EXPLORING PARENTAL INVOLVEMENT IN EARLY CHILDHOOD EDUCATION IN PHILIPPINES: A CASE STUDY

MELISSA T. BARTOLOME

THESIS PRESENTED TO QUALIFY FOR A DOCTOR OF PHILOSOPHY IN EARLY CHILDHOOD EDUCATION

NATIONAL CHILD DEVELOPMENT RESEARCH CENTER SULTAN IDRIS EDUCATION UNIVERSITY

2019

Please tick (√)
Project Paper
Masters by Research
Master by Mixed Mode
PhD

INSTITUTE OF GRADUATE STUDIES

DECLARATION OF ORIGINAL WORK

This declaration is made on the ……………..day of……………..20……..

i.   Student's Declaration:

I, **Melissa T. Bartolome, P20161000848, NCDRC** hereby declare that the work entitled **Exploring Parental Involvement in Early Childhood Education in Philippines: A Case Study** is my original work. I have not copied from any other students' work or from any other sources except where due reference or acknowledgement is made explicitly in the text, nor has any part been written for me by another person.

_____

Signature of the student

ii.   Supervisor's Declaration:

I **Professor Madya Dr. Nordin bin Mamat** the work entitled **Exploring Parental Involvement in Early Childhood Education in Philippines: A Case Study** submitted to the Institute of Graduate Studies as a * partial/ full fulfillment for the conferment of **Doctor of Philosophy in Early Childhood Education** and the aforementioned work, to the best of my knowledge, is the said student's work.

_____   _____

Date   Signature of the Supervisor

INSTITUT PENGAJIAN SISWAZAH /
INSTITUTE OF GRADUATE STUDIES

BORANG PENGESAHAN PENYERAHAN TESIS/DISERTASI/LAPORAN KERTAS PROJEK
DECLARATION OF THESIS/DISSERTATION/PROJECT PAPER FORM

Tajuk / *Title*: **Exploring Parental Involvement in Early Childhood Education in Philippines: A Case Study**

No. Matrik /*Matric's No.*: **P20161000848**

Saya / *I* : **Melissa T. Bartolome**

(Nama pelajar / *Student's Name*)

mengaku membenarkan Tesis/Disertasi/Laporan Kertas Projek (Kedoktoran/Sarjana)* ini disimpan di Universiti Pendidikan Sultan Idris (Perpustakaan Tuanku Bainun) dengan syarat-syarat kegunaan seperti berikut:-
acknowledged that Universiti Pendidikan Sultan Idris (Tuanku Bainun Library) reserves the right as follows:-

1. Tesis/Disertasi/Laporan Kertas Projek ini adalah hak milik UPSI.
   The thesis is the property of Universiti Pendidikan Sultan Idris

2. Perpustakaan Tuanku Bainun dibenarkan membuat salinan untuk tujuan rujukan dan penyelidikan.
   Tuanku Bainun Library has the right to make copies for the purpose of reference and research.

3. Perpustakaan dibenarkan membuat salinan Tesis/Disertasi ini sebagai bahan pertukaran antara Institusi Pengajian Tinggi.
   The Library has the right to make copies of the thesis for academic exchange.

4. Sila tandakan (√) bagi pilihan kategori di bawah / *Please tick (√) for category below:-*

☐ **SULIT/*CONFIDENTIAL*** — Mengandungi maklumat yang berdarjah keselamatan atau kepentingan Malaysia seperti yang termaktub dalam Akta Rahsia Rasmi 1972. / *Contains confidential information under the Official Secret Act 1972*

☐ **TERHAD/*RESTRICTED*** — Mengandungi maklumat terhad yang telah ditentukan oleh organisasi/badan di mana penyelidikan ini dijalankan. / *Contains restircted information as specified by the organization where research was done.*

☐ **TIDAK TERHAD / *OPEN ACCESS***

_____
(Tandatangan Pelajar/ Signature)

_____
(Tandatangan Penyelia / *Signature of Supervisor*)
& (Nama & Cop Rasmi / *Name & Official Stamp*)

Tarikh: _____

Catatan: Jika Tesis/Disertasi ini **SULIT @ TERHAD**, sila lampirkan surat daripada pihak berkuasa/organisasi berkenaan dengan menyatakan sekali sebab dan tempoh laporan ini perlu dikelaskan sebagai **SULIT** dan **TERHAD**.

Notes: If the thesis is CONFIDENTAL or RESTRICTED, please attach with the letter from the organization with period and reasons for confidentiality or restriction.

ACKNOWLEDGEMENT

Foremost, thank you dear God for sustaining my strength and wisdom in my doctorate journey. There were a lot of ups and downs but You never fail to make me feel your warm embrace. Thank you for reminding me to trust in You always and stop worrying on things beyond my control.

My heartfelt appreciation to UPSI especially to NCDRC and IGS for providing us knowledge and experience that widen our horizon as early childhood and tertiary educator and as a researcher as well. Also, thank you to PNU for the support, opportunity to study abroad and for the financial assistance.

I would like to thank all our lecturers in UPSI who continuously inspire and mentor us. For their insightful comments during our classes and presentations that broaden my research perspectives. To UPSI staff especially Fadli Sulaiman, Siti Fauziah Mydin and IGS staff who were very accommodating to our needs and resolve our concerns, thank you very much.

I would like to express my sincere gratitude to my supervisor Professor Madya Dr. Nordin Mamat for the unending support, patience, motivation, and wisdom. His guidance helped me throughout my dissertation journey. Thank you to my co-supervisor Dr. Abdul Halim Masnan for his assistance, support, and concern to my writing. Thank you to my internal and external examiners during my viva -- Professor Madya Dr. Loy Chee Luen, Professor Madya Dr. Mohd Mahzan Awang, and Professor Madya Dr. Mastura Badzis, your insights and constructive comments made my study more meaningful and comprehensive. Also, thank you for giving time and effort to improve my thesis Professor Dr. Ramlee Mustapha and Professor Madya Dr. Ramlee Ismail.

