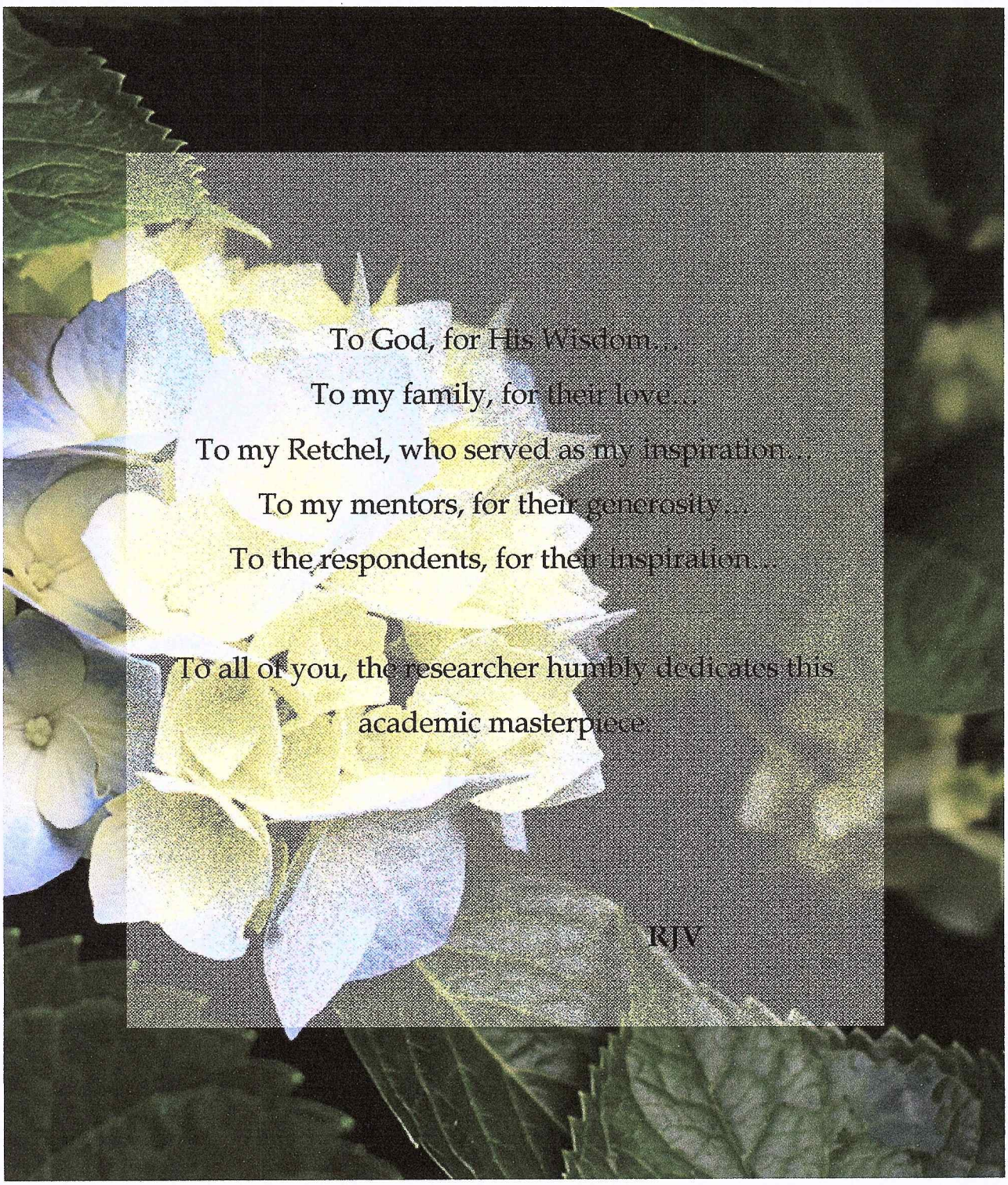
DEDICATION


To God, for His Wisdom...
To my family, for their love...
To my Retchel, who served as my inspiration...
To my mentors, for their generosity...
To the respondents, for their inspiration...
To all of you, the researcher humbly dedicates this academic masterpiece.
RJV

ABSTRACT

This study assessed the extent of educational partnership among the principals, teachers, and parents in the Division of Samar as a tool for an improved school-based management program. The study used the descriptive-correlational research design to find out the relationship between the extent of partnership of principals, teachers, and parents in educational activities and principal-related variates, teacher-related variates, parent-related variates, as well as categories of educational activities. In the implementation phase, the correlational analysis of the perceptions of the respondents relative to the extent to which school-community partnership problems were felt, the mean differences among the respondents were: x_1 vs. x_2 =0.02; x_1 vs. x_3 =0.11; and x_2 vs. x_3 =0.12. The tests of significance posted a computed F'-value of 8.047 lesser than the critical F'-value of 4.256 at α=0.05. Thus, the hypothesis was accepted. The school-community partnership problems during the implementation phase were moderately felt by the principals, teachers, and parents. The common problems were: a) lack of resources necessary for project implementation; and b) lack of awareness and active participation of stakeholders in project implementation. Utilization of SBM funds should be rationalized and should be used to the advantage of forging a sound working relationship among internal and external stakeholders.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Among the social institutions, it is the family which has the greatest impact on the individual. It is the most influential agent of socialization and plays a pivotal role is shaping the personality of children (Omas-as, et al., 2003: 135). According to the educators of the University of Asia-Pacific (UAP), the family is the first school of life and love and the seedbed of values and the nurturer of human nature. Supporting this claim, Fr. Urtega, as cited by Omas-as, et al. (2003: 135), emphasized that parents must teach their children how to be morally good with a clear understanding of their true human nature by inculcating values and role modeling.

In school, children are apart from their family and spend their time among children of the same-age group, and teachers. According to the Research Center for Child and Adolescent Development and Education (2006:187), if a child has an irregular life pattern, or even just has a cold at home, this condition also affects life at the kindergarten. It is also expected that any special events in a family (e.g. the birth of younger sister or brother, family members' admission to the hospital, etc.) will affect children's behavior.

Therefore, an awareness of each child's family background is essential for providing a quality education for children. Equally, children's experiences at the

elementary level also have an effect on their family lives. As such, cooperation with parents is indispensable for effective early childhood education.

With the country's participation in the global competition, cultural exchange has transgressed national boundaries thereby creating more complex demands among parents. The global village is like a shadow that moves children away from the socialization which may be provided by the parents. More so, parenting today usually conflicts with the parents' social work schedule, especially with the worsening economic situation which forces even the mother to contribute to the household income.

Section 6 of the Education Act of 1982 acknowledged the importance of an educational community which refers to those persons or groups of persons as such, or associated in institutions involved in organized teaching and learning systems. Part and parcel of the educational community's role is to discuss relevant issues, and communicate information and suggestions for assistance and support of the school and for promotion of their common interest. One of the manifestations of the school-community partnership is the "Gulayan sa Paaralan", a school-community project, which is tie-up with the Programang Agrikultura Para sa Masa" of the Department of Agriculture (DA) (http://www.deped.gov.ph).

Such partnership is important considering that Philippine education has been suffering in both quantity and quality, as indicated by many local studies and regional researches. Local national tests in Reading, Science and Math, and

international tests in the subjects show the poor performance of pupils. Further, teachers have not performed any better, as indicated in the Licensure Exam for Teachers (LET) with only 25.00 - 30.00 percent of those who take the exams get a passing grade, pointing to a need for better teacher preparation by colleges and universities for incoming teachers.

Commer (1989: 1) showed this provision when he said, "the development of quality education is not the monopoly of the school; hand in hand with the school is the home, each one complementing and supplementing in the maximum development of the child.

In Matalud Elementary School, in the past two years, the school and community seemingly manifested poor result in the National Achievement Test (NAT), showed low performance for SY 2007 - 2008 and SY 2008 - 2009 with a mean performance score (MPS) of 59.54 percent and 61.98 percent, respectively. One possible contributory factors to these performances is poor partnership which signified that despite of some significant programs in the division, the aforementioned school garnered low performance, far from the targeted mastery level in the region, which is 75 percent.

To achieve the Education for All (EFA) objectives by 2012, the Department of Education is pursuing policy reforms under the Basic Education Sector Reform Agenda (BESRA). Key reform thrust (KRT-1) of BESRA is school-based management (SBM) which underscores school communities to enable them to

actively participate in the continuous improvement of schools towards the attainment of higher pupils/student learning outcomes.

In implementing SBM, the department is doing all it can to create an environment where all the people commit to make change happen under the centralized set-ups. This change is ultimately geared towards the school children enjoyment of their rights to quality education and other equally important rights such as the right to be safe and healthy, to be protected from any abuse, to play and to have pleasure, to express their views freely and to participate in the decision making according to their involving capacities.

Many researchers have focused attention on the school's capacity that provide values-integrated instruction, classroom teaching methods which emphasize values, and teachers' own work values which may provide examples to the students. What they failed to take into account is the non-cognitive and non-structural domains that affect pupils' value formation. Non-cognitive and non-structural aspects include the cooperation among principals, teachers, and parents. Thus, the researcher thought of this research.

Statement of the Problem

This study assessed the extent of educational partnership among the principals, teachers, and parents in the Division of Samar as tool for an improved school-based management program.

Specifically, this study answered the following questions:

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

1.1 age and sex;

1.2 civil status;

1.3 average monthly income;

1.4 educational attainment;

1.5 teaching experience;

1.6 administrative experience;

1.7 latest performance rating, and

1.8 relevant in-service trainings attended?

2. What is the profile of the teacher-respondents of this study in terms of the following:

2.1 age and sex;

2.2 civil status;

2.3 average monthly income;

2.4 educational attainment;

2.5 teaching experience;

2.6 latest performance rating, and

2.7 in-service trainings attended?

3. What is the profile of the parent-respondents in terms of the following:

3.1 age and sex;

3.2 civil status;

3.3 average monthly income;

3.4 educational attainment;

3.5 number of children;

3.6 employment/occupation, and

3.7 attitude towards education?

4. As perceived by the principals, teachers, and parents, what are the educational activities participated in by principals, teachers and parents along the following categories and to what extent do they participate in these activities:

4.1 nature of educational activities;

4.2 location of educational activities, and

4.3 duration of educational activities?

5. Are there significant differences among the perceptions of the three groups of respondents relative to the educational activities participated by category and the extent of their participation in these activities:

5.1 nature;

5.2 location, and

5.3 duration?

6. As perceived by the three categories of respondents, what is the extent of partnership of principals, teachers and parents in these educational activities during the following phases:

6.1 planning;

6.2 implementation, and

6.3 evaluating/monitoring?

7. Are there significant differences among the perceptions of the three categories of respondents relative to the extent of partnership among principals, teachers, and parents in educational activities during the following phases:

7.1 planning;

7.2 implementation, and

7.3 evaluation/monitoring?

8. Is there a significant relationship between the extent of partnership among principals, teachers and parents in educational activities by phases and identified varites:

8.1 planning;

8.2 implementation, and

8.3 evaluation/monitoring?

9. As perceived by the three categories of respondents, what are the problems encountered by said respondents in forging a sound school-community relationship or partnership and to what extent are they felt?

10. Are there significant differences among the perceptions of the three categories of respondents relative to the extent to which problems in school-community partnership are felt?

11. What implications/inputs may be drawn from the findings of the study for the implementation of the school-based management program to schools?

Hypotheses

The following hypotheses were tested in this study:

1. There are no significant differences among perceptions of the principal-, teacher-, and parent-respondents relative to the educational activities participated in by them categorized according to:

1.1 nature;

1.2 location, and

1.3 duration.

2. There are no significant differences among the perceptions of the three groups of respondents relative to the extent of partnership among the principals, teachers and parents in the educational activities during the following phases:

2.1 planning;

2.2 implementation, and

2.3 evaluation/monitoring.

3. There is no significant relationship between the extent of partnership among principals, teachers and parents in educational activities by phases and identified variates:

3.1 planning;

3.2 implementation;

3.3 evaluation/monitoring.

4. There are no significant differences among the perceptions of the three categories of respondents relative to the extent to which problems in school-community partnership are felt.

Theoretical Framework

This study finds theoretical basis in Durkheim's Functionalist Theory (Rivera and Sambrano, 2001: 26-28). His theory focuses on the ways that universal education serves the needs of society. He first sees education on its manifest role of conveying basic knowledge and skills to the next generation. The latent role of education is one of socializing people into society's mainstream called "moral education" which aim to help form a more-cohesive social structure by bringing together people from diverse background.

Furthermore, the functionalist theory stresses a basic fact that education concerns not only the teachers, pupils and principals but also the community which includes the parents of the pupils. They are the ones responsible for introducing the pupil into mainstream society.

This study also finds theoretical basis in Thorndike's Law of Learning, which is the stimulus-response theory, or S-R Bond Theory. The theory stresses that bond or connections are formed between situations and responses (Sevilla,

1997: 85). Moreover, it advocates the idea that learning results from the strengthening and weakening of bonds or connections between situation and responses. Thus, learning stems from the association between sense impression and impulse to action. In this theory, neurons and neural connection are modified as effect of stimulus upon the organism (Andres, 1989: 63).

Taking into consideration the said theory, it is of paramount concern to understand the role that parents play in the initial education of students, particularly in value formation and acquisition of students. The parents should have an understanding of the kind of family upbringing that they are giving their children and the importance of this wider perspective for optimizing the children's formation of desirable values by helping them analyze their own practice, beliefs and attitude and competencies (Microsoft Encarta, 2002). As such, it is important that the principal and teacher should work closely with the pupils' parents in order to acquire quality education.

Finally, the present study finds theoretical anchorage upon the theory of behaviorism espoused by Watson. Watson, as cited by Gregorio (1988: 94-96), maintains that learning is any change in behavior of an organism. Such change may range from the acquisition of knowledge, simple skills, specific attitude, and opinion. It may also include innovation, elimination or modification of response. They believed on the pre-conceived end to which the child is made to conform. To him, learning is the process of fixation. He emphasizes that the response most frequently associates with stimulus will be elicited by that same stimulus. To

him, the unit of stimulus and response become the basic building blocks of behavior.

Along this light, the parents choose at the outset the pattern according to which they are going to mold their children and then go to work. Stated otherwise, they set up situation in which the child can successfully accomplish the task. Competent parents provide a particular situation which offers constancy of stimulation to form bonds and habits and provides adequate practice of them. As such, the school – with the principal and teachers – should work closely with the parents who first set up the pattern in which the pupils will be molded.

Conceptual Framework

The conceptual framework of the study is presented as Figure 1.

The base frame shows the respondents of the study – the principals, teachers, and parents of the 33 educational districts in the Division of Samar. It is linked to a single-directional arrow to the bigger frame which shows the research process.

As seen in the schema, the research was a descriptive-correlational one. The principal-, teacher-, as well as parent-respondents' personal profile and categories of educational activities form smaller structures at the right and left of the bigger frame which were correlated with the extent of partnership

Figure 1. The conceptual framework of the study.

among principals, teachers, and parents in planning, implementation and evaluation/monitoring phases of the educational activities.

The activities participated by category and the extent of participation were elicited based on the perceptions of the three groups of respondents along nature, location and duration, which were compared for any significant differences. Furthermore, the extent of participation among principals, pupils and teachers in educational activities was determined also based on the perceptions of the same three groups of respondents along planning, implementation and monitoring/evaluation. Their group perceptions were compared for any significant difference.

Moreover, the extent of partnership among principals, pupils and teachers in educational activities was correlated with the identified variates, such as: principal-related variates; teacher-related variates; parent-related variates, and categories of educational activities.

Finally, the problems encountered in the implementation of the SBM were elicited from the standpoint of the three categories of respondents which were compared also for significant differences.

The results of this study are hoped to draw implications and inputs for the implementation of a school-based management program of the 33 educational districts in the Division of Samar in order to increase the partnership among principals, teachers, and parents, and success of the SBM program.

Significance of the Study

Since the study was focused on the partnership among principals, teachers and parents, this study would be of significance to the principals, teachers, parents, Department of Education officials, pupils, community, and future researchers.

To the principals. The principals are the school administrators who are directly involved in day-to-day activities of the school. They would benefit from this study in terms of knowledge as to the extent by which teachers and parents interact and work together in educational activities. Having such knowledge, they would be able to tailor their management styles according to the needs of the teachers and parents in their respective school.

To the teachers. The teachers are the primary actors in the teaching learning process. As such, it is important that they form partnership with the parents of their pupils and the principals. This study would thus give them the opportunity to know the extent by which they could become partners in the educational process.

To the parents. The parents oftentimes take passive roles in the education of their children. Their roles are limited to giving financial support fending to their needs. By having a proposed school-based management program based from the results of this study, the role of parents would no longer be a passive one. As such, this study would help parents take on more active roles in their children's education.

To the pupils. The pupils would ultimately benefit from the results of this study since they would be able to reap the fruits of a quality education. The partnership among principal, teachers, and parents would serve to enhance the quality of education which would, ultimately, redound to the benefit of the pupils.

To DepEd officials. This study would help the officials of the Department of Education (DepEd) gain insights as to the extent by which principals, parents and teachers cooperate in educational activities. Having said insights, they would be able to lobby for policies for support of the partnership among principals, teachers, and parents.

To the LGU. The findings of this study would encourage the LGU to take active cooperation as one of the partners with the different activities of the school. The findings of this study would give also the LGU first hand information regarding their role and thereby support the school for its development and improvement being a part and parcel of the community.

To the community. This community would enjoy the benefit of pupils who are productive and motivated citizenry.

To the future researchers. The future researchers would have baseline information regarding the kind of research to conduct in the future. This would encourage them to conduct researchers that would assess the extent of partnership not only of principals, teachers, and parent but also the local government units.

Scope and Delimitation

This study used the descriptive-correlational research design in order to assess the extent of educational partnership among principals, teachers, and parents in educational activities.

Descriptive method was used to determine and explain the profile of the principal-, teacher-, and parent-respondents such as their age and sex, civil status, average monthly income, educational attainment, administrative experience/teaching experience and latest performance rating and employment/occupation, the educational activities participated in by the principals, teachers and parents classified into nature of educational activities, location of education activities and duration of educational activities, and the extent of partnership of principals, teachers and parents in educational activities in the planning phase, implementation phase and evaluating/monitoring phase.

Correlation analysis was conducted to determine the relationship between the extent of partnership of principals, teachers and parents in educational activities and principal-related variates, teachers-related variates, and parent-related variates. Comparative analysis was also conducted to determine the difference in the extent of partnership in educational activities of the three groups of respondents when grouped according to the nature of educational activities.

Using a questionnaire as the main data gathering instrument, the researcher collected data from the 91 principals, 310 teachers, and 396 parents of

the 33 educational districts comprising the Department of Education, Division of Samar, Catbalogan City.

Descriptive as well as inferential statistical tools was used to compute, analyze, and interpret the data, including frequency count, percentage, mean, weighted mean, Pearson Product Moment, Coefficient of Correlation (Pearson r), Fisher's t-test, One-way Analysis of Variance (ANOVA), and Scheffe's test.

Figure 2 presents the map of Samar showing the educational districts both central and non-central schools with principal item.

Finally, the study was conducted during the school year 2010-2011.

Definition of Terms

The following terms are hereby given their conceptual as well as operational definitions for clearer understanding of the readers.

Administrative experience. This term, as used in this study, refers to the number of years accumulated by the principals as school head starting from being a teacher-in-charge and head teacher until they were appointed as full-pledge principal.

Average family income per month. This term is defined as the amount obtained by adding all the income of the household members who are earning, divided by the total number of household income earners (U.S. Census Bureau, 2002). In this study, this term will refer to the monthly earnings from salary and

Figure 2. Map of Samar

other sources earned by the principal-, teacher-, as well as parent-respondents of the study, added with the income of other household members who are also income earners, divided by their total number.

Categories of educational activity. Operationally, this term refers to the parameters considered in this study in the assessment of the respondents as to the extent of their participation. There are three categories of educational activity considered in this study: nature of the educational activity; location of educational activity, and duration of educational activity.

Duration of educational activity. This refers to the length of time the educational activities participated in by the principals, teachers and parents.

Evaluation. This consists of activities that are performed by the principal, teachers, and parents after the educational activities have been established and executed, including assessment of performance of the program implementers – the principal, teachers, and parents – monitoring of the impact of the educational activities through the feedback mechanism (Martinez, et al., 1983: 22).

Implementation. This term refers to those activities that relate to the execution of the educational activities such as coordination of the members of the committees, determination of performance standards of the personnel involved in the programs, budgeting of the financial resources for the educational activities, and motivating people involved in the activities for greater participation (Martinez, et al., 1983: 22).

Implication. This refers to the insights that were drawn from the findings of the study with respect to the actual scenario of the school-community partnership that may have bearing to the successful implementation of the SBM program.

Inputs. This refers to the insights and implications of this study which may help in the successful implementation of the SBM program in the Division of Samar.

Length of service. A conceptual definition of this term was emphasized by Leavitt (1996: 1) as the number of years a person has been employed by his current employer. Operationally, the term refers to the number of years the principal-respondents have been doing the administrative task and the number of years the teachers has been teaching.

Location of educational activity. In this study, this refers to the place where the educational activity participated by the principals, teachers and parents were conducted which may either indoor or outdoor.

Management. It is the art of getting things done through people by planning, organizing, leading, and controlling (Flippo, 1980: 398). Operationally, the term was taken to mean in the same manner as it is defined above, except that the functions of management was considered in order to plan, organize, lead and control educational activities.

Monitoring. This refers to the process of evaluating the progress or impact of a certain project in order to revise or change direction and/or strategy for its implementation.

Nature of educational activity. This refers to the category of the educational activity which categorically state the kinds of activities participated in by the principals, teachers and parents such as: family day, PTA assembly and activities, etc.

Parent-related variates. These are the personal characteristics of the parents which were associated with the extent of their participation in educational activities that include the following: age and sex; civil status; average monthly income; educational attainment, and employment/occupation.

Partnership. It refers to the practice of people or greater entities working in common with commonly agreed goals and possibly methods, instead of working separately in competition (en.wikipedia.org). This is operationally, defined as the practice of principals, teachers, parents working in common with commonly agreed upon goals and possibly methods, instead of working separately in competition.

Planning. As conceptually defined, this actually includes activities wherein the people involved in the educational activities anticipate the possible factors that may affect or change the course of the livelihood programs and provide corrective measures and organizing activities where people are designated with their specific tasks to be carried out (Martinez, et al., 1983: 29).

Operationally, the term refers to visualizing the problem that may crop up during the implementation of the educational activities, obtaining complete information about the activities involved and forecasting future trends that may have impact in the implementation of educational activities in the 33 districts in the Division of Samar.

Principal. It refers to the chief administrator in an elementary school, middle school, or high school (en.wikipedia.org).

Principal-related variates. These refer to the personal characteristics of the principals considered in this study which were associated with the extent of their participation in educational activities. These include the following: age and sex; civil status; average monthly income; educational attainment; administrative experience, and latest performance rating.

Principal-teacher-parent partnership. Usually, this term refers to the synergetic endeavor or the principal, teachers and parents to improve the school environment of the children dubbed as the school-based management system where the educators and stakeholders take part in the activities of the school (DepEd, 2004:1-10).

School-based management program. It is defined as the decentralization of decision-making authority from central, regional and division levels to the individual school sites, uniting school heads, teachers, students/pupils as well as parents, the local government units and the community in promoting effective school administration (DepEd, 2004:1-10).

School-community partnership. This term refers to the component of the school-based management where the community or the stakeholders actively participate in the planning, implementation and evaluation of the project of the school with the headship of the educators (DepEd, 2004:1-10).

Teacher-related variates. In this study, these refer to the personal characteristics of the teachers which were associated with the extent of their partnership in educational activities that include: age and sex; civil status; average monthly income; educational attainment; teaching experience, and latest performance rating.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This section includes ideas from books, journals and other published materials and excerpts of theses and dissertations which are found relevant to the present study.

Related Literature

The thrust for institutional reform and desire for accountability has caused important changes in schools across the nation. In many schools, authority is shifting from central office to the school, and both principals, teachers and parents are assuming responsibility for making decisions about school matters that are important to them. This process, often called School-Based Management (SBM), has potential for creating an environment that will allow reform and accountability to occur in districts seeking options to top-down management.

In implementing the SBM however as presented on the growing body of implementation research, roles of all educational stakeholders are profoundly affected. Through changes in roles do not come easily, SBM cannot succeed without them. As reported by Mutchler (1990:1-10), SBM and shared decision-making strategies directly challenge and seek to change the complex and well-entrenched patters of institutional and individual behavior that have remained untouched by to-down reforms.

Under school-based management, it is the role of the principal that is the subject to the greatest degree of change. This change is sometimes expressed as re-conceptualizing the principal's role from that of boss to that of chief executive officer making the principal move closer to the educational system serving as an instructional manager. Too, the principal moves higher in the district chain of command, because of the increased authority and accountability that shifts to the school. So instead of enforcing policies made elsewhere, which inevitably sets him/her apart from the staff, the principal works collegially with staff, sharing authority with them (Arterbury and Hord, 1991:36-40).

The changes of the principals' role in SBM can be inferred from the fact that one of the models of SBM or site-based management as revealed from research report written by Larry Kuehn (http://sun.bctf.bc.ca./researchreports/96ei04), is the principal-directed SBM in which the functions of principals involve some consultation with staff and/or parents, but the decision is controlled and directed by the principal and other school administrators. For this reason, Odden, et al. (1998) in their studies showed that effective SBM then must select principals who can facilitate and manage change. Effective school restructuring needs strong and expert leadership. School-based restructuring to higher performance vision is aided by principals who can administer the broader managerial roles that accompany more schools self-managed, can facilitate the work of teachers in a school's set of decision-making and work teams, and can manage a change process.

School-Based Management began as a way of making schools more accountable to society. This is because the term SBM designates the kind of arrangement whereby increased authority moves from the district, central office and school board to the individual school (Mckeon and Malarz, http://www.ncela.gwu.edu/pubs/pics/pigs5htm).

In the 1980's, various definitions of SBM emerged in the educational arena. For example, it is identified as a system of educational administration in which the school is the primary unit of educational decision-making (Lindelow, 1981:3-8). Further, Clune and White (1981:10-15) considered SBM as a superior blend of autonomy and accountability characterized by increased school decentralization, flexibility and shared decision-making. According to David (1989:23-28), the backbone of SBM is delegation of authority from district to schools.

In 1990, SBM emerged in response to evidence that educational system is not working, and that a strong central control contributes greatly to this fact. The definition of SBM revolves around the central theme of moving the decision-making process closer to those educators the decision will ultimately affect. Hence, in SBM, the organization has decentralized form in which decisions are made by those who know and care about the quality of education students/pupils receive -- the principal, teachers, parents and citizens, and the students/pupils themselves (Mckeon and Malarz, http://www.ncela.gwu.edu/pubs/pigs/pig5.htm).

The above definitions represent a broad theme which runs throughout the implementation of SBM, but they don't convey the breadth and depth of diversity seen in various SBM designs. Likewise, there are areas of disagreement and variations that can be observed, although, all authors seem to concur with one another that SBM is a form of district organization, alters the governance of education, represents a shift of authority towards decentralization, identifies the school as the primary unit of educational change and increased decision-making power to the local school site (http://www.nwrel.org/scp/sirs/7/topsyn6.html).

SBM is defined as the decentralization of decision-making authority from central, regional and division levels to the individual school sites, uniting school heads, teachers, students/pupils as well as parents, the local government units and the community in promoting effective school administration. Its main goal is to improve school performance and student/pupil-achievement, where decision-making will be by all those who are closely involved with resolving the challenges of the individual schools, so that the specific needs of the students/ pupils will be served more effectively. Its objectives are to: a) empower the school heads to lead their teachers and students/pupils through reforms which lead to higher learning outcomes; b) bring resources including funds down to the control of schools to spur change, in line with decentralization; c) strengthen partnership with communities as well as local government unit to invest time, money and effort in making the school a better place to learn, and d) integrate

school management and instructional reform for making the school effective (DepEd, 2004:1-10).

SBM was implemented in the ACT at the beginning of 1997. It was an implemented government policy by devolving more funds and responsibilities to schools. The key objectives of the implementation have been about to increase the range and flexibility of decision making and resource management at the school level which means that school communities can make decision and out matching their resources to their own school priorities. The efficient delivery of services to the community is as well aimed by them with a minimum of administrative overheads and approving the significant budgets which the schools manage (http://www.wcer.wisc.edu/cpre/finance/general/sbmanagement.asp).

