

## RESEARCH ARTICLE

### Parental involvement in public school programs and activities in Omar District, Ministry of Basic, Higher and Technical Education – Sulu: Teacher’s perspective

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**ABSTRACT.** This study is descriptive-exploratory research determining the extent of parental involvement in public school programs and activities as perceived by teachers at Omar District, Ministry of Basic, Higher, and Technical Education, Sulu. Employing weighted mean, standard deviation, t-test for independent samples, one-way ANOVA, and Pearson’s r test of correlation. The following are the findings of this study: 1) Out of 100 teacher-respondents, the great majority are within 31 years old and above age brackets, are female, and most have 6–10 years of service and a bachelor’s degree. All the sub-categories subsumed under the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher, and Technical Education—Sulu, are all rated as “highest extent,” with a total weighted mean score of 4.67, 4.61, 4.59, and 4.52 with a standard deviation of .15786, .20728, .19589, and .28588, respectively, by the teacher-respondents at Omar District, Ministry of Basic, Higher, and Technical Education—Sulu. 3) Generally, there is no significant difference in the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher, and Technical Education—Sulu, when data are grouped according to their demographic profile. 4) Generally, the sub-categories subsuming the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher, and Technical Education—Sulu, are moderately correlated, which means there is but not strong interdependency among the subcategories subsumed.

**KEYWORDS:** *Parental Involvement, Public School Programs, Higher And Technical Education, Teacher’s Perspective*

#### ARTICLE DETAILS

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#### Introduction

The most instinctive and essential unit of society is the family living in its own home. It is the original school of many customs, attitudes, and beliefs that an individual maintains and passes down throughout his life.

The ancient game of family life, regardless of race or color, is designed to help individual family members, particularly parents, develop basic skills for efficient planning and decision-making,

effective communication, and problem solving. Every aspect of family life must be addressed, and all of these factors contribute to each family member's complete integration. For this reason, parents must comprehend and internalize the standards that influence their children's behavior patterns (Andres, 1992).

Family life, along with population, health, and nutritional services, advancing technology, competitive education, media, and many other positive and negative characteristics, can significantly improve the quality of life of every child, family, school, community, nation, and society as a whole. Along with today's family life, parents must deal with the growing challenge of maintaining a family. Parents are focused about making enough money to provide the greatest education for their children. In this scenario, Tuwao (2005) said that children are taken to school, and parents appear to make a severe mistake by completely delegating responsibility for their children's education to the school. Parents give shelter, pay school fees, dress, and feed their children while forgetting that they are the best teachers their children will ever know.

Time has passed, and man finds himself at the mercy of the so-called contemporary and high-tech society. Machines currently provide services, and the progressive elimination of human interaction is on the agenda. Schoolchildren are carried from home to school. Television is now the most popular babysitter for today's children. For years, scientific, technological, and economic progress have gradually distanced households and schools from one another. Many parents are preoccupied with earning a living, leaving their children's education to the school (Lomotan, 1986).

Educators feel that parents play an essential role that should not be overlooked. It is true that educational institutions function as a supplement, not a substitute for the home. When children lack parental support and encouragement, their intellectual, linguistic, and social development suffers, and academic failure is nearly unavoidable, with major ramifications for their self-esteem and self-esteem (Halsall, 1973). Learning is also influenced, but not determined, by the social and academic organization of the school, the personal and background characteristics and circumstances of students and their families, the community contexts in which students, families, and schools exist, and the relationship of these factors to one another (Natriello, 1990), but parental support and involvement prove to be the most influential and important factor. According to Dorothy Rich (2005), "In this complex world, it takes a good school and a good home to educate today's children".

Parental involvement in young children's learning has received increased emphasis in recent years (Berger, 1995; Larsen and Haupt, 1997). To meet the challenges that families face in today's rapidly changing society and avoid the potential negative consequences, all parents have been urged to provide learning opportunities for their children at home, become more involved in their children's schooling, form partnerships with their children's teachers, and participate in parent education. (Haupt and Larsen, 1997).

Even while the value of school-parent collaborations is widely recognized, there is often little or no training available to assist teachers in implementing this essential perspective. So frequently, parental involvement is restricted to back-to-school events at the start of the year, occasional assistance with organized parents and field excursions, or periodic parent-teacher conferences, which are generally formal in tone and have a time limit. Parents and instructors may not feel comfortable working together because of differences in attitudes, views, values, prior experiences, cultures, and other factors. Still, teachers are expected to involve parents, and parents are expected to participate, thus the partnership must begin with the establishment of a trustworthy relationship (Finders and Lewis, 1994).

Families and schools have a reciprocal obligation to assist children learn (Coleman, 1997; Haupt and Larsen, 1997). Groves and Stamp (1994) refer to this unique link between families and schools as a “third institution”. Every effort must be made to strengthen this critical link and assist parents and teachers perceive each other as playing an important role in the child’s education. The family is a young child’s first educator, and parents have a long-term impact on their child’s attitudes, values, learning, concepts, emotions, and thoughts. Parents have the right, obligation, and opportunity to affect their children’s education (Newman, 1995; Gage and Workman, 1997). Even though many parents are unaware of their role in their child’s education, there is significant and convincing proof supporting the benefits of parental involvement in their child’s development and education (Akaran and Fields, 1997).

Everyone benefits from parents being involved in their children’s education, and all parents have skills that will assist their child thrive in school. To be effective, teaching young children requires a positive link between the school and the home; the two must be partners, as they are both important components of the child’s life and education. Involving parents in their children’s education enhances their academic performance and overall school success. The earlier parents become involved in their children’s education, the greater the benefits (Eliason, 1999).

Both parents and teachers may help children grow and develop. Furthermore, parents have much to offer teachers and the school, just as teachers have much to offer parents. Parents can get more familiar with the school’s programming, while instructors can become more aware of their students’ home situations. As they learn about one other’s values and ambitions, they become more supportive of one another when dealing with their children. Teamwork and collaboration are more likely to produce beneficial outcomes than when school systems and families work alone (Rosenthal and Sawyers, 1996).