Likewise, I give my deepest thanks to Department of Education (DepEd) for allowing me to conduct my study in different public elementary schools in Manila and so with all my participants (Manila division supervisor, school principals, kindergarten teachers, kindergarten parents, kindergarten children, and Dr. Marlyn Manuel). To my validators who gave their experts advise and comments for the improvement of my instruments and whole research, thank you.

Thank you to my co-scholars in UPSI especially my *bahay ni kuya* roommates – Amor, Uni, Mam Lai, and Abril. Our group is not an ordinary group of scholars but a support group in good and trial times. Our differences made us stronger and braver in accomplishing our respective researches.

Thank you to all of my friends (you know who you are) and to my sisters by heart -- Ninang Cleo, Abril, Liza & Jaimmy↓. Your unending care, emotional and moral support, and unlimited professional help, inspire me to move on, let go of negative things, see the goodness in everything, and finish my research endeavour.

Last but not the least, my deepest gratitude to my family -- my parents (Ely & Meng), sister (Sheryl), brother (James), niece (Joanna), and nephew (Nathan) for the love, understanding and support throughout the writing of this dissertation and in my life in general.

ABSTRACT

This case study explored parental involvement in early childhood education in the Philippines from kindergarten stakeholders' perspectives. Purposive sampling was used to select 13 school-cases with 87 participants comprising of kindergarten children, parents, teachers, school principals, and government officials. Document analysis was used to examine existing documents related to this study. From this, four themes emerged. These are kinds of parental involvement, stakeholders' capacity, characteristics of school-facilitated parental involvement, and basis for the development of a program. Interview protocol was developed based on these themes. The interview instrument was validated by five independent early childhood education experts. Then, interviews among stakeholders were conducted. Data from document analysis and interviews went through content and thematic analysis outlined by Cresswell on the first run and by the use of Atlas.ti on the second run. Four themes emerged from the interview. These are meaningful home-school interaction, collective in-school engagement, structured at-home learning support, and refining stakeholders' capacity. These themes were used in the formulation of the School-facilitated Parental Involvement (SPIn) framework. This framework offers a contextualized blueprint for Filipino families' engagement in school with emphasis on refining the capacity of every stakeholder in the school system. The study underscored the need for crafting policies intended for parental involvement that can lawfully set guidelines for smooth implementations of programs where stakeholders can be reinforced for school engagement. In conclusion, the main finding of this study shows that home-school interaction, in-school engagement, and at-home learning support play a vital role in school system. These types of parental involvement are collaboratively done by the parents, teachers, administrators, and other stakeholders for the holistic development of children. The implication of this study highlights that SPIn framework could be used by early childhood education in Philippines.

MENEROKAI PENGLIBATAN IBU BAPA DALAM PENDIDIKAN AWAL KANAK-KANAK DI FILIPINA: SATU KAJIAN KES

ABSTRAK

Kajian kes ini meneroka penglibatan ibu bapa dalam pendidikan awal kanak-kanak di Filipina dari pandangan pemegang berkepentingan di tadika. Kaedah persampelan bertujuan telah digunakan dengan memilih 13 sekolah dengan 87 peserta yang terdiri daripada kanak-kanak tadika, para ibu bapa, guru-guru, pengetua sekolah dan pegawai kerajaan. Kaedah analisis dokumen telah digunakan untuk mengkaji dokumen sedia ada berkaitan dengan kajian ini. Empat tema muncul melalui kaedah ini. Tema-temanya adalah jenis-jenis penglibatan ibu bapa, kapasiti pemegang berkepentingan, ciri-ciri penglibatan ibu bapa atas galakan sekolah, dan asas untuk pembangunan program. Protokol temu bual telah dibangunkan berdasarkan tema-tema ini. Instrumen temu bual ini telah disahkan oleh lima orang pakar pendidikan awal kanak-kanak. Setelah itu, temu bual bersama pemegang berkepentingan telah dijalankan. Data daripada analisis dokumen dan temu bual telah melalui analisis kandungan dan tematik yang digariskan oleh Cresswell pada ujian pertama dan dengan menggunakan Atlas.ti pada ujian kedua. Empat tema muncul daripada temu bual yang dijalankan iaitu interaksi bermakna antara sekolah dan rumah, penglibatan secara kolektif di sekolah, sokongan pembelajaran berstruktur di rumah, dan menambah baik kapasiti pemegang berkepentingan. Tema-tema ini digunakan dalam perumusan rangka kerja Penglibatan Ibu Bapa Atas Galakan Sekolah atau *School-facilitated Parental Involvement (SPIn)*. Rangka kerja ini menawarkan pelan tindakan berdasarkan konteks mengenai penglibatan keluarga Filipina di sekolah dengan penekanan untuk menambah baik kapasiti setiap pemegang kepentingan dalam sistem sekolah. Kajian ini menekankan perlunya pembentukan polisi buat penglibatan ibu bapa supaya ia dapat menetapkan garis panduan secara sah demi kelancaran pelaksanaan program untuk memperkukuhkan penglibatan para pemegang berkepentingan di sekolah. Kesimpulannya, dapatan utama kajian ini menunjukkan interaksi antara rumah dan sekolah, penglibatan dalam sekolah, dan sokongan pembelajaran di rumah memainkan peranan penting di sekolah. Jenis-jenis penglibatan ibu bapa ini dilakukan secara kolektif dan