

Parental Involvement in Academic and Non-Academic Programs of Public Elementary Schools in Pili District

Jenelyn Cabañero Cortez, Ph.D.

Abstract— The study was conducted to determine the parental involvement in the academic and non-academic programs of public elementary schools in Pili District, School Year 2012-2013. It focused on determining the a) academic and non-academic programs implemented for parental involvement, b) level of parental involvement in the school programs, c) significant differences in the level of parental involvement by location, d) factors affecting parental involvement, and e) problems encountered by the school in implementing the school programs. The descriptive- evaluative- comparative and correlational research methods were used in the conduct of the study and respondents were determined using the cluster sampling, by area such as Central, North, South, East, and West. The main instrument utilized in data gathering was the questionnaire. Interview and focused group discussion were also employed. The data collected were treated statistically using descriptive statistics, weighted mean, chi-square, and analysis of variance (ANOVA). Results of the study revealed that the most participated school program by parents was Brigada Eskwela and Math quiz. As to the level of parental involvement in school programs, parents were greatly involved as observer and collaborator. After conducting the test for significant differences in the level of parental involvement among locations, the data revealed that there was a significant difference in the parents' involvement as financier, observer, collaborator, and decision –maker among locations. The major factors affecting parental involvement in the school programs were the age, occupation and employment status of the parents. The main problem encountered by the school in implementing the programs was the lack or insufficient resources. Sound communication or exchange of thoughts between the parents and school personnel could be of great help to build harmonious relationship between them that may increase parental involvement in the school programs.

Index Terms— Academic Programs, collaborator, decision-maker, financier, non-academic programs, observer, volunteer.

1 INTRODUCTION

SCHOOL provides the basic foundation of knowledge being imparted to a child. It gives children the chance to acquire knowledge on various fields of education, such as people, literature, history, mathematics, politics, and other subjects. By obtaining knowledge, a person is in a better position to help others. It has become the first stepping stone in the life of a child, wherein he/she learns a lot. Developing hobbies, refining them, learning basic etiquettes, and developing social skills are some of the many things that a school equips a child with. Moreover, schools conduct different activities with the main objective of developing a child. These can be attained through the support given by various stakeholders in education such as the parents, government and non-government organizations, private individuals, business sectors, government officials, and other concerned citizens.

Parents are one of the major stakeholders in an educational system. Their presence and support could give ways to a more satisfying school performance and accomplishment. Children in a school with active participation of their parents giving necessary attention could motivate them to learn. Parents are collaborators and contributors such as in decision making about school projects, programs, problems and corresponding solutions. Parents-Teachers Associations (PTAs) are recognized by DepEd, as stated in the General Policy of the DepEd Order No. 54, s. 2009 or the Revised Guidelines Governing Parents-Teachers Associations (PTAs) at the school level,

“Every elementary and secondary school shall organize the Parents-Teachers Association (PTA) for the purpose of providing a forum for the discussion of issues and their solutions related to the total school program and to ensure the full cooperation of parents in the efficient implementation of such program.”

Nonetheless, there are still a number of parents who have not participated in programs implemented by the school. This study was conducted to determine the parental involvement in school programs.

2 REVIEW OF LITERATURE

2.1 Roles of Parental Involvement

Parents are the primary educators of their children and have a life-long relationship with them. They are the key source of education and information (Caddell, 1996). Parents are the major providers of their child's education from birth through adolescence. They guide their character and mental health development and help form the foundation from which their child develops lifelong attitudes and interests. Moreover, parents should provide positive and open atmosphere to support what goes on in the classroom and instill the desire to learn [1].

Actively participating parents helped their children in their academic development by going to schools and participating in open houses. By keenly observing the behavior of their children they could rightly judge the kind of behavior

and the allocation of resources required by their children. Such caring parents could also motivate teachers to become more attentive towards a particular student, thus maintaining the cycle of parent-teacher involvement [2].

Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour [3]. Research has found that although parents with scarce resources may be less active in school activities, they could still be entirely aware and supportive of their children's academic progress (Grolnick, *et. al.*, 2009).

2.2 Effects of Parent-School Partnerships

Home-school partnerships were the shared relationships and initiatives through which the people who care for students in the home such as the parents and community setting and the people who care for them in the school setting jointly promote the students' learning and well-being [4]. Toralde (1996) stated that the interpersonal relation of parents had a significant relation to the academic performance of the pupils. The socio-cultural and value-formation of the pupils were influenced by the condition or existing socio-cultural values of the parents.