It has been discovered that both parents and teachers exhibit characteristics that foster collaboration. Self-image, warmth, efficacy, nurturance, sensitivity, and strength of interpersonal involvements are characteristics that emerge particularly for parents. Accessibility, reliability, sensitivity, and adaptability are important characteristics for teachers who create partnerships (Swick, 1991). Some teachers believe that preparation for parent involvement requires too much time. Despite the challenges, mounting data on the positive effects of parent participation in educational programs has sparked renewed interest in parent involvement. Teachers must acknowledge that parental attitudes regarding involvement are crucial (Lopez & Schultz, 1996). There is a direct relationship between a teacher’s attitude toward parent engagement and the actual amount of involvement; the more positive a teacher feels about incorporating parents, the higher the level of parent involvement (Swick, 1991).

There are numerous parent involvement activities that can help schools and families form relationships that benefit everyone involved and show parents that their participation matters. Educators feel that parents make the difference between a good and a great school (Eliason, 1999). The study’s goal is to examine parental involvement in public school programs and activities as perceived by teachers at Omar District, Ministry of Basic, Higher, and Technical Education – Sulu, that are thought to benefit children, parents, teachers, and the community.

### **Research Questions**

The purpose of this study was to examine parents’ involvement in public school programs and activities in Omar District, Ministry of Basic, Higher, and Technical Education, Sulu, during the School Year 2023-2024. Specifically, it answered the following questions upon its completion:

1. What is the demographic profile of the teacher-respondents in terms of;

- 1.1. Age;
  - 1.2. Gender;
  - 1.3. Educational Attainment; and
  - 1.4. Length of Service?
2. What is the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu, in the context of:
- 2.1. Attendance at Parent-Teacher Conferences;
  - 2.2. Participation in School Events; and
  - 2.3. Communication with Teachers;
  - 2.4. Homework Support; and
  - 2.5. Involvement in Decision-Making?
3. Is there a significant difference in the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu, when data are classified according to their demographic profile in terms of:
- 3.1. Age;
  - 3.2. Gender;
  - 3.3. Educational Attainment; and
  - 3.4. Length of Service?
4. Is there a significant correlation among the sub-categories subsumed under the parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu?

### **Literature**

The much-quoted African proverb “It takes an entire village to raise a child” best captures the unifying aim of individuals, families, schools, and organizations working together to build educational partnerships. Partnerships arise because parents, teachers, administrators, and others want to help children develop academically, socially, emotionally, physically, and ethically (Cordero, 2000).

#### *Foreign Literatures*

The word “parent involvement” is used often in this study. It encompasses a variety of forms of educational and school-related activity. Parents can assist their children’s education by attending school functions and fulfilling school requirements such as parent-teacher conferences. They can assist their children improve their academics by encouraging them, setting aside suitable study time and space, modeling desired behavior such as reading for pleasure, monitoring assignments, and actively instructing their children at home (Cotton, 2005).

Parental involvement in their children’s education can also include reviewing achievement with teachers, voting in school board elections, assisting the school in setting demanding academic standards, limiting TV viewing on school nights, and becoming an advocate for improved education in the community. It might even be as simple as asking youngsters daily, “How was school today?” It will therefore give a clear message to children that their parents value their academic performance (NEA Resources, 2006).

Rio Linda Junior High School (2002) has adopted the principle that parental involvement is critical to a successful educational program. The school attempts to involve parents in the educational process in a number of ways. Education is a collaborative effort on the part of parents, students, instructors, school personnel, and administrators.

Learning institutions increasingly offer possibilities for parents/guardians to participate in their child's education. Morrison (1994) discovered that a combination of informal and formal activities worked well. Parents might become involved in social and leisure activities. Once engaged, they are more likely to collaborate with their children on school-related activities and see themselves as active participants in their children's education. Seely (1993) argues for a distinct paradigm of education in which parental involvement is essential.

While some organizations have implemented significant comprehensive attempts to boost parental participation, even small measures can have an impact. Bole, Walberg, and Waxman (1980) discovered that students whose parents committed to school contracts made larger progress. These contracts, signed by the administration, teacher, parent, and kid, required parents to provide a designated area at home for schoolwork, to communicate with their child on a daily basis about school events, and to monitor and commend their child's academic development.

"Parent involvement" is quickly becoming a popular topic (Simic, 1991). Teaching journals, parent magazines, newspapers, and even television chat shows and special broadcasts are stressing the role parents play in their children's education. Topics covered include advice on how to communicate successfully during conferences, how to establish study skills and habits at home, and how to effectively use parents as classroom volunteers (Vukelich, 1994).

One major disadvantage of the teacher-parent participation recommendations outlined in some publications is that, while they may be beneficial, they frequently lack an overall framework that allows instructors to plan and build principled programs for parents (Becher, 1986). Many well-intentioned, dedicated teachers regard parent engagement as a "afterthought" that may lack meaningful implementation. In this sense, parental engagement is not considered part of the curriculum. A broad structure can aid and guide the creation of a systematic approach to parent participation. The following are three alternative ideas for designing a parent involvement program.

Petit (1980) explores the numerous aspects of parental participation. Petit outlines three levels or degrees of growing parental involvement: monitoring, informing, and participating, which are discussed in the following paragraphs. Monitoring level. Schools make parents informed of the school's position. This is accomplished through informal chats, announcements about the school's activities, weekly bulletins, open houses, and public invitations to events. Parents have confidence and acceptance. Informal level. Communication at this level occurs between the classroom instructor and the parent via parent-teacher conferences, home visits, class newsletters, bulletin boards, reports, phone calls, and take-home packets. Participation level. Parents get actively involved in the classroom, alongside instructors. They volunteer to help with bulletin boards, create games and activities, and a variety of other things in which they can participate.

#### *Local Literatures*

Home and family environments have a substantial impact on student learning and development. The Care and Education Act of Children, enshrined in the Civil Code of the Philippines, guarantees every kid parental care, moral and civic education from parents or guardians, and the right to live in an environment conducive to his physical, moral, and intellectual growth. Lee-Chua (2004) demonstrated that the home environment is even more important than creative and innovative educational techniques.