With the enactment on August 11, 2001 of RA 9155 otherwise known as "An Act Instituting a Framework of Governance for Basic Education, the legal mandate for decentralization of governance in basic education was finally articulated. This, in fact, gave added impetus to the earlier efforts of the Department of Education (DepEd) to formally institute the systems and procedures that would govern the exercise of school-based management in public elementary and secondary schools nationwide. Its Declaration of Policy (Section 2) sets policy and directions of basic education in the Philippines with an emphasis of encouraging local initiative for improving the quality of basic education by means of empowering schools and learning centers to make

decisions on what is best for the learners they serve. With this policy statement, it is clear that the most important change in the governance of basic education must occur at the level of the school -- the heart of the formal educational systems. SBM then is the institutional expression of such change (Secion 2, R. A. 9155).

The term SBM however is commonly used with many other terms to specify such an arrangement. Arterbury and Hord (1991:37-38) identify such terms as decentralization/decentralization management, restructuring, site-based management, participatory or shared decision-making, school-site/school-based autonomy, shared governance, school-based decision-making, responsible autonomy, the autonomous school concept, administrative decentralization, school-based governance, and school empowerment.

Moreover, there are models of SBM that can serve as the guiding principle on its implementation. Model 1, is the collegial, participatory, democratic management which involves all the staff of the school in making the decisions, whether through committees or full-staff process. This is a model advocated in the United States by the major teacher unions. Model 2, is the principal-directed sit-based management which involves some consultation with staff and/or parents, but is ultimately controlled and directed by the principal and other administrators. Whereas a parent committee operating somewhat as a board of governors is what Model 3 represents. In many cases these committees are elected and are often part of reforms that eliminate or reduce the role of a school

board that covers many schools. In some situations where this model has been adopted, there is a significant similarity to charter schools. Model 4, refers to the form of school-based committee that operates with a limited mandate, but may have significant influence in that area. Example of this type might ba a school-based team for making decisions about special education (http://sun.bctf.bc.ca/researchreports/96eiox).

The basic element underlying the various models of SBM is a change in the formal governance and management of the school by increasing the level of involvement and participation of multiple stakeholders. SBM is often implemented by setting up a council at the school site and giving the council, Parents-Teachers (PTA) at least some responsibility in the areas of budget, personnel, and curriculum. The SBM model however, as developed under the Third Elementary Education Project (TEEP) and based on a careful study of existing practices and institutions on the field, has evolved a model of school-community participation (SCP), led by the school head but involving the PTA, local government units (LGUs), students/pupils, teachers, non-government and civic organizations to improve education outcomes. They are involved in the development and implementation of the School Improvement Plan and Annual Implementation Plan (SIP/AIP) and the assessment of its results in terms of school performance and student/pupil achievement in which the leader in the change process is the school head. This model takes into account long standing relations of the school with the PTA as well as new forms of cooperation with

LGUs and Non-Government Organizations (NGOs) which are themselves evolving as part of the general decentralization process under the Local Government Code of 1991. It likewise takes into account the traditional leadership of the school head in the community where the school is one of its oldest and most important local institutions.

SBM, as revealed on the SBM Handbook and Operations Manual under TEEP (DepEd, 2004:6-7), is carried out under the principles of subsidiarity and collegiality. In line with the principle of subsidiarity, problems must be solved and decisions must be made at the lowest organizational level. Since the school head, teachers, students/pupils, local government units, and community leaders are the ones most familiar with the life, activities and problems of their school, they are in the best position to solve their own problems, with the guidance from the central, regional and division offices on education policy directions and quality standards. While the principle of collegiality demands that stakeholders must work as a team in the improvement of school, educational leaders in the higher rungs of the educational ladder should willingly share their authority with the school head who, as a consequence, gets truly empowered to work for the best of his/her school without feeling uncomfortable that leaders up there may feel threatened by his/her increased authority and accountability. At the school level, the school head exercises collegiality by encouraging participation of teachers, parents, local leaders and students/pupils in making decisions about what is best for the school in which all of them have a common stake.

The distribution of authority at school sites shows considerable variation as well. In some school-based management efforts, virtually all the increased decision-making authority extended to the site by the district remains in the hands of the principal. In others, teachers -- but not other stakeholders - join the principal in making decisions. In most cases, however, decision-making authority is delegated to councils which might be made up of non-certified school staff and/or parents and/or community members and/or students/ pupils, as well as the principal and the teachers (http://www.nwrel.org/scrp/sirs/7/topsyn6.html).

Under SBM, the decisions made at the school level vary. Detriot's Empowered School, for example, employ School Empowerment Council/Teams. In these schools, students/pupils, parents administrators, and staff control the use of allocated funds, exercise initiative and independence in determining and executing instructional improvements, expand student selection, define the types of support services needed, and choose the providers of those services. In Chicago, all schools are governed by Local School Councils (LSCs). In Des Moines, SBM through shared decision-making is evolving through a plan that establishes school-based councils empowered to develop a school improvement plan and make decisions about curriculum, scheduling, and staff development. In Rochester, New York, a school-based planning committee gives teachers a dominant voice in decision-making. By contrast, in Chicago, decentralization aims to engage parents and community members, along with teachers and

principals, as major decision-makers in school change. Most districts create school management councils at each school that include the principal, representatives of parents and teachers, and, in some cases, other citizens, support-staff and, at secondary level, students. The council conducts a needs assessment and develops a plan of action that includes statement of goals and measurable objectives consistent with school board policies. And in some districts, the council advises the principal, who then makes the decisions. In both cases, the principal has a large role in the decision-making process, eighter as part of a team or as the final decision-maker (http://www.ncrel.org/sdrs/areas/issues/envrnmnt/go/93-lsite.htm).

On the other hand, research reports emphasized that the potential benefits of SBM, particularly improved school performance, depended both on a set of organizational conditions -- conditions that depended very heavily on the design of the SBM program -- and on the learning and integrating processes that were established on the school. For example, whether the school could tailor decisions and resources to the needs of the local community, depended on having authority over pertinent resources -- budget, staffing, and curriculum -- and on having an effective means to register and respond to community needs. But they revealed that not all programs established an effective means to link the community. Likewise, they also found out that within the same district, some schools were able to form effective school-level governance mechanisms and focus on school improvement while others fought for power, focused on win-lose

decisions, concentrated on inconsequential routine decisions, and paid little attention to generating a vision and plan for school improvement (Elmore, 1995: 36).

SBM in various countries which have decentralized their educational systems have devolved leadership in governance and management of schools to local councils, or professional teachers' organizations or exclusively to local school officials. This is because they considered SBM as a governance mechanism through which decisions are made on the school level so as to generate innovative practices to improve the quality of education (DepEd, 2004:22).

In the Philippines however, SBM is the institutional expression of decentralization of the grassroots level. It is based on the national policy of decentralization originally set in the Philippine Local Government Code of 1991 (R.A. 7160) as a response to the new challenges for sustainable human development by enabling local communities to become self-reliant and more effective partners in the attainment of national goals.

Consistent with this policy, the DepEd sought to hasten the decentralization of educational management through its ten year master plan (1995 - 2005). With the objective of improving its operations and delivery of services, the department intended to realize decentralization by giving more and more decision-making powers to local school officials in terms of school repairs and maintenance as well as the procurement of textbooks, supplies and equipment.

In the Medium-Term Philippine Development Plan (MTPDP) for Basic Education (1999 - 2004), the goals of the school system were stated as follows: 1) enhancing school holding power; 2) improving school outcomes and raising quality and academic excellence; 3) enhancing the relevance of the curriculum, and 4) establishing administrative and management improvements to gear the bureaucracy for decentralization and modernization. Its mission statement was declared to decentralize educational management so that the school becomes the focus for enhancing initiative, creativity, innovation and effectiveness. The efforts at educational quality improvement shall originate from the school and redound to its own benefit and that of the community.

DECS Order No. 23 (1999) defined decentralization as: 1) transfer of authority and decision-making from central and regional offices to the divisions and schools; 2) sharing education management responsibilities with other stakeholders such as LGUs, PTAs, and NGOs; 3) devolution of education functions, and 4) promotion of SBM.

However, there are problems experienced on the implementation of SBM. Some of these are implementation problems that arise in connection with operating SBM structures, and still others have to do with the failure of many SBM arrangements to bring about the results desired by school and district personnel and other stakeholders. Some research findings identified the obstacles to success with SBM as time, insufficient support of site councils due to lack of knowledge of school operations, lack of group process skills, and lack of clarity

about their roles; insufficient training, incongruent between decisions desired and decisions allowed, and lack of adequate financial resources (Ceperly, 1991:43).

On the other hand, there are research-based recommendations offered to those who are considering implementation structures to their schools and district which can increase the likelihood of success of SBM. This involves the advocacy and information-drive concerning all aspects of SBM to the educational assessment of schools for climates amenable authority to schools in making decisions and plans for school improvement, designation of implementation and operation of SBM efforts, provision of information and training to school role and skills training in group processes. Other recommendations were involve teacher unions in SBM discussions, evaluate and modify SBM structures and school improvement plans based on continuous review of program activities and their effects, and request full commitment and support from superintendents and central office staff on the implementation of SBM activities (Arterbury and Hord, 1991:4-9).

Odden, et al (1998:34-36) argued that in order for SBM to work, it must provide a series of organizational conditions at the school level. Schools then must use these conditions to work on and improve the dimension of schools that most directly impacts students achievement, the curriculum and instruction program. Further, SBM must be coupled with school-level accountability for results. SBM also must provide schools with control over their budget. Likewise,

their study also showed that effective SBM must allow schools to recruit and select staff so they can build a cohesive faculty committed to the schools mission/vision and culture, focus on continuous improvement through ongoing school-wide professional development in both curriculum/instruction and management skills, create a professional school culture committed to producing higher levels of learning for all students, and create a well-developed system for sharing school related information with a broad range of school constituents.

Successful implementation of SBM at the school level likewise involves the strategies of establishing multiple teacher or parent-led decision-making teams, focusing on school-wide training in functional and process skills and areas related to curriculum and instruction, creating a well-developed system of school-related information dissemination to a broad range of constituents, developing ways to effectively reward staff achievement, and using guidelines and targets or expected outcomes to focus reform efforts and to determine changes in curriculum and instruction.

Similarly, the following conditions are also identified for the success of SBM: 1) school heads must be given opportunity to make choices in order to improve their school performance and student/pupil achievement; 2) stakeholders must be involved not only in improving school facilities but primarily in ensuring learning achievement; 3) the school, through its decision-makers, must have control over resources as well as the authority and flexibility to allocate these resources to meet specific needs of the school; 4) division level

administrators must encourage thoughtful experiments on innovations at the school level by providing a secure environment where mistakes are viewed as experiences for improvement, and 5) teachers and master teachers, together with parents and other concerned stakeholders must be organized into teams or committees (such as for teacher training, student assessment, school innovations, health and nutrition) as part of SBM implementation (DepEd, 2004: 10-13).

Under SBM, it is the school principals who have considerable influence on SBM operations. For this reason they are advised to pursue a form of SBM that help staff and community members to understand the anchored focus of SBM which are improving pupils' learning outcomes through improving instruction and other schooling functions. Principals are to be well-equipped with successful approaches on SBM so as to avoid or minimize pitfalls, initiate networking that will seek parents and community involvement in SBM form of stakeholders and be a model of role-change, have the site council function as true decision making body and not merely an advisory one, underscore that SBM is a fundamental change in the way schools function, involve the teaching staff in making substantive decisions about the schools' technical core, the curriculum and instructional program and encourage support norms of collegiality and collaboration through designating time for group planning and learning activities (http://www.nwrel.org/scpd/sirs/7/topsyn6.html).

The legal mandate of SBM is found in RA 9155 (An Act Instituting a Framework of Governance for Basic Education). Its main goal is to improve

school performance and students/pupils achievement, where decision-making will be made by those who are closely involved with resolving the challenges of the individual schools, so that specific needs of pupils/students will be served more effectively. Its objectives are to: 1) empower the school head to provide leadership, and 2) mobilize the community as well as local government units to invest time, money and effort in making the school a better place to learn, thus improving the educational achievements of the children (Sutaria and Bienvinido, 1995:45).

SBM empowers the school principals in converting a traditional school into a dynamic, needs-based school. And as further stressed, the focus of SBM is instructional leadership; which is, knowing what and how to supervise the curriculum and instruction, and administrative management which is focused on school constituencies and school resources. Hence, SBM then empowers the school principal to become a leader and a manager of the school by providing two main areas of concern for them to undertake, being instructional leadership and administrative management. In fact, under the full implementation of R. A. 9155, transfers or the shift of authority from a highly centralized educational system to the school level takes place. It further emphasizes that the school head be more directly responsible and accountable of all aspects concerning school performance, making every school head an empowered leader. Likewise, this law explicitly defines the task of every school head in a vivid and unambiguous manner as instructional leader and administrative manager of the school as

stated in Paragraph 2, Section 6.1, Rule VI of the Implementing Rules and Regulations (!RR) (DepEd, R. A. 9155).

The bulk and core of the Department of Education is its 458,282 teachers, of whom 337,597 are in the elementary level and 120,000 are in the high school level (Abad, 2006: at http://www.deped.gov.ph). This number represents one-third of the entire government workforce of the Philippines. These teachers are responsible for 19,252,557 million students, 89 percent of whom are in the public schools while only 11 percent are in the private schools since tuition is required (Abad, 2006: at http://www.deped.gov.ph).

With the present economic situation, parents necessitates that they pull out their children to be used as additional labor in the farm or for fishing. This accounts for the low rate of students finishing grade 1 to grade 6 (67 percent) and of this group only 50 percent finish high school (Abad, 2006: at http://www.deped.gov.ph).

Given such a scenario, the education stakeholders should first, improve current performance of teachers' instruction and learning of students, then, institute systems for greater accountability and transparency and finally, improve leadership and management so that maximum results would be obtained with the present resources. In order to initiate effort for the third goal of education stakeholders is to empower local governance of schools at the division and school level to implement community-based management models by providing autonomy to those divisions and schools who are ready in

managing resources, personnel and learning outcomes together with representatives from parents, local officials and the community who will form the school governing councils (SGC) and by providing support systems and guidance for divisions and schools who are in transition or who have difficulty in coordinating community action for managing schools and to allow successful SGC's to serve as mentors to these schools.

More importantly, there should be a partnership among the principals, teachers and parents in the educational activities of the school. This is a clear manifestation that the different social institutions are influential factors in the education of children. There seems to be an intimate connection between the community and the school in educating the children. The school is the second home of the students where teachers, by virtue of the principle of loco parentis, play as their second parents. The school aims to broaden the social milieu and interactions with others of the students (Omas-as, et al., 2003: 136). More specifically, it is in school where the students learn how to adjust with other people of different personality traits and learn the knowledge, skills, values, and attitudes expected of them (Sevilla, et al., 1997: 87).

The school thus exists for the purpose of reinforcing what is missing in the family. Consequently, functional home-school collaboration is a necessity in educating the students. In support of such a necessity, the Education Act of 1982 provided that "it is declared government policy to foster, at all times, a spirit of shared purposes and cooperation among the members and elements of the

educational community and other sectors of the society, in the realization that only in such an atmosphere can the true goals and objectives of education be fulfilled."

It is evident that there is a continuing recognition of the mutual interests and overlapping influence of community and the role schools play to develop and maintain partnership with students' families. There is a school and community partnership which is a recognition that: a) the two institutions share major responsibilities for children's education; b) that the importance and potential influence of all community members cannot be underestimated, and c) that a formal alliance and contractual agreement to work towards shared goals and to share the profits or benefits of mutual investments is necessary (Aquino, 2003: 466).

It is thus evident that recent literature puts greater emphasis on community and school environments as they influence children's education. The community is a small society with an organizational structure. Along this light, each member of the community has a specific function to perform. Therefore, the goal of members of community is to handle activities in such ways that will contribute to the effectiveness of its members (Andres, 1990: 13).

Likewise, the family has a more important role to play in the education of children. Atienza (1982: 5) maintained that a home should be a place where family members may enjoy rest, peace, quietness, comfort, and happiness, a place of understanding, reassurance, and security. It is a place where grown men

and women recall childhood memories, where the youth, taking his father and mother as examples, from his ideas of manhood and womanhood. Moreover, she asserted that the importance of the home can best be measured in terms of its functions, viz: biological, social and emotional, religious and educational, economic and health.

Macarayan (1995: 30) strengthened the preceding discussion by pointing out that the family as a social group is universal and is a significant element in man's social life. The family exists because there is no other unit which can fulfill vital roles it performs in society. The family performs both: a) reproductive role, and b) economic role. The family's reproductive role is necessary for the survival and perpetuation of human existence for without it, society will become extinct. By contrast, the family's economic role is seen as a production distribution and consumption unit.

Today, however, educators complain that many of today's parents are simply "dumping their problems" into the schools (Bauzon, 1994: 24). This means that more and more parents expect the schools to teach their children everything there is to know. At this point, educators admit that the school cannot be the sole educating instrument of society. The aim of education in school ought to be the teaching of values and not simply funneling information into empty vessels.

Thus, this study provided insights into how the three main actors in the teaching-learning process interact to maximize the learning of the pupils in school.

Related Studies

Likewise, the researcher painstakingly reviewed related studies from various sources such as theses, dissertations, policy reports and the like in order to strengthen the conduct of the study. However, due to the fact that this program is a newly implemented one in the DepEd, a handful of related dissertations were found so that the researcher considered relevant and parallel studies which he discussed the similarities and differences in this section.

Alegre (2010) conducted a dissertation entitled, "School-Based Management (SBM) Among Public Secondary Schools in the Division of Samar: Basis for In-Service Training Model." In her study, she arrived at the following conclusions: 1) NAT performance in terms of MPS was fluctuating, implying that most secondary schools were not consistent in their NAT preparation such as RRE, Saturday review, etc.; 2) Most secondary schools, although complete high schools had few enrollment,; hence, few teacher requirements; 3) Most secondary schools were small and did not have non-teaching personnel; 4) Both the level of preparedness and level of participation of SBM of the internal stakeholders were high; 5) Both the preparedness and level of participation of the external stakeholders for SBM were low; 6) On the level of SBM practices along

school leadership, school improvement process, school-based resources and school performance accountability, the internal stakeholders observed that school heads were implementing SBM but with some difficulty; while the external stakeholders claimed that school heads were just beginning to implement SBM along school leadership dimension and regarded that rest of the SBM dimensions as not existing or they were not aware of; 7) School location, school type, enrolment, students' NAT performance, teaching personnel and non-teaching personnel did not correlate significantly with the level of SBM practice along school leadership, internal stakeholders participation, external stakeholders participation, school improvement process, school-based resources and school performance accountability. It meant that the aforesaid variates had nothing to do with the level of SBM practice in all dimensions; 8) Internal stakeholders' age, sex, civil status, educational qualification, administrative/teaching experience, performance ratings, average family income and attitude did not correlate significantly with the level of SBM practice along school leadership, internal stakeholders participation, external stakeholders' participation, school improvement process, school-based resources and school performance accountability. It meant that the aforesaid variates had nothing to do with the level of SBM practice along the aforesaid dimension; 9) Internal stakeholders' level of preparedness and level of participation in SBM correlated significantly with all SBM dimensions. This meant that in schools where the internal stakeholders level of participation and level of participation in SBM were

high, SBM in the secondary schools along the identified dimensions operated very well; 10) Internal stakeholders' attitude correlated significantly with external stakeholders' participation in SBM; it meant that when the attitude of key officials, school heads and teachers was favorable, level of external participation was correspondingly high; 11) External stakeholders' administrative experience correlated significantly with all six SBM dimensions. It meant that in schools where external stakeholders had longer administrative experience had longer administrative experience, SBM operated relatively well; 12) External stakeholders' level of preparedness correlated significantly with SBM along school leadership. It meant that in schools where level of preparedness of external stakeholders was high, SBM along the aforesaid dimension operated satisfactorily. It implied that they should be likely trained on SBM; 13) External stakeholders' attitude correlated significantly with SBM along school improvement process. It meant that in schools where external stakeholders had favorable attitude towards SBM school improvement was facilitated; 14) On the problems encountered in SBM implementation, the six categories of respondents felt the problem at varying levels or degrees. It was the key officials group who felt the problems more than the other groups of respondents since they were the ones who initiated, supervised and monitored SBM, they experienced and could outright pinpoint the problems in SBM implementation directly.

The study of Alegre was relevant to the present study in the sense that both studies tackled the implementation of the SBM. However, the two studies differed in the school level considered in the study. While the previous study considered the evaluation of the SBM implementation among secondary schools in the Division of Samar, the present study assessed the implementation of the same program in the elementary level in the Division of Samar.

In the study of San Antonio (2001) on the "Different Types of SBM Models Bush and Gamage," he disclosed that the hardest thing in the SBM implementation is the financial liquidation of which most of the deputized financial managers were not able to fully liquidate the funds. This, accordingly, would impair the implementation of the program considering that funds would be temporarily suspended until such time financial managers would be able to liquidate the amount. Further, he cited that of the liquidated funds, some disbursements as cited by the COA were spent not related to SBM activities which resulted to disallowances and/or suspension.

The study of San Antonio had bearing with the present study inasmuch as the topic delved into was about the implementation of the SBM. However, they differed in the angle to which the study was focused. The former focused on the financial flow and disbursement of the SBM fund managers while the present study focused on the the partnership of the principals, teachers and parents in the educational activities.

Another study that bore similarity with the present study was that of De la Merced (2001) entitled, "School-Based Management (SBM): Key Tool for Strengthening Schools Governance and Development." In her study, she found out that fiscal autonomy among principals of the different schools allows them to program activities that developed the school facilities and the provision of instructional materials. This served as the best strategy to develop and improve the schools under the program. Further, it was found out that school performance, given the logistical support of the institution was improved and the pupils or students raised their academic achievement in all levels of whether measured by a standardized tests or by the school methods of evaluation. She therefore recommended that the SBM program be implemented to all schools nationwide so that the quality of the Philippine educational system be competitive with other neighboring Asian nations or even around the globe.

The study of De la Merced had bearing with the present study which is obvious. However, the process of the study delved into differed. The former evaluated on the components of which the program was evaluated and found the same as effective tool in improving schools. On the other hand, the present study focused on the partnership of concerned sectors which in one way or another served as tool in improving the schools also.

Maramba (2001) also conducted a study regarding SBM. It was entitled, "Key Reform Thrust Which Focuses on Strengthening School-Based Management (SBM) Implementation." In her study, she found out that although SBM had

been implemented several years back in North America and even in Europe, such program is still new in the Philippines. Rooms for improvement had been found and therefore implementers need to be schooled with its counterparts in the US and Europe. Several reforms need be implemented to strengthen its implementation in the country so that total development in the schools be manifested. Despite the limited resources, however, the SBM implementation in the country served as a way of improving and developing schools and its performance. But still it has to be developed with several innovations that is in line with the thrust of the Department of Education (DepEd).

The foregoing study served as insights for advancing the present study. It delved on reform thrusts that strengthen SBM implementation. However, considering that the present study delved on the partnership of stakeholders with the implementation of SBM, the two studies differed. But it cannot be discounted that the partnership served as one of the reform thrusts that may help strengthen the implementation of the program.

The researcher tried to look for dissertations that tackled the subject at hand, however, he found none. If there were, they were beyond the cut off period required by the institution. Therefore, he resorted to adopt parallelism with other studies, of which, more of them are theses of graduate level. The following citations were taken from those theses which are parallel to the study at hand:

A significantly related research was that of Mondido (2003) which was designed to assess and determine the level of support among the parents, community and school in relation to the academic achievements of third year students in selected public secondary schools in Biliran Division.

The study of Mondido showed that the level of parents' support in general as perceived both by the students and parents was moderately high. These findings implied that the parents' support was a substantial predictor to the academic achievement of the students. However, the over-all level of community support on financial assistance to the curricular activities, school curriculum and policies review, and municipal ordinances was high. The parents' support showed moderate significant relationship with students' academic achievements. This implied that parents' support had positive impact on the academic achievement of the students. However, both the community and school supports showed inverse but significant relationships with students; academic achievement. This meant that the support of the community and school did not contribute a positive impact on the academic achievement of the students.

The aforementioned study had several similarities with the present study. First, both employed a descriptive-correlational research design. Second, both involved parent-respondents. They differed in the sense that the previous study cited focused its attention on the relationship between level of support among the parents, community and school and academic achievement of students. On

the contrary, the present study focused on the partnership of the principals, teachers and parents in the educational activities.

Montano's (2000) study entitled "Parental Influences and School Guidance Services as Related to Behavioral Problems of Intermediate School Children in Samar" obtained the following findings: 1) as to behavioral problems of the intermediate pupils, the teacher-facilitators, guidance councilors, ad administrators, claimed that it existed but seldom practiced; 2) there existed a significant relationship between the behavioral problems and the variables age, sex, values, behavioral personality, socio-status of parents, and the academic performance in school; 3) parental influences affected the behaviors of intermediate school children in study habits, discipline, socialization and spirituality, the obtained over-all mean was interpreted as "oftentimes" practiced; 4) there existed significant relationships between parental influence and behavioral problems manifested by intermediate school children in the three groups tested; 5) the school guidance services had important roles to play in every individual child, especially to pupils with behavioral problems, the activities or functions of the guidance services were oftentimes practiced as perceived by the respondents; 6) the school guidance services had influence over parental influence on the intermediate school children with behavior problem or that they were related to each other, the obtained probability value for the relationships of these two variables was less than 0.05.

Inasmuch as Montano conducted a study on parental influences as they related to behavioral problems of intermediate school children in Samar, the study thus found similarity with the present study which dealt with parents' influence in the education of their children. They differed, however, in terms of the scope since the present study did not correlate parental influences to behavioral problems of children. Rather, the present study assessed the extent by which parents participate in the educational activities of children.

Marco, Jr. (2007) conducted a study entitled "Parental Supervision and Academic Performance of Secondary Students in Araling Panlipunan I". The study found out that the student-respondents perceived the extent of supervision provided by their parents on their studies as "sometimes". It also disclosed that the parents perceived the extent of supervision with their children's studies as "frequently".

All the identified parent-related variates served as correlates of perception of the parent-respondents on the extent of supervision they provided to the studies of student-respondents. There was a significant relationship between the extent of parental supervision extended by the parents and the students; academic performance in Araling Panlipunan I.

The study found similarity in terms of respondents involved - teachers and parents. They also used descriptive correlational research design in determining the relationship between some variates. While the previous study involved the correlation between the teacher and parental supervision on the

academic performance of the pupils, this present study determined the extent of participation of the principal, teacher and parents in educational activities.

In 2003, Azanza conducted a study to find out the relationships between parenting styles of parents of elementary school pupils in Palapag Central Elementary School, Northern Samar and pupils' achievement. Using the descriptive survey method, through questionnaire and documentary analysis as instruments, the study revealed that there was a significant relationship between parenting styles of parents with pupils' academic achievement or that good/favorable parenting styles result to good academic achievement of the pupils.

The parents "often practiced" democratic ideals of parenting, favoring the development of children into smart, responsible, vocal and active participants in their own development. The parenting belief the parents admitted not practicing were: 1) not listening to their children; 2) playing favorites; 3) verbal abuse, and 4) discouraging children from expressing their opinions. In general, the respondent-parents were interactionalist; many were interventionalist; a minority was non-interventionalist. This implied that the parents were democratic in dealing with their children. Many parents usually intervene in their children's affairs, although a few did not. The parents' perception of their parenting styles was aligned with pupils' view of their parents' parenting styles.

Both were descriptive-correlational researches. On the other hand, the previous study was a correlational study between the parenting styles of the

parents of elementary school pupils and their academic achievement in Palapag, Northern Samar. On the other hand, the present study correlated extent of partnership in educational activities and principal-, teacher-, and parent-related variates.

Ramirez (2004), in her study entitled "Home Management Styles, Classroom Management Styles and Academic Performance of Grade I Pupils", aimed at assessing the home management styles, classroom management styles and academic performance of Grade I pupils.

The study concluded the following: a) as regards the home management style of parents, the perceptions of the grade I pupils and their parents did not differ significantly; they "agreed" of such roles of parents as pal, counselor, athletic coach, and police officer; they differed significantly on their perception of parents as martyr; b) relative to the classroom management style of teachers, the grade I pupils and their teachers had essentially similar perceptions on the teacher as martyr, pal, counselor, athletic coach, and police officer; c) home management styles of parents did not appear to be influenced by the educational background of parents, their occupation and monthly income, and d) classroom management styles of teachers were generally not influenced by the teachers' age, years of service as teachers, particularly as grade I teachers.