When parents and teachers work well together, everyone benefits. Parents and teachers could provide each other with unique insight and different perspectives about the same child, culminating in a more complete understanding of that child, her abilities, strengths, and challenges. The teacher will know much more about the curriculum and the school culture, while you know more about your child's personality, tendencies, and family life. A successful parent-teacher partnership also shows a child that an entire team of adults was on her side. A strong home-school connection would set the stage for a child who would grow up with a love for learning [5].

2.3 Barriers on Parental Involvement

Martin and Fitzpatrick (2002) concluded that the main barriers to participation were; lack of time, lack of opportunity to participate, a sense that the activities they participated were staff directed and not characterized by a sense of partnership or mutual understanding [6].

3 METHODOLOGY

3.1 Research Design

This study utilized the descriptive-evaluative-comparative and correlational research method. Descriptive - evaluative method was used to describe the school programs for parental involvement and to evaluate the level of parental involvement. The factors affecting the parent involvement as well as the problems encountered by the school in implementing the school programs were evaluated. Comparative method was used to determine the significant differences in parental involvement among location. Correlational method was utilized to determine the relationship of the factors affecting parental involvement in school programs.

3.3 Respondents of the Study

The respondents of the study were the parents and teachers of Kindergarten to Grade Six students of the ten (10) public elementary schools including the school administrators in Pili District, Division of Camarines Sur.

Respondent teachers from Pili Central School, Pili West Central School, and San Jose North Elementary School were represented by one teacher per grade level.

3.4 Sample Size and Sampling Design

DepEd Pili is composed of 31 public elementary schools including Annex schools. Due to its large area and population, Cluster sampling technique was done to group the schools by locations taking two (2) schools per location, namely; North, South, East and West and two (2) from central schools.

The sample size was determined using the Slovin's formula: $n = \frac{N}{1+Ne^2}$, where the margin of error (e) was set at 5 percent. Fifty (50%) percent of the total sample size were randomly selected from the PTA Officers and the other fifty percent (50%) from the members of the association.

3.5 Research Instrument

The structured survey questionnaire was the main tool used in this research. There were two sets of questionnaire, one for the school heads and teachers; and another set for parents. Questions were divided into five parts. Part One consisted of the respondent's information; Part Two contained the school programs; Part Three was about the parents' involvement in school programs; Part four was on the factors affecting parental involvement in school programs; and Part five, the last, was about the problems encountered by the school in implementing the school programs.

3.7 Data Gathering Procedure

Questionnaires were distributed to the school heads, teachers, and parents. Permission to conduct the study was granted to the researcher by the Schools Division Superintendent (SDS), Assistant Schools Division Superintendent (ASDS), Public Schools District Supervisor (PSDS), and School Heads/Principals of the schools.

The researcher also conducted an interview with the school heads and teachers, she also had a focus group discussion (FGD) involving the parents.

3.8 Statistical Treatment

The data obtained were tallied, analyzed and interpreted through the use of percentage, chi-square test, and Analysis of Variance (ANOVA). Percentage was used to describe the number of school programs being conducted by the schools. Chi-square test was used to evaluate the factors affecting and the level of parental involvement in the school programs. ANOVA was utilized to determine the significant difference in the level of parental involvement in school programs among locations.

4 RESULTS AND DISCUSSION

4.1 Programs implemented by the School

Varied school programs were conducted by the schools for parents' involvement. The following programs were noted: academic contests such as essay writing, poster-making, slogan-making, spelling, declamation contest, Math quiz, news writing, feature writing, broadcasting, layouting, editorial cartooning, photojournalism; Science fair; communication arts festival; and Filipino contest. There were also non-academic programs such as Brigada Eskwela, PTA rabuz, family day, feeding, parents' christmas party, and fundraising activities, cultural activities, BSP/GSP scouting, and tree planting.

100% of the schools in Pili District from Central, North, South, East, and West revealed parents were greatly involved in the Brigada Eskwela (BE) as it has the highest number of parents who attended. The findings were an indication that all of the respondent schools were actually employing the program pursuant to the DepEd Memorandum No. 56, s. 2012 that Brigada Eskwela be conducted in all public elementary and secondary schools. School personnel and parents of some schools revealed that other government agencies, individuals; and concerned citizens also participated in this activity such as the Philippine National Police (PNP), Philippine Army (PA), Local government unit of their barangay, and alumni organizations. DepEd was encouraging wider participation among education stakeholders in the community in ensuring that school facilities are set in time for the opening of classes.