In the Philippines, the Parent-Teacher Association (PTA) was established in 1923 as the first step toward home-school partnership. It had been a source of blessing for many schools (Salinas, 1996). Its appeal to parents has recently waned. The PTA eventually became a fundraising group (Padre, 1978).

According to Alip (1969), parents should show their support for the school. They should be actively involved in their children's schools and willing to volunteer wherever possible. They should be interested in what their kids are learning. In this way, they make education relevant and important to their children.

Garcia (1973) discovered in her study that school administrators used direct techniques to communicate with parents. This includes sending letters to parents on a regular basis about school problems and other types of information, holding periodic meetings with parents, holding informal conferences with individual parents when they visit the school, organizing parent seminars or workshops, and sending school administrators/teachers to parents' homes.

Maglaya (1998) recommended in her study that: a) parents and teachers collaborate to improve school achievement, b) parents and teachers be more active in attending their children's meetings and programs, and c) parents and teachers pay more attention to the various problems encountered, investigating possible root causes and implementing corrective measures.

Apolonio (2001) further recommended that: a) parents and teachers should continue working hand-in-hand so that school-related projects are fully undertaken, b) parents are encouraged to continue supporting school activities, c) parent involvement was found to be advantageous, thus; parents must continue to be always of help to the school, d) parents and teachers should always maintain open communication so that negative attitudes towards each other are settled or cleared.

Many studies, practitioners, and policymakers have highlighted the significance of parental participation. According to Epstein (1983), when teachers prioritize parental participation, parents are more likely to help their children at home, grasp what they are learning in school, and have a positive impression of the teacher's interpersonal abilities. This shift in parent attitudes persists even when socioeconomic background and student aptitude are taken into account. Furthermore, if increasing parental involvement generates the idea that the school is more successful, student achievement is likely to improve (Caplan, Choy, and Whitmore 1992).

According to Cotton and Wikelund (2001), research consistently shows that parental involvement in children's learning is favorably associated to achievement. This applies to all sorts of parental involvement in children's learning, as well as all types and ages of pupils. Parental participation has a favorable impact on students' views and social behavior. According to research, the activities in which parents participate will give them with the training they need to have an active role in school decision making.

Parental involvement in English language teaching serves as a brilliant step towards promoting literacy and communication among children. Chavez, J.V., Adalia, H.G., and Alberto, J.P. (2023). The significant role of parents in their children's education, particularly in language learning strategies, highlighting the importance of parental involvement in enhancing student experiences. Bilingual parents, who included real-life examples of using the English language, can contribute to better curriculum design for ELT, relevant and timely production of learning materials, and better training programs for teachers on activities and teaching strategies (Chavez, J.V. 2022). The significance of comprehending parental perspectives to improve language education practices by examining how bilingual parents' experiences and perspectives on English language use can inform strategies for parental involvement in supporting English language learning within the school curriculum.

Parents with low educational attainment in modular distance learning. It initiates responses by providing them concrete homeschooling manuals, module guides, training, and programs, establishing effective partners in the collaborative process of continuous learning at home. (Murro RA, Lobo JG, Inso ARC, Chavez JV, 2023). The difficulties parents with low levels of education encounter in providing for their kids' education and stressing the significance of comprehending and removing parental engagement barriers to guarantee inclusive and efficient educational assistance systems. Practices of the teachers in assessing the academic performances of the students, strategies to execute their assessment practices that comply with the health protocols, and strategies to safeguard the quality and integrity of these assessments despite the difficulties in the learning environment (Chavez, J., & Lamorinas, D. D. 2023). The need to modify assessment methods in online education to ensure successful evaluation of student progress, which is consistent with the larger subject of improving educational practices to improve student learning outcomes and parental involvement in public school programs.

For learners to be encouraged to continue a productive academic experience, the degree of personal connection, competence, autonomy, or independence should be included in humanized teaching (Chavez, J.V. 2023). Through the shared goal of raising the standard of education and encouraging student achievement while taking into account parental involvement in public school programs and academic integrity in online learning environments, we demonstrate a comprehensive approach to education that involves a range of stakeholders for all-encompassing student development.

### **Methodology**

Methodology is an abstract concept that acts as a framework for study throughout the scientific inquiry process (Janea 1985). As a result, the researcher can accurately and candidly disclose his findings to the academic community (Harris 1979, Scaff 1982). It comprises the techniques for acquiring the empirical data required for the investigation.

This chapter delves into the scientific inquiry by discussing research design, research locale, study respondents, sample design, data collection technique, research instrument, validity and reliability, and statistical data treatment.

#### *1. Research design*

This study used a descriptive-exploratory research design because it had a hypothesis that needed to be verified. This approach is suitable for characterizing and assessing the level of parental involvement in public school programs and activities, as reported by teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu.

#### *2. Research Locale*

The study was conducted at a public elementary school in Omar District, Ministry of Basic, Higher, and Technical Education – Sulu, in the Bangasamoro Autonomous Region of Muslim Mindanao.

#### *3. Respondents of the Study*

The empirical data for this study were gathered from one hundred (100) teacher-respondents at Omar District, Ministry of Basic, Higher, and Technical Education-Sulu.

### *Distribution Of Respondents*

<i>No</i>	<i>Name of Elementary Schools</i>	<i>No. of Respondents</i>
1	Andalan Elementary School	7
2	Angilan Elementary School	7
3	Bandahala Elementary School	7
4	Bulaghaw Elementary School	7
5	Huwit-Huwit Elementary School	7
6	Imam Abdusali Elementary School	7
7	Kamlon Hji. Angsa Elementary School	7
8	Kapual Elementary School	7
9	Kasulutan Elementary School	7
10	Lahing-Lahing Elementary School	7
11	Likubung Elementary School	7
12	Panawalla Elementary School	7
13	Patutul Elementary School	7
14	Sucuban Elementary School	7
15	Tanduh Panuan Elementary School	7

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Total	105
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#### *4. Sampling Design*

The sample technique employed in this study is purposive random sampling, which means that the researcher chose the study's participants. Seven (7) teachers from Andalan Elementary School, Angilan Elementary School, Bandahala Elementary School, Bulaghaw Elementary School, Huwit-Huwit Elementary School, Imam Abdusali Elementary School, and Kamlon Hji participated in the survey. Angsa, Kapual, Kasulitan, Lahing-Lahing, Likubung, Panawalla, Patutul, Sucuban, and Tanduh Panuan Elementary Schools would be used as sample respondents. In this study, purposive sampling was used to guarantee that the respondents were properly represented.