The relationship between the two studies lay on the research design used, that is, descriptive-correlational. The two studies differed, however, in terms of variates employed and subject matter studied.

In a study entitled "Correlates of Secondary School Teachers' Morale and Their Implications to Educational Management", Espedilla (2002) wanted to find out the different factors that affected teachers' morale in the Leyte National High School of Tacloban City Division and their corresponding implications to educational management. Using the descriptive-survey method, the study found out that the teachers were not yet in their retirement age, proved to be highly experienced relative to their teaching profession, with an average salary of PhP10,802.526, and with a "very satisfactory" performance rating.

The study concluded the following: a) the secondary teachers of Leyte National High School based on their profiles as to age and sex, civil status, length of service, number of teaching load assignment, department assignment, salary, performance rating and number of training hours attended generally possessed the competence and expertise in the field of teaching; b) the teachers of Leyte National High School generally possessed a "moderately high morale", with teachers rapport with supervisors, satisfaction with teaching, rapport among teachers and teacher load as favorably affecting morale, and c) factors that adversely affected the morale of the teachers of Leyte National High school were teacher salary, curriculum issues, professional growth and promotion, school supervision, teacher status and school facilities and services.

The similarity lay in the use of some variates such as teaching experience and age and sex. Also, they both used a descriptive research design. Although the previous study was a descriptive survey whereas the present one was a

descriptive-correlational one. They were nevertheless related in the sense that the former also employed correlation analysis.

Likewise, the study found relationship with that of Lepasana (2000). Lepasana conducted a study entitled "Leadership Styles of Elementary School Principals and Job satisfaction and Performance of Elementary Teachers."

Among the major findings of the study were as follows: a) both the principal- and teacher-respondents assessed autocratic style of leadership as "moderately exhibited"; b) on the democratic style of leadership, the principal assessed it as "often exhibited"; c) the laissez faire style of leadership was assessed by both principals and teachers as "often exhibited", and d) regarding the combined style of leadership, the principal assessed it as "always exhibited" while the teachers assessed it as "often exhibited".

Other significant findings were: a) there was a significant relationship between the teachers' job satisfaction and their performance; b) there was no significant relationship between autocratic style of leadership and teachers' job satisfaction; c) there was no significant relationship between the democratic style of leadership and teachers' job satisfaction; d) there was no significant relationship between the laissez faire style of leadership and teachers' job satisfaction, and e) there was no significant relationship between the combined mean style of leadership and the teachers; job satisfaction.

Both studies employed a descriptive-correlational research design. Hence, they were found to be related. However, the previous study correlated

leadership styles with the teachers' job satisfaction. The present study correlated the extent of partnership in educational activities of principals, teachers and parents and their personal variates.

Arcueno (2004), in a study entitled "Socio-Economic Status of Parents and Pupils' Academic Performance in the District of Mondragon, Northern Samar: Basis for Instructional Redirections", used the descriptive-correlational research design to determine the relationship between the socio-economic status of parents and the academic performance of the pupils. The study revealed that the relationship between the socio-economic status of parents and the academic performance of Grade VI pupils in the five subject areas was insignificant which meant that there was no significant relationship between the socio-economic status of parents and the academic performance of Grade VI pupils.

The study concluded that the three groups of respondents, namely: pupils, parents, and teachers, differed on their perception on the effects of socio-economic status indicator on the academic performance of the pupils. It also concluded that the poor academic performance of the Grade VI pupils was contributed by various indicators such as family income, educational facilities, and others.

The study cited here was similar to the present study in the sense that both employed descriptive-correlational research; the previous study determined the relationship between the socio-economic status of parents and pupils'

academic performance in the District of Mondragon, the present study correlated the extent of partnership in educational activities and their personal variates.

Chapter 3

METHODOLOGY

This section provides the methods which were utilized in computing, analyzing and interpreting the data of the study. This includes the research design, instrumentation, validation of instruments, sampling procedure, data gathering procedure, as well as the statistical treatment of data.

Research Design

The study used the descriptive-correlational research design to find out the relationship between the extent of partnership of principals, teachers and parents in educational activities and principal-related variates, teacher-related variates, parent-related variates, as well as categories of educational activities.

Descriptive method was used to determine and explain the profile of the principal-, teacher-, and parent-respondents such as their age and sex, civil status, average monthly income, educational attainment, administrative experience/teaching experience and latest performance rating and employment/occupation, the educational activities participated in by the principals, teachers and parents classified into nature of educational activities, location of educational activities and duration of educational activities, and the extent of partnership of principals, teachers and parents in educational activities in the planning phase, implementing phase, and evaluating/monitoring phase.

Comparative analysis was also conducted to determine the difference in the extent of partnership in educational activities of the three groups of respondents when grouped according to the nature of educational activities, location of educational activities and duration of educational activities.

Data gathered were tabulated, organized and presented in statistical form. Descriptive and inferential statistics was employed in the data analysis which included the frequency count, percentage, arithmetic mean, weighted mean, Pearson r, Fisher's t-test, analysis of variance and Scheffe's test.

Instrumentation

A researcher-made questionnaire and documentary analysis served as the data gathering instruments of this study.

Questionnaire. There were three sets of questionnaire that were drafted by the researcher: Set 1 was intended for the principal-respondents while Set 2 was for the teacher-respondents, and Set 3 was intended for the parent-respondents.

All sets of the questionnaire were composed of five parts. Part I was intended to capture the personal profile of the respondents that included the age, sex, civil status, average monthly income, educational attainment, administrative experience, and latest performance rating, for the principal-respondents. For the teacher-respondents, the following personal characteristics were captured by this part: age; sex; civil status; average monthly income; educational attainment;

teaching experience, and latest performance rating. For the parent-respondents, the following characteristics were considered: age; sex; civil status; average monthly income; educational attainment, and employment/ occupation.

Part II of the questionnaire was intended to elicit the educational activities participated in by the respondents which were categorized into: nature, location and duration. A five-point Likert scale was used in the responses as follows: 5 - always; 4 - frequent; 3 - sometimes; 2 - rarely, and 1 - never.

Part III captured the extent of partnership of the respondents along planning, implementation and evaluation/monitoring phase. The responses were based on the perception of the respondents based on the following five-point Likert scale as follows: 5 - very high; 4 - high; 3 - moderate; 2 - low, and 1 - very low.

Part IV of the questionnaire delved into the problems met by the respondents along school-community partnership. The respondents assessed the identified problems as to the extent they felt the same by using the following scale: 5 - extremely felt; 4 - highly felt; 3 - moderately felt; 2 - slightly felt, and 1 - not felt.

Part V of the questionnaire elicited suggestions from the respondents to improve principal-teacher-parents educational partnership based on the identified items. Responses were based on the agreement or disagreement of the respondents applying the following Likert-scale: 5 - strongly agree; 4 - agree; 3 - undecided; 2 - disagree, and 1 - strongly disagree.

For ease and facilitation in the filling up of the questionnaire, the questionnaire intended for the parents was translated into vernacular.

Documentary analysis. This was used to gather data relative to the principal- as well as teacher-respondents' latest performance rating. This was also used to gather data on the kind of educational activities participated in by the principals, teachers, and parents along nature of activities, location of activities and duration of activities.

Validation of Instrument

Since the questionnaire was a researcher-made one, it was subjected to two kinds of validation, namely: expert validation and test-retest method. Expert validation was conducted by giving the copies to the research adviser and three other experts in the field of Management, Research and Psychology.

After their comments and suggestions had been incorporated, the questionnaires were finalized and printed. To ascertain its reliability, the revised questionnaire was piloted at the Division of Northern Samar among 10 principals, 20 teachers and 20 parents. The test-retest method of reliability testing was employed hence the pilot test was conducted twice to the same group of validators in an interval of one day. Results of the two pilot tests were tabulated and organized separately. After which the reliability coefficient was computed using the Spearman-rank coefficient of correlation formula. The computed coefficient of correlation denoted the coefficient of reliability which

was evaluated as to its value using the common Table of Reliability suggested by Ebel (1962:265).

It was then finalized and printed to be readily available for fielding among the respondents of the study.

Sampling Procedure

The respondents of the study were the principals, teachers, and parents of the 33 educational districts of the Department of Education (DepEd), Division of Samar, Catbalogan City.

Total enumeration was used to determine the principal-respondents of this study since there were less than 100 of them.

For the teacher-respondents, stratified random sampling was used. First, sample size was computed using the Sloven's formula (Santos, et al., 1998: 11):

$$n = \frac{N}{1 + Ne^2}$$

Where:

n refers to the sample size

N refers to the total population

e refers to the margin of error set at 0.05

Table 1

Sampling Frame of the Study

District / Elementary School	Principals	Teachers		Pupils	
	N / n	N	n	N	n
Almagro District					
Almagro	1	10	2	381	3
Basey I District					
Basey I	1	21	5	935	8
San Fernando	1	7	2	325	3
Basey II District					
Basey II	1	18	4	562	5
Dolongan	1	8	2	402	4
San Antonio	1	8	2	455	4
Calbiga District					
Calbiga	1	37	8	1,060	9
Canticum	1	10	2	281	3
Pasigay	1	7	2	197	2
Patong	1	7	2	254	2
Catbalogan I District					
Catbalogan I SPED	1	8	2	250	2
Catbalogan I CES	1	70	16	2,348	21
Albalate	1	3	1	87	1
Catbalogan II District					
Catbalogan II	1	41	9	1,181	11
Bonuanan	1	20	5	656	6
Guinsurungan	1	22	5	794	7
Pangdan	1	14	3	466	4
Catbalogan III District					
Catbalogan III	1	54	12	1,495	13
BLISS ES	1	20	5	672	6
San Andres	1	13	3	489	4
Catbalogan IV District					
Catbalogan IV	1	30	7	828	7
Jose P. Casiño	1	6	1	217	2
Old Mahayag	1	6	1	201	2
Silanga	1	18	4	55	0
Catbalogan V District					
Catbalogan V	1	45	10	1,169	10
Rama	1	6	1	275	2

Table 1 continued

District / Elementary School	Principals	Teachers		Pupils	
	N / n	N	n	N	n
Daram I District					
Daram I	1	27	6	794	7
Babaclayon	1	7	2	264	2
Parasan	1	8	2	318	3
Rizal	1	8	2	233	2
Sta. Rita I District					
Sta. Rita I	1	22	5	908	8
Anibongan	1	10	2	304	3
Sta. Rita II District					
Sta. Rita II	1	9	2	379	3
Binabalan	1	6	1	258	2
San Pascual	1	4	1	138	1
Magsaysay	1	9	2	418	4
Sto. Niño District					
Sto. Niño	1	17	4	478	4
Baras	1	7	2	172	2
Corokawayan	1	7	2	183	2
Villahermosa	1	7	2	180	2
Tarangnan District					
Tarangnan	1	26	6	784	7
Sta. Cruz	1	6	1	172	2
Villareal I District					
Villareal I	1	22	5	665	6
Mahayag	1	7	2	211	2
Igot	1	13	3	498	4
Villareal II District					
Villareal II	1	27	6	551	5
Pacao	1	5	1	147	1
Talalora	1	21	5	585	5
Wright I					
Wright I	1	20	5	428	4
Binugho	1	7	2	228	2
Lipata	1	6	1	227	2
Lokilokon	1	7	2	311	3
Tenane	1	8	2	243	2

Table 1 continued

District / Elementary School	Principals	Teachers		Pupils	
	N / n	N	n	N	n
Wright II District					
Wright II	1	17	4	550	5
San Jose de Buan	1	16	4	917	8
Lawaan	1	9	2	388	3
Zumarraga District					
Zumarraga	1	25	6	662	6
Bioso	1	8	2	291	3
San Isidro	1	8	2	219	2
Daram II District					
Daram II	1	13	3	347	3
Bachao	1	7	2	414	4
Sua	1	8	2	419	4
Gandara I District					
Gandara I	1	24	5	896	8
Tagnao	1	7	2	217	2
Casab-ahan	1	7	2	229	2
Gandara II District					
Gandara II	1	23	5	759	7
Pizarro	1	3	1	159	1
Hinabangan District					
Hinabangan	1	29	7	994	9
Bagacay	1	23	5	543	5
Cansolabao	1	6	1	157	1
Jiabong District					
Jiabong	1	25	6	794	7
Catalina	1	4	1	135	1
Jia-an	1	8	2	310	3
Marabut District					
Marabut	1	14	3	374	3
Osmeña	1	16	4	576	5
Motiong District					
Motiong	1	23	5	659	6
Bayog	1	4	1	153	1
Calapi	1	15	3	746	7
Pagsanghan District					
Pagsanghan	1	24	5	651	6
Villa Hermosa	1	6	1	259	2

Table 1 continued

District / Elementary School	Principals	Teachers		Pupils	
	N / n	N	n	N	n
Pinabacdao District					
Pinabacdao	1	12	3	268	2
Mambog	1	10	2	337	3
Bangon	1	9	2	321	3
San Jorge District					
San Jorge	1	22	5	579	5
Bulao	1	7	2	178	2
Buenavista	1	7	2	284	3
San Sebastian District					
San Sebastian	1	16	4	426	4
Sta. Margarita I District					
Sta. Margarita I	1	35	8	1,144	10
Solsogon	1	15	3	432	4
Sta. Margarita II District					
Sta. Margarita II	1	21	5	717	6
Balud	1	10	2	393	4
Ilo	1	7	2	241	2
Total	**91**	**1,375**	**310**	**44,250**	**396**

The sample proportion expressed in percentage served the constant multiplier in getting the sample size for each district. The specific sample was drawn using simple random sampling, a fishbowl technique. Table 1 presents the sampling frame of the study.

For the parent-respondent, the stratified random sampling was also utilized. However, to get the N, only one of the parents was considered. The rest of the process done in getting teacher-samples was followed.

Data Gathering Procedure

The data gathering of the needed data of the study started with a letter requesting permission from the Schools Division Superintendent of the Department of Education (DepEd), Division of Samar, Catbalogan City, to conduct the study among the principals, teachers and parents in the 31 educational districts under the Division of Samar.

Upon his approval, the researcher attached the approved permit to the letters addressed to the different district supervisors of the 31 educational districts in the Division of Samar, requesting permission to conduct the study in their respective district schools. The questionnaire for the parent-respondents was administered simultaneously with those of the teacher-respondents.

In case of the illiterate parent-respondent, one who could not read nor write, a person-to-person-interview was undertaken by the researcher. That is, the researcher asked the questions as worded in the questionnaire and recorded the responses of the respondent.

Before tallying the needed data, the researcher secured some pertinent documents such as the Performance Appraisal System for Teachers (PAST) for the determination of the latest performance rating of teachers.

The collection of the data lasted for about three months from September to November, 2011 with the following response rates: administrators, 100percent; teachers, 94.88 percent; and pupils, 84.00 percent.

Statistical Treatment of Data

To give quantitative analyses to the study, the researcher utilized both descriptive as well as inferential statistical tools such as frequency count, percentage, mean, weighted mean, Pearson Product Moment Coefficient of Correlation (Pearson r), and Fisher's t-test.

Frequency count. This was used in reporting the number of principal-, teacher-, as well as parent-respondents of the same age, sex, civil status, average monthly income and others.

Percentage. This was used in the analysis and interpretation of data on sex, age, civil status, average monthly income and others.

Mean. This statistical measure was used to determine the quantitative characteristics or profile of the respondents like age, teaching experience, average monthly income.

Weighted mean. This was used to express the collective perceptions of each group of respondents as to the educational activities participated by the respondents, extent of partnership in educational activities and problems encountered in school-community partnership. In interpreting the weighted means, the following scales were used:

4.51 – 5.00	Always	(A)
	Very High	(VH)
	Extremely Felt	(EF)
	Strongly Agree	(SA)
3.51 – 4.50	Often	(O)
	High	(H)

	Highly Felt	(HF)
	Agree	(A)
2.51 - 3.50	Sometimes	(S)
	Moderate	(M)
	Moderately Felt	(MF)
	Undecided	(U)
1.51 - 2.50	Rarely	(R)
	Low	(L)
	Slightly Felt	(SF)
	Disagree	(D)
1.0 - 1.50	Never	(N)
	Very Low	(VL)
	Not Felt	(NF)
	Strongly Disagree	(SD)

Pearson r. To determine the relationship between the extent of partnership of principals, the teachers and parents in educational activities and principal-related variates, teacher-related variates, and parent-related variates, the Pearson Product Moment Correlation Coefficient (Pearson r) was used.

The following rules provided a guide for interpreting the obtained correlation in this study:

Coefficient	Relationship
± 0.70 to ± 1.00	High Correlation
± 0.40 to ± 0.70	Moderate Relationship
± 0.20 to ± 0.40	Low Correlation Present
± 0.00 to ± 0.20	Indifferent or Negligible

Fisher's t-test. To test for the significance of the coefficient of correlation between a set of paired variables of $\alpha = 0.05$ level of significance, the Fisher's t-test (Walpole, 1982: 383) formula was used.

One-way analysis of variance (ANOVA). This was used to statistically test whether there are significant differences in the extent of partnership in educational activities of the three groups of respondents when grouped according to the nature of educational activities, location of educational activities and duration of educational activities and duration of educational activities.

Scheffe's test. When the hypothesis which was tested using ANOVA was rejected, it necessarily meant further tests to find exactly where the significant difference lay when comparing the means of the groups. The Scheffe's method of multiple comparisons (Padua, 1976: 234) was used applying the critical value computed as follows: F (K-1).

In deciding whether the hypothesis was accepted or rejected, the following decision rule was followed: if and when the computed value turned lesser than the critical value, the hypothesis was accepted; and if and when the computed value turned equal or greater than the critical value, the hypothesis was rejected.

Further, to determine the region of acceptance and rejection, the researcher set .05 level of significance in all hypotheses testing.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analyses and interpretation of the findings in the study. Included in the discussion are: profiles of principal-, teacher-, and parent-respondents; extent of participation among principals, teachers and parents in educational activities as perceived by themselves; comparison of perceptions of the three categories of respondents relative to the extent of participation among principals, teachers and parents in educational activities; extent of partnership among principals, teachers and parents in educational activities by phases as perceived by themselves; comparison of perceptions of the three categories of respondents relative to the extent of partnership among principals, teachers and parents in the educational activities by phases; relationship between the extent of partnership among principals, teachers and parents in educational activities by phases and categories of educational activities.

Profile of Principal-Respondents

Tables 2-9 contain the profile of the principal-respondents with respect to their age and sex, civil status, average monthly income, educational background, teaching experience, administrative experience, performance rating, and in-service trainings attended.

Age and sex. Table 2 presents the age and sex distribution of the principal-respondents. It can be noted that 17 principals or 18.28 percent fell between the age bracket of 45-47 years; 16 or 17.20 percent were between the age range of 42-44 years and followed by 11 or 11.83 percent who fell between 39-41

Table 2

Age and Sex Distribution of the Principal-Respondents

Age (in years)	Sex		Total	Percent
	Male	Female		
63 - 65	0	3	3	3.23
60 - 62	2	7	9	9.68
57 - 59	1	3	4	4.30
54 - 56	3	4	7	7.53
51 - 53	2	7	9	9.68
48 - 50	2	7	9	9.68
45 - 47	5	12	17	18.28
42 - 44	4	12	16	17.20
39 - 41	7	4	11	11.83
36 - 38	2	5	7	7.53
33 - 35	0	1	1	1.08
Total	**28**	**65**	**93**	**100.00**
Mean	**46.43 yrs**	**48.78 yrs**	**48.08 yrs**	-
SD	**7.17 yrs**	**7.68 yrs**	**7.57 yrs**	-

years. The rest were thinly distributed in the other age brackets. The oldest principals were three or 3.23 percent falling between the age range of 63-65 years; while the youngest belonged between 33-35 years with one principal or 1.08 percent. The mean age of the group posted at 48.08 years with a standard deviation (SD) of 7.57 years. It appears that majority of the principals were in their late forties where the energy levels is still at its peak.

The sex distribution which is also reflected in Table 2 reveals that female principals dominate the group accounting for 65 as against the male principals numbering 28 only. This finding is expected since there are more female entrants to the teaching profession than males; thus, there is a greater chance for the female teachers to be promoted to this position than male teachers.

Civil status. The civil status profile of the respondents is shown in Table 3. This is categorized into single, married, widow/er and separated. As can be seen, majority of principals were married on account of 75 principals or 80.65 percent; eight or 8.60 percent were single; six or 6.45 percent were widows-ers, and one or 1.08 percent was separated. However, there were three principals or 3.23 percent who did not specify their civil status. This finding is expected since the age profile of the group is marriageable age.

Average monthly income. Table 4 discloses the average monthly income of the principal-respondents. At a glance, one can observe that there were 28 principals each or 30.11 percent whose average monthly income fell between the

Table 3

Civil Status of the Principal-Respondents

Civil Status	f	Percent
Single	8	8.60
Married	75	80.65
widow/er	6	6.45
Separated	1	1.08
Not Specified	3	3.23
Total	**93**	**100.00**

income bracket of PhP27,200.00-PhP28,099.00 and PhP26,300.00-PhP27,199.00, respectively. The rest of the principals were thinly distributed in the other income ranges. It can be noted that there were eight or 8.60 percent whose income was PhP29,000.00 up; conversely, there were seven whose average monthly income was PhP20,000.00 below. There were 10 principals or 10.75 percent who did not specify their average monthly income. The group had a mean of PhP26,367.82 with a SD of PhP4,154.17. It appears that principals' average monthly income was well above the poverty threshold of PhP13,601.00 set by NEDA in 2007. It can be said that they can provide for their basic needs and even more if their spouses' income would be considered.

Table 4

Principal-Respondents' Average Monthly Income

Monthly Income (in Pesos)	f	Percent
≥ 29,000.00	8	8.60
28,100.00 - 28,999.00	4	4.30
27,200.00 - 28,099.00	28	30.11
26,300.00 - 27,199.00	28	30.11
25,400.00 - 26,299.00	4	4.30
24,500.00 - 25,399.00	1	1.08
23,600.00 - 24,499.00	2	2.15
22,700.00 - 23,599.00	1	1.08
21,800.00 - 22,699.00	0	0.00
20,900.00 - 21,799.00	0	0.00
≤ 20,000.00	7	7.53
NS	10	10.75
Total	**93**	**100.00**
Mean	**Php26,367.82**	-
SD	**Php4,154.17**	-

Educational background. Table 5 has the data on the educational profile of the principals. It can be gleaned from the table that 37 principals or 39.78 percent were masteral graduates, followed by 32 or 34.41 percent who were college graduates with MA units. Notable, were five or 5.38 percent who were Ph.D./Ed.D. graduates, and 15 or 16.13 percent were masteral graduates with Ph.D. units. There were four principals or 4.50 percent did not specify their educational background. These data indicated that the principal-respondents were qualified for their present positions and could pass on to higher positions.

Table 5

Educational Background of the Principal-Respondents

Educational Background	Total	Percent
Ph. D/Ed. D.	5	5.38
Masteral Graduate w/ Ph. D. Units	15	16.13
Masteral Graduate	37	39.78
College Grad w/MA Units	32	34.41
Not Specified	4	4.30
Total	**93**	**100.00**

Teaching experience. The principals' teaching experience profile is contained in Table 6. As can be noted, 22 principals or 23.66 had teaching experience between 9-11 years; 18 or 19.35 percent belonged to the bracket of 12.14 years; followed by 13 or 13.98 percent following between 15-17 years, and the rest were dispersed in the other experience ranges. One principal or 1.08 percent had the longest teaching experience following between 33-35 years and five or 5.38 percent had the shortest experience of 3-5 years. The group had an average teaching experience of 15.23 years with a SD of 7.18 years. This shows that principal-respondents were quite experienced in teaching before they were promoted to an administrative position.

Table 6

Principal-Respondents' Teaching Experience

Teaching Experience (years)	Total	Percent
33 - 35	1	1.08
30 - 32	3	3.23
27 - 29	6	6.45
24 - 26	6	6.45
21 - 23	3	3.23
18 - 20	9	9.68
15 - 17	13	13.98
12 - 14	18	19.35
9 - 11	22	23.66
6 - 8	7	7.53
3 - 5	5	5.38
Total	**93**	**100.00**
Mean	**15.23 yrs**	-
SD	**7.18 yrs**	-

Administrative experience. In terms of administrative experience of the principal-respondents, Table 7 has the data. As seen in the table, 28 principals or 30.11 percent had 7-9 years administrative experience, 22 or 23.66 percent fell between 4-6 years; 21 or 22.58 percent belonged to 10-12 years, and the rest were thinly dispersed in the other experience ranges. Quite notable is one principal or 1.08 percent who had an administrative experience of 28-30 years and three or 3.23 percent had barely 1-3 years. The group had an average administrative

Table 7

Administrative Experience of the Principal-Respondents

Administrative Experience (years)	Total	Percent
28 - 30	1	1.08
25 - 27	0	0.00
22 - 24	2	2.15
19 - 21	2	2.15
16 - 18	2	2.15
13 - 15	8	8.60
10 - 12	21	22.58
7 - 9	28	30.11
4 - 6	22	23.66
1 - 3	3	3.23
Not Specified	4	4.30
Total	**93**	**100.00**
Mean	**9.25 yrs**	-
SD	**4.75 yrs**	-

experience of 9.25 years with a SD of 4.75 years. Strictly speaking, the respondents are relatively new considering the other experience they have as school head not necessarily as principals but as teacher-in-charge or department heads or head teachers.

Performance rating. Table 8 has the performance profile of the principal-respondents. Majority of 58 (62.37 percent) obtained a rating between 8.47-8.87; 12 or 12.90 percent had their ratings between 8.88-9.28; 11 or 11.83 percent had

Table 8

Principal-Respondents' Latest Performance Rating

Performance Rating	Total	Percent
9.29 - 9.69	1	1.08
8.88 - 9.28	12	12.90
8.47 - 8.87	58	62.37
8.06 - 8.46	11	11.83
7.65 - 8.05	5	5.38
7.24 - 7.64	0	0.00
6.83 - 7.23	0	0.00
6.42 - 6.82	0	0.00
6.01 - 6.41	0	0.00
5.60 - 6.00	1	1.08
5.19 - 5.59	2	2.15
Not Specified	3	3.23
Total	**93**	**100.00**
Mean	**8.47**	-
SD	**0.62**	-

ratings between 8.06-8.46. One principal or 1.08 percent obtained the highest performance rating between 9.29-9.69, while two or 2.15 percent got quite low ratings following between 5.19-5.59. The mean performance rating was pegged at 8.47 with a SD of 0.62 points. It indicates that the principals are performing very satisfactorily.

In-service trainings attended. The profile of attendance in in-service trainings of principals is reflected in Table 9. The trainings are categorized into national, regional and division.

At the national level, 256 or 87.07 percent had not attended any training at this level; 37 or 12.59 percent attended once, and one principal or 0.34 percent had attended two national trainings. The average number of trainings for this level is 0.

At the regional level, 136 or 46.26 had attended one regional training; 77 or 26.19 percent attended two trainings and 19 or 6.46 percent had attended three trainings. Two principals or 0.68 percent were able to attend from regional trainings but 60 or 20.41 did not have training at this level. The mean number of training posted at one training.

At the division level, majority of the principals had attended division trainings with the following attendance: 143 or 48.64 percent attended four trainings; 90 or 30.61 percent, three trainings; 44 or 14.07, five trainings and the rest were thinly distributed in the rest of the trainings. One principal or 0.34 percent was able to attend seven division trainings but five or 1.70 percent did not attend any training at all. At this level, the average number of trainings posted at four trainings.

Generally, the principals were growing professionally as they were able to attend in-service trainings, at most at the regional and division levels.

Table 9

Principal-Respondents' In-Service Trainings Attended

Number of Trainings	Total	Percent
National		
2	1	0.34
1	37	12.59
0	256	87.07
Total	**294**	**100.00**
Mean	**No training**	-
Regional		
4	2	0.68
3	19	6.46
2	77	26.19
1	136	46.26
0	60	20.41
Total	**294**	**100.00**
Mean	**1 training**	-
Division		
7	1	0.34
6	4	1.36
5	44	14.97
4	143	48.64
3	90	30.61
2	5	1.70
1	2	0.68
0	5	1.70
Total	**294**	**100.00**
Mean	**4 trainings**	-

Profile of the Teacher-Respondents

Tables 10-16 depict the profile of the teacher-respondents in terms of their age and sex, civil status, average monthly income, educational attainment, teaching experience, performance rating and in-service training.

