



De La Salle University – Dasmariñas
GRADUATE PROGRAM

**THE PARENTAL INVOLVEMENT IN SELECTED CATHOLIC
SCHOOLS OF CAVITE AND LAGUNA TOWARDS THE
DEVELOPMENT OF A HOME-ORIENTED
EDUCATIONAL PARTNERSHIP
(HOPE) PROGRAM**

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ABSTRACT

Name of Institution: De La Salle University – Dasmariñas
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Title: **The Parental Involvement in Selected Catholic Schools of Cavite and Laguna towards the Development of a Home-Oriented Educational Partnership (HOPE) Program**
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STATEMENT OF THE PROBLEM:

✓ This study determined the existing practices and current condition of parental involvement of Catholic schools in Cavite and Laguna as a basis for the formulation and development of the Home-Oriented Educational Partnership (HOPE) Program. ✓

Specifically, this study attempted to answer the following questions:

1. What is the profile of the parent-respondents?

1.1 age

1.2 educational attainment



- 1.3 religion
- 1.4 family work status
- 1.5 family monthly average income
- 1.6 grade level of children in school

2. What is the existing status and condition of parental

involvement of the catholic schools involved in the study in terms of its strengths and weaknesses following the six standards as evaluated by parents, teachers and administrators in terms of:

- 2.1 communicating
- 2.2 parenting
- 2.3 volunteering
- 2.4 learning at home
- 2.5 decision making
- 2.6 collaborating with community

3. What is the attitude of parents toward school parental involvement?

4. What are the common barriers to parental involvement?

5. Based from the findings, what would be the design of the proposed Home-Oriented Educational Partnership (HOPE) Program to further enhance the involvement of parents in schools based from the findings?



SCOPE AND DELIMITATION:

The study is limited to Catholic schools run by various religious congregations and those of the diocese in the province of Cavite and the neighboring towns of Laguna such as San Pedro, Binan, and Sta. Rosa offering complete basic education curriculum from preschool to high school with a population of at least 800 and are members of the Catholic Educational Association of the Philippines (CEAP).

Using Epstein Model of Parental Involvement, the investigation of the following standards: *communicating, parenting, learning at home, volunteering, decision making and collaborating with community* had provided ample data on the current practices and status of parental involvement in Catholic schools.

The attitude of parents toward school parental involvement is likewise determined as well as the barriers to parental involvement with the hope of identifying the significant factors that hinder parents to involve themselves effectively in the education of their children. Although there are limitless factors that can be considered as impediments to parental involvement, this study condensed itself to ten barriers namely: economic constraints; religious background; limited parental education; personal or family problems; neighborhood safety and security; physical distance of the school from home; work schedule that limit ability to get involved; lack of knowledge on how to



become involved; the school does not promote parental involvement; and teachers' behavior that does not encourage parental involvement.

METHODOLOGY:

This study used the combined descriptive-developmental method of research specifically utilizing normative survey to systematically describe the facts and situations factually and accurately regarding the conditions of parental involvement of selected Catholic schools. It made use of questionnaires in gathering data and information for the evaluation of the current status of parental involvement of selected Catholic schools in the province of Cavite and the neighboring towns of Laguna as the basis of development of the Home-oriented Educational Partnership (HOPE) Program.

The respondents of this study were made up of directors, rectors, principals, department heads or coordinators, teachers, and parents from the various Catholic schools included in the study of School Year 2004-2005.

A modified "*Checklist for Quality Indicators*" which is an inherent survey questionnaire of Joyce Epstein Model of Parental Involvement was utilized in this research.

MAJOR FINDINGS:

1. About 88.54 per cent of the parent-respondents are between 31 to 50 years old.
3. Around 61.94 per cent of parents completed their college degree



which evidently indicate that parent-respondents were learned and educated people.

4. Of the 3,019 parents 2,867 or 94.66 percent are Catholics yet even non-Catholics are enrolled and accepted in Catholic schools.

5. There are 1,393 parents who fall under dual-parent working families that is, both are working owing to the economic difficulty and as an urgent response to the increasing needs of the family. About 1,385 are under traditional families in which case only the head of the family works.

6. About 1,051 parents have grade school kids and approximately 1,009 have children in high school while others have children across the various levels.

7. At least 38.45 percent or 1,161 of the 3,019 parent-respondents has a monthly family income of P30,000 and above and just about 10.33 percent were earning with P25,000 to P29,000 a month.

8. Generally, the standards are coded as follows: A for Communication; B for Parenting; C for Student Learning; D for Volunteering; E for Decision Making and Advocacy and F for Collaborating with Community.