#### *5. Research Instrument*

The research instrument used to generate the empirical data is an adapted standardised questionnaire-checklist adapted from the study of Epstein, J. L. and Dauber, S.L., School Programmes and Teacher Practices of Parent Involvement, which consists of closed-ended or fixed questions stated in English and was developed specifically to meet the study objectives.

#### *6. Validity and Reliability*

Given that the research instrument is based on Epstein's (1995) study, reliability and validity tests are not necessary because the instrument is already standardised and therefore highly reliable and valid.

#### *7. Data Gathering Procedure*

During the process of gathering descriptive data, a letter approved by the Dean of Graduate Studies at Sulu State College, Capitol Site, Jolo, Sulu, was requested. The researcher will next get written authorization from Sulu State College's Dean of Graduate Studies before administering the questionnaires to the selected respondents. Once authorization was obtained by the Dean, the researcher scheduled a meeting with the Deans of each department. During the meeting, the researcher presented the study's nature, goal, and importance. After receiving consent from the Dean, the researcher approached the teacher-respondents. Afterward, the researcher will launch the questionnaire. The instructions were read and clarified to the teacher-respondents in order to avoid any problems or questions that might arise during the questionnaire administration. The completed surveys were collected on the same day of administration.

#### *8. Statistical Treatment of Data*

The following statistical approaches were used in this study to contextualise the generated empirical data:

The key empirical data for this study were generated using the following statistical tools:

- i. The percentage and frequency. The respondents’ age, gender, level of education, and duration of service were profiled using statistical tools such as frequency and percentage.
- ii. The standard deviation and weighted mean. In terms of attendance at parent-teacher conferences, participation in school events, communication with teachers, homework support, and involvement in decision-making, teachers at Omar District, Ministry of Basic, Higher, and Technical Education – Sulu evaluated the level of parental involvement in public school programmes and activities using the weighted mean and standard deviation.
- iii. One-way analysis of variance and the t-test (ANOVA). Teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu used the T-test for the find significant differences involvement in public activities when the data gender; when the data age, gender, educational service, One-way Analysis was used to find the extent of parental school programmes and
- | Point | Scale Value | Interpretation   |
|-------|-------------|------------------|
| 5     | 4.50 – 5.00 | Great Extent     |
| 4     | 3.50 – 4.49 | Moderate Extent  |
| 3     | 2.50 – 3.49 | Lesser Extent    |
| 2     | 1.50 – 2.49 | Least Extent     |
| 1     | 1.00 – 1.49 | No Extent at All |
- Technical Education – independent variable to in the extent of parental school programmes and were grouped according to were grouped according to attainment, and length of of Variance (ANOVA) significant differences in involvement in public activities.
- iv. The product-moment correlation of Pearson. The degree of parental involvement in public school programmes and activities, as judged by teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu, was divided into several subcategories. These included attendance at parent-teacher conferences, participation in school events, communication with teachers, homework support, and involvement in decision-making. Pearson product-moment correlation was used to find the significant correlation between these subcategories.

*Scale Used*

**Results And Discussions**

This chapter discusses the presentation, analysis, and interpretation of results based on the data collected for this study. Furthermore, it depicts the level of parental involvement in public school programmes and activities as perceived by teachers at Omar District, Ministry of Basic, Higher, and Technical Education – Sulu. It also shows the demographic profiles of the teacher-respondents in terms of age, gender, educational attainment, and length of service; the extent of parental involvement in public school programmes and activities, as perceived by teachers at Omar

District, Ministry of Basic, Higher, and Technical Education – Sulu; and the subsequent significant correlation and differences in these sub-categories when data are classified according to respondents’ demographic profiles.

1. What is the demographic profile of the teacher-respondents in terms of 1.1 Age, 1.2 Gender, Educational Attainment; and Length of Service?

*1.1 In terms of Age*

*Table 1.1 Demographic profile of teacher-respondents from Omar District, Ministry of Basic, Higher and Technical Education – Sulu in terms of age*

Age	Number of Teachers	Percent
25 years old and below	9	9.0%
26-30 years old	26	26.0%
31 years old and above	65	65.0%
Total	100	100%

Table 1.1 displays the demographic profile of teacher responders in terms of age. This table shows that out of 100 teacher-respondents, 9 (9.0%) are under the age of 25, 26 (26.0%) are between the ages of 26 and 30, and 65 (65.0%) are 31 and older. According to the findings of this study, more than half of the total number of instructor respondents are between the ages of 31 and above. This means that the majority of the teacher-respondents in this survey are in the higher age bracket, as defined in the study.

*1.2 In terms of Gender*

*Table 1.2 Demographic profile of teacher-respondents from Omar District, Ministry of Basic, Higher and Technical Education – Sulu in terms in terms of gender.*

Gender	Number of Respondents	Percent
Male	24	24.0%
Female	76	76.0%
Total	100	100.0%

Table 1.2 displays the gender distribution of instructor respondents. This table shows that 24 (24.0%) of the 100 teachers who responded were male, while 76 (76.0%) of them were female. According to the findings of this survey, more than half of the teachers that participated in the study were female. This means that females make up the vast majority of teacher-respondents from 1 Demographic profile of teacher-respondents from Omar District, Ministry of Basic, Higher, and Technical Education – Sulu.