Age and sex. Table 10 presents the age and sex distribution of the teacher-respondents. It is in the age bracket 39-41 where most respondents fell

Table 10

Teacher-Respondents' Age and Sex Distribution

Age (in years)	Sex		Total	Percent
	Female	Male		
63-65	4	0	4	1.36
60-62	15	0	15	5.10
57-59	14	0	14	4.76
54-56	9	1	10	3.40
51-53	12	1	13	4.42
48-50	15	3	18	6.12
45-47	11	4	15	5.10
42-44	31	0	31	10.54
39-41	51	2	53	18.03
36-38	35	1	36	12.24
33-35	25	1	26	8.84
30-32	22	0	22	7.48
27-29	13	2	15	5.10
24-26	3	1	4	1.36
21-23	1	1	2	0.68
NS	9	7	16	5.44
Total	**270**	**24**	**294**	**100.00**
Mean	**40.59 yrs**	**42.16 yrs**	**42.07 yrs**	**-**
SD	**9.93 yrs**	**9.48 yrs**	**9.50 yrs**	**-**

accounting for 53 or 18.03 percent; followed by 36-38 where there are 36 teachers or 12.24 percent; 31 or 10.54 teachers fell between 42-44 years. The rest are disposed in the other age ranges. Quite noticeable are four teachers who fell between 63-65 years, normal retirable ages and two who were between 21-23, the youngest in the group. The respondents had an average age of 42.07 years with a SD of 9.50 years. They were in their early forties, a prime age where most are active.

As also shown in the table, the teachers group is dominated by females numbering 270 and males with only 24. it indicated that more females go into teaching than males.

Civil status. The civil status profile of the teacher-respondents is shown in Table 11. A remarkable majority of them are married accounting for 248 or

Table 11

Teacher-Respondents' Civil Status

Civil Status	f	Percent
Single	26	8.84
Married	248	84.35
widow/er	2	0.68
Separated	3	1.02
Not Specified	15	5.10
Total	**294**	**100.00**

84.35 percent, followed by single teachers with 26 or 8.84 percent; separated with three or 1.02 percent and widow/er with two or 0.68 percent. The finding is expected since the age profile of the teachers is marriageable age.

Average monthly income. Table 12 depicts the average monthly income of the teacher respondents. It shows that 140 teachers or 47.62 percent are receiving average monthly income between PhP16,311.00-PhP18,720.00; 35 or

Table 12

Teacher-Respondents' Average Monthly Income

Monthly Income (in Pesos)	f	Percent
35,591.00 - 38,000.00	1	0.34
33,181.00 - 35,590.00	0	0.00
30,771.00 - 33,180.00	0	0.00
28,361.00 - 30,770.00	3	1.02
25,951.00 - 28,360.00	10	3.40
23,541.00 - 25,950.00	17	5.78
21,131.00 - 23,540.00	1	0.34
18,721.00 - 21,130.00	19	6.46
16,311.00 - 18,720.00	140	47.62
13,901.00 - 16,310.00	35	11.90
11,491.00 - 13,900.00	5	1.70
9,081.00 - 11,490.00	3	1.02
6,671.00 - 9,080.00	0	0.00
4,261.00 - 6,670.00	3	1.02
NS	57	19.39
Total	**294**	**100.00**
Mean	**Php18,044.17**	-
SD	**Php4,037.95**	-

11.50 percent have an average monthly income of PhP13,901.00-PhP16,310.00, and 19 or 6.46 percent received between PhP18,721.00-PhP25,130.00. The rest are thinly distributed in the remaining income brackets. Very notable is one teacher of 0.34 percent having an average monthly income of PhP35,591.00-PhP38,000.00, and three or 1.02 percent has income of PhP4,261.00-PhP6,670.00. The group has a mean monthly income of PhP18,044.17 with a SD of PhP4,037.95. In the recent salary adjustment scale, this is received by a teacher with a rank of Teacher III. This however, is not conclusive since the amounts supplied by the respondents do not only represent their salary but also other income earned.

Educational attainment. The respondents' educational attainment profile is contained in Table 13. of the total teacher-respondents, 151 or 56.56 percent were college graduates with MA units; 92 were college graduates; 13 were

Table 13

Teacher-Respondents' Educational Attainment

Educational Attainment	Total	Percent
Masteral Graduate w/ Ph. D. Units	2	0.68
Masteral Graduate	13	4.42
College Grad w/MA Units	151	51.36
College Graduate	92	31.29
Not Specified	36	12.24
Total	**294**	**100.00**

masteral graduates, and two were masteral graduates with Ph.D. units. A good number, 36 teachers or 12.24 percent did not indicate their educational attainment. This specified that the teachers were qualified; others were more than qualified to go to higher positions.

Teaching experience. Table 14 shows the teaching experience profile of the respondents. Forty eight or 16.33 percent have teaching experience between

Table 14

Teacher-Respondents' Teaching Experience

Teaching Experience (years)	Total	Percent
40 - 42	1	0.34
37 - 39	4	1.36
34 - 36	9	3.06
31 - 33	8	2.72
28 - 30	13	4.42
25 - 27	7	2.38
22 - 24	18	6.12
19 - 21	19	6.46
16 - 18	35	11.90
13 - 15	41	13.95
10 - 12	48	16.33
7 - 9	38	12.93
4 - 6	26	8.84
1 - 3	13	4.42
Not Specified	14	4.76
Total	**294**	**100.00**
Mean	**15.29 yrs**	**-**
SD	**8.61 yrs**	**-**

10-12 years; 41 or 13.95 percent have 13-15 years experience; 38 or 12.93 percent has 7-9 years, and the rest are thinly settled in other experience ranges. One teacher or 0.34 percent has 40-42 years experience while 13 or 4.42 percent were quite new with 1-3 years. The group has an average teaching experience of 15.29 years with SD of 8.61 years. It means that the teacher-respondents are quite experienced in their field of work which is teaching.

Performance rating. The performance profile of the respondents is reflected in Table 15. It shows that 122 teachers obtained a performance rating between 8.41-8.71; 108 or 36.73 percent have ratings that falls between 8.10-8.40, and the rest belong to other performance brackets with negligible number. However, one teacher has a rating of 9.34-9.64 and three have ratings that fall between 5.00-5.30. On the average, the teachers have a performance rating of 8.40 with a SD of 0.37. This figure signifies an objective equivalent of very satisfactory.

In-service trainings. Table 16 presents the attendance profile of teachers in in-service trainings categorized into: national, regional, and division levels.

At the national level, a great number, that is, 256 teachers or 87.07 percent have not attended any national training; 37 or 12.59 percent have one training and one teacher is able to attend two trainings. The average number of trainings attended at this level is 0.

Table 15

Teacher-Respondents' Latest Performance Rating

Performance Rating	Total	Percent
9.34 - 9.64	1	0.34
9.03 - 9.33	1	0.34
8.72 - 9.02	10	3.40
8.41 - 8.71	122	41.50
8.10 - 8.40	108	36.73
7.79 - 8.09	10	3.40
7.48 - 7.78	0	0.00
7.17 - 7.47	0	0.00
6.86 - 7.16	1	0.34
6.55 - 6.85	0	0.00
6.24 - 6.54	0	0.00
5.93 - 6.23	0	0.00
5.62 - 5.92	0	0.00
5.31 - 5.61	0	0.00
5.00 - 5.30	2	0.68
NS	39	13.27
Total	**294**	**100.00**
Mean	**8.40**	-
SD	**0.37**	-

At the regional level, 136 teachers or 46.20 percent have attended one training; 72 or 26.19 percent attended two trainings; 60 or 20.41 percent did not attend any; 19 or 6.46 percent have three trainings, and two or 0.68 percent attended a maximum of four trainings. The average number of training attended at this level is one training.

Table 16

Teacher-Respondents' In-Service Trainings Attended

Number of Trainings	Total	Percent
National		
2	1	0.34
1	37	12.59
0	256	87.07
Total	**294**	**100.00**
Mean	**No training**	-
Regional		
4	2	0.68
3	19	6.46
2	77	26.19
1	136	46.26
0	60	20.41
Total	**294**	**100.00**
Mean	**1 training**	-
Division		
7	1	0.34
6	4	1.36
5	44	14.97
4	143	48.64
3	90	30.61
2	5	1.70
1	2	0.68
0	5	1.70
Total	**294**	**100.00**
Mean	**4 trainings**	-

At the division, almost every teacher-respondent has attended division training with 146 or 48.64 percent having attended four trainings, 90 or 30.61 percent with three trainings; 44 or 14.97 percent with five trainings, and the rest in the other ranges. Notable is one teacher or 0.34 percent who is able to attend seven trainings; two teachers or 0.68 have one training, and five or 1.70 percent with no training at all. The group has a mean of four trainings.

This finding speaks well of teachers having attended trainings at the national, regional, and division levels. It means that they are updated on the aspect of teaching and ore growing professionally while in service.

Profile of Parent-Respondents

Tables 17-23 contain the profile of parent-respondents with respect to their: age and sex, civil status, average monthly income, number of children, educational attainment, employment/occupation and attitude towards education.

Age and sex. The age and sex distribution is presented in Table 17. As to age profile, there were 56 parents or 16.82 percent who fell between 37-39 years; 50 or 15.02 percent fall between 34-36 years, and 44 or 13.21 percent fall between 40-42 years. The rest were dispersed in the other age brackets. One percent falls between the age range of 67-69 while 11 or 3.30 percent fall between 23-27 years. The modal age posted at 39.38 years with a SD of 8.08 years. The parents were relatively young at the late 30s, at their prime age.

Table 17

Parent-Respondents' Age and Sex Distribution

Age (in years)	Sex		Total	Percent
	Male	Female		
67 - 69	0	1	1	0.30
64 - 66	1	1	2	0.60
61 - 63	2	3	5	1.50
58 - 60	1	3	4	1.20
55 - 57	2	3	5	1.50
52 - 54	5	5	10	3.00
49 - 51	8	11	19	5.71
46 - 48	5	9	14	4.20
43 - 45	12	23	35	10.51
40 - 42	15	29	44	13.21
37 - 39	26	30	56	16.82
34 - 36	16	34	50	15.02
31 - 33	10	27	37	11.11
28 - 30	14	15	29	8.71
25 - 27	6	5	11	3.30
Not Specified	5	6	11	3.30
Total	**128**	**205**	**333**	**100.00**
Mean	**39.40 yrs**	**39.36 yrs**	**39.38 yrs**	**-**
SD	**8.33 yrs**	**7.95 yrs**	**8.08 yrs**	**-**

In terms of sec, there are more female respondents than the male respondents accounting for 205 females as against 128 males.

Civil status. Table 18 shows the civil status profile of the parents. Majority are marries on account of 300 or 90.09 percent; 10 or 3.00 percent are separated; five or 1.50 percent are widow/ers, and 18 or 5.41 percent are not specified. This data is expected since the respondents are parents.

Table 18

Parent-Respondents' Civil Status

Civil Status		Percent
Married	300	90.09
widow/er	5	1.50
Separated	10	3.00
Not Specified	18	5.41
Total	**333**	**100.00**

Average monthly income. Table 19 shows the income profile of the parent-respondents. It appears that 78 or 23.42 percent have an average monthly income between PhP4,749.00-PhP6,998.00; 72 or 21.62 percent have income between PhP499.00-PhP4,748.00, and 60 parents or 19.82 percent did not specify their income. The rest are thinly distributed in the remaining income brackets. There is one parent (0.30 percent) who has an average monthly income between PhP59,999.00-PhP64,248.00. As a whole, the parents group has a mean monthly income of PhP9,422.84 with a SD of PhP7,486.38. This indicates that parents have a difficulty in managing their families financially.

Number of children. As to the parents' number of children, Table 20 has the data. Most number, 97 parents or 29.13 percent have four children, 73 or 21.92 percent have five children; 62 or 18.62 percent have three children, and the

Table 19

Parent-Respondents' Average Monthly Income

Income	Total	Percent
59,999.00 - 64,248.00	1	0.30
55,749.00 - 59,998.00	0	0.00
51,499.00 - 54,749.00	0	0.00
47,249.00 - 51,498.00	0	0.00
42,999.00 - 47,248.00	1	0.30
38,749.00 - 42,998.00	1	0.30
34,499.00 - 38,748.00	0	0.00
30,249.00 - 34,498.00	0	0.00
25,999.00 - 30,248.00	5	1.50
21,749.00 - 25,998.00	1	0.30
17,499.00 - 21,748.00	18	5.41
13,249.00 - 17,498.00	46	13.81
8,999.00 - 13,248.00	44	13.21
4,749.00 - 8,998.00	78	23.42
499.00 - 4,748.00	72	21.62
Not Specified	66	19.82
Total	**333**	**100.00**
Mean	**Php9,422.84**	-
SD	**Php7,486.38**	-

rest with negligible number. However, there is one who has 120 children, and there are five or 1.50 percent with only on child. This group of parents has an average of four children with a SD of one child. Considering this average to the

Table 20

Parent-Respondents' Number of Children

Number of Children	Total	Percent
10	1	0.30
9	3	0.90
8	9	2.70
7	20	6.01
6	35	10.51
5	73	21.92
4	97	29.13
3	62	18.62
2	27	8.11
1	5	1.50
Not Specified	1	0.30
Total	**333**	**100.00**
Mean	**4 Children**	-
SD	**1 Child**	-

income profile of the respondents, this number of children in the family may present some difficulty in meeting family needs.

Educational attainment. Table 21 presents the educational attainment profile of the parents. A good number of them, 153 or 45.95 percent are college graduates; 81 or 24.52 percent are college level; 39 or 11.71 percent are high school graduates; the rest are high school to elementary level. The respondents in this study, 2/3 seems to have obtained college education, more than the number who are below this level.

Table 21

Parent-Respondents' Educational Attainment

Educational Attainment	Total	Percent
College Graduate	153	45.95
College Level	81	24.32
High School Graduate	39	11.71
High School Level	27	8.11
Elementary Graduate	12	3.60
Elementary Level	4	1.20
Not Specified	17	5.11
Total	**333**	**100.00**

Employment/occupation. Table 22 reveals the employment/occupation of the parents. It can be noted that 49 or 14.71 percent are teachers; 36 or 10.81 percent are housekeepers; 27 or 8.11 percent are vendors; 25 each or 7.51 percent are farmers, self employed and another 25 parents did not specify their occupation; 24 or 7.21 percent are barangay officials, and the rest are thinly distributed in the other occupations. However, three or 0.90 percent had no employment. It can be said that majority of the parent-respondents were fairly employed.

Table 22

Parent-Respondents' Employment/Occupation

Occupation	Total	Percent
Utility Worker	3	0.90
Policeman	7	2.10
Soldier	3	0.90
Brgy Official	24	7.21
Businessman/Businesswoman	14	4.20
Daycare worker	4	1.20
Dressmaker	2	0.60
Driver	18	5.41
Engineer	2	0.60
Farmer	25	7.51
Fisherman	15	4.50
Farmer/Fisherman	1	0.30
Gov't Employye	12	3.60
Housekeepr	36	10.81
Labandera	2	0.60
LGU Employee	18	5.41
Medical Doctor	2	0.60
Nurse	1	0.30
Retired Gov't Employee	4	1.20
Sel-employed	25	7.51
Security Guard	2	0.60
Teacher	49	14.71
Vendor	27	8.11
Other:	9	2.70
None	3	0.90
Not Specified	25	7.51
Total	**333**	**100.00**

Attitude towards education. The attitude profile of the parents are contained in Table 23. Of the 10 indicators, three were "strongly agreed" by the parents. These are: item 1, "hingyap ko nga maka-iskwela ha elementaryam high school ngan college an mga anak ko" with a mean of 4.57; item 5, "it akon mga anak interesado pag-enrol ha iskwela pero harayo ngan gawas hit amon kapasidad pagpasahe" with a mean of 4.48, and item 7, "hingyap ko unta nga mayda harani nga iskwelahan para elementarya, high school ngan college para hira maka-enrol" with a mean of 4.49. The remaining seven indicators were "agree" by them. The top three indicators were: item 8, "maaram ako kun papaunanohon ko pag-andam hit akon mga anak ha pagpa-iskwela" with a mean of 4.49; item 2, "bubuhaton ko it ngatanan para makaeskwela ha elementarya, high school ngan college it akon mga anak" with a mean of 4.45, and item 4, "natuod ako nga it edukasyon usa nga paagi pag-uswag o pag-upay hit amon kahimtang" with a mean of 4.45. As a whole, the parents assessed their attitude with a grand mean of 4.46 or "agree" indicating a favorable attitude towards education.

Extent of Participation Among Principals, Teachers and Parents in Educational Activities as Perceived by Themselves

This study also probed in to the extent of participation among principals, teachers and parents in educational activities along nature, location, and duration as perceived by themselves. This is contained in Table 24-26.

Table 23

Parent-Respondents' Attitude Towards Education

	Attitude Statements	Mean/ Interpretation	
1	Hingyap ko nga maka-eskwela ha elementarya, high school ngan collage an mga anak ko.	4.57	SA
2	Bubuhaton ko it ngatanan para makaeskwela ha elementarya, high school ngan collage it akon mga anak.	4.45	A
3	Natuod akon nga iton edukasyon ha elementarya, high school, ngan college important kaupay para hiton kabubwason hit akon mga anak.	4.41	A
4	Natuod ako nga iton edukasyon in usa nga paagi pag-uswag o pag-upay han aton kahimtang.	4.45	A
5	Naiintindihan ko nga it akon mga anak interesado pag-enrol ha eskwelahan pero hirayo ngan gawas na ha kapasidad namon.	4.58	SA
6	Permi ko gintatagan hin mga sagdon bahin hiton kaimportante han pag-eskwela ha elementarya, high school ngan collage ngadto han akon mga anak.	4.43	A
7	Hingyap ko nga unta may ada harani nga eskwelahan pan elementarya, high school, ngan collage para ha akon mga anak maka enrol.	4.59	SA
8	Maaram akon kun papaumanhon ko pag-andam hit akon mga anak para pagpaeskwela ha eskwelahan.	4.49	A
9	Natuod ako nga iton edukasyon dire la para han mga rico o may kaya kundi para liwat hiton mga pobre o kablas nga naghihingyap makaeskwela.	4.44	A
10	Ginhatag ko an ngatanan nga mga kinahanglanon hit akon mga anak ha pagpa-eskwela.	4.00	A
	Total	45.61	-
	Grand Mean	4.46	A

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

Nature. As to nature of educational activities, the perceptions of the three categories of respondents are shown in Table 24. Among the principal-respondents, six activities were assessed as "often" participated with means

Table 24

Extent of Participation in the Educational Activities Along Nature as Perceived by the Prinicpals, Teachers and Parents

	Activities	Respondents' Category						Combined Mean/ Interpretation	
		Principals		Teachers		Parents			
		$\bar{X}_w$ /Inter-pretation		$\bar{X}_w$ /Inter-pretation		$\bar{X}_w$ /Inter-pretation			
1	Academic contests	4.28	O	3.92	O	3.61	O	3.94	O
2	PTA Assembly and Activities	4.38	O	4.19	O	3.87	O	4.15	O
3	Family Day	3.45	S	3.42	S	3.13	S	3.33	S
4	Clean and Green Program	4.48	O	3.99	O	3.58	O	4.02	O
5	BSP-GSP Program	4.13	O	3.87	O	3.26	S	3.75	O
6	Art Exhibits	3.15	S	3.12	S	2.94	S	3.07	S
7	Medical-Dental Mission	2.98	S	3.07	S	2.82	S	2.96	S
8	Cultural Activities	3.84	O	3.7	O	3.72	S	3.75	O
9	Pasidungog	3.9	O	3.53	O	3.48	S	3.64	O
Total		**30.69**	-	**32.81**	-	**30.41**	-	**32.61**	-
Grand Mean		**3.84**	**O**	**3.65**	**O**	**3.38**	**S**	**3.62**	**O**

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

ranging from 3.87 to 4.48. The top three activities were: clean and green program with 4.48; PTA assembly and activities with 4.38, and academic contests with

participated were rated "sometimes" with the following activities: medical-dental mission with a mean of 2.98; art exhibit with 3.15, and family day with 3.45. As a whole, the principals rated their extent of participation in these activities as "often" with a grand mean of 3.84.

Likewise, the teacher-respondents assessed six activities as "often" participated by them. Their means ranged from 3.53-4.19. The top three were: PTA assemblies and activities with a mean of 4.19; clean and green program with 3.99, and academic contests with 3.92. The bottom three activities were "sometimes" participated and these were: medical-dental mission with 3.07; art exhibits with 3.12, and family day with 3.45. Taken as a whole, the teachers assessed their participation in these activities as "often" as supported by the grand mean of 3.65.

The parent-respondents assessed their participation differently. They rated only three activities as "often" participated. These were: PTA assemblies and activities with a mean of 3.89; academic contests with 3.61, and clean and green program with 3.58. They deemed six activities as "sometimes" participated and these were: art exhibits with 2.94; medical-dental mission with 2.82 as the bottom two activities. As a whole, the grand mean of this group posted at 3.38 equivalent to "sometimes" participated.

However, the combined mean of the three categories of respondents was pegged at 3.62, indicating that they "often" participated in the educational activities along nature.

Location. Table 25 presents the extent of participation of the three categories of respondents in educational activities along location. The principal-respondents claimed they "often" participated in three activities like: indoor activities with a mean of 4.01; outdoor sports with 3.73, and out-of-town like seminars with 3.61. They "sometimes" participated in the following activities:

Table 25

Extent of Participation in the Educational Activities Along Location as Perceived by the Prinicpals, Teachers and Parents

	Activities	Respondents' Category						Combined Mean/ Interpretation	
		Principals		Teachers		Parents			
		$\bar{X}_w$ /Inter-pretation		$\bar{X}_w$ /Inter-pretation		$\bar{X}_w$ /Inter-pretation			
1	Indoor like assemblies	4.01	O	3.66	O	3.53	O	3.73	O
2	Outdoor like sports	3.73	O	3.50	S	3.05	S	3.43	S
3	Out-of-town like seminars	3.61	O	3.23	S	2.79	S	3.21	S
4	Field trips and learning visits	2.86	S	2.74	S	2.27	R	2.62	S
5	Camping	2.84	S	2.84	S	2.19	R	2.62	S
6	Excursion	2.51	S	2.57	S	1.97	R	2.35	R
Total		**19.56**	**-**	**18.54**	**-**	**15.80**	**-**	**17.97**	**-**
Grand Mean		**3.26**	**S**	**3.09**	**S**	**2.63**	**S**	**2.99**	**S**

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

excursion with 2.51; camping with 2.84, and field trips and learning visits with 2.86. The group rated their participation in these activities as "sometimes" with a grand mean of 3.26.

The teacher-respondents assessed only one activity that they "often" participated, and that is, indoor assemblies with a mean of 3.66. The rest were rated as "sometimes" participated. The bottom three were: excursion with 2.57; field trips and learning visits with 2.74, and camping with 2.84. Also, as a whole, the teachers assessed their participation in activities along location as "sometimes" as supported by the grand mean of 3.08.

The parent-respondents had the following assessments: they "often" participated in indoor activities with a mean of 3.53; 'sometimes: participated in outdoor sports and out-of-town seminars with means of 3.05 and 2.29, respectively, and "rarely" participated in excursions, camping, and field trips and learning visits with 1.97, 2.59, and 2.27, respectively. Taken as a whole, their extent of participation along location was "sometimes" with a grand mean of 2.63.

The combined mean of the three groups of respondents in the participation of educational activities along location posted at 2.99 assessed as "sometimes" participated. Consistently, the respondents preferred to attend indoor activities.

Duration. In terms of duration, the performance of the three groups of respondents is presented in Table 26. The principals claimed they "often" participated in half-day activities, two-day seminars, three-day seminars, and one-day meeting with means of 3.91, 3.86, 3.64, and 3.54, respectively. They

Table 26

Extent of Participation in the Educational Activities Along Duration as Perceived by the Prinicpals, Teachers and Parents

	Activities	Respondents' Category						Combined Mean/ Interpretation	
		Principals		Teachers		Parents			
		$\bar{X}_w$ /Inter-pretation		$\bar{X}_w$ /Inter-pretation		$\bar{X}_w$ /Inter-pretation			
1	Half-day activities like meetings	3.91	O	3.74	O	3.19	S	3.61	O
2	One-day like Family Day	3.54	O	3.53	O	3.15	S	3.41	S
3	Two-day like seminars	3.86	O	3.67	O	2.85	S	3.46	S
4	Three-day training	3.64	O	3.57	O	2.61	S	3.27	S
5	One-week seminar-workshop	2.73	S	2.58	S	2.01	R	2.44	R
Total		**17.68**	**-**	**17.09**	**-**	**13.81**	**-**	**16.19**	**-**
Grand Mean		**3.54**	**O**	**3.42**	**S**	**2.76**	**S**	**3.24**	**S**

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

"sometimes" attended one-week seminar with a mean of 3.73. Along duration, they "often" attended from half-day to three-day long seminars as supported by the grand mean of 3.54.

The teacher-respondents assessed their participation as "often" in activities ranging from half-day to three-day long seminar with means ranging from 3.53 to 3.74. They "sometimes" attended week-long seminar. Taken as a whole, their extent of participation was "sometimes" with a grand mean of 3.42.

The parents "sometimes" participated educational activities ranging from half-day to three-day activities with means ranging from 2.61 to 3.19. They "rarely" attended week-long activities as supported by a mean of 2.01. As a whole, their participation is still "sometimes" with a grand mean of 2.78.

The combined mean of the three groups of respondents on the extent of participation along duration posted at 3.24 equivalent to "sometimes". Consistently, the respondents preferred most half-day long meetings.

Comparison of Perceptions of Principal, Teachers, and Parents Relative to Their Extent of Participation in Educational Activities

Tables 27-29 present the comparative analysis of the perceptions of the principals, teachers and parents relative to their extent of participation in educational activities in terms of nature, location and duration.

Nature. Table 27 contains the comparison of perceptions of the three groups of respondents on the extent of their participation of educational activities according to nature. It may be revealed that the respondents registered

Table 27

Comparison of the Perceptions of the Principals, Teachers and Parents on theNature of Educational Activities They Participated In

SUMMARY					
Respondents	**n**	**Sum**	**Mean/Interpretation**		**Variance**
Principals	9	34.59	3.84	O	0.29
Teachers	9	32.81	3.65	O	0.15
Parents	9	30.41	3.38	S	0.13

ANOVA							
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**	**Decision**
Between Groups	0.98	2	0.49	2.55	0.099	3.40	NS/Accept Ho
Within Groups	4.61	24	0.19				
Total	**5.59**	**26**	-	-	-	-	-

Legend: 4.51 - 5.00 Always (A)
3.51 - 4.50 Often (O)
2.51 - 3.50 Sometimes (S)
1.51 - 2.50 Rarely (R)
1.00 - 1.50 Never (N)
NS - Not Significant

the following grand means: principals (x_1), 3.84; teachers (x_2), 3.65, and parents (x_3), 3.38. It yielded the following mean differences: x_1 vs. x_2 = 0.19; x_1 vs. x_3 = 0.48; and x_2 vs. x_3 = 0.27. When these observed differences were tested for their significance using analysis of variance (ANOVA), the computed F-value posted at 2.55 which was lower than the critical F-value of 3.40 at α=0.05, df=2 and 24.

Thus, the hypothesis that there are no significant differences using the perceptions of the three categories of respondents relative to the extent of participation of educational activities along nature was accepted. It indicated that their assessments of their participation in these activities were "often" participated. Their perceptions were essentially similar.

Location. In terms of location, the comparative analyses of the respondents' perceptions are shown in Table 28. As can be seen, the grand means of the respondents resulted in the following mean differences: x_1 vs. x_2 = 0.17; x_1 vs. x_3 = 0.63; and x_2 vs. x_3 = 0.46. Using ANOVA to test their significance,

Table 28

Comparison of the Perceptions of the Principals, Teachers and Parents on the Educational Activities They Participated in Along Location

SUMMARY				
Respondents	n	Sum	Mean/Interpret	Variance
Principals	6	19.56	3.26	0.36
Teachers	6	18.54	3.09	0.19
Parents	6	15.8	2.63	0.35

ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision/ Evaluation
Between Groups	1.26	2	0.63	2.08	0.16	3.68	NS/Accept Ho
Within Groups	4.54	15	0.30				
Total	5.80	17	-	-	-	-	-

Legend: 4.51 - 5.00 Always (A)
3.51 - 4.50 Often (O)
2.51 - 3.50 Sometimes (S)
1.51 - 2.50 Rarely (R)
1.00 - 1.50 Never (N)
NS - Not Significant

the computed F-value of 3.68 at $\alpha = 0.05$, df = 2 and 15. Therefore, the corresponding hypothesis was accepted. It means that the assessments of the principals, teachers, and parents were essentially the same. They "sometimes" participated in the given activities. It means that they were most in favor of indoor activities.