PTA was one of the primary contributors in improving and beautifying the school and repairing classroom facilities to make it conducive for learning. This was done through PTA rabuz where parents were very supportive. The parents were open minded for their children's holistic development. Results revealed that PTA rabuz was the third (3rd) most participated program by parents at central schools while second (2nd) at north, south, east, and west schools. As noted in the FGD, schools were implementing rules and regulations agreed and approved by the parents concerning parents' participation in this program. Attendance was required and a fine was imposed to those parents who did not participate.

Feeding program was the third most participated program for west, east, and south schools while fifth (5th) in central and sixth (6th) at north schools. This program was implemented by the Department as one of the interventions to reduce the incidence of dropout and improve the achievement level of the pupil. Parents and school personnel agreed to conduct feeding program in the school to improve the nutritional status and uplift the level of achievements of the pupils.

Schools from the different locations implemented a family day which was found fourth in terms of parents' participation. At central schools, family day was second (2nd) while fourth (4th), fifth (5th), sixth (6th), and seventh (7th) at north, west, east, and south schools, respectively. Based from the interviews conducted to the teachers and parents, family day was mostly celebrated during Christmas or holiday season since parents are capable of joining in this activity because they have sufficient and available time for this endeavor. Toralde (1996) stated that the interpersonal relation and socio-cultural values of the parents had a significant relation to the academic performance of the pupils, thus parental involvement in this pro-

gram helped their children's academic performance.

Math quiz was the most participated among the academic programs but only ranked 7th on the over all ranking. It has been noted from the interviews that Pili District conducted an (MTAP) review session to all interested children and parents from Grades One to Six to uplift their Mathematical skills and in preparation for Mathematics contests which was conducted in the district level until national level.

The various programs noted for parental involvement had encouraged parent- school partnership which was found important to students' development. The findings is a positive aid to home-school partnerships because the various programs being implemented in the schools in Pili District can encourage active participation or involvement of parents and will provide opportunity to them to participate. An online article stated that shared relationship and initiatives of parents and other people who care for the pupils in the school setting promote their learning and well being. [7]

4.2 Level of Parental Involvement in School Programs

Interviews and Focused Group Discussion with parents and school personnel revealed that parents were involved in the implemented programs in various ways as financier, volunteer, observer, collaborator, and decision-maker. Levels of their involvement in the different roles vary as noted in the succeeding results.

As Financier. It can be noted that parents were moderately involved in providing allowances for transportation and snacks of children who participated in different school contests; purchasing equipment on a priority bases; giving funds or support to those who attended seminars, workshops, and conferences; raising funds through campaigns for school projects, programs, or activities; and giving awards to outstanding pupils.

As Volunteer. Parents were involved in helping beautify and clean the schools' surroundings especially during school activities and consulting teachers on how to help their child with their lessons. They were however, moderately involved in joining or participating in school activities or projects, in giving technical assistance if needed such as in preparing curriculum materials, and in coordinating with the LGU to facilitate implementation of project, activities or programs.

Parents were generally moderately involved as volunteer. FGD revealed that parents at central schools were permanently employed or are engaged into business making it difficult for them to manage their time. Hence, result disclosed that parents from central schools were moderately involved as compared to those at the east, west, north, and south in cleaning and beautifying the school surroundings, participating in school activities or projects and consulting teachers how to help their child with their lessons as indicated by the level of involvement of highly to moderately involved.

As Observer. Analysis of the data revealed that parents in the north, south, and east were having greater involvement as observer compared to those in the west and central schools who were just moderately involved in the identified functions as observer. The findings seemed to be consistent with those

noted in the interview that parents from central schools were mostly permanently employed, and they prioritized their work instead of involving in the program. Shaeffer and Betz (1992) presented human nature or factors as one of the main categories of barrier to parental involvement. Moreover, parents from the west schools were noted to be mostly engaged in farming as their source of income. Lontos (1992) likewise pointed out limited resources as factor that interferes with parents' involvement/ participation to school activities.

This role of parents as an observer is one way to show support to their children. Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviors [8].

As Collaborator. A collaborator is a partner. This role of parents pertains to their being a partner of the school in the conduct of school programs or activities. Parents were involved in supporting the school programs and activities and in discussing problems concerning pupils or school management and how they correct every matter. Perspectives of parent and teachers were important considerations in the conduct of programs.