The study shows the following weaknesses: (a) B4- Provides an accessible parent/family information and *resource center* to support parents and families with training, resources, & other services; (b) B1- Conducts workshops and parenting seminars that provides information on child



development; (c) B2- Reaches out to all families, not just who attend parents meeting; (d) C4- Sponsors workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations and perform well on assessments; (e) E5- Provides training for staff and parents on collaborative partnering and decision making; (f) D2- Surveys parents regarding their interests, talents and availability; (g) F2- Develops partnership with local business and service groups to advance student learning and assist schools and families; (h) F5- Informs staff members of the resources available in the community and strategies for utilizing those resources; (i) A9- Provides staff development regarding effective communication techniques and the importance of a regular two-way communication between the school and the family; (j) D3- Ensures that parents who are unable to volunteer in the school are given the options to help in other ways either at home or in place of employment; (k) C5- Provides opportunities for staff members to learn and share successful approaches in engaging parents in their child's education; (l) B3- Establishes policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices; (m) F1- Distributes information regarding cultural, recreational, academic, health, social, and other resources that serve families within the community; (n) E6- Deals with conflict openly and respectfully; and p) C1- Provides information to families on how to monitor and discuss school work at home.



9. The attitudes of parents toward school parental involvement is strongly positive with an overall mean of 4.06. Items H3- I should care enough to offer suggestion/opinions to teachers and school; H1- I should cooperate with my children's teachers; and H9- I should schedule visit to the school more often to understand the kind of experiences my children re having in school – garnered the highest mean scores of 4.47, 4.44 and 4.40 respectively.

10. Among the parent respondents the most common barriers that inhibit them to involve themselves in school-related activities are: (a) the school does not promote parental involvement; (b) lack of knowledge on how to become involved; (c) economic constraints; (d) physical distance of the school from home and (e) limited parental education. Surprisingly, work ranked 10th among the 10 possible barriers presented.

CONCLUSIONS:

1. The parents were generally between 31 to 50 years old and they either reached college level or had completed their college education.
2. Most of those who are in Catholic Schools are Catholics themselves although the presences of other religious dominations are apparent.
3. Parents either belonged to dual-working families or traditional working families are middle class.
4. The parents have children across the grade levels.



5. The three groups of respondents rated the first standard on Communication as its highest, which evidently indicated the substantial two-way communication present between the home and the school. Further disclosed that in Catholic schools the standard of Communication is strongly observed.

6. Standard two which is on Parenting is its weakest area. The need for parenting seminars and *family resource center* were highly underscored.

7. Student Learning and Collaborating with Community are likewise areas to work on to specifically sponsor workshops that would assist parents in understanding how students can improve skills and get help when needed. The need to develop partnership with local business and service groups had been overlooked.

8. In general, the three groups of respondents had more or less similar appraisal on the different items of the various standards presented yet, it is very perceptible that teachers and administrators had high ratings on the items compared with those of the parents.

9. The attitude of parents towards school parental involvement is very positive that regardless of their circumstances they believed they should actively involve in their children's education.

10. For the parents, what impede them to get involved is primarily the least effort exerted by the school in encouraging them to be involved with



the fact that they simply do not know how to go about it. This simply disclosed that on the issue of parental involvement the school should not wait on the parents but should take the major initiative.

RECOMMENDATIONS:

1. A program on parental involvement such as the HOPE Program should be conceptualized and implemented to help parents, families and schools establish collaborative partnership among them for the optimum development of the child.

2. The focus of the program should dwell on the areas where schools were found to be inadequate and ineffective as disclosed:

- 2.1. B4- An accessible parent/family information and *resource center* to support parents and families with training, resources, & other services;
- 2.2. B1- Workshops and parenting seminars that provides information on child development;
- 2.3. B2- Reaching out to all families, not just to those who attend parents meeting;
- 2.4. C4- Learning workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations and perform well on assessments;



- 2.5. E5- Training for staff and parents on collaborative partnering and decision making;
- 2.6. D2- Survey on parents regarding their interests, talents and availability;
- 2.7. F2- Partnership with local business and service groups to advance student learning and assist schools and families;
- 2.8. F5-; Information on the resources available in the community and strategies for utilizing those resources;
- 2.9. A9- Staff development regarding effective communication techniques and the importance of a regular two-way communication between the school and the family;
- 2.10 D3- Parents who are unable to volunteer in the school are given the options to help in other ways either at home or in place of employment;
- 2.11. C5- Opportunities for staff members to learn and share successful approaches in engaging parents in their child's education;
- 2.12. B3- Policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices;



2.13. F1- Information regarding cultural, recreational, academic, health, social, and other resources that serve families within community;

2.14. E6- Dealing with conflict openly and respectfully; and

2.15. C1- Information to families on how to monitor and discuss school work at home.

3. A copy of this study should be furnished to the various schools who took part in this study so that they would understand the existing conditions of parental involvement and come up with better and greater strategies. Similarly, the Department of Education (DepED) will likewise benefit from this study to better enhance the curriculum in basic education.

4. The inclusion of parental involvement in teacher curriculum is highly recommended to better equip future teachers on how to go about in establishing harmonious and collaborative partnership with parents and families.



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