Duration. In terms of duration, the comparison of perceptions is depicted in Table 29. With the obtained grand mean is shown in the table, the mean differences were: x_1 vs. x_2 = 0.12; x_1 vs. x_3 = 0.78; and x_2 vs. x_3 = 0.70. Testing there

Table 29

Comparison of the Perceptions of the Principal, Teachers and Parents on the Educational Activities They Participated in Along Duration

SUMMARY					
Respondents	n	Sum	Mean/Interpretation		Variance
Principals	5	17.68	3.54	O	0.23
Teachers	5	17.09	3.42	S	0.23
Parents	5	13.81	2.76	S	0.23

ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	1.74	2	0.87	3.81	0.05	3.89	NS/Accept Ho
Within Groups	2.74	12	0.23				
Total	4.48	14	-	-	-	-	-

Legend: 4.51 - 5.00 Always (A)
3.51 - 4.50 Often (O)

2.51 - 3.50 Sometimes (S)
1.51 - 2.50 Rarely (R)
1.00 - 1.50 Never (N)
NS - Not Significant

differences using ANOVA, the resulting computed F-value of 3.89 at $\alpha = 0.05$, df=2 and 12. Hence the corresponding hypothesis was accepted. The respondents' perceptions did not differ significantly. They "sometimes" participated in the given activities but they most preferred short terms duration activities.

Extent of Partnership Among Principals, Teachers and Parents in Educational Activities by Phases as Perceived by Themselves

Tables 30-32 present the perception of principals, teachers and parents relative to the extent of partnership among them in educational activities by phases of implementation.

Planning. Table 30 specifically reflects the extent of partnership of the three groups of respondents in educational activities during the planning phase of implementation. The principals assessed the extent of partnership as "high" in all five indicators with means ranging from 3.73-4.22. It is evident in the following indicators: item 2, "involvement in the information campaign about the implementation of the program" with a mean of 4.22; item 3, "selection of pupils to become clients of educational programs" with 4.16, and item, 1, "ocular

inspection of the area where the activity will be held" with 4.07. The grand mean of the group posted at 4.03 indicating that partnership was "high" among them.

Table 30

Extent of Partnership in the Educational Activities as Perceived by the Principals, Teachers and Parents During the Planning Phase

	Indicators	Respondents' Category						Combined Mean/ Interpretation	
		Principals		Teachers		Parents			
		$\bar{X}_w$	Interpretation	$\bar{X}_w$	Interpretation	$\bar{X}_w$	Interpretation		
1	In the ocular inspection of the area where the activity will be held.	4.07	H	3.61	H	3.68	H	3.79	H
2	Involvement in the information campaign about the prospective implementation of the program.	4.22	H	3.76	H	3.67	H	3.88	H
3	In the selection of pupils to become clients of the educational programs.	4.16	H	3.86	H	3.54	H	3.85	H
4	In putting up centers, staff houses and other similar activities in the barangay.	3.73	H	3.35	M	3.55	H	3.54	H
5	Participation in the pre-implementation seminar intended to convince/persuade would-be members to join the educational programs.	3.98	H	3.60	H	3.51	H	3.70	H
	Total	**20.16**	**-**	**18.18**	**-**	**17.95**	**-**	**18.76**	**-**
	Grand Mean	**4.03**	**H**	**3.64**	**H**	**3.59**	**H**	**3.75**	**H**

Legend: 4.51 - 5.00 Very High (VH)
3.51 - 4.50 High (H)
2.51 - 3.50 Moderate (M)
1.51 - 2.50 Low (L)
1.00 - 1.50 Very Low (VL)

For the teachers, they assessed the partnership as "high" in five indicators. The top three were: item 3, "selection of pupils to become clients of the educational programs" with a mean of 3.86; item 2, "involvement in the information campaign about the prospective implementation of the program" with 3.76, and item 1, "ocular inspection of the area where the activity will be held" with 3.61. Item 4 was assessed as "moderate" partnership referring to "putting up centers, staff houses and other similar activities in the barangay". As a whole, the teachers rated the partnership as "high" with a grand mean of 3.64.

The parents assessed their partnership during the planning phase as "high" in all five indicators with means ranging from 3.51 to 3.68. The top rated items were: item 1, "ocular inspection of the area where the activity will be held" with 3.68 and item 2, "involvement in the information campaign about the prospective implementation of the program" with 3.67. The parents obtained a grand mean of 3.59 equivalent to "high" partnership.

In summary, the principals, teachers and parents rated their partnership during the planning phase as "high" as supported by the combined mean of 3.75.

Implementation. Table 31 shows the perceptions of the three categories of respondents relative to the extent of partnership among them in educational activities during the implementation phase. The principals assessed their partnership as 'high" in all five indicators. The top two items were: item 3, "in

ensuring that the clients of them educational program are aware and

Table 31

Extent of Partnership in the Educational Activities as Perceived by the Principals, Teachers and Parents During the Implementation Phase

	Indicators	Respondents' Category						Combined Mean/ Interpretation	
		Principals		Teachers		Parents			
		$\bar{X}_w$ /Inter-pretation		$\bar{X}_w$ /Inter-pretation		$\bar{X}_w$ /Inter-pretation			
1	Involvement during the distribution of resources for the educational programs.	4.12	H	3.64	H	3.47	M	3.74	H
2	In the performance of the activities related to the educational programs.	4.22	H	3.75	H	3.54	H	3.84	H
3	In ensuring that the other clients of the educational programs are aware and participative.	4.24	H	3.72	H	3.56	H	3.84	H
4	In seeing to it that the program implementers and clients are doing their respective tasks as defined in the policy guidelines of the educational programs.	4.13	H	3.66	H	3.51	H	3.77	H
5	In ensuring that every mistake, misdemeanor or committed by either the program implementers and clients are meted with the appropriate punishments.	3.80	H	3.32	M	3.48	M	3.53	H
	Total	**20.51**	**-**	**18.09**	**-**	**17.56**	**-**	**18.72**	**-**
	Grand Mean	**4.10**	**H**	**3.62**	**H**	**3.51**	**H**	**3.74**	**H**

Legend: 4.51 - 5.00 Very High (VH)
3.51 - 4.50 High (H)
2.51 - 3.50 Moderate (M)

1.51 - 2.50 Low (L)
1.00 - 1.50 Very Low (VL)

participative" and item 2, "in the performance of the activities related to the educational programs", obtaining means of 4.24 and 4.22, respectively. The group obtained a grand mean of 4.10 equivalent to "high" partnership.

The teachers rated their partnership as "high" in five indicators. The items with the higher means were: item 2, "in the performance of the activities related to the educational programs" with a mean of 3.75, and item 3, "in ensuring that the clients of the educational programs are aware and participative" with a mean of 3.72. They assessed their partnership as "moderate" in item 5, "in ensuring that every mistake, misdemeanor or committed by either the program implementers and clients are meted with the appropriate punishments" with a mean of 3.32. The group had a grand mean of 3.62 equivalent to "high" partnership.

The parents' group rated their partnership as "high" in three indicators, namely: item 3, "in ensuring that the clients of the educational programs are aware and participative"; item 2, "in the performance of the activities related to the educational programs", and item 4, "in seeing to it that the program implementers and clients are doing their respective tasks as defined in the policy guidelines of the educational programs" with means of 3.56, 3.54, and 3.48,

respectively. As a whole, the group had a grand mean of 3.51 equivalent to "high" partnership.

In summary, the three groups of respondents assessed their partnership in the educational activities during the implementation phase as "high" as supported by the combined mean of 3.74.

Evaluation/monitoring. Table 32 depicts the respondents' extent of partnership in activities during the evaluation/monitoring phase as perceived by themselves. The principals assessed their partnership as "high" in all five indicators with means ranging from 3.98 to 4.21. Obtaining higher means were: item 3, "involvement during the performance evaluation of the program implementers" with a mean of 4.21 and item 2, "in the evaluation of the extent of implementation of the educational programs" with 4.17. As a whole, the principals had a grand mean of 4.09 equivalent to "high" partnership.

The teachers also assessed their partnership in the activities during the evaluation/monitoring phase as "high" in all five indicators with means ranging from 3.41 to 3.63. Also, obtaining the higher means were items 2 and 3, referring to "in the evaluation of the extent of implementation of the educational programs" (3.63) and "involvement during the performance evaluation of the program implementers" (3.58), respectively. As a whole, the grand mean of the group posted at 3.51 or "high" partnership.

The parents had two assessments of "high" partnerships on the activities during the evaluation/monitoring phase. These were items 1 and 2 referring to

"active participation during the inventory of the supplies and other materials

Table 32

Extent of Partnership in the Educational Activities as Perceived by the Principals, Teachers and Parents During the Evaluating/Monitoring Phase

	Indicators	Respondents' Category						Combined Mean/ Interpretation	
		Principals		Teachers		Parents			
		$\bar{X}_w$	Interpretation	$\bar{X}_w$	Interpretation	$\bar{X}_w$	Interpretation		
1	Active participation during the inventory of the supplies and other materials utilized during the actual implementation of the educational programs.	4.07	H	3.41	H	3.54	H	3.67	H
2	In the evaluation of the extent of implementation of the educational programs.	4.17	H	3.63	H	3.52	H	3.77	H
3	Involvement during the performance evaluation of the program implementers.	4.21	H	3.58	H	3.48	M	3.76	H
4	Participation during the pulling out of the activities related to the programs.	4.00	H	3.50	H	3.48	M	3.66	H
5	In ensuring that the built-in feedback mechanism of the educational programs is in place and is used to get the reaction of the residents relative to the implementation of these programs.	3.98	H	3.45	H	3.49	M	3.64	H
	Total	**20.43**	**-**	**17.57**	**-**	**17.51**	**-**	**18.50**	**-**
	Grand Mean	**4.09**	**H**	**3.51**	**H**	**3.50**	**M**	**3.70**	**H**

Legend: 4.51 - 5.00 Very High (VH)
3.51 - 4.50 High (H)
2.51 - 3.50 Moderate (M)
1.51 - 2.50 Low (L)

1.00 - 1.50 Very Low (VL)

utilized during the actual implementation of the educational programs" which obtained a weighted mean of 3.54 and "in the evaluation of the extent of implementation of the educational programs" with 3.52, respectively. They had three assessments of "moderate" partnerships and these were in: item 3, "involvement during the performance evaluation of the program implementers"; item 4, "participation during the pulling out of the activities related to the programs", and item 5, "in ensuring that the built-in feedback mechanism of the educational programs is in place and is used to get the reaction of the residents relative to the implementation of these programs" with means of 3.48, 3.48, and 3.49, respectively. As a whole, the grand mean of the group was pegged at 3.50 or "moderate" partnership.

In summary, the extent of partnership in educational activities among principals during the evaluation/monitoring phase was assessed as "high" with a combined mean of 3.70.

Comparison of Perceptions of the Three Categories of Respondents Relative to the Extent of Partnership Among Them in Educational Activities by Phases

Tables 33 - 38 present the comparative analysis of the perceptions of principals, teachers and parents relative to the extent of their partnership in educational activities by phases.

Planning. Table 33 has the comparative analysis of the perceptions of he respondents relative to their partnership in educational attitude during the planning phase. As shown, the grand means were the following: principals, 4.03; teachers, 3.64; and parents, 3.59. Their observed differences were: x_1 vs. x_2 = 0.39; x_1 vs. x_3 = 0.44; and x_2 vs. x_3 = 0.05. Testing the significance of there differences using ANOVA, the computed F-value resulted to 11.02 which proved greater than the critical F-value of 3.89 at α=0.05, df=2 and 12. Hence, the corresponding hypothesis of no difference was rejected. It seems that their opinions differed significantly from each other.

Table 33

Comparison of the Perceptions of the Three Categories of Respondents Relative to the Extent of Partnership Among Principals, Teachers and Parents in Educational Activities During Planning Phase

SUMMARY					
Respondents	**n**	**Sum**	**Mean/Interpretation**		**Variance**
Principals	5	20.16	4.03	H	0.04
Teachers	5	18.18	3.64	H	0.04
Parents	5	17.95	3.59	H	0.01

ANOVA							
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**	**Decision**
Between Groups	0.59	2	0.30	11.02	0.002	3.89	S/Reject Ho
Within Groups	0.32	12	0.03				
Total	**0.91**	**14**	-	-	-	-	-

Legend: 4.51 - 5.00 Very High (VH)

3.51 - 4.50 High (H)
2.51 - 3.50 Moderate (M)
1.51 - 2.50 Low (L)
1.00 - 1.50 Very Low (VL)
S - Significant

With a significant F', a posteriori test was applied to pinpoint which groups of means differed significantly. Table 34 shows that the mean difference of 0.39 between the principals and teachers was significant, that when tested for its significance yielded a computed F'-value of 12.68, greater than the critical F'-value of 7.78 at α=0.05 level. The mean difference of 0.44 between principals and

Table 34

Posteriori Test (Scheffe's Test) in Comparing the Perceptions of the Principal, Teachers and Parents on the Extent of Partnership in Educational Activities During Planning Phase

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
Principals & Teachers	0.39	12.68	7.78	Significant/Reject Ho
Principals & Parents	0.44	16.13	7.78	Significant/Reject Ho
Teachers & Parents	0.05	0.21	7.78	Not Significant/ Accept Ho

parents was also significant with a computed F'-value of 16.13, greater than the critical F'-value of 7.78 at α=0.05 level. Therefore, both hypotheses of no difference were rejected. It indicated that the perceptions of aforesaid groups were essentially different. While the descriptive correlation were both "high", it is by nature of a high mean obtained by the principals over the teachers and parents, that indicated that the principals was more inclined to believe that the extent of partnership among them during the planning phase was really "high".

Implementation. Table 35 shows the comparison of perceptions of the three groups of respondents relative to the extent of their partnership in educational activities during the implementation phase. As posted, the

Table 35

Comparison of the Perceptions of the Three Categories of Respondents Relative to the Extent of Partnership Among Principals, Teachers and Parents in Educational Activities During Implementation Phase

SUMMARY					
Respondents	n	Sum	Mean/Interpretation		Variance
Principals	5	20.51	4.10	H	0.03
Teachers	5	18.09	3.62	H	0.03
Parents	5	17.56	3.51	H	0.00

ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.99	2	0.49	23.74	6.74E-05	3.89	S/Reject Ho
Within Groups	0.25	12	0.02				

Total	1.24	14					-

Legend: 4.51 - 5.00 Very High (VH)
3.51 - 4.50 High (H)
2.51 - 3.50 Moderate (M)
1.51 - 2.50 Low (L)
1.00 - 1.50 Very Low (VL)
S - Significant

respondents' obtained means were: principals - 4.10; teachers - 3.62, and parents - 3.51, which resulted in the following mean difference: principal and teachers - 0.48; principals and parents - 0.59, and teachers and parents - 0.11. testing these differences using ANOVA, the computed F-value posted at 23.74 which proved greater than the critical F-value of 3.89 at α=0.05 level, df=2 and 12. Thus, the hypothesis of no significant difference was rejected. These were significant variations in the responses of the respondents

To determine which pairs of means were significant, a posteriori test was applied, results of which are reflected in Table 36. The means between pupils between pupils versus teachers and principals versus parents yielded computed"

Table 36

Posteriori Test (Scheffe's Test) in Comparing the Perceptions of the Pricipals, Teacher and Parents on the Extent of Partnership Educational Activities During Implementation Phase

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision

Principals & Teachers	0.48	28.80	7.78	Significant/Reject Ho
Principals & Parents	0.59	43.51	7.78	Significant/Reject Ho
Teachers & Parents	0.11	1.51	7.78	Not Significant/Reject Ho

F'-value of 7.76 at α=0.05 level. Correspondingly, the hypotheses involving these groups were rejected. It indicated that their opinions were extremely different. Although their descriptive values were both "high", it was the magnitude of the mean of the principals group over the other groups that mattered. It meant that the principals were more inclined to believe that the extent of partnership among them was higher than the opinions of teachers and parents.

Evaluation/monitoring. Table 37 presents the results of the comparison of perceptions of the three groups of respondents relative to the extent of

Table 37

Comparison of the Perceptions of the Three Categories of Respondents Relative to the Extent of Partnership Among Principals, Teachers and Parents in Educational Activities During Evaluation/Monitoring Phase

SUMMARY				
Respondents	n	Sum	Mean/Interpretation	Variance
Principals	5	20.43	4.09 H	0.010

Teachers	5	17.57	3.51	H	0.008
Parents	5	17.51	3.50	M	0.001

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	1.11	2	0.56	86.67	7.37E-08	3.89	S/Reject Ho
Within Groups	0.08	12	0.01				
Total	1.19	14					-

Legend: 4.51 - 5.00 Very High (VH)
3.51 - 4.50 High (H)
2.51 - 3.50 Moderate (M)
1.51 - 2.50 Low (L)
1.00 - 1.50 Very Low (VL)
S - Significant

partnership among them in educational activities during the evaluation/monitoring phase. The mean differences in their grand means were: principals versus teachers was 0.50; principals vs. parents = 0.59, and between teachers and parents was 0.01. When these were tested for significance using ANOVA, the computed F-value posted at 86.67 which was greater than the critical F-value of 3.89 at α=0.05, df=2 and 12. Thus, the hypothesis of no difference was rejected. It meant that their perceptions were significantly different.

To determine which pairs of means were significant, Scheffe's test was applied. Table 38 reflects the results of the posteriori test. At a glance, mean difference of principals and teachers and principals and parents which were 0.58

Table 38

Posteriori Test (Scheffe's Test) in Comparing the Perceptions of the Principals, Teachers and Parents on the Extent of Partnership in Educational Activities During Evaluation/Monitoring Phase

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
Principals & Teachers	0.58	84.10	7.78	Significant/Reject Ho
Principals & Parents	0.59	87.03	7.78	Significant/Reject Ho
Teachers & Parents	0.01	0.02	7.78	Not Significant/Reject Ho

and 0.59, respectively proved significant. The computed F'-value were 84.10 and 87.03, respectively which were greater than the critical F'-value of 7.78 at $\alpha = 0.05$ level. Therefore, the corresponding hypotheses were rejected indicating that the opinions of the pairs of respondents were essentially different. Although the group principals and teachers assessed their partnership as "high", the principals obtained a higher mean over the teachers. in the case of principals and parents, their assessments were "high" and "moderate", respectively.

Relationship Between the Extent of Partnership Among Principals, Teachers, and Parents in Educational Activities By Phases and Identified Variates

The study also determined the relationship between the extent of partnership among principals, teachers and parents in educational activities by

phases and some identified principal-, teacher-, and parent-related variates. The results of the correlational analyses are summarized in Tables 39-47.

Planning. Table 39 specifically shows the correlational analysis between the respondents' extent of partnership in educational activities during the planning phase and the principals' age, sex, civil status, average monthly income, educational attainment, administrative experience, performance rating, and in-service trainings attended.

As can be seen in the table, it is only average monthly income of the principals that proved significant. It registered a correlation coefficient of 0.259,

Table 39

Relationship Between the Extent of Partnership in the Educational Activities During the Planning Phase and Principal-Related Variates

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=91	Evaluation
Age	-0.186	1.806	1.98	NS/Accept Ho
Sex	-0.104	0.998	1.98	NS/Accept Ho
Civil Status	0.036	0.344	1.98	NS/ Accept Ho
Average Monthly Income	0.259	2.558	1.98	S/Reject Ho
Educational Attainment	0.133	1.280	1.98	NS/Accept Ho
Administrative Experience	-0.010	0.095	1.98	NS/ Accept Ho
Latest Performance Rating	0.015	0.143	1.98	NS/Accept Ho
In-Service Trainings Attended				
Division Level	-0.124	1.192	1.98	NS/Accept Ho
Regional Level	-0.023	0.219	1.98	NS/Accept Ho

National Level	-0.105	1.007	1.98	NS/Accept Ho

Legend: NS - Not significant
S - Significant

that when tested for its significance using Fisher's t-test yielded a computed t-value of 2.558 which proved greater than the critical t-value of 1.98 at α=0.05, df=91. Hence, the hypothesis involving the relationship between the extent of partnership of the respondents in educational activities during the planning phase and the principals' average monthly income was rejected. It meant that the variables correlated significantly. The average monthly income of principals had something to do with their extent of partnership during the planning phase. It cannot be denied that involvement in activities entailed expense on the part of the participants. With a positive r, it indicated that the relationships between the two variables were directly proportional, meaning further that the higher was the average monthly income, the higher was the extent of partnership involved.

The principals' sex, age, civil status, educational attainment, administrative experience, performance rating, and in-service trainings attended did not correlate significantly with the respondents' extent of partnership. The computed t-values were lesser than the critical t-value of 1.98 at α=0.05.

Still during the planning phase (Table 40) in correlating the extent of partnership among the principals, teachers and parents in educational activities and the teachers' average monthly income, the correlation coefficient posted at 0.155. Using the Fisher's t-test to test its significance, the computed t-value was 2.681 which proved greater than the critical t-value of 1.98 at α=0.05, df=292. Thus, the hypothesis involving the relationship between the two variables was rejected. It meant that the average monthly income of teachers influence their extent of partnership in planning activities. With a positive r, it indicated that the relationship was directly proportional. It meant that the higher was the average monthly income, the greater was the extent of partnership involved.

Table 40

Relationship Between the Extent of Partnership in the Educational Activities During the Planning Phase and Teacher-Related Variates

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=292	Evaluation
Age	0.050	0.855	1.98	NS/Accept Ho
Sex	-0.033	0.564	1.98	NS/Accept Ho
Civil Status	-0.007	0.120	1.98	NS/Accept Ho
Average Monthly Income	0.155	2.681	1.98	S/Reject Ho
Educational Attainment	-0.074	1.268	1.98	NS/Accept Ho
Teaching Experience	-0.0001	0.002	1.98	NS/ Accept Ho
Latest Performance Rating	-0.062	1.061	1.98	NS/Accept Ho
In-Service Trainings Attended				

Division Level	0.012	0.205	1.98	NS/Accept Ho
Regional Level	0.074	1.268	1.98	NS/Accept Ho
National Level	0.034	0.581	1.98	NS/Accept Ho

Legend: NS - Not significant
S - Significant

The teachers' age, sex, civil status, educational attainment, teaching experience, performance rating and in-service trainings attended obtained computed t-values which were all lesser than the critical t-value of 1.98 at α = 0.05, df=292, indicating that they did not correlate significantly with extent of partnership.

Still during the planning phase, Table 41 depicts the correlational analysis between the extent of partnership in the educational activities and the parents' related variates.

Table 41

Relationship Between the Extent of Partnership in the Educational Activities During the Planning Phase and Parent-Related Variates

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=331	Evaluation
Age	0.144	2.647	1.98	S/Reject Ho
Sex	0.140	2.572	1.98	S/Reject Ho

Civil Status	-0.046	0.838	1.98	NS/Accept Ho
Average Monthly Income	-0.058	1.057	1.98	NS/Accept Ho
Number of Children	0.107	1.958	1.98	NS/Accept Ho
Educational Attainment	0.011	0.200	1.98	NS/ Accept Ho
Employment/Occupation	0.072	1.313	1.98	NS/Accept Ho
Attitude	-0.018	0.328		NS/Accept Ho

Legend: NS - Not significant
S - Significant

As shown, when extent of partnership was correlated with parents age and sex, the correlation coefficient resulted to r 0.144 and 0.140, respectively. When these were tested for their significance using Fisher's t, the computed t-values posted at 2.647 and 2.572, respectively which proved greater than the critical t-value of 1.98 at α=0.05, df=351. Thus, the corresponding hypotheses were rejected. It meant that age and sex influence the extent of partnership among pupils, teachers and parent in planning educational activities.

With positive correlation coefficient, it indicated that the relationship between the pairs of variables were directly proportional. It meant the following: 1) the older the respondents, the higher was the extent of partnership, and 2) the more female parents participate, the higher was the extent of partnership.

The parents' civil status, average monthly income, number of children, educational attainment, employment/occupation and attitude registered lower computed t-value of 1.98 at α=0.05, df=331. Thus, the hypotheses involving the relationship between the variables were correspondingly accepted. They did not correlate significantly with their extent of partnership.

Implementation. Table 42 shows the comparative analysis between the extent of partnership in the educational activities during the implementation phase and some principal-related variates.

In correlating the extent of partnership and the principals' age and average monthly income, the correlation coefficient were -0.222 and 0.235, respectively. Testing the significant of these computed r's using Fisher's t resulted in computed t-values of 2.172 and 2.306, respectively, which proved

Table 42

Relationship Between the Extent of Partnership in the Educational Activities During the Implementation Phase and Principal-Related Variates

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=91	Evaluation
Age	-0.222	2.172	1.98	S/Reject Ho
Sex	-0.071	0.679	1.98	NS/Accept Ho
Civil Status	NA	NA	NA	NA

Average Monthly Income	0.235	2.306	1.98	S/Reject Ho
Educational Attainment	0.032	0.305	1.98	NS/Accept Ho
Administrative Experience	-0.024	0.229	1.98	NS/ Accept Ho
Latest Performance Rating	0.015	0.143	1.98	NS/Accept Ho
In-Service Trainings Attended				
Division Level	-0.115	1.104	1.98	NS/Accept Ho
Regional Level	-0.075	0.717	1.98	NS/Accept Ho
National Level	-0.070	0.669	1.98	NS/Accept Ho

Legend: NS - Not significant
S - Significant

greater than the critical t-value of 1.98 at α=0.05, df=91. Hence, the corresponding hypotheses were rejected. It meant that age and average monthly income had something to do with the extent of partnership in educational activities.

With a negative r, it meant that the relationship that existed between the extent of partnership and principals' age was inversely proportional. It indicated that the younger the respondent, the higher was the extent of partnership involved.

The positive r, indicated that relationship between the extent of partnership of principals' average monthly income was directly proportional. It meant that the higher was the average monthly income, the higher was the extent of partnership involved.

The principals' sex, civil status, educational attainment, administrative experience, performance rating, and in-service trainings attended obtained lower computed t-values than the critical t-value of 1.98 at α=0.05, df=91. They did not correlate significantly with extent of partnership.

Table 43 summarizes the correlational analysis between the extent of partnership in educational activities during the implementation phase and teacher-related variates. In correlating extent of partnership and teachers' average monthly income, the computed r was 0.160. When tested for its significance, the computed t-value was pegged at 2.770 which proved numerically greater than the critical t-value of 1.98 at α=0.05, df=292. Thus, the hypothesis involving the relationship between the two variables was rejected. It meant that the average monthly income of teachers has something to do with their degree of partnership in educational activities during the implementation phase. The r being positive signified a directly proportional relationship. It indicated that the higher the average monthly income, the extent of partnership correspondingly increases.

Age, sex, civil status, educational attainment, teaching experience, performance rating and in-service training obtained computed t-values than the critical t-value of 1.98 at α=0.05, df=292. It meant that the corresponding

Table 43

Relationship Between the Extent of Partnership in the Educational

Activities During the Implementation Phase and Teacher-Related Variates

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=292	Evaluation
Age	0.059	1.010	1.98	NS/Accept Ho
Sex	-	0.410	1.98	NS/Accept Ho
Civil Status	0.024	0.462	1.98	NS/Accept Ho
Average Monthly Income	0.027	2.770	1.98	S/Reject Ho
Educational Attainment	0.160	0.103	1.98	NS/Accept Ho
Teaching Experience	-	0.291	1.98	NS/ Accept Ho
Latest Performance Rating	0.006	0.137	1.98	NS/Accept Ho
In-Service Trainings Attended	0.017			
Division Level	-	0.256	1.98	NS/Accept Ho
Regional Level	0.008	1.752	1.98	NS/Accept Ho
National Level		0.256	1.98	NS/Accept Ho
	0.015			
	0.102			
	0.015			

Legend: NS - Not significant
S - Significant

hypotheses were accepted. These variables did not correlate significantly with the extent of partnership.