According to Zulueta and Maglaya (2004), cooperation starts in the family. People ally themselves because of common belief that any kind of undertaking would be made easier if they helped each other. Cooperation was also continuous and common endeavor of two or more persons to perform a task or to reach a goal that was commonly cherished (Green, 1990). Therefore, achieving well-performing pupils and attaining successful school programs and activities depends on the parents and schools mutual understanding and cooperation.

As Decision- maker. Decision making is an important aspect of the educative process. Decisions pertaining to the students' welfare must be a collaborative effort of the school and the parents. When parents and teachers work together, everyone benefits [9]. This study noted that parents are taking part in decision-making in the various respondent schools in Pili District.

The noted participation of parents in making decisions is a factor to the betterment of the educative process. According to Cowan, et.al (2004) collaborations through partnership could enhance communication between parents and educators because it provided an opportunity for them to better understand the situation and arrive at a sound decision. Wang et.al (1997) likewise pointed out that parental influence is an important factor affecting student achievement and welfare. Generally, as noted in the data involving all the schools, parents were involved as observer and as collaborator. They were however moderately involved as financier, volunteer and decision-maker.

4.3 Significant Differences in the Level of Parental Involvement by Location

The level of parental involvement of the parents as financier, volunteer, observer, collaborator, and decision-maker in school programs was tested and analyzed to determine the significant differences by location (central, north, south, east,

and west).

As Financier. Table 1 revealed the result of the significant differences in the level of parental involvement as financier. The result for the test of significant differences as financier among locations (p value < 0.01) rejected the null hypothesis. This means that there were significant differences in the parental involvement as financier among locations. Parents revealed from the FGD that although they have other concerns to support financially such as the household needs still they were conscious of their children's school performance. The result was consistent with the findings in a research that although parents with scarce resources may be less active in school activities, they could still be entirely aware and supportive of their children's academic progress (Gronick, et. al., 2009).

Table 1. Table for the test of significant differences in parental involvement as Financier.

SV	SS	df	MS	F	P Value
Location	2.384	4	0.596	4.084**	0.006
Within Groups	7.297	50	0.146		
Total	9.681	54			

Legend: < .05= * (Significant)
> .05= ns (not significant)
< .01= ** (Highly Significant)

As Volunteer. Table 2 showed the result on the test of significant differences in the parental involvement as Volunteer. The test of significant differences in parental involvement as Volunteer among locations accepted the null hypothesis (p value > 0.05). This means that there were no significant differences in the level of parental involvement as volunteer among locations. This implies that the level of involvement of parents in all locations was the same. They were all moderately involved to involve with the ratings ranged from 3.00 to 3.66. Most of the parents were self-employed, as a result, they can participate from the programs conducted by the school because they can handle and control their own time.

Table 2. Table for the test of significant differences in parental involvement as Volunteer.

SV	SS	df	MS	F	P Value
Location	1.420	4	0.355	1.611ns	0.210
Within Groups	4.405	20	0.220		
Total	5.825	24			

Legend: < .05= * (Significant)
> .05= ns (not significant)
< .01= ** (Highly Significant)

As Observer. It was noted from Table 3 that parental involvement as an observer resulted to a p value < 0.01 causing to reject the null hypothesis. Parents' involvement as observer among locations shows that there was a significant difference in the level of involvement of the parents as observer among locations. These differences in parental involvement were observed between parents from west and central schools, and among parents from north, south, and east schools.

However, parental involvement of the parents as observer was the same between west and central schools. Parents from these two locations were all moderately involved with ratings ranging from 3.08 to 3.18. This was because based from the data gathered; parents from these two locations were mostly working as farmer, businessmen, and employed in public and private companies. Conflicts in schedule may affect their participation in school programs. This was consistent with the conclusion given by Martin and Fitzpatrick (2002) that one of the barriers to participation was the lack of time and lack of opportunity to participate. Likewise, parental involvement as observer was also similar for parents in the north, south, and east schools. Parental involvement from these schools was all involved with ratings ranging from 3.58 to 3.82.

Table 3. Table for the test of significant differences in parental involvement as Observer.