*1.3 In terms of Educational Attainment*

*Table 1.3 Demographic profile of teacher-respondents from Omar District, Ministry of Basic, Higher and Technical Education – Sulu in terms of educational attainment*

Educational Attainment	Number of Respondents	Percent
Bachelor’s Degree	86	86.0%

Bachelor’s degree with Master’s units	12	12.0%
Master’s degree	2	2.0%
Doctorate degree	0	0.0%
Total	100	100%

Table 1.3 displays the demographic profile of teacher responders based on educational attainment. This table shows that 86 (86.0%) of the 100 teacher-respondents have a bachelor’s degree, 12 (12.0%) have a bachelor’s degree with Master’s units, 2 (2.0%) have a master’s degree, and none have a doctorate. According to the findings of this study, more than half of the teacher responders hold only a bachelor’s degree. This implies that the prevalence of bachelor’s degrees among the study’s teacher-respondents indicates a need for ongoing professional development and opportunities for career advancement among elementary school teachers in the Omar District, Ministry of Basic, Higher, and Technical Education – Sulu.

*1.4 In terms of Length of service*

*Table 1.4 Demographic profile of teacher-respondents from Omar District, Ministry of Basic, Higher and Technical Education – Sulu in terms in terms of length of service.*

Length of service	Number of Respondents	Percent
5 years and below	28	28.0%
6 t 10 years	48	48.0%
11 to 15 years	15	15.0%
16 years and above	9	9.0%
Total	100	100.0%

Table 1.4 displays the demographic profile of teacher responses by duration of

1.4 displays demographic teacher duration of

service. This table shows that out of 100 teacher-respondents, 28 (28.0%) have 5 years or less, 48 (48.0%) have 6-10 years, 15 (15.0%) have 11-15 years, and 9 (9.0%) have 16 years and up. According to this poll, approximately half of the teacher responders have worked for 6-10 years. This finding suggests that the Omar District, Ministry of Basic, Higher, and Technical Education - Sulu has a sizable group of mid-career instructors.

2. What is the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu, in the context of: 2.1 Attendance at Parent-Teacher Conferences, 2.2 Communication with Teachers, 2.3 Homework Support; and 2.4 Involvement in Decision-Making?

*2.1 On Students’ Learning Strategies*

*Table 2.1 In the context of Attendance at Parent-Teacher Conferences*

Statements	Mean	SD	Rating
1 Attend Parent-Teacher Conferences regularly to discuss their child’s progress.	4.85	.386	Highest Extent
2 Find Parent-Teacher Conferences to be a valuable opportunity to connect with their	4.68		

	child’s teachers and understand their educational needs.		.510	Highest Extent
3	Stay informed about their child’s academic progress and any areas that need improvement.	4.52	.541	Highest Extent
4	Make it a priority to schedule and attend Parent-Teacher Conferences, even with busy schedule.	4.69	.486	Highest Extent
5	Believe that attending Parent-Teacher Conferences positively contributes to their child’s educational success.	4.71	.478	Highest Extent
6	Appreciate the opportunity to have face-to-face discussions with their child’s teacher during the Parent-Teacher Conferences.	4.70	.503	Highest Extent
7	Attending Parent-Teacher Conferences helps them understand how they can better support their child’s learning at home.	4.59	.570	Highest Extent
8	Believe that attending Parent-Teacher Conferences strengthens the partnership between parents and teachers for the benefit of their child’s education.	4.83	.403	Highest Extent
9	Feel more confident in supporting their child’s educational goals after attending Parent-Teacher Conferences.	4.47	.688	Moderately Extent
	Total Weighted Mean	4.67	.15786	Highest Extent

Legend: (5) 4.50-5.00=Highest extent; (4) 3.50-4.49=Moderately extent; (3) 2.50- 3.49=Lesser extent; (2) 1.50-2.49=Least extent; (1) 1.00- 1.49=No extent at all

Table 2.1 illustrates the level of parental involvement in public school programs and activities as judged by teachers at Omar District, Ministry of Basic, Higher, and Technical Education – Sulu, based on Parent-Teacher Conference Attendance. This category has a cumulative weighted mean score of 4.67 with a standard deviation of .15786 and is classed as “Highest Extent”. This result suggests that the instructors engaged in this study confirmed the highest level of parental involvement at Omar District, Ministry of Basic, Higher, and Technical Education – Sulu in terms of attendance at Parent-Teacher Conferences. This entails a robust collaboration between parents and the school community. This collaborative partnership is essential for promoting student performance and creating a pleasant learning environment in which parents are actively involved in their children’s education.

Notably, teacher-respondents rated the following items as “Highest Extent”: “Attend Parent-Teacher Conferences regularly to discuss their child’s progress.”, “Stay informed about their child’s academic progress and any areas that need improvement.”, “Constantly runs or jumps around the room.”, “Make it a priority to schedule and attend Parent-Teacher Conferences, even with a busy schedule.”, “Attending Parent-Teacher Conferences helps them understand how they can better support.

## 2.2 In the context of Communication with Teachers

*Table 2.2 Extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu MBHTE-Sulu in the context of Communication with Teachers*

Statements	Mean	S.D.	Rating
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1	Regularly communicate with their child’s teachers through emails, phone calls, or notes to discuss their progress.	4.47	.540	Moderately Extent
2	Find it easy to initiate conversations with their child’s teacher to address any questions or concerns they might have.	4.68	.490	Highest Extent
3	Regular communication with their child’s teacher	4.72	.494	Highest Extent
4	Believe that open communication between them and teachers is essential for their child's academic success.	4.67	.637	Highest Extent
5	Feel comfortable discussing their child's strengths and weaknesses with their teacher to create a supportive learning environment.	4.88	.356	Highest Extent
6	Appreciate when their child's teacher proactively communicates about classroom activities and assignments.	4.25	.672	Moderately Extent
7	Believe that effective communication between parents and teachers positively impacts their child's educational experience.	4.52	.541	Highest Extent
8	Make an effort to attend parent-teacher meetings and conferences to discuss their child’s educational goals and progress.	4.62	.546	Highest Extent
9	Find that communication with their child’s teacher helps them provide better support for their learning at home.	4.54	.688	Highest Extent
10	Believe that collaborative communication between parents and teachers enhances their child’s overall educational development.	4.73	.468	Highest Extent
Total Weighted Mean		4.61	.20728	Highest Extent