In correlating the extent of partnership and the parent-related variates, only parents' sex correlated significantly with it; the rest did not. This is shown in Table 44. The correlational analysis revealed a computed r of 0.123 which

when tested for its significance posted a computed t-value of 2.255 which was

Table 44

Relationship Between the Extent of Partnership in the Educational Activities During the Implementation Phase and Parent-Related Variates

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=331	Evaluation
Age	0.084	1.534	1.98	NS/Accept Ho
Sex	0.123	2.255	1.98	S/Reject Ho
Civil Status	-0.067	1.222	1.98	NS/Accept Ho
Average Monthly Income	-0.065	1.185	1.98	NS/Accept Ho
Number of Children	0.063	1.148	1.98	NS/Accept Ho
Educational Attainment	0.031	0.564	1.98	NS/ Accept Ho
Employment/Occupation	0.067	1.222	1.98	NS/Accept Ho
Attitude	-0.007	0.127	1.98	NS/Accept Ho

Legend: NS - Not significant
S - Significant

greater than the critical t-value of 1.98 at α=0.05, df=331. Hence, the hypothesis involving the relationship of the two variables was rejected. It denoted that parents' sex influenced the degree of partnership among the respondents in activities during the implementation phase. The r being positive indicated the relationship between the two variables was directly proportional, which meant

that the more female parents were involved, the higher were the degree of partnership.

Parents'age, civil status, average monthly income, number of children, educational attainment, occupation and attitude obtained computed t-values lesser than the critical t-value of 1.98 at α=0.05, df=331. Thus, the corresponding hypotheses were accepted. They did not correlate significantly with the respondents' extent of partnership.

Evaluation/monitoring. Tables 45-47 present the relationship between the extent of partnership in the educational activities during the evaluation/monitoring phase and the principal-, teacher-, and parent-related variates.

Significantly, Table 45 depicts the relationship between the extent of partnership and principal-related variates. The correlational analysis observed that among the variates it was the principals' average monthly income which

Table 45

Relationship Between the Extent of Partnership in the Educational Activities During Evaluating/Monitoring Phase and Principal-Related Variates

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=91	Evaluation

Age	-0.100	0.959	1.98	NS/Accept Ho
Sex	0.087	0.833	1.98	NS/Accept Ho
Civil Status	0.121	1.163	1.98	
Average Monthly Income	0.214	2.090	1.98	S/Reject Ho
Educational Attainment	0.041	0.391	1.98	NS/Accept Ho
Administrative Experience	-0.085	0.814	1.98	NS/ Accept Ho
Latest Performance Rating	0.099	0.949	1.98	NS/Accept Ho
In-Service Trainings Attended				
Division Level	-0.082	0.785	1.98	NS/Accept Ho
Regional Level	-0.051	0.487	1.98	NS/Accept Ho
National Level	-0.184	1.786	1.98	NS/Accept Ho

Legend: NS - Not significant
S - Significant

yielded a r of 0.214 which when tested for its significance posted a computed t-value of 2.090 which was greater than the critical t-value of 1.98 at α=0.05, df=91. Therefore, the hypothesis involving the relationship between the two variables was rejected. It meant the principals' average monthly income was something to do with their extent of partnership. The r being positive denoted that the relationship between these variables were directly proportional. It indicated that the higher was the average monthly income; the greater was the extent of partnership.

The rest of the principal-related variates like age, sex, civil status, educational attainment, administrative experience, performance rating and in-service trainings attended obtained computed r's which when tested for its

significance posted computed t-values lower than the critical t-value of 1.98 at α=0.05, df=91. Thus, the corresponding hypotheses involving the relationship between the aforecited variates and the extent of partnership were accepted. Meaning, those variates did not correlate significantly with the respondents' extent of partnership.

In correlating the extent of partnership involvement during the evaluating/monitoring phase with teacher-related variates (Table 46), the following correlation coefficients were obtained: age, 0.053; sex, -0.024; civil status, -0.060; average monthly income, 0.033; educational attainment, 0.038; teaching experience, 0.033; performance rating, -0.059; division level INSET, 0.034; regional level INSET, 0.098; and national level INSET, 0.069. The tests of significance applied were those values posted computed t-values of: 0.907 for age; 0.410 for sex; 1.027 for civil status; 0.564 for average monthly income; 0.65 for educational attainment; 0.530 for teaching experience; 1.010 for performance rating; 0.581 for division level INSET; 1.083 for regional level INSET; and 1.182 for national level INSET which proved lesser than the critical t-value of 1.98 at

Table 46

Relationship Between the Extent of Partnership in the Educational Activities During Evaluating/Monitoring Phase and Teacher-Related Variates

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=292	Evaluation
Age	0.053	0.907	1.98	NS/Accept Ho
Sex	-0.024	0.410	1.98	NS/Accept Ho
Civil Status	-0.060	1.027	1.98	
Average Monthly Income	0.033	0.564	1.98	NS/Accept Ho
Educational Attainment	0.038	0.650	1.98	NS/Accept Ho
Teaching Experience	0.031	0.530	1.98	NS/ Accept Ho
Latest Performance Rating	-0.059	1.010	1.98	NS/Accept Ho
In-Service Trainings Attended				
Division Level	0.034	0.581	1.98	NS/Accept Ho
Regional Level	0.098	1.683	1.98	NS/Accept Ho
National Level	0.069	1.182	1.98	NS/Accept Ho

Legend: NS - Not significant
S - Significant

α=0.05, df=292. Therefore, the hypotheses involving the relationship between the aforesaid teacher-related variates and the respondents' extent of partnership was correspondingly accepted. It meant that these variates did not correlate significantly with the extent of partnership during the evaluation/monitoring phase.

Table 47 summarizes the correlation between extent of partnership and parent-related variates.

Table 47

Relationship Between the Extent of Partnership in the Educational Activities During Evaluating/Monitoring Phase and Parent-Related Variates

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=331	Evaluation
Age	0.163	3.006	1.98	S/Reject Ho
Sex	0.086	1.570	1.98	NS/Accept Ho
Civil Status	-0.081	1.479	1.98	NS/Accept Ho
Average Monthly Income	-0.008	0.146	1.98	NS/Accept Ho
Number of Children	0.087	1.589	1.98	NS/Accept Ho
Educational Attainment	-0.006	0.109	1.98	NS/ Accept Ho
Employment/Occupation	-0.014	0.255	1.98	NS/Accept Ho
Attitude	-0.002	0.036	1.98	NS/Accept Ho

Legend: NS - Not significant
S - Significant

Between parents' age and extent of partnership, the correlation coefficient was pegged at 0.163 which when tested for its significance yielded a computed t-value of 3.006 which proved greater than the critical t-value of 1.98 at α=0.05, df=331. This signaled the rejection of the hypotheses involving the relationship between parents' age and extent of relationship. It meant that the age matters in the extent of partnership among the respondents during the evaluation/monitoring phase. With a positive r, it indicated that the relationship between the two variables was directly proportional. It meant the older the

respondent involved in the evaluation/monitoring activity, the greater was the extent of partnership.

As revealed in the table, parents' sex, civil status, average monthly income, number of children, educational attainment, employment/occupation and attitude obtained computed t-values lesser than the critical t-value of 1.98 at α=0.05, df=331. Hence, the hypotheses involving these values and the extent of partnership were accepted. It meant that these parent-related variates did not correlate significantly with extent of partnership.

Relationship Between the Extent of Partnership Among Principals, Teachers and Parents in Educational Activities by Phases and Categories of Educational Activities

Tables 48-56 show the summary of correlative analyses done between extent of partnership among principals, teachers and parents in educational activities by phase and categories of educational activities based on the perceptions of the principals, teachers, and parents. Phase includes planning, implementation, and evaluation/monitoring. Category of educational activities includes nature, location and education.

Planning. Table 48 depicts the relationship between the extent of partnership in the educational activities during the planning phase and the nature of educational activities the respondents participated in.

Table 48

Relationship Between the Extent of Partnership in the Educational Activities During the Planning Phase and Nature of Educational Activities They Participated In

Respondents	r_{xy}	Fisher's t	t_{tab}; α=0.05	Evaluation
Principal	0.054	0.516	1.98	NS/Accept Ho
Teachers	0.419	7.885	1.98	S/Reject Ho
Parents	0.962	64.098	1.98	S/Reject Ho

Legend: NS - Not significant
S - Significant

Based on the principals' perceptions, the correlational analysis obtained a r of 0.054 which when tested for its significance posted a computed t-value of 0.516 which proved numerically lesser than the critical t-value of 1.98 at α=0.05, df=90. Hence, the hypothesis involving the relationship between the extent of partnership during the planning phase and nature of the activity did not matter in the extent of partnership of the respondents' principals. This cane be explained that the principals role is only to lead in the planning which did not influence in the partnership.

In correlating the two aforesaid variables based on the teachers' and parents' perceptions, the correlation coefficients were 0.419 and 0.962, respectively/ When these r's were tested for their significance, the computed t-

values were 7.885 for teachers and 64.098 for parents which were numerically greater than the critical t-value of 1.98 at α=0.05, df=292 and 331, respectively. Therefore, the two hypotheses involving the relationship of the variables were rejected. It meant that the teachers and parents, the nature of educational activities influenced the extent of their partnership in these activities during the planning phase. This can be attributed to the fact that teachers and parents took active roles in planning the activities than the principals. They discuss, suggest and decide in while principals merely facilitates.

Still in the planning phase, Table 49 presents the results of the correlational analysis between the extent of partnership in educational activities and the location of educational activities as seen by the respondents. The correlation coefficients obtained were: 0.361 for principals; 0.412 for teachers, and 0.976 for parents. When these were tested for their significance, using Fisher's t, the computed t-values were: 3.693 for principals; 7.726 for teachers and 81.839 for parents. Tese proved numerically greater than the computed t-value of 1.98 at α=0.05. Hence gave evidence to reject all three hypotheses involving the

Table 49

Relationship Between the Extent of Partnership in the Educational Activities During the Planning Phase and the Location of Educational Activities They Participated In

Respondents	r_{xy}	Fisher's t	t_{tab}; α=0.05	Evaluation
Principal	0.361	3.693	1.98	S/Reject Ho
Teachers	0.412	7.726	1.98	S/Reject Ho
Parents	0.976	81.539	1.98	S/Reject Ho

Legend: NS - Not significant
S - Significant

relationship between extent of partnership and location of educational activities as seen by principals, teachers and parents. It indicated that the location of educational activities matters in the extent of partnership purged by the three categories of respondents. As revealed, respondents prefer educational activities to be held indoor.

Still in the planning phase of activities, Table 50 reflects the results of the correlational analysis between the extent of partnership and duration of the correlational analysis between the extent of partnership and duration of educational activities as perceived by principal-, teacher-, and parent-respondents. The resulting correlation coefficients were: 0.472, 0.456, and 0.938

Table 50

Relationship Between the Extent of Partnership in the Educational Activities During the Planning Phase and the Duration of Educational Activities They Participated In

Respondents	r_{xy}	Fisher's t	t_{tab}; α=0.05	Evaluation
Principal	0.472	5.107	1.98	S/Reject Ho
Teachers	0.456	8.755	1.98	S/Reject Ho
Parents	0.938	49.232	1.98	S/Reject Ho

Legend: NS - Not significant
S - Significant

respectively. Testing the significance of these values resulted in computed t-values of 5.107 for principals; 8.755 for teachers; and 49.232 for parents which proved numerically greater than the critical value of 1.98 at α=0.05. Thus, all corresponding hypotheses involving the relationship between the extent of partnership and duration of educational activities were rejected. It meant theat the time duration of conducting educational activities has something to do with the extent of partnership present into the activities.

In summary, the principals' perceptions revealed that nature of educational activities did not correlate with extent of partnership that location and duration did. According to the teachers and parents, these categories correlated significantly with their extent of partnership.

Implementation. Tables 51-53 summarize the correlational analysis between the extent of partnership in the educational activities during the implementation phase and the categories of educational activities, namely:

nature, location and duration based on the responses of the principals, teachers and parents.

Table 51, specifically, depicts the relationship between the extent of partnership and nature of educational activities. The analysis resulted in correlational coefficients of 0.484 for principals, 0.450 for teachers, and 0.950 for

Table 51

Relationship Between the Extent of Partnership in the Educational Activities During Implementation Phase and the Nature of Educational Activities They Participated In

Respondents	r_{xy}	Fisher's t	t_{tab}; α=0.05	Evaluation
Principal	0.484	5.276	1.98	S/Reject Ho
Teachers	0.450	8.611	1.98	S/Reject Ho
Parents	0.950	55.352	1.98	S/Reject Ho

Legend: NS - Not significant
S - Significant

parents. Using Fisher's t to test the significance of the values, the computed t-values posted at 5.276 for principals; 8.611 for teachers; and 55.352 for parents which proved numerically greater than the critical t-value of 1.98 at α=0.05. Therefore, the hypotheses involving the relationship between the two variables were correspondingly rejected. It meant that the nature of educational activities

has something to do with the extent of partnership as perceived by the principals, teachers and parents.

Still along implementation, Table 52 reflects the correlation between the extent of partnership and location of educational activities as shown in the

Table 52

Relationship Between the Extent of Partnership of the Educational Activities During Implementation Phase and the Location of Educational Activities They Participated In

Respondents	r_{xy}	Fisher's t	t_{tab}; α=0.05	Evaluation
Principal	0.373	3.835	1.98	S/Reject Ho
Teachers	0.407	7.614	1.98	S/Reject Ho
Parents	0.980	89.597	1.98	S/Reject Ho

Legend: NS - Not significant
S - Significant

responses of the principals, teachers, and parents. The analysis, yielded the significance of the r's resulted in computed t-values of 3.835 for principals; 7.614 for teachers, and 89.597 for parents for parents which were greater than the critical t-value of 1.98 at α=0.05. This led to rejection of the hypotheses involving the relationship between the extent of partnership and location of educational

activities. It meant that the location where educational activities were held matters in the extent of partnership among the principals, teachers and parents. It was found earlier that the three categories of respondents prefer activities to be held indoor.

The correlational analysis made between extent of partnership and duration of educational activities is summarized in Table 53. As shown in the table, the principals obtain a computed r of 0.439, the teachers had a r of 0.443, and the parents obtained 0.953. Using the Fisher's t to test their significance, the

Table 53

Relationship Between the Extent of Partnership in the Educational Activities During Implementation Phase and the Duration of Educational Activities They Participated In

Respondents	r_{xy}	Fisher's t	t_{tab}; α=0.05	Evaluation
Principal	0.439	4.661	1.98	S/Reject Ho
Teachers	0.443	8.444	1.98	S/Reject Ho
Parents	0.953	57.228	1.98	S/Reject Ho

Legend: NS - Not significant
S - Significant

computed t-values were 4.611, 8.444, and 57.228, respectively. These values were numerically greater than the critical t-value of 1.98 at α=0.05. Hence, the hypotheses involving the relationship between the two variables were

correspondingly rejected. It indicated that the duration of educational activities has something to do with the extent of partnership of the respondents. It was found out earlier that the principals, teachers and parents unanimously preferred short-term activity of one to two days.

In summary, doing the implementation phase, the nature, location and duration of educational activities correlated significantly with the respondents' extent of partnership.

Evaluation/monitoring. Tables 54-56 reflect the summarized results of the relationship between the extent of partnership in the educational activities during the evaluation/monitoring phase and the categories of activities, namely: nature, location and duration as seen by principals, teachers and parents.

Table 54 specifically depicts the relationship between the extent of partnership and nature of educational activities. The resulting correlation coefficients were: 0.515 for principals; 0.435 for teachers; and 0.938 for parents. The Fisher's t-test yielded computed t-values of 5.731, 8.255, and 49.232, respectively, which proved numerically greater than the critical t-value of 1.98 at α=0.05. Thus, the corresponding hypotheses involving the relationship between the extent of partnership and nature of educational activities

Table 54

Relationship Between the Extent of Partnership in the Educational Activities During Evaluating/Monitoring Phase and the Nature of Educationl Activities They Participated In

Respondents	r_{xy}	Fisher's t	t_{tab}; α=0.05	Evaluation
Principal	0.515	5.731	1.98	S/Reject Ho
Teachers	0.435	8.255	1.98	S/Reject Ho
Parents	0.938	49.232	1.98	S/Reject Ho

Legend: NS - Not significant
S - Significant

were rejected. It meant that the nature of the activities influenced the extent of partnership of these respondents during the evaluation/monitoring phase.

Still during the evaluation/monitoring phase, the correlational analysis between the extent of partnership and location of the educational activities (Table 55) resulted in computed r's of: 0.382 for principals; 0.435 for teachers; and 0.976 fo parents. When these were test for their significance, the computed t-values posted at 3.943, 8.255, and 81.539, respectively, which were all

Table 55

Relationship Between the Extent of Partnership in the Educational Activities During Evaluating/Monitoring Phase and the Location

of Educationl Activities They Participated In

Respondents	r_{xy}	Fisher's t	t_{tab}; α=0.05	Evaluation
Principal	0.382	3.943	1.98	S/Reject Ho
Teachers	0.435	8.255	1.98	S/Reject Ho
Parents	0.976	81.539	1.98	S/Reject Ho

Legend: NS - Not significant
S - Significant

numerically greater than the critical t-value of 1.98 at α=0.05. This gave evidence to reject all three hypotheses involving the relationship between the extent of partnership and location of educational activities as received by the three groups of respondents. It denoted that the location of the activity matters on the extent of partnership during the evaluation/monitoring phase among the principals, teachers and parents.

Table 56 shows the relationship between the extent of partnership and duration of educational activities as perceived by the principals, teachers and parents. The correlation coefficients were pegged at 0.457, 0.487, and 0.949,

Table 56

Relationship Between the Extent of Partnership in the Educational Activities During Evaluating/Monitoring Phase and Duration

of Educationl Activities They Participated In

Respondents	r_{xy}	Fisher's t	t_{tab}; α=0.05	Evaluation
Principal	0.457	4.901	1.98	S/Reject Ho
Teachers	0.487	9.528	1.98	S/Reject Ho
Parents	0.949	54.763	1.98	S/Reject Ho

Legend: NS - Not significant
S - Significant

respectively. Using Fisher's t-test to prove its significance, the computed t-values posted at 4.901 for principals; 9.528 for teachers; and 54.763 for parents which proved greater than the critical t-value of 1.98 at α=0.05. Therefore, the hypotheses involving the relationship between the two variables according to the three groups of respondents were rejected. Meaning, that the duration of the activities trigger greater partnership among the respondents during the evaluation/monitoring phase.

In summary, during the evaluation/monitoring phase, the categories of educational activities (nature, location, duration) influenced the extent of partnership among respondents as viewed by themselves.

School-Community Partnership Problems by Phases as Perceived by Principals, Teachers, and Parents

This study also revealed some problems relative to school-community partnership during the planning, implementation and evaluation/monitoring phases as perceived by the three groups of respondents. The findings are summarized in Tables 57-59.

Planning. Table 57 shows the partnership problems during the planning phase. As shown, the principals assessed all given problems as "highly felt" with a grand mean of 4.10. Among these problems, the following obtained the means of 4.24 for item 3 problem, "lack of time to discuss the target goals and/or objectives thoroughly due to many intervening factors and unexpected interruptions" and 4.22 for item 2 problem, "the planned activities are not relevant to achieve the purpose and expected discussed results". As a whole, the problems were observed "highly felt".

The teachers, too, denoted all the problems "highly felt" with means ranging from 3.32 to 3.75. The two lightest problems were: item 2, "the planned activities are not relevant to achieve the purpose and expected discussed results" which obtained a mean of 3.75, and item 3, "lack of time to discuss the target goals and/or objectives thoroughly due to many intervening factors and unexpected interruptions" with 3.72. As a whole, the group posted a grand mean of 3.62 or "highly felt".

Table 57

School-Community Partnership Problems Along Planning as

Perceived by the Principals, Teachers and Parents

	Indicators	Respondents' Category						Combined Mean/ Interpretation	
		Principals		Teachers		Parents			
		$\bar{X}_w$	Inter-pretation	$\bar{X}_w$	Inter-pretation	$\bar{X}_w$	Inter-pretation		
1	Policies and guidelines in the implementation of school activities are not clearly stated	4.12	HF	3.64	HF	3.47	MF	3.74	HF
2	The planned activities are not relevant to achieve the purpose and expected desired results	4.22	HF	3.75	HF	3.54	HF	3.84	HF
3	Lack of time to discuss the target goals and/or objectives thoroughly due to many intervening factors and unexpected interruptions.	4.24	HF	3.72	HF	3.56	HF	3.84	HF
4	Technical difficulties, problems and factors such as the absence of official transportation facilities, computers and many others	4.13	HF	3.66	HF	3.51	HF	3.77	HF
5	Poor attendance of prospective participants	3.80	HF	3.32	MF	3.48	MF	3.53	HF
	Total	**20.51**	**-**	**18.09**	**-**	**17.56**	**-**	**18.72**	**-**
	Grand Mean	**4.10**	**HF**	**3.62**	**HF**	**3.51**	**HF**	**3.74**	**HF**

Legend:
4.51 - 5.00 Extremely Felt (EF)
3.51 - 4.50 Highly Felt (HF)
2.51 - 3.50 Moderately Felt (MF)
1.51 - 2.50 Slightly Felt (SF)
1.00 - 1.50 Not Felt (Not a Problem) (NF)

The parents also assessed these given problems as "highly felt" and two problems as "moderately felt". Among the highly felt were: item 3, "lack of time to discuss the target goals and/or objectives thoroughly due to many intervening factors and unexpected interruptions" with mean of 3.56 and item 2, "the

planned activities are not relevant to achieve the purpose and expected discussed results" with a mean of 3.54. Those that were "moderately felt" were: item 5, "poor attitude of prospective participants" and item 1, "policies and guidelines in the implementation of school activities are not clearly stated" with means of 3.48 and 3.47, respectively. As a whole, the group posted a grand mean of 3.51 or "highly felt".

During the planning phase, all given problems were "highly felt" as supported by the combined mean of 3.74. The topmost problems were: 1) planned activities were not relevant to the purpose and expected discussed resulted, and 2) lack of time to discuss the target goals and/or objectives thoroughly due to many intervening factors and unexpected interruptions.

Implementation. Table 58 reveals the partnership during the implementation phase as experienced by the principal-, teacher-, and parent-respondents.

The principals group rated three problems as "moderately felt". The one problem with the highest mean was item 1, "lack of resources necessary in the implementation of the project" with a weighted mean of 3.25. The one which was slightly felt was item 4, "lack of proper coordination and orientation of the activities" with a mean of 2.43. As a whole, the group posted a grand mean of 2.75 or "moderately felt".

Table 58

School-Community Partnership Problems Along Implementation as Perceived by the Principals, Teachers and Parents

	Indicators	Respondents' Category						Combined Mean/ Interpretation	
		Principals		Teachers		Parents			
		$\bar{X}_w$ /Inter-pretation		$\bar{X}_w$ /Inter-pretation		$\bar{X}_w$ /Inter-pretation			
1	Lack of resources necessary in the implementation of the project	3.25	MF	3.11	MF	2.81	MF	3.06	MF
2	Lack of awareness and active participation of the stakeholders in program/project implementation.	2.79	MF	2.80	MF	2.67	MF	2.75	MF
3	Lack of discipline among participants and stakeholders	2.53	MF	2.58	MF	2.50	SF	2.54	MF
4	Lack of proper coordination and orientation of the activities	2.43	SF	2.58	MF	2.56	MF	2.52	MF
	Total	**11.00**	**-**	**11.07**	**-**	**10.54**	**-**	**10.87**	**-**
	Grand Mean	**2.75**	**MF**	**2.77**	**MF**	**2.64**	**MF**	**2.72**	**MF**

Legend:
4.51 - 5.00 Extremely Felt (EF)
3.51 - 4.50 Highly Felt (HF)
2.51 - 3.50 Moderately Felt (MF)
1.51 - 2.50 Slightly Felt (SF)
1.00 - 1.50 Not Felt (Not a Problem) (NF)

The teachers assessed all problems as "moderately felt" with means ranging from 2.58 to 3.11. The lightest problem was item 1, "lack of resources necessary in the implementation of the project" with a mean of 3.11 and the lowest were item 4, "lack of coordination and orientation of the activities" and item 3, "lack of discipline among participants and stakeholders", both problems

obtaining a mean of 2.58. As a whole, the teachers group deemed the implementation problems as "moderately felt" with a grand mean of 2.77.

The parents considered three problems s "moderately felt" and one problem as "slightly felt". The topmost problems was item 1, "lack of resources necessary in the implementation of the project" and lowest was item 3, "lack of discipline among participants and stakeholders" with a mean of 2.50. As a whole, the parents considered the implementation problem as "moderately felt" as indicated by a grand mean of 2.64.

In summary, all the group of respondents were unanimous in assessing the implementation problem as "moderately felt" with a combined mean of 2.72. The topmost problems were: 1) lack of resources necessary for project implementation, and 2) lack of awareness and active participation of the stakeholders in project implementation.

Evaluation/monitoring. Table 59 depicts the partnership problems along evaluation/monitoring as by the three groups of respondents.

The principals rated three problems as "slightly felt" and one as "moderately felt". Item 4, "lack of proper monitoring and evaluation of the program" obtained a mean of 2.52 or moderately felt. Among the three slightly felt problems, item 1, "absence of evaluation and monitoring instrument to assess the implementation of the program/project" obtained the lightest mean of 2.50. As a whole, the principals had an assessment of evaluation/monitoring problems of "slightly felt" as supported by the grand mean of 2.48.

Table 59

School-Community Partnership Problems Along Evaluation/Monitoring As Perceived by the Principals, Teachers and Parents

	Indicators	Respondents' Category						Combined Mean/ Interpretation	
		Principals		Teachers		Parents			
		$\bar{X}_w$ /Inter-pretation		$\bar{X}_w$ /Inter-pretation		$\bar{X}_w$ /Inter-pretation			
1	Absence of evaluation and monitoring instrument to assess the implementation of the program or project	2.50	SF	2.57	MF	2.59	MF	2.55	MF
2	Disinterest of the committee members in the performance evaluation of the program or project	2.41	SF	2.51	MF	2.59	MF	2.50	SF
3	Lack of feedback mechanism for the improvement of programs in the future	2.50	SF	2.54	MF	2.79	MF	2.61	MF
4	Lack of proper monitoring and evaluation of the program at its implementation stage	2.52	MF	2.53	MF	2.66	MF	2.57	MF
	Total	**9.93**	**-**	**10.15**	**-**	**10.63**	**-**	**10.24**	**-**
	Grand Mean	**2.48**	**SF**	**2.54**	**MF**	**2.66**	**MF**	**2.56**	**MF**

Legend:
4.51 - 5.00 Extremely Felt (EF)
3.51 - 4.50 Highly Felt (HF)
2.51 - 3.50 Moderately Felt (MF)
1.51 - 2.50 Slightly Felt (SF)
1.00 - 1.50 Not Felt (Not a Problem) (NF)

The teacher deemed the given problems as "moderately felt" with means ranging from 2.51-2.57. The topmost problem of the teachers was item 1, "absence of evaluation and monitoring instrument to assess the implementation of the program or project", followed by item 3, "lack of feedback mechanism for

the improvement of programs in the future" which obtained a mean of 2.54. As a whole, the group got a grand mean of 2.54 or "moderately felt".

The parents also considered all perceived problems as "moderately felt" with means ranging from 2.59-2.79. The problem with the lightest mean was item 3, " lack of feedback mechanism for proposed project improvement" with a mean of 2.79, followed by item 4, "lack of proper monitoring and evaluation of the program at its implementation stage" with 2.66. As a whole, the group obtained a grand mean of 2.58 or "moderately felt".

In summary, the respondents obtained the following grand means and their corresponding interpretation: principals, 2.48 slightly felt; teachers, 2.54 or moderately felt, and parents, 2.58 or moderately felt. The topmost problems were: 1) lack of feedback mechanism for program improvement; and 2) lack of proper monitoring and evaluation of program implementation.

Comparison of Perceptions of the Respondents Relative to the Extent to Which School-Community Partnership Problems Are Felt by Phases

Tables 60-64 present the results of the comparisons of the perceptions of the principal-, teacher-, and parent-respondents relative to the partnership problems they experienced and the extent to which these are felt. This is discussed by phase of the educational activity.

Planning. Table 60 compares the perceptions of the respondents of the problems at the planning phase. As seen, the means are: 4.10 for principals; 3.62

for teachers; and 3.57 for parents, all were rated as "moderately felt". The mean differences were: principals vs. teachers was 0.48; principals vs. parents was 0.59;

Table 60

Comparison of the Perceptions Relative to the Extent to Which Problems in School-Community Partnership Along Planning Stage Are Felt by the Principals, Teachers and Parents

SUMMARY				
Respondents	**n**	**Sum**	**Mean/Interpretation**	**Variance**
Principals	5	20.51	4.10 HF	0.03
Teachers	5	18.09	3.62 HF	0.03
Parents	5	17.56	3.51 HF	0.00

ANOVA							
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**	**Decision**
Between Groups	0.99	2	0.49	23.74	6.74E-05	3.89	S/Reject Ho
Within Groups	0.25	12	0.02				
Total	**1.24**	**14**					-

Legend: 4.51 - 5.00 Extremely Felt (EF)
3.51 - 4.50 Highly Felt (HF)
2.51 - 3.50 Moderately Felt (MF)
1.51 - 2.50 Slightly Felt (SF)
1.00 - 1.50 Not Felt (Not a Problem) (NF)

teachers vs. parents was 0.11. Testing the significance of the observed differences using ANOVA, the computed F-value posted at 23.74 which proved numerically greater than the critical F-value of 3.89 at α=0.05, df=2 and 12. Hence, the hypothesis of no difference in the perception was rejected which indicated that respondents' problems in planning were different from each other; particularly to the extent they were felt. While all grand means were rates as moderately felt, the mean differences varied significantly from each other.