SV	SS	Df	MS	F	P Value
Location	1.796	4	0.449	15.759**	0.000
Within Groups	0.427	15	0.028		
Total	2.224	19			

Legend: < .05= * (Significant)
> .05= ns (not significant)
< .01= ** (Highly Significant)

As Collaborator. The result of the test of significant differences for parental involvement as collaborator was presented at Table 4.

Based from the test conducted, there are significant differences in the level of parental involvement of parents as collaborator similar with findings as observer causing the null hypothesis to be rejected. These differences in parental involvement were observed from west and central schools, and among the parents from south, north and east schools.

Table 4. Table for the test of significant differences in parental involvement as Collaborator.

SV	SS	Df	MS	F	P Value
Location	0.992	4	0.248	10.208**	0
Within Groups	0.364	15	0.024		
Total	1.356	19			

Legend: < .05= * (Significant)
> .05= ns (not significant)

< .01= ** (Highly Significant)

As Decision-maker. Table 5 revealed the result on the test for the significant differences on parental involvement as a decision-maker. The test yielded to a p value < 0.05. This means that the parental involvement of the parents significantly differ among schools in different locations, thus, rejecting the null hypothesis.

Schools in the west, north and south do not differ in the parental involvement as decision-maker as well as with those in the central. Furthermore, parents in the south do not also differ with those in central schools and those in the east schools.

Table 5. Table for the test of significant differences in parental involvement as Decision-maker.

SV	SS	Df	MS	F	P Value
Location	0.417	4	0.104	3.901*	0.017
Within Groups	0.534	20	0.027		
Total	0.95	24			

Legend: < .05= * (Significant)
> .05= ns (not significant)
< .01= ** (Highly Significant)

4.4 Factors Affecting Parental Involvement in the School Programs

Parent-related factors such as family income, age, occupation and employment status were highly significant factors that may influence parental involvement in all the schools. East and south schools however include school-related such as location and communication as highly significant factors. These findings in the east and south schools are consistent with the fact that these were mostly rural schools wherein student residences were far from the school.

In central and north schools, scheduling conflicts was also found highly significant factor that affect parents' participation to school programs. This was because both father and mother were working for the family, based from the FGD conducted. Parents were mostly engaged in business, others are permanently employed in public and private agencies. Past negative experience was not generally found significant factor to parental involvement in the respondent schools.

Generally, family income, age, occupation and employment status were highly significant factors affecting parental involvement in the public elementary schools in Pili District. Others were location, communication, scheduling conflicts, school personnel and past negative experiences. The degree of effect of these various factors noted varies among schools.

4.5 Problems Encountered by the School in Implementing the School Programs

The result showed that lack of insufficient resources was the primary problem encountered by the schools among the different locations in implementing the school programs. These resources may include instructional materials and equipment which can be utilized by the pupils in preparations for competitions. Second (2nd) from the over-all rank of the most encountered problem by the school personnel was time constraint. Uncooperative parents followed as it was 3rd in the over-all ranking. Fourth (4th) problem met was funding issues. Based from the interviews done, school personnel revealed that they usually experienced inadequate amount or lack of financial support from the parents during the conduct of school programs. Usually, parents rely on the school to finance their children's needs in terms of academic contests. Other problems encountered by the school personnel were lack of positive relationship between parents and school personnel, self-inferiority, unsupportive school personnel, and external stakeholder.

5 CONCLUSION

Findings of the study generated the following conclusions;

a) The most number of programs participated by the parents was on Brigada Eskwela; b) Parents were greatly involved as observer and collaborator in the school programs; c) There was a significant difference in the parents' involvement as financier, observer, collaborator, and decision-maker among locations; d) The major factors affecting parental involvement in the school programs were; age, occupation and employment status of the parents, and e) The main problem encountered in the implementation of the programs was the lack or insufficient resources.

Further, below are the recommendations derived after the analysis of the study; 1.) Continuous support of the parents is encouraged through active participation and attendance on school programs as they are contributory factor in improving the pupil and school performance. 2.) Assistance or support from other educational stakeholders would be of great help in coping with the inadequate funds needed during the conduct of school programs or for the pupils' development or school improvement. 3.) Uplift the level of parents' involvement in school programs by building unified and harmonious relationship among the parents, teachers and the whole school community. Maintain a strong and progressive school community through functional organization in the school. 4.) Resolve factors affecting the parents' involvement in school programs through open communication or worthy discussion between the parents and school personnel. 5.) Solicit support from other external stakeholders, agencies or concerned individuals to lessen or eradicate the problems encountered by the school personnel; and 6.) Conduct similar study at other schools to determine or analyze other possible causes of parents' involvement in school programs to provide additional information to the parents and school personnels.