Legend: (5) 4.50-5.00=Highest extent; (4) 3.50-4.49=Moderately extent; (3) 2.50- 3.49=Lesser extent; (2) 1.50- 2.49=Least extent; (1) 1.00- 1.49=No extent at all

Table 2.2 represents the level of parental involvement in public school programs and activities as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu (MBHTE-Sulu) in the context of Communication with Teachers. This category had a total weighted mean score of 4.61 with a standard deviation of .20728, indicating “Highest Extent”. This finding suggests that the teachers participating in this survey confirmed that there is a high level of parental involvement in public school programs and activities at Omar District, Ministry of Basic, Higher, and Technical Education – Sulu MBHTE-Sulu in terms of communication with teachers. This implies that efficient communication channels exist between parents and educators in the Omar District. This open channel of contact facilitates regular updates on student progress, the sharing of concerns, and collaboration on methods to improve student learning and well-being. Notably, teacher-respondents rated the following items, among others as “Highest Extent”: “Find it easy to initiate conversations with their child’s teacher to address any questions or concerns they might have.”, “Regular communication with their child’s teacher.”, “Believe that open communication between them and teachers is essential for their child’s academic success.”, “Believe that effective communication between parents and teachers positively impacts their child’s.”

### *2.3 In the context of Homework Support*

*Table 2.3 Extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu MBHTE-Sulu in the context of Homework Support*

	Statements	Mean	SD	Rating
1	Regularly assist their child with their homework assignments.	4.39	.530	Moderately Extent
2	Create a conducive environment at home to help their child focus on their homework.	4.76	.429	Highest Extent
3	Encourage their child to ask questions and seek help when they face challenges with their homework.	4.70	.482	Highest Extent
4	Believe that their involvement in their child's homework helps them better understand the material.	4.57	.517	Highest Extent
5	Set aside dedicated time for their child to complete their homework assignments.	4.66	.536	Highest Extent
6	Provide resources or materials needed for their child's homework when required.	4.61	.530	Highest Extent
7	Help their child set goals and plan their homework schedule to manage their workload effectively.	4.64	.503	Highest Extent
8	Encourage their child to take breaks and maintain a healthy balance while working on their homework.	4.86	.403	Highest Extent
9	Help their child organize their assignments and ensure they meet deadlines for homework submissions	4.08	.662	Moderately Extent
10	Total Weighted Mean	4.59	.19589	Highest Extent

Legend: (5) 4.50-5.00=Highest extent; (4) 3.50-4.49=Moderately extent; (3) 2.50- 3.49=Lesser extent; (2) 1.50- 2.49=Least extent; (1) 1.00- 1.49=No extent at all

Table 2.3 shows the level of parental involvement in public school programs and activities as perceived by teachers at Omar District, Ministry of Basic, Higher, and Technical Education – Sulu (MBHTE-Sulu) in the context of homework support. This category received a cumulative weighted mean score of 4.59 with a standard deviation of .19589 and was evaluated as “Highest Extent”. This finding suggests that the instructors who participated in this study agreed that there is a high level of parental involvement in public school programs and activities at Omar District, Ministry of Basic, Higher, and Technical Education – Sulu MBHTE-Sulu in terms of homework support. Furthermore, this involves the presence of a positive home learning environment in which parents actively encourage their children’s academic aspirations. This supportive environment can help students succeed academically, stay motivated, and feel better in general. Notably, teacher-respondents rated the following items, among others as “Highest Extent”: “Create a conducive environment at home to help their child focus on their homework.”, “Encourage their child to ask questions and seek help when they face challenges with their homework.”, “Encourage their child to ask questions and seek help when they face challenges with their homework.”, “Set aside dedicated time for their child to complete their homework assignments.” And, “Help their child set goals and plan their homework schedule to manage their workload effectively.”

#### *2.4 In the context of Involvement in Decision-making*

*Table 2.4 Extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu MBHTE-Sulu in the context of Involvement in Decision-making*

	Statements	Mean	SD	Rating
1	Feel that their opinions and suggestions are valued by the school administration when decisions are made.	4.49	.522	Moderately Extent
2	Actively participate in school committees or meetings where decisions about school policies are discussed.	4.61	.490	Highest Extent
3	Believe that parental involvement in decision-making positively influences the overall direction of the school.	4.58	.699	Highest Extent
4	Are well-informed about the school's goals and objectives, thanks to their involvement in decision-making processes.	4.33	.570	Moderately Extent
5	Actively participate in parent-teacher association (PTA) meetings to contribute to decisions that affect the school community.	4.54	.540	Highest Extent
6	Believe that involving parents in decision-making leads to a more inclusive and responsive school environment.	4.62	.565	Highest Extent
7	Satisfied with the level of input I have in shaping school policies and practices.	4.54	.501	Highest Extent
8	Believe that collaborative decision-making between parents and school staff enhances the educational experience for all students.	4.55	.500	Highest Extent
9	Actively contribute to discussions and decisions related to curriculum and extracurricular activities at the school.	4.43	.517	Moderately Extent
	Total Weighted Mean	4.52	.28588	Highest Extent

Legend: (5) 4.50-5.00=Highest extent; (4) 3.50-4.49=Moderately extent; (3) 2.50- 3.49=Lesser extent; (2) 1.50-2.49=Least extent; (1) 1.00- 1.49=No extent at all

Table 2.4 represents the level of parental involvement in public school programs and activities as perceived by teachers in the Omar District, Ministry of Basic, Higher, and Technical Education – Sulu MBHTE-Sulu: Teachers’ perspectives on involvement in decision-making. This category received a total weighted mean score of 2.01 with a standard deviation of 1.352 and is classified as “Highest Extent”. This finding indicates that the teachers who participated in this study confirmed that there is a high level of parental involvement in public school programs and activities at Omar District, Ministry of Basic, Higher and Technical Education – Sulu MBHTE-Sulu in terms of decision-making. Furthermore, this means that there is positive collaboration in school governance, with parents actively involved in making crucial decisions about school policies, programs, and procedures. This inclusive decision-making process encourages transparency, accountability, and shared responsibility for the school’s vision and goals. Notably, teacher respondents rated the following items, among others, as “Highest Extent”: “Actively participate in school committees or meetings where decisions about school policies are discussed.”, “Believe that parental involvement in decision-making positively influences the

overall direction of the school.”, “Actively participate in parent-teacher association (PTA) meetings to contribute to decisions that affect the school community.”, “Satisfied with the level of and last but not least, “Believe that collaborative decision-making between parents and school staff enhances the educational experience for all students.”