To find out which pair of means were significant (Table 61), Scheffe's test was applied which revealed significant difference in means between the principals and teachers, and between principals and parents. The first pair

Table 61

Posteriori Test (Scheffe's Test) in Comparing the Perceptions Relative to the Extent to Which Problems in School-Community Partnership Along Planning Stage Are Felt by the Principals, Teachers and Parents

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
Principals & Teachers	0.48	28.80	7.78	Significant/Reject Ho
Principals & Parents	0.59	43.51	7.78	Significant/Reject Ho
Teachers & Parents	0.11	1.51	7.78	Not Significant/Reject Ho

obtained a computed F′-value of 28.80 and the second pair got a computed F′-value of 43.51 which were ll greater than the critical F′-value of 7.78 at α=0.05. Thus, the hypotheses of no difference were correspondingly rejected. It was the magnitude of the mean differences that made the results significant. The principals were more inclined to believe that problems and planning were moderately felt that the teachers and parents.

Implementation. The comparative analysis of the perceptions of the three groups of respondents relative to the school-community partnership problems along implementation and to which these were felt is contained in Table 62. as reflected in the table, the means were: 2.75 for principals, 2.71 for teachers, and 2.64for parents which resulted in the following mean differences: 0.02 between principals and teachers; 0.11 between pupils and parents; and 0.13 for teachers and parents. The test of significance made on three values using ANOVA yielded an accepted F-value of 0.288 which proved numerically lower than the critical F-value of 4.256 at α=0.05, df=2 and 5. Hence, the corresponding hypotheses were accepted. Meaning, the perceptions of the principals, teachers, and parents along the partnership problems during implementation and the

extent to which they were felt were essentially similar. They were one in saying that the problems were moderately felt.

Table 62

Comparison of the Perceptions Relative to the Extent to Which Problems in School-Community Partnership Along Implementation Stage Are Felt by the Principals, Teachers and Parents

SUMMARY				
Respondents	n	Sum	Mean/Interpretation	Variance
Principals	4	11	2.75 MF	0.13
Teachers	4	11.07	2.77 MF	0.06
Parents	4	10.54	2.64 MF	0.02

ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.04	2	0.021	0.288	0.756	4.256	NS/Accept Ho
Within Groups	0.65	9	0.072				
Total	0.69	11					-

Legend:
4.51 - 5.00 Extremely Felt (EF)
3.51 - 4.50 Highly Felt (HF)
2.51 - 3.50 Moderately Felt (MF)
1.51 - 2.50 Slightly Felt (SF)
1.00 - 1.50 Not Felt (Not a Problem) (NF)

Evaluation/monitoring. Table 63 summarizes the comparative analysis of the perceptions of the three categories of respondents relative to the extent to which problems in school-community partnership along the evaluation/monitoring stage as felt. As can be gleaned from the table, the grand means were: principasl, 2.48; teachers, 2.54; and parents, 2.66. The mean differences were: principals vs. teachers, 0.06; principals vs. parents, 0.18; and teachers vs. parents, 0.12. When these values were tested for its significance, the computed F-value was pegged at 8.047 which when compared to the critical F-value of 4.256 was higher. Therefore, the hypotheses of no significant difference were rejected. These were variates in the perceptions of the three groups of respondents.

Table 63

Comparison of the Perceptions Relative to the Extent to Which Problems in School-Community Partnership Along Evaluation/Monitoring Are Felt by Principals Teachers and Parents

SUMMARY					
Respondents	n	Sum	Mean/Interpretation		Variance
Principals	4	9.93	2.48	SF	0.002
Teachers	4	10.15	2.54	MF	0.001
Parents	4	10.63	2.66	MF	0.009

ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.06	2	0.03	8.04	0.010	4.256	S/Reject Ho

			2	7			
			0.00				
Within Groups	0.04	9	4				
Total	0.10	11					-

Legend: 4.51 - 5.00 Extremely Felt (EF)
3.51 - 4.50 Highly Felt (HF)
2.51 - 3.50 Moderately Felt (MF)
1.51 - 2.50 Slightly Felt (SF)
1.00 - 1.50 Not Felt (Not a Problem) (NF)

To determine which pairs of means proved significant, Scheffe's test was applied (Table 64). It was revealed that the significant differences along in the means of principals and parents which resulted in a computed F'-value of

Table 64

Posteriori Test (Scheffe's Test) in Comparing the Perceptions Relative to the Extent to Which Problems in School-Community Partnership Along Evaluation/Monitoring Are Felt by Principals Teachers and Parents

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
Principals & Teachers	0.06	1.80	7.78	NS/Accept Ho
Principals & Parents	0.18	16.20	7.78	S/Reject Ho
Teachers & Parents	0.12	7.20	7.78	NS/Acceptt Ho

7.78 at α=0.05. This led to the rejection of the hypothesis of no difference when in fact there was. The principals considered the problems along evaluation/monitoring slightly felts bit the parents assessed them as moderately felt.

Implications/Inputs for the Findings of the Study for the Implementation of SBM Program in Schools

Schools should take a lead role to help stakeholders augment their income by: a) implementing vigorously DepEd's alternative learning programs that are livelihood-initiated; b) introducing income-generating projects of the Alternative Learning System (ALS) program; c) coordinating with government agencies like the Department of Trade and Industry, TESDA, and non-government agencies and private foundation and organizing skills training for them; d) cooperating with and assisting the lead agency charged with the proper implementation of the Pantawid Pampamilya program of the government, and c) minimizing non-academic projects from pupils and students, expenses of which are additional burden to parents, aside from the excessive and unnecessary contributions.

Educational activities be held only in school, not somewhere else where travel to reach the venue is time-consuming and expenses; these activities would not last longer than a day, preferably half-day only as longer time will draw the parents away from their work in government or non-government and in land and sea farms.

Involve parents in the monitoring and evaluation of such activity; train parents in monitoring and evaluation of educational activities; acquaint them in the feedback mechanism used in the monitoring activity; and orient them to the instruments used in the monitoring and evaluation.

Utilization of SBM funds should be rationalized and should be used to the advantage of ranging a sound working relationship among internal and external stakeholders.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This section contains the summary of findings, the corresponding conclusions and appropriate recommendations based on the results of the study.

Summary of Findings

Hereunder are the salient findings of this study:

1. The principal-respondents had a mean age of 48.08 years, SD=7.57 years.

2. Female principals dominated the group accounting for 65 of them as against the male principals numbering 28 only.

3. Majority of the principals were married on account of 75 principals or 80.65 percent.

4. The group had an average monthly income of PhP26,367.82, SD=PhP4,154.16.

5. Thirty seven principals or 39.78 percent were masteral graduates; 32 or 34.41 percent were college graduates with MA units; 13 or 16.13 percent were masteral graduates with Ph.D. units; and five or 5.38 percent were Ph.D./Ed.D. graduates.

6. The average teaching experience of the principals posted at 15.23 years, SD=7.18 years; while their average administrative experience was pegged at 9.25 years, SD=4.75 years.

7. Their average performance rating posted at 8.47, SD=0.62 points.

8. The in-service training profile of the principals showed the following average trainings: masteral level, 0 training; regional level, one training; and division level, four trainings.

9. The teacher-respondents posted a mean age of 42.07 years, SD=9.50 years.

10. The group was dominated by female teachers numbering 270, while the male teachers were only 24.

11. Majority of them were married with 248 or 84.35 percent; 26 or 8.84 percent were single; three or 1.02 percent were separated; and two or 0.68 percent were widow/ers.

12. Their average monthly income was pegged at PhP18,0447.17, SD=PhP4,037.95.

13. Of the teacher-respondents, 151 or 56.56 percent were college graduates with MA units; 92 or 31.29 percent were college graduates; 13 or 4.42 percent were masteral graduates; and two or 0.68 percent were masteral graduates with Ph.D. units.

14. The average teaching experience of the group was 15.29 years, SD=8.61 years.

15. The mean performance rating of the group was 8.40, SD=0.37.

16. The INSET profile of the teachers registered the following average number of trainings: national level, 0 training; regional level, one training, and division level, four trainings.

17. The age profile of the parent-respondents registered an average age of 39.38 years, SD=8.08 years.

18. There were 205 female parent-respondents and 128 male parent-respondents.

19. Majority were married on account of 300 or 90.09 percent; 10 or 3.00 percent were separated; five or 1.50 percent were widow/ers.

20. The parent group had an average monthly income of PhP9,422.84, SD=PhP7,486.38.

21. This group had an average of four children, SD=one child.

22. The educational attainment profile showed the following: 153 or 45.95 percent percent were college graduates; 81 or 24.52 percent were college level; and 39 or 11.71 percent were high school graduates.

23. The employment profile of the parents revealed the following: 49 or 14.71 were teachers; 36 or 10.81 percent were housekeepers; 27 or 8.11 percent were vendors; 25 or 7.51 percent each were farmers and self-employed; another 25 or 7.51 percent did not specify their occupation; 24 or 7.21 percent were barangay officials; and the rest were thinly distributed in the rest of the listed occupations.

24. The attitude profile of the parents posted a grand mean of 4.46 or "agree", indicating a favorable attitude.

25. The extent of participation of principals, teachers and parents in educational activities as to their nature was assessed as: principals, "often" with a grand mean of 3.84; teachers, "often" with 3.65; and parents, "sometimes" with 3.38.

26. In terms of location of educational activities, their extent of participation was assessed as: principals, "sometimes" with a mean of 3.76; teachers, "sometimes" with 3.08; and parents, "sometimes" with 2.63.

27. As to education, the extent of participation was assessed as: principals, "often" with a mean of 3.54; teachers, "sometimes" with 3.42; and parents, "sometimes" with 2.78.

28. The comparison of perceptions of the three groups of respondents on their extent of participation in educational activities as to nature revealed the following mean differences: x_1 vs. x_2 = 0.19; x_1 vs. x_3 = 0.45; and x_2 vs. x_3 = 0.27. When these were tested for significance using ANOVA, the computed F-value was 2.55, lower than the critical F-value of 3.80 at α = 0.05, df=2 and 24. Thus, the corresponding hypotheses were accepted.

29. On the extent of participation in educational activities in terms of location, the comparative analysis of the respondents' perceptions resulted in the following mean differences: $\overline{x_1}$ vs. $\overline{x_2}$ = 0.17; $\overline{x_1}$ vs. $\overline{x_3}$ = 0.63; and $\overline{x_2}$ vs. $\overline{x_3}$ = 0.46. Using ANOVA to test their significance, the computed F-value posted at 2.08,

lesser than the critical F-value of 3.68 at $\alpha = 0.05$, df=2 and 15. Thus, the corresponding hypotheses were accepted.

30. I n terms of education, the comparison of perceptions yielded the following mean differences: $\bar{x}_1$ vs. $\bar{x}_2 = 0.12$; $\bar{x}_1$ vs. $\bar{x}_3 = 0.28$; and $\bar{x}_2$ vs. $\bar{x}_3 = 0.90$, which when tested for their significance using ANOVA, resulted in a computed F-value of 3.81, lesser than the critical F-value of 3.89 at $\alpha = 0.0$, df=2 and 12. Hence, the corresponding hypotheses were accepted.

31. The extent of partnership among principals, teachers and parents in educational activities during the planning phase was assessed by themselves as: principals, "high" with a grand mean of 4.03; teachers, "high" with 3.64; and parents, "high" with 3.59.

32. During the implementation phase, the extent of partnership among the respondents was assessed as "high" with the following grand means: principals, 4.40; teachers, 3.62, and parents, 3.51.

33. During the evaluation/monitoring phase, the extent of partnership had the following assessments: principals, "high", teachers, "high" and parents, "moderate" with the following grand means: principals, 4.09; teachers, 3.51, and parents, 3.50.

34. The comparative analyses of the perceptions of the three groups of respondents relative to their extent of partnership during the planning phases resulted in mean differences as: $\bar{x}_1$ vs. $\bar{x}_2 = 0.39$; $\bar{x}_1$ vs. $\bar{x}_3 = 0.44$; and $\bar{x}_2$ vs. $\bar{x}_3 =$ 0.05. Testing the significance of these differences using ANOVA, the computed

F-value posted at 11.02, greater than the critical F-value of 3.89 at α=0.05, df=2 and 12. Thus, the corresponding hypotheses were rejected.

The posteriori test applied to the significant F, revealed a computed F′-value for x_1 (pupils) vs. x_2 (teachers) of 12.68, greater than the critical F′-value of 7.78 at α=0.05. Hence, the corresponding hypothesis was rejected.

35. The comparison of perceptions of the respondents relative to the extent of their partnership in educational activities during the implementation phase yielded the following mean differences: $\overline{x_1}$ vs. $\overline{x_2}$ = 0.48; $\overline{x_1}$ vs. $\overline{x_3}$ = 0.59, and $\overline{x_2}$ vs. $\overline{x_3}$ = -0.11. Testing the differences using ANOVA, the computed F-value was 23.74, greater than the critical F-value of 3.89 at α=0.05, df=2 and 12. Therefore, the corresponding hypotheses were rejected.

The posteriori test applied to the significant F revealed significant F′-values for: x_1 vs. x_2 and x_1 vs. x_3 of 28.80 and 43.51, respectively, greater than the critical F′-value of 7.76 at α=0.05. The corresponding hypotheses were likewise rejected.

36. In comparing the perceptions of the three groups of respondents relative to their extent of partnership in educational activities during the evaluation/monitoring phase, the differences were: $\overline{x_1}$ vs. $\overline{x_2}$ = 0.58; $\overline{x_1}$ vs. $\overline{x_3}$ = 0.59; and $\overline{x_2}$ vs. $\overline{x_3}$ = 0.01. When these were tested for significance using ANOVA, the computed F-value posted at 86.67, greater than the critical F-value of 3.89 at α=0.05, df=2 and 12. Thus, the corresponding hypotheses were rejected.

The posteriori test applied to the significant F posted significant F′-values of 84.10 for x_1 vs. x_2 and 87.03 for x_1 vs. x_3, greater than the critical F′-value of 7.78 at α=0.05. Hence, the corresponding hypotheses were rejected.

37. The correlational analysis between the respondents' extent of partnership in educational activities during the planning phase and the principals' average monthly income came up with the correlation coefficient of 0.259 which when tested for its significance using Fisher's t, yielded a computed t-value of 2.558, greater than the critical t-value of 1.98 at α=0.05, df=91. Hence, the hypothesis involving the relationship between the variables was rejected.

The principals' age, sex, civil status, educational attainment, administrative experience, performance rating, and INSETs did not correlate significantly with the respondents' extent of partnership. The computed t-values were lesser that the critical t-value of 1.98 at α=0.05.

38. In correlating the extent of partnership in educational activities during the planning phase and the teachers' average monthly income, the r posted at 0.155. Using Fisher's t to test its significance the computed t-value was 2.68, greater than the critical t-value of 1.98 at α=0.05, df=292. Hence, the hypothesis involving the relationship between the two variables was rejected.

The teachers' age, sex, civil status, educational attainment, teaching experience, performance rating, and INSET obtained computed t-values which were all lesser than the critical t-value of 1.98 at α=0.05, df=292 indicating that they did not correlate significantly with their extent of partnership.

39. When the extent of partnership was correlated with parents' age and sex, the r resulted to 0.144 and 0.140, respectively. When these were tested for their significance using Fisher's t, the computed t-values posted at 3.647 and 2.572, respectively, greater than the critical t-value of 1.98 at α=0.05, df=351. Thus, the corresponding hypotheses were rejected.

The parents' civil status, average monthly income, number of children, educational attainment, employment/occupation and attitude registered lesser computed t-values than the critical t-value of 1.98 at α=0.05, df=331. Thus, the hypotheses involving the relationship between the variables were correspondingly accepted.

40. The correlational analyses between the extent of partnership in educational activities during the implementation phase and the principals' age and average monthly income, the r were -0.222 and 0.235, respectively. Testing the significance of these r's using Fisher's t, resulted in computed t-values of 2.172 and 2.306, respectively, greater than the critical t-value of 1.98 at α=0.05, df=91. Hence, the corresponding hypotheses were rejected.

The principals' sex, civil status, educational attainment, administrative experience, performance rating, and INSET obtained lower computed t-values than the critical t-value of 1.98 at α=0.05, df=91 indicating that they did not correlate significantly with extent of partnership.

41. The correlational analysis between the extent of partnership in educational activities during the implementation phase and the teachers' average

monthly income had a r of 0.160. When tested for its significance, the computed t-value was pegged at 2.770, greater than the critical t-value of 1.98 at α=0.05, df=292. Thus, the corresponding hypothesis was rejected.

The teachers' age, sex, civil status, educational attainment, teaching experience, performance rating, and INSET obtained lesser computed t-values than the critical t-value of 1.98 at α=0.05, df=292 resulting in the acceptance of the corresponding hypotheses.

42. In correlating the extent of partnership in educational activities during the implementation phase and parents' sex, the r was 0.128 which when tested for its significance posted a computed t-value of 2.255, greater than the critical t-value of 1.98 at α=0.05, df=331. Hence, the corresponding hypothesis was rejected.

Parents' age, civil status, average monthly income, number of children, educational attainment, employment, and attitude obtained computed t-values lesser than the critical t-value of 1.98 at α=0.05, df=331 leading to the acceptance of the corresponding hypotheses.

43. The correlational analysis between the extent of partnership in educational activities during the evaluation/monitoring phase and the principals' average monthly income yielded a r of 0.214 which when tested for its significance posted a computed t-value of 2.090 greater than the critical t-value of 1.98 at α=0.05, df=91. Therefore, the corresponding hypothesis was rejected.

The principals' age, sex, civil status, educational attainment, administrative experience, performance rating, and INSET obtained lesser computed t-values than the critical t-value of 1.98 at α=0.05 resulting in the acceptance of the corresponding hypotheses.

44. In correlating the extent of partnership during evaluation/monitoring phase and the teachers' age, sex, civil status, average monthly income, educational attainment, teaching experience performance rating and INSET resulted in computed t-values lesser than the critical t-value of 1.98 at α=0.05, df=292. So, the corresponding hypotheses were all accepted.

45. Between the extent of partnership in educational activities during the evaluation/monitoring phase and the parents' age, the correlational analysis came up with a r of 0.163 which when tested for its significance yielded a computed t-value of 3.006 greater than the critical t-value of 1.98 at α=0.05, df=331. This signaled the rejection of the corresponding hypothesis.

Parents' sex, civil status, average monthly income, number of children, educational attainment, employment/occupation and attitude got computed t-value lesser than the critical t-value of 1.98 at α=0.05, df=331. Hence, the corresponding hypotheses were all accepted.

46. In correlating the extent of partnership during the planning phase and the nature of educational activities, the r were: 0.419 for the teachers and 0.962 for the parents. When these values were tested for their significance, the computed t-values were: 7.855 for teachers and 64.098 for parents which were

greater than the critical t-value of 1.98 at α=0.05, df=292 and 331. Thus, the two hypotheses were correspondingly rejected.

Based on the principals' perceptions, the correlation between the abovenamed variables had a computed t-value of 0.536, lesser than the critical t-value of 1.98 at α=0.05, df=92 leading to the acceptance of the corresponding hypothesis.

47. Still in the planning phase, the results of the correlational analyses between the extent of partnership and location of the educational activities were: 0.361 for principals; 0.412 for teachers; and 0.976 for parents. The tests of significance resulted in computed t-values of 3.698 for principals; 7.726 for teachers, and 81.539 for parents which were all greater than the critical t-value of 1.98 at α0.05. These gave evidence to reject all the corresponding hypotheses.

48. Still in the planning phase, the correlational analysis between the extent of partnership and duration of educational activities resulted in correlational coefficients of: 0.472 for principals; 0.456 for teachers; and 0.938 for parents. The tests of significance yielded computed t-values of: 5.107 for principals; 8.755 for teachers, and 49.232 for parents which were all greater than the critical t-value of 1.98 at α0.05. Thus, all corresponding hypotheses were rejected.

49. The correlational analysis between the extent of partnership during the implementation phase and nature of educational activities came up with r's of 0.484 for principals; 0.450 for teachers; and 0.950 for parents. The tests of

significance resulted in the following computed t-values: 5.276 for principals; 8.611 for teachers, and 55.352 for parents which proved greater than the critical t-value of 1.98 at α0.05. Therefore, all corresponding were hypotheses.

50. Still along implementation phase, the correlation between the extent of partnership and duration of educational activities resulted in computed r's of 0.373 for principals; 0.407 for teachers; and 0.980 for parents. The tests of significance resulted in the following computed t-values: 3.835 for principals; 7.614 for teachers, and 89.597 for parents which were greater than the critical t-value of 1.98 at α0.05. This led to the rejection of the corresponding hypotheses.

51. Still in the implementation phase, the correlation between the extent of partnership and duration of educational activities resulted in computed r's of 0.439 for principals; 0.443 for teachers; and 0.953 for parents. The tests of significance showed the following computed t-values: 4.661 for principals; 8.446 for teachers, and 87.228 for parents which proved greater than the critical t-value of 1.98 at α0.05. This led to the rejection of the corresponding hypotheses.

52. During the evaluation/monitoring phase, the correlation between the extent of partnership and nature of educational activities resulted in the following computed r's: 0.515 for principals; 0.435 for teachers; and 0.938 for parents. The tests of significance came up with the following computed t-values: 5.731 for principals; 8.255 for teachers, and 49.232 for parents which were all greater than the critical t-value of 1.98 at α0.05. Thus, the corresponding hypotheses were all rejected.

53. Still in the evaluation/monitoring phase, the correlational analysis done between the extent of partnership and the location of educational activities had the following correlation coefficients: 0.382 for principals; 0.435 for teachers; and 0.916 for parents. The tests of significance showed the following computed t-values: 3.943 for principals; 8.255 for teachers, and 81.539 for parents which were all greater than the critical t-value of 1.98 at $\alpha 0.05$. This gave evidence to reject all corresponding hypotheses.

54. Still in the evaluation/monitoring phase, the correlational analysis made between the extent of partnership and the duration of educational activities came up with the following correlation coefficient: 0.457 for principals; 0.487 for teachers; and 0.949 for parents. The tests of significance showed the following: 4.901 for principals; 9.528 for teachers, and 54.963 for parents which were all greater than the critical t-value of 1.98 at $\alpha 0.05$. Therefore, the corresponding hypotheses were rejected

55. During the planning phase, the school-community partnership problems were highly felt by all principals, teachers, and parents with a combined mean of 3.74. The common problems were: a) planned activities were not relevant to the purpose and expected desired results; b) lack of time to discuss thoroughly the goals and objectives due to intervening factors and unexpected interruptions.

56. The school-community partnership problems during the implementation phase were all moderately felt by the principals, teachers, and

parents with a combined mean of 2.72. The common problems were: a) lack of resources necessary for project implementation; and b) lack of awareness and active participation of stakeholders in project implementation.

57. During the evaluation/monitoring phase, the school-community partnership problems had the following assessments: principals, 2.48 or slightly felt; teachers, 2.54 or moderately felt, and parents, 2.58 or moderately felt. The common problems were: a) lack of feedback mechanism for program improvement; b) lack of proper monitoring and evaluation of program implementation.

58. In comparing the perceptions of the three groups of respondents relative to the extent to which school-community partnership problems during the planning phase were felt, the mean differences among the grand means of the respondents were: x_1 vs. x_2 = 0.48; x_1 vs. x_3 = 0.59; and x_2 vs. x_3 = 0.11. The tests of significance done on those values resulted in a computed F-value of 23.74 greater than the critical F-value of 3.89 at α=0.05, df=2 and 12. Thus the corresponding hypothesis was rejected.

The posteriori tests applied to the significant F revealed significant mean difference between principals and teachers, and between principals and parents with computed F-values of 28.80 and 43.47, respectively, greater than the computed F'-value of 7.78 at α=0.05. Hence, the hypotheses were rejected.

59. In the implementation phase, the correlational analysis of the perceptions of the respondents relative to the extent to which school-community

partnership problems were felt, the mean differences among the respondents were: x_1 vs. x_2 = 0.02; x_1 vs. x_3 = 0.11; and x_2 vs. x_3 = 0.12. The tests of significance posted a computed F'-value of 8.047 lesser than the critical F'-value of 4.256 at α=0.05. Thus, the hypothesis was accepted.

The posteriori tests revealed significant mean difference between principals and parents, with a computed F'-value of 16.20, greater than the computed F'-value of 7.78 at α=0.05. This led to the rejection of the hypothesis.

Conclusions

Based on the foregoing findings, the following conclusions were drawn:

1. The principal-respondents were in their late forties, dominated by females, predominantly married, with average monthly income higher than the poverty threshold; educationally-qualified for the position; relatively experienced as teacher and principal; performing satisfactorily; and professionally growing in terms of attendance in in-service trainings.

2. The teacher-respondents were in their early forties; dominated by females; predominantly married; with average monthly income higher than the poverty threshold; educationally qualified; relatively experienced in teaching; performing very satisfactorily; professionally growing in terms of attendance in in-service trainings.

3. The parent-respondents were in their late thirties; dominated by females; predominantly married; with average monthly income lesser than the

poverty threshold; having an ideal family size; functionally literate; majority were gainfully employed; and with a favorable attitude towards education.

4. In terms of nature of educational activities, the extent of participation of principals and teachers was "often"; the extent of participation of parents was "sometimes". The common educational activities participated in by principals, teachers and parents were: a) PTA assemblies and activities; b) academic contests, and c) clean and green activities.

5. In terms of location of educational activities, the extent of participation of the three groups of respondents was "sometimes". The common location of activities that they sometimes went to were: a) excursion; b) camping; and c) fieldtrips and learning visits.

6. In terms of duration of educational activities, the extent of participation of the respondents, varied from one another as: principals, "often" from half-day to three-day long seminar; teachers, "sometimes" in weekly seminars; and parents, "sometimes" in half-day to three day long seminar. The common perception was the respondents preferred shorter term gatherings.

7. The extent of partnership among principals, teachers and parents in educational activities during the planning phase was high.

8. The extent of partnership among principals, teachers and parents in educational activities during the implementation phase was also high.

9. The extent of partnership among principals, teachers, and parents in educational activities during the evaluation/monitoring phase was high among principals and teachers, and moderate among parents.

10. The principals' average monthly income correlated significantly with their extent of partnership in educational activities, during the planning phase; while the principals' age, sex, civil status, educational attainment, administrative experience; performance rating and INSET did not correlate significantly.

11. The teachers' average monthly income, likewise, correlated significantly with their extent of partnership in educational activities during the planning phase; while the teachers' age, sex; civil status; educational attainment, teaching experience, performance rating and INSET did not correlate significantly with their extent of partnership.

12. The parents' age and sex correlated significantly with the extent of partnership in educational activities during the planning phase; which the parents' civil status, average monthly income, number of children, educational attainment, employment/occupation and attitude did not correlate significantly with their extent of partnership.

13. The principals' age and average monthly income correlated significantly with the extent of partnership in educational activities during the implementation phase; while the principals' sex, civil status, educational attainment, administrative experience, performance rating and INSET did not.

14. The teachers' average monthly income correlated significantly with the extent of partnership in educational activities during the implementation phase; while their age, sex, civil status, educational attainment, teaching experience, performance rating and INSET did not.

15. The parents' sex correlated significantly with the extent of partnership in educational activities during the implementation phase; while their age, civil status, average monthly income, number of children, educational attainment, employment and attitude did not.

16. The principals' average monthly income correlated significantly with the extent of partnership in educational activities during the evaluation/monitoring phase; while their age, sex, civil status, educational attainment, administrative experience, performance rating, and INSET did not.

17. Teachers' age, sex, civil status, average monthly income, educational attainment, teaching experience, performance rating, and INSET did not correlate significantly with their extent of partnership in educational activities during the evaluation/monitoring phase.

18. Parents' age correlated significantly with their extent of partnership in educational activities during the evaluation/monitoring phase; while the parents' sex, civil status, average monthly income, number of children, educational attainment, employment/occupation and attitude did not.