REFERENCES

- [1] Scholastic Stores, Connecting Home and School, 2012 (Online Source)
- [2] L. Madison, Home-School-Community Partnerships, 2012 (Online Source)
- [3] Supporting Learners, Partnerships for Support, Parent and Career Involvement, 2012 (Online Source)
- [4] M., Maher, Home-School Partnership within Mathematics Intervention, 2012 (Online Source)
- [5] Scholastic Stores, Connecting Home and School, 2012 (Online Source)
- [6] Martin and Fitzpatrick, "Parental Involvement", 2002. (Online Source)
- [7] What are home-school partnerships, 2012 (Online Source)
- [8] Supporting learners, partnerships for support, and parent and care involvement, 2012 (Online Source)
- [9] Scholastic, The Home-school connection, 2012 (Online Source)
- R. Aureus., "Attributes and Environmental Factors Influencing the Academic Achievement of the First Year High School Students in San Juan High School SY 1998- 1999", Unpublished Master's Thesis, Naga College Foundation, Naga City, 1999.
- A. Basa, "Family- Related Problems of Students in Selected Exclusive Catholic Girls High Schools: Implications for the School Guidance Program", Unpublished Master's Thesis, Trinity College of Quezon City, 1993.
- H. Benitez "Flexibility in Getting Parents Involved in the School", Unpublished Master's Thesis, University of the Philippines, Diliman, Quezon City, 1981.
- M. Macapagal, "Factors Related to Learning Style and Performance of Special Children: Implication for Administrative of Special Schools". Unpublished Doctoral Dissertation, University of the Philippines, Diliman, Quezon City, 1992.
- B. Lariago, "Home Factors Affecting DBTHS Sophomore Students' Attitudes Toward and Achievement Mathematics", Unpublished Master's Thesis, University of the Philippines, Diliman Quezon City, 1990.
- J. Samar, Parents as Partners in Education and School Affairs, Unpublished Master's Thesis, Central Bicol State University of Agriculture, Camarines Sur, 2002.
- J.E. San Juan, "Home and School Partnership Case of the Parent Teachers Association in Quezon City", Unpublished Master's Thesis, University of the Philippines, Diliman, Quezon City, 1994.
- J. V. Toralde, Parents' Influence on the Academic Performance of Pupils from the Project Bright School Implementors, Division of Iriga City, Unpublished Master's Thesis, University of Saint Anthony, Iriga City, 1996.
- J. Wang et. al., The Relationship Between Parental Influence and Student Achievement in Seventh Grade Mathematics, California State University, U.S.A., 1997.
- P. Bauzon, Fundamental Philosophies of Education, 4th ed., National Bookstore, Manila, Philippines, 2012.
- R. Borton., School administration, challenge and opportunity for leadership, W.C. Brown Co., Dubuque, Iowa, U.S.A., 1995.
- G. Aquino and A. Kanayo, General Psychology, 3rd. ed. National Bookstore, Manila, Philippines, 1995.
- L.W. Kindred, et.al., The school and community relations, 4th ed., New Jersey, Prentice Hall, 1995.
- A.D. Lupag, Educational Psychology, National Book Store, Manila,

Philippines, 1984.

C. Martires, Human Behavior in an Organization, 3rd.ed., National Bookstore, Manila, Philippines, 2003.

R. Mckomkey, Working with parents: A practical guide for teachers and therapists, Croom Helm Ltd., 1985.

D.V. Merendea, Educational leadership, Vol. 47, November, 1989.

E. Tejero, et.al., Multi-Disciplinary Teaching Strategies, National Bookstore, Manila, Philippines, 2012.

N. Chankin and Williams, D., Essential Element of strong parent involvement program, Educational Leadership, 1989.

E. Maglaya and Zulueta, F., Foundations of Education, National Bookstore, Manila, Philippines, 2009.

A. K. Amoah, Promoting Leadership Among Pupils: The Role Of The School. (Online Soure)

Barriers to Family Involvement in Education. (Online Soure)

B. J. Benoit, A Research Paper Related To The Effects Of Parent-Teacher Communication On Student Academic Performance. (Online Soure)

J. G. Caplan, Critical Issue: Constructing School Partnerships with Families and Community Groups. (Online Soure)

IJSER