3. Is there a significant difference in the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu MBHTE-Sulu, as perceived by the teachers in terms of: Attendance at Parent-Teacher Conferences, Communication with Teachers, and Aggression and Destructiveness; when data are grouped according to their demographic profile in terms of: 3.1 Age, 3.2 Gender; 3.3 Educational Attainment; and 3.4 Length of service?

*3.1 According to Age*

*Table 3.1 Difference in the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu when data are grouped according to their demographic profile in terms of age.*

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Attendance of Parent-teacher Conference	Between Groups	0.05	2	0.003	.107	1.899	Not Significant
	Within Groups	2.462	97	.025			
	Total	2.467	99				
Communication with teachers	Between Group	.130	2	.065	1.531	.222	Not Significant
	Within Groups	41.23	97	.043			
	Total	42.54	99				
Homework support	Between Group	1.69	2	.084	2255	.110	Not Significant
	Within Groups	36.30	97	.037			
	Total	37.99	99				
Involvement in decision making	Between Group	.248	2	0.124	1.534	.221	Not Significant
	Within Groups	7.843	97	0.81			
	Total	8.091	99				

\*Significant at alpha 0.05

Table 3.1 shows the amount of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher, and Technical Education – Sulu, when data are categorized by age. As indicated in the table, none of the F-values or probability values are significant at alpha 0.05. This suggests that, while teacher-respondents vary in age, they generally have similar perceptions of the subcategories included in the extent of influence of Behavioral Tendencies of Intermediate Pupils at Indanan South District Elementary School. This implies that teacher-respondents aged 31 and up may not be better perceivers of the extent of parental involvement in public school programs and activities at Omar District, Ministry of Basic, Higher, and Technical Education – Sulu MBHTE-Sulu than those aged 25 and under, as classified in this study, or vice versa. As a result, it is safe to conclude that variable age has no significant influence on how teacher-respondents in Omar District evaluate the amount of parental involvement in public school programs and activities, according to the Ministry of Basic, Higher, and Technical Education – Sulu. As a result, the hypothesis that: “There is no significant difference

in the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu, when data are classified according to their demographic profile in terms of age" is accepted as true.

### 3.2 According to Gender

*Table 3.2 Difference in the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu when data are grouped according to their demographic profile in terms of gender.*

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Attendance at Parent-Teacher Conferences	Male	4.6574	.16024	.01803	.486	.628	Not Significant
	Female	4.6574	.15793				
Communication with Teachers	Male	4.6542	.15030	.06075	1.255	.212	Not Significant
	Female	4.5934	.22111				
Homework Support	Male	4.6111	.13106	.03363	.04597	.466	Not Significant
	Female	4.5775	.21239				
Involvement in Decision-making	Male	4.5787	.19653	.07578	.06684	.260	Not Significant
	Female	4.5029	.30764				

\*Significant alpha .05

Table 3.2 illustrates the amount of parental involvement in public school programs and activities as seen by teachers in Omar District, Ministry of Basic, Higher, and Technical Education – Sulu, when data are classified by gender. As indicated in the table, none of the t-values or probability values are significant at alpha 0.05. This means that male and female teacher-respondents in this study have different perceptions of the subcategories subsumed under the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher, and Technical Education – Sulu MBHTE-Sulu. This means that being a male teacher-respondent may make him more aware of the amount of parental involvement in public school programs and activities at Omar District, Ministry of Basic, Higher, and Technical Education – Sulu MBHTE-Sulu, or vice versa. As a result, it is safe to conclude that variable gender has no significant influence on how teacher-respondents in Omar District perceive the extent of parental involvement in public school programs and activities, as perceived by teachers in Omar District, Ministry of Basic, Higher, and Technical Education – Sulu MBHTE-Sulu. As a result, the hypothesis that: “There is no significant difference in the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu, when data are classified according to their demographic profile in terms of gender” is accepted as true.

### 3.3 According to Educational Attainment

*Table 3.3 Difference in the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu when data are grouped according to their demographic profile in terms of Educational Attainment.*

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Attendance Parent-teacher Conferences	Between Groups	.157	2	.078	3.292	.401	Not Significant
	Within Groups	2.310	97	.024			
	Total	2.467	99				
Communication With teachers	Between Groups	.104	2	.052	1.214	.302	Not Significant
	Within Groups	4.150	97	.043			
	Total	4.254	99				
Homework Support	Between Groups	.077	2	.039	1.004	.370	Not Significant
	Within Groups	3.722	97	.038			
	Total	3.799	99				
Involvement In decision- making	Between Groups	.027	2	0.13	.161	.851	Not Significant
	Within Groups	8.064	97	0.83			
	Total	8.091	99				

\*Significant alpha .05

Table 3 corresponds the extent of parental involvement in public school programs and activities as perceived by teachers in Omar District, Ministry of Basic, Higher, and Technical Education - Sulu, when data are grouped by educational attainment. This table shows that all of the F-values and probability values of the subcategories subsumed under the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher, and Technical Education - Sulu, are non-significant at alpha 0.05. This means that, while the educational attainment of the teacher-respondents in this study varies, there is no difference in their perceptions of the extent of parental involvement in public school programs and activities at Omar District, Ministry of Basic, Higher, and Technical Education - Sulu. It implies that teacher-respondents with master's degrees may not have a better perception of the extent of parental involvement in public school programs and activities at Omar District, Ministry of Basic, Higher, and Technical Education - Sulu, than those with only bachelor's degrees, and vice versa.

As a result, it is safe to conclude that the educational attainment variable has no significant impact on how teacher-respondents evaluate the amount of parental involvement in public school programs and activities in Omar District, Ministry of Basic, Higher, and Technical Education - Sulu. As a result, the hypothesis that: "There is no significant difference in the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education - Sulu, when data are classified according to their demographic profile in terms of educational attainment" is accepted as true.

### 3.4 According to Length of service

*Table 3.4 Difference in the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu when data are grouped according to their demographic profile in terms of length of service.*

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Attendance Parent-teacher Conferences	Between Groups	.044	3	.015	.585	.626	Not Significant
	Within Groups	2.423	96	.025			
	Total	2.467	99				
Communication With teachers	Between Groups	.209	3	.070	1.651	.183	Not Significant
	Within Groups	4.045	96	.042			
	Total	4.254	99				
Homework Support	Between Groups	.240	3	.080	2.157	.098	Not Significant
	Within Groups	3.559	96	.037			
	Total	3.799	99				
Involvement In decision- making	Between Groups	.361	33	.120	1.495	.221	Not Significant
	Within Groups	7.730	96	.081			
	Total	8.091	99				

\*Significant alpha .05

Table 3.4 defines the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher, and Technical Education - Sulu, when data is grouped by demographic profile and length of service. This table shows that all of the F-values and probability values for the subcategories are non-significant at alpha 0.05. This means that, while the length of service of the teacher-respondents in this study varies, there is no difference in their perceptions of the extent of parental involvement in public school programs and activities in Omar District, Ministry of Basic, Higher, and Technical Education - Sulu. It implies that teacher-respondents with 16 years or more of experience may not have a better perception of the extent of parental involvement in public school programs and activities at Omar District, Ministry of Basic, Higher, and Technical Education - Sulu, than those with only 5 years of experience, and vice versa. As a result, it is safe to conclude that the length of service variable has no significant impact on how preschool teacher-respondents perceive parental involvement in public school programs and activities in Omar District, Ministry of Basic, Higher, and Technical Education - Sulu. As a result, the hypothesis that: "There is no significant difference in the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education - Sulu, when data are classified according to their demographic profile in terms of length of service" is accepted as true.

*4. Is there a significant correlation among the sub-categories subsumed under Behavioral Tendencies among Intermediate pupils at Indanan South District Elementary School MBHTE-Sulu?*

*Table 4 shows the correlation among the subcategories subsumed under the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education – S*

Variables					
Dependent	Independent	Person <i>r</i>	Sig	N	Description
Attendance of Parent-Teachers conferences	Communication with teachers	-.221*	.027	100	Low
	Homework Support	-.069	.496	100	Nearly zero
Communication with teachers	Involvement in Decision-making	-.262**	.008	100	Low
Homework support	Homework Support	.649**	.000	100	High
	Involvement in Decision-making	.732**	.000	100	Very High
	Involvement in Decision-making	.564**	.000	100	High

\*Correlation coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect.

Table 4 shows the relationship between the subcategories classified as the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher, and Technical Education – Sulu. As indicated in the table, the estimated Pearson correlation coefficients (Pearson *r*) between these variables are significant at alpha = 0.05. Furthermore, the following association exists between the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher, and Technical Education – Sulu:

- 1) Teachers in Omar District, Ministry of Basic, Higher and Technical Education – Sulu reported a low negative association among subcategories related to parental involvement in public school activities. This suggests that instructors may have varied opinions on the level and character of parental engagement in many domains, such as parent-teacher conferences, communication with teachers, homework assistance, and participation in decision-making.
- 2) Teachers in Omar District, Ministry of Basic, Higher and Technical Education – Sulu reported a strong favorable correlation between parental involvement in public school programs and activities, namely in communication with teachers and homework support. Meanwhile, there is a strong positive association between communication with teachers and involvement in decision-making. This implies that various aspects of parental participation are intricately linked. Parents who actively communicate with instructors are more likely to help their children complete their homework and participate in school decision-making.

- 3) Teachers in Omar District, Ministry of Basic, Higher and Technical Education – Sulu reported a significant favorable correlation between parental involvement in public school programs and activities, namely in terms of homework support and decision-making. This suggests that parents who are actively involved in their child’s homework completion are more inclined to participate in school decision-making. This shows that parental involvement in education goes beyond providing academic help at home and includes participation in broader school-related activities and projects.

As a result, it is safe to conclude that the subcategories classified as the extent of parental involvement in public school programs and activities, as viewed by teachers at Omar District, Ministry of Basic, Higher, and Technical Education – Sulu, are somewhat connected. In light of this, the hypothesis that “There is no significant correlation among the sub-categories subsumed under the parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher and Technical Education – Sulu” does not hold up.

### **Conclusion**

The demographic profile of teacher-respondents in the Omar District, Ministry of Basic, Higher, and Technical Education - Sulu, is predominantly female. Furthermore, a large proportion of the population is 31 years old or older. Furthermore, the majority of teacher respondents have moderate to extensive experience in the school sector and hold a bachelor's degree. According to teachers, parents are equally and strongly invested in supporting their child's education in a variety of circumstances, including communication with teachers, homework support, and participation in decision-making processes. Furthermore, this indicates a shared commitment among educators to acknowledge and value the role of parents in promoting student achievement and well-being. In general, demographic profiles of teacher-respondents in Omar District have no significant impact on how teacher-respondents perceive the extent of parental involvement in public school programs and activities, according to the Ministry of Basic, Higher, and Technical Education - Sulu. Subcategories subsumed under the extent of parental involvement in public school programs and activities, as perceived by teachers at Omar District, Ministry of Basic, Higher, and Technical Education - Sulu, have a moderately high correlation, implying that, while there is some degree of interdependence among different aspects of parental involvement, it is not overly strong. This means that, while certain aspects of parental participation may impact one another to some level, they are not inextricably linked.

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