19. The extent of partnership among teachers and parents in educational activities during the planning phase correlated significantly with the nature of educational activities; while among the principals, it did not.

20. The extent of partnership among principals, teachers and parents in educational activities during the planning phase correlated significantly with the location and duration of educational activities.

21. The extent of partnership among principals, teachers, and parents in the educational activities during the implementation phase correlated significantly with the nature, location and duration of educational activities.

22. The extent of partnership among principals, teachers, and parents in educational activities during the evaluation/monitoring phase correlated significantly with the nature, location and duration of educational activities.

23. The school-community partnership problems during the planning phase were: a) planned activities were not relevant to the prepared and expected desired results; and b) lack of time to discuss thoroughly goals and objectives due to intervening factors and unexpected interruptions.

24. The school-community partnership problems during the implementation phase were moderately felt by the principals, teachers and parents. The common problems were: a) lack of resources necessary for project implementation; and b) lack of awareness and active participation of stakeholders in project implementation.

25. The school-community partnership problems during the evaluation/monitoring phase were slightly felt by the principals; but they were moderately felt by the teachers and parents. The common problems were: a) lack of feedback mechanism for program improvement; b) lack of proper monitoring and evaluation of program implementation; and c) absence of evaluation and monitoring instruments to assess program implementation.

Recommendations

The following recommendations are given based on the aforecited findings and conclusions:

1. The parent-respondents registered an average monthly income lower than the poverty threshold, it is high time that schools should take a lead role to help these stakeholders to augment their income by: a) implementing vigorously DepEd's alternative learning programs that are livelihood-initiated; b) introducing income-generating projects of the Alternative Learning System (ALS) program; c) coordinating with government agencies like the Department of Trade and Industry, TESDA, and non-government agencies and private foundation and organizing skills training for them; d) cooperating with and assisting the lead agency charged with the proper implementation of the Pantawid Pampamilya program of the government, and c) minimizing non-academic projects among pupils and students, expenses of which are additional burden to parents, aside from the excessive and unnecessary contributions.

2. Extent of partnership of parents in educational activities is low, particularly those which concern location and duration; it is recommended that: a) these activities be held only in school, not somewhere else where travel to reach the venue is time-consuming and expensive; b) these activities would not last longer than a day, preferably half-day only as longer time will draw the parents away from their work in government or non-government and in land and sea farms.

3. In order to maintain and strengthen the extent of every activity, partnership among the principals, teachers and parents in the planning phase, the following activities should be continued to be done: a) conduct of ocular inspection of the area where the activity is to be held; b) involving everyone in the information campaigns; c) relocating program beneficiaries; d) putting up activity centers in the barangay; and e) encouraging participation in orientation activities about a certain educational program.

4. For the high partnership among principals, teachers and parents in educational activities during the implementation phase to be maintained or sustained, continue the activities that have been proven to be useful like: a) involving all concerned in the distribution of resources and in the implementation of any educational program; b) ensuring that everyone is aware of the purpose and is given tasks to do; and ensuring that mistakes done by the implementers and clients are thoroughly discussed and resolved amicably/prudently.

5. To increase the moderate partnership among parents in the evaluation/monitoring phase of any educational program, it is helpful to: a) involve parents in the monitoring and evaluation of such activity; b) train parents in monitoring and evaluation of activities; c) acquaint them in the feedback mechanism used in the monitoring activity; and d) orient them to the instruments used in the monitoring and evaluation.

6. To insure increased participation and partnership among concerned stakeholders and implementers, it is suggested that: a) adequate funding to finance such activity should be allocated; b) adopt-a-school program be adopted to augment funding and support for the project; c) proper orientation of the program be conducted to inform partners and beneficiaries; d) provide time for prospective participants to discuss thoroughly the goals and objectives of the activity; e) schedule any activity at the pleasure and availability of participants; f) make sure that planned activities are relevant to the purpose and expected desired outputs; clarify how the program is to be evaluated and by whom.

7. Findings of this study be utilized as inputs to the school-based management teams in all schools to insure that anticipated problems and obstacles will be avoided and remedied.

8. Utilization of SBM funds should be rationalized and should be used to the advantage of forging a sound working relationship among internal and external stakeholders.

9. The herein recommendations are strongly indorsed for the implementation to school system to generate a successful synergy of internal and external stakeholders thereby increasing participation rate and partnership of those concerned in school improvement.

10. A sequel study may be undertaken to probe into bigger problems of school-based management with consideration to the variables: extent of participation and extent of partnership tested in this study.

11. Another study may be conducted to determine the extent of partnership among the internal and external stakeholders in schools implementing school-based management program relative to activities in their school improvement plans.

12. A study correlating the aforesaid variables to the levels of practice of SBM in schools across divisions in Region 8 may be conducted.

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APPENDICES

APPENDIX A

COVER LETTER OF THE QUESTIONNAIRE FOR THE PRINCIPAL

SAMAR STATE UNIVERSITY
Catbalogan City

Dear Respondents,

Good day!

I am presently conducting a study entitled "Principal Teacher-Parents' Partnership: A Tool for School-Based Management Program" as partial fulfillment of the degree Doctor of Philosophy Major in Educational Management.

In this regard, you have been chosen as respondent of this study. Rest assured that your responses would be treated with utmost confidentiality.

Thank you very much!

Sincerely yours,

(Sgd.) REY J. VILLANUEVA
Researcher

APPENDIX B

QUESTIONNAIRE FOR THE PRINCIPALS

I. RESPONDENTS' PERSONAL PROFILE

Name: _____ Age: _____ Sex: _____

Civil Status:
_____ Single
_____ Married
_____ Widow/Widower
_____ Separated

Educational background:
_____ Ph. D./Ed. D.
_____ MA with doctoral units
_____ MA/MS
_____ Bachelor's degree with MA units
_____ Bachelor's degree only

Average Monthly Income: _____

Administrative Experience: *(No. of Yrs as Administrator)*: _____

Latest Performance Rating *(in numerical value)*: _____

II. EDUCATIONAL ACTIVITIES PARTICIPATED BY PRINCIPALS, TEACHERS AND PARENTS

Direction: Below are educational activities participated by the school and parents categorized according to nature, location and duration. Which ones did you participate in? To what extent? Check the appropriate box opposite each activity using the scale below:

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

INDICATORS	Responses				
	5 (A)	4 (O)	3 (S)	2 (R)	1 (N)
A. NATURE					
1. Academic contests					
2. PTA Assembly and Activities					
3. Family Day					

INDICATORS	Responses				
	5 (A)	4 (O)	3 (S)	2 (R)	1 (N)
4. Clean and Green Program					
5. BSP-GSP Program					
6. Art Exhibits					
7. Medical-Dental Mission					
8. Cultural Activities					
9. Pasidungog					
10. Others, specify: _____					
B. LOCATION					
1. Indoor like assemblies					
2. Outdoor like sports					
3. Out-of-town like seminars					
4. Field trips and learning visits					
5. Camping					
6. Excursion					
7. Others, specify: _____					
C. DURATION					
1. Half-day activities like meetings					
2. One-day like Family Day					
3. Two-day like seminars					
4. Three-day training					
5. One-week seminar-workshop					
6. Others, specify: _____					

III. EXTENT OF PARTNERSHIP AMONG PRINCIPALS, TEACHERS AND PARENTS IN EDUCTAIONAL ACTIVITIES

Direction: Below are the activities principals, teachers, and parents, participate during the planning, implementation and post-implementation phases. To what extent is your participation in these activities? Check the appropriate box opposite each activity using the scale below:

5 - Very High (VH)
4 - High (H)
3 - Moderate (M)
2 - Low (L)
1 - Very Low (VL)

INDICATORS	Responses				
	5 (VH)	4 (H)	3 (M)	2 (L)	1 (VL)
A. PLANNING STAGE					
1. In the ocular inspection of the area where the activity will be held.					
2. Involvement in the information campaign about the prospective implementation of the program.					
3. In the selection of pupils to become clients of the educational programs.					
4. In putting up centers, staff houses and other similar activities in the barangay.					
5. Participation in the pre-implementation seminar intended to convince/persuade would-be members to join the educational programs.					
B. IMPLEMENTATION STAGE					
6. Involvement during the distribution of resources for the educational programs.					
7. In the performance of the activities related to the educational programs.					
8. In ensuring that the other clients of the educational programs are aware and participative.					
9. In seeing to it that the program implementers and clients are doing their respective tasks as defined in the policy guidelines of the educational programs.					
10. In ensuring that every mistake, misdemeanor or committed by either the program implementers and clients are meted with the appropriate punishments.					
C. EVALUATION STAGE					
11. Active participation during the inventory of the supplies and other materials utilized during the actual implementation of the livelihood programs.					
12. In the evaluation of the extent of implementation of the educational programs.					

INDICATORS	Responses				
	5 (VH)	4 (H)	3 (M)	2 (L)	1 (VL)
13. Involvement during the performance evaluation of the program implementers.					
14. Participation during the pulling out of the activities related to the programs.					
15. In ensuring that the built-in feedback mechanism of the educational programs is in place and is used to get the reaction of the residents relative to the implementation of these programs.					

IV. PROBLEMS ENCOUNTERED BY PRINCIPALS, TEACHERS AND PARENTS IN SCHOOL-COMMUNITY PERTNERSHIP

Direction: Below are problems encountered by principals, teachers and parents in instilling a sound-community partnership. Which ones did you experience? To what extent? Check the appropriate box opposite each problem using the scale below:

5	-	Extremely felt	(EF)
4	-	Highly Felt	(HF)
3	-	Moderately Felt	(MF)
2	-	Slightly Felt	(SF)
1	-	Not Felt (Not a Problem)	(NF)

INDICATORS	Responses				
	5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NF)
A. PLANNING STAGE					
1. Policies and guidelines in the implementation of school activities are not clearly stated					
2. The planned activities are not carried out to achieve the purpose of the activities and implemented to derive results					

INDICATORS	Responses				
	5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NF)
3. Lack of time to accomplish the target goals and/or objectives due to many intervening factors and unexpected interruptions during the operations					
4. Technical difficulties, problems and factors such as the absence of official transportation facilities, computers and many others					
5. Others, specify: _____					
B. IMPLEMENTATION STAGE					
1. Lack of resources necessary in the implementation of the project					
2. Lack of awareness and active participation of the stakeholders with the program or project implemented					
3. Lack of discipline among participants and stakeholders					
4. Lack of proper coordination and orientation of the activities					
5. Others, specify: _____					
C. POST-IMPLEMENTATION STAGE					
1. Absence of evaluation and monitoring instrument to assess the implementation of the program or project					
2. Disinterest of the committee members in the performance evaluation of the program or project					
3. Lack of feedback mechanism for the improvement of programs in the future					
4. Lack of proper monitoring and evaluation of the program at its implementation stage					
5. Others, specify: _____					

APPENDIX C

COVER LETTER OF THE QUESTIONNAIRE FOR THE TEACHERS

SAMAR STATE UNIVERSITY
Catbalogan City

Dear Respondents,

Good day!

I am presently conducting a study entitled "Principal Teacher-Parents' Partnership: A Tool for School-Based Management Program" as partial fulfillment of the degree Doctor of Philosophy Major in Educational Management.

In this regard, you have been chosen as respondent of this study. Rest assured that your responses would be treated with utmost confidentiality.

Thank you very much!

Sincerely yours,

(Sgd.) **REY J. VILLANUEVA**
Researcher

APPENDIX D

QUESTIONNAIRE FOR THE TEACHERS

I. RESPONDENTS' PERSONAL PROFILE

Name: _____ Age: _____ Sex: _____

Civil Status:
_____ Single
_____ Married
_____ Widow/Widower
_____ Separated

Educational background:
_____ Ph. D./Ed. D.
_____ MA with doctoral units
_____ MA/MS
_____ Bachelor's degree with MA units
_____ Bachelor's degree only

Average Monthly Income: _____

Teaching Experience: _____

Latest Performance Rating *(in numerical value)*: _____

II. EDUCATIONAL ACTIVITIES PARTICIPATED BY PRINCIPALS, TEACHERS AND PARENTS

Direction: Below are educational activities participated by the school and parents categorized according to nature, location and duration. Which ones did you participate in? To what extent? Check the appropriate box opposite each activity using the scale below:

5	-	Outstanding	(O)
4	-	Very Satisfactory	(VS)
3	-	Satisfactory	(S)
2	-	Fair	(F)
1	-	Poor	(P)

INDICATORS	Responses				
	5 (O)	4 (VS)	3 (S)	2 (F)	1 (P)
A. NATURE					
1. Academic contests					
2. PTA Assembly and Activities					

INDICATORS	Responses				
	5 (O)	4 (VS)	3 (S)	2 (F)	1 (P)
3. Family Day					
4. Clean and Green Program					
5. BSP-GSP Program					
6. Art Exhibits					
7. Medical-Dental Mission					
8. Cultural Activities					
9. Pasidungog					
10. Others, specify: _____					
B. LOCATION					
1. Indoor like assemblies					
2. Outdoor like sports					
3. Out-of-town like seminars					
4. Field trips and learning visits					
5. Camping					
6. Excursion					
7. Others, specify: _____					
C. DURATION					
1. Half-day activities like meetings					
2. One-day like Family Day					
3. Two-day like seminars					
4. Three-day training					
5. One-week seminar-workshop					
6. Others, specify: _____					

III. EXTENT OF PARTNERSHIP AMONG PRINCIPALS, TEACHERS AND PARENTS IN EDUCTAIONAL ACTIVITIES

Direction: Below are the activities principals, teachers, and parents, participate during the planning, implementation and post-implementation phases. To what extent is your participation in these activities? Check the appropriate box opposite each activity using the scale below:

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

INDICATORS	Responses				
	5 (A)	4 (O)	3 (S)	2 (R)	1 (N)
A. PLANNING STAGE					
1. In the ocular inspection of the area where the activity will be held.					
2. Involvement in the information campaign about the prospective implementation of the program.					
3. In the selection of pupils to become clients of the educational programs.					
4. In putting up centers, staff houses and other similar activities in the barangay.					
5. Participation in the pre-implementation seminar intended to convince/persuade would-be members to join the educational programs.					
B. IMPLEMENTATION STAGE					
6. Involvement during the distribution of resources for the educational programs.					
7. In the performance of the activities related to the educational programs.					
8. In ensuring that the other clients of the educational programs are aware and participative.					
9. In seeing to it that the program implementers and clients are doing their respective tasks as defined in the policy guidelines of the educational programs.					
10. In ensuring that every mistake, misdemeanor or committed by either the program implementers and clients are meted with the appropriate punishments.					
C. EVALUATION STAGE					
11. Active participation during the inventory of the supplies and other materials utilized during the actual implementation of the livelihood programs.					
12. In the evaluation of the extent of implementation of the educational programs.					

INDICATORS	Responses				
	5 (A)	4 (O)	3 (S)	2 (R)	1 (N)
13. Involvement during the performance evaluation of the program implementers.					
14. Participation during the pulling out of the activities related to the programs.					
15. In ensuring that the built-in feedback mechanism of the educational programs is in place and is used to get the reaction of the residents relative to the implementation of these programs.					

IV. PROBLEMS ENCOUNTERED BY PRINCIPALS, TEACHERS AND PARENTS IN SCHOOL-COMMUNITY PERTNERSHIP

Direction: Below are problems encountered by principals, teachers and parents in instilling a sound-community partnership. Which ones did you experience? To what extent? Check the appropriate box opposite each problem using the scale below:

5	-	Extremely felt	(EF)
4	-	Highly Felt	(HF)
3	-	Moderately Felt	(MF)
2	-	Slightly Felt	(SF)
1	-	Not Felt (Not a Problem)	(NF)

INDICATORS	Responses				
	5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NF)
A. PLANNING STAGE					
1. Policies and guidelines in the implementation of school activities are not clearly stated					
2. The planned activities are not carried out to achieve the purpose of the activities and implemented to derive results					

INDICATORS	Responses				
	5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NF)
3. Lack of time to accomplish the target goals and/or objectives due to many intervening factors and unexpected interruptions during the operations					
4. Technical difficulties, problems and factors such as the absence of official transportation facilities, computers and many others					
5. Others, specify: _____					
B. IMPLEMENTATION STAGE					
1. Lack of resources necessary in the implementation of the project					
2. Lack of awareness and active participation of the stakeholders with the program or project implemented					
3. Lack of discipline among participants and stakeholders					
4. Lack of proper coordination and orientation of the activities					
5. Others, specify: _____					
C. POST-IMPLEMENTATION STAGE					
1. Absence of evaluation and monitoring instrument to assess the implementation of the program or project					
2. Disinterest of the committee members in the performance evaluation of the program or project					
3. Lack of feedback mechanism for the improvement of programs in the future					
4. Lack of proper monitoring and evaluation of the program at its implementation stage					
5. Others, specify: _____					

APPENDIX E

COVER LETTER OF THE QUESTIONNAIRE FOR THE PARENTS

SAMAR STATE UNIVERSITY
Catbalogan City

Hinigugma nga Tagbaton,

Maupay nga adlaw!

May-ada ko ginhihimo nga research mahitungod han, "Principal Teacher-Parents' Partnership: A Tool for School-Based Management Program," usa han mga ginkikinahanglan para han degri nga Doctor of Philosophy nga may medyor nga Educational Management.

Mahitungod hini, napili ka nga usa han tagbaton hini nga pagsusi. Makakatapod ka nga an imo mga baton gagamiton gud la hini nga research og waray lain nga katuyuanan.

Salamat hin madamo!

An matinalahuron,

(Sgd.) **REY J. VILLANUEVA**
Researcher

APPENDIX F

PAMAKIANA PARA HAN KAG-ANAK

I. PANGILAL-AN HAN TAGBATON

Ngaran: _____ Edad: _____ Sex: ___ Lalaki
(Optional) ___ Babaye

Istado Sibil:
_____ Inasaw-an
_____ Balo
_____ Bulag

Pinag-adman:
_____ Nakatapos Gradwado nga Pag-aram
_____ Nakatapos Kolehiyo
_____ Waray makatapos Kolehiyo
_____ Nakatapos Sekundarya
_____ Waray makatapos Sekundarya
_____ Nakatapos Elementarya
_____ Waray makatapos Elementarya

Binulan nga kita : _____

Trabaho : _____

II. ATITYUD/PANAN-AW BAHIN HAN EDUKASYON

Angay Buhaton: Ha ubos may-ada pamulong bahin han imo atityud o panan-aw para ha edukasyon. Itsek (/) an pamulong ha kaangayan nga kahon gamit an taramdan ha ubos.

5	-	Lubos nga Nauyon	(LN)
4	-	Nauyon	(N)
3	-	Dire Sigurado	(DS)
2	-	Dire Nauyon	(DN)
1	-	Lubos nga Dire Nauyon	(LDN)

INDICATORS	Responses				
	5 (LN)	4 (N)	3 (DS)	2 (DN)	1 (LDN)
1. Hingyap ko nga maka-eskwela ha elementarya, high school ngan collage an mga anak ko.					
2. Bubuhaton ko it ngatanan para makaeskwela ha elementarya, high school ngan collage it akon mga anak.					

INDICATORS	Responses				
	5 (LN)	4 (N)	3 (DS)	2 (DN)	1 (LDN)
3. Natuod ako nga iton edukasyon ha elementarya, high school, ngan college important kaupay para hiton kabubwason hit akon mga anak.					
4. Natuod ako nga iton edukasyon ha elementarya usa nga paagi pag-uswag o pag-upay han aton kahimtang.					
5. Naiintindihan ko nga it akon mga anak interesado pag-enrol ha _____ pero hirayo ngan gawas na ha kapasidad namon.					
6. Permi ko gintatagan hin mga sagdon bahin hiton kaimportante han pag-eskwela ha elementarya, high school ngan collage ngadto han akon mga anak.					
7. Hingyap ko nga unta may ada harani nga eskwelahan pan elementarya, high school, ngan collage para ha akon mga anak maka enrol.					
8. Maaram akon kun papaumanhon ko pag-andam hit akon mga anak para pagpaeskwela ha eskwelahan.					
9. Natuod ako nga iton edukasyon dire la para han mga rico o may kaya kundi para liwat hiton mga pobre o kablas nga naghihingyap makaeskwela.					
10. Ginhatag ko an ngatanan nga mga kinahanglanon hit akon mga anak ha pagpa-eskwela.					
11. Iba pa *(alaun pagsurat)*: _____ _____ _____ _____					

II. MGA AKTIBIDADES HA ESKWELAHAN NGA GIN AATENDERAN HAN MGA PRINCIPAL, MGA MAESTRA NGAN MGA KAG-ANAK

Direksyon: Ha ubos amo an lista han mga aktibidades ha eskuwelahan nga gin-aatenderan han mga kag-anak nga gin bahin sumala han kina-iya, lokasyon ngan durasyon. Hain hini an imo gin atenderan? Ano ka sukot? Markahi hin tsek an iksakto nga kolum gamit an masunod nga iskala:

5 - Pirmi (P)
4 - Agsob (A)
3 - Danay (D)
2 - Usahay (U)
1 - Diri Naatendir (DN)

INDICATORS	Responses				
	5 (P)	4 (A)	3 (D)	2 (U)	1 (DN)
A. KINA-IYA					
1. Academic contest					
2. PTA Assembly					
3. Adlaw han Pamilya o Family Day					
4. Clean and Green Program					
5. Bahin Boy Scout/Girl Scout					
6. Mga Pasalida					
7. Medical-Dental Mission					
8. Pintakasi o bayanihan					
9. Pasidungog					
10. Iba pa, ilista : _____					
B. LOCATION					
1. Ha sulod han iskuwelahan ginbubuhat (ex. Meeting)					
2. Ha gawas han iskwelahan (ex. Sports)					
3. Gawas han bungto seminars					
4. Field trips o educational tour					
5. Camping					
6. Excursion					
7. Iba pa, ilista : _____					
C. DURATION					
1. Tunga hin adlaw (ex. meeting)					
2. Usa ka adlaw o bug-os nga adlaw (ex. Family Day)					
3. Duha ka adlaw (ex. seminar)					
4. Tulo ka adlaw (ex. seminar-worksop)					
5. Usa ka semana (ex. educational tour)					
6. Iba pa, ilista : _____					

III. PARTISIPASYON HAN MGA PRINCIPAL, MGA MAESTRA UG KAG-ANAK HA AKTIBIDADES NGA PAN-ESKWELAHAN

Deriksyon: Ha ubos makikita na nga buruhaton pan-iskwelahan nga gin-aapihan han mga principal, mga maestro ug mga kag-anak ha panahon han pag plano, pag implementar ug katapos han implementasyon. Hugot ba an imo partisipasyon hini nga mga aktibidades? Markahi an iksakto nga kolum gamit an masunod nga iskala:

5	-	Pirme-Pirme	(P)
4	-	Agsub	(A)
3	-	Danay	(D)
2	-	Bihira	(B)
1	-	Deri Gud	(DG)

INDICATORS	Responses				
	5 (P)	4 (A)	3 (D)	2 (B)	1 (DG)
A. BAHIN HA PAGPLANO HAN BURUHATON					
1. Partisipasyon han pagplano.					
2. Pagpahibaro / pagpasarang hin impormasyon bahin han ginplano.					
3. Pag-api ha komite.					
4. Pagbulig pagsolbar hin problema ha pagtikang sugad han financial og iba pa.					
5. Pag-andam han lugar diin bubuhaton an aktibidad.					
B. PAG-IMPLEMENTAR NGA BAHIN					
6. Pagbulig dida fhan pan hatag han mga gamit o materials para han mga programa o actividad.					
7. Pagpartisipar han mga aktibidades nga may kalabutan han programa o aktibidad .					
8. Pag seguro nga an mga makakatagamtam han programa o aktibidad maaram ngan mabulig.					
9. Pag panginano nga an taga pag-implementar han mga program ngan an mga makakatagamtam nagi-os sumala han gintuka ha ira mga buruhaton base han mga polisiya han programa.					
10. Pagpanginano nga an kada sayup, tinuyo man o deri han mga taga pag-implementar ngan han mga makakatagamtam amo in gin tatagan hin kaangayan nga panginano.					

INDICATORS	Responses				
	5 (P)	4 (A)	3 (D)	2 (B)	1 (DG)
C. EBALWASYON NGA BAHIN					
11. Aktibo nga pagpartisipar dida han pag imbentaryo han mga gamit ngan an iba nga materyales nga gingamit dida han pag-implementar han programa pan kabuhayan.					
12. Pag ebalwar han kahugot han pag implementar han programa pan-edukesyunal					
13. Pagbulig dida han pag ebalwar han mga medyos o pamaagi nga ginbuhat bahin han aktibidad.					
14. Pagbulig dida han pagtatapos han mga aktibidades nga may kalabutan han programa					
15. Pagpanginano mahitungod han mga reaksyon han mga tuminongnong bahin han pag-implementar han programa					

IV. MGA PROBLEMA HA PAG-IMPLEMENTAR HAN MGA AKTIBIDADES PAN EDUKESYUNAL

Deriksyon: Ha ubos amo an mga problema han mga principal, mga magturotdo ug mga kag-anak ha pag palakat han maupay nga pakipagburublig ha komunidad. Hain dinhi an imo na experyensyahan? Ano ka bug-at? Markahi an tama nga kolum gamit an masunod nga iskala:

5	-	Duro ka Grabe	(DK)
4	-	Grabe	(G)
3	-	Igo La	(IL)
2	-	Diri Grabe	(DG)
1	-	Diri Problema	(DP)

INDICATORS	Responses				
	5 (GI)	4 (HI)	3 (II)	2 (HLI)	1 (WA)
A. PAGPLANO NGA BAHIN					
1. An mga palisiya ngan mga giya pag implementar han kanan eskuylahan mga aktibidades deri klaro nga gin saysay					
2. An mga naplano nga mga aktibidades deri nasusunod sumala han iya katuyuanan ngan deri na resulta hin tama					
3. Kakulang han tama nga oras para mahimo an mga ginpapantuyo tungod han kadamo nga samok ngan mga deri tinuyo nga sirkumstansya					
4. Mga kakurian nga teknikal, mga problema ngan mga rason sugad han kawaray opisyal nga sarakyan han mga gamit, computers ngan han iba pa					
5. Iba pa, ilista : _____					
B. BAHIN PAG-IMPLEMENTAR					
1. Kakulang han mga gamit nga kinahanglan para han maupay nga pag-implementar han proyekto					
2. Kakulang han pagsabot ngan han aktibo nga pagpartisipar han mga makakatagamtam ha programa o proyekto nga implementar					
3. Kakulang hin disiplina han mga partisipantes ngan han makakatagamtam					
4. Kakulang han tama nga koordinasyon ngan pagtulitol han mga aktibidades					
5. Iba pa, ilista : _____					
C. KAHUMAN HAN PAG-IMPLEMENTAR NGA BAHIN					
1. Kakulang han mga gamit pag sukol o pag ebalwar han implementasyon han programa o proyekto					
2. An kawaray interes han mga membro han komitiba ha pag ebalwar or pagsukol han implementasyon han proyekto					

INDICATORS	Responses				
	5 (GI)	4 (HI)	3 (II)	2 (HLI)	1 (WA)
3. Kakulang han mekanismo han feedback para pagpaka-upay han programa ha tidaraon nga panahon					
4. Kakulang han tinuod nga pagmonitor ngan pag-ebalwar han programa dida han iya pag-implementar nga bahin					
5. Iba pa, ilista : _____					

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	REY J. VILLANUEVA
Address	:	Pob. 2, San Jorge, Samar
Date of Birth	:	July 20, 1979
Place of Birth	:	Jiabong, Samar
Civil Status	:	Single
Sex	:	Male
Religion	:	Roman Catholic
Parents	:	Rodrigo C. Villanueva Lydia J. Villanueva

EDUCATIONAL BACKGROUND

Elementary	:	San Jorge Central School San Jorge, Samar 1992
Secondary	:	Samar National School Catbalogan, Samar 1996
College	:	Bachelor of Elementary Education University of Eastern Philippines Catarman, Northern Samar 2000
Masteral	:	Master of Arts in Elementary Education Samar State University Catbalogan, Samar 2007

Doctoral	:	Doctor of Philosophy Major in Educational Management Samar State University 2007-present

ELIGIBILITIES

Licensure Examination for Teachers (LET) 2001
PUP, Manila

SEMINARS/TRAININGS ATTENDED

First Graduate Research Forum	:	Leyte State University Tacloban City February 24, 2007
Orientation Seminar on Thesis/ Dissertation Writing	:	Samar State University Catbalogan, Samar January 13, 2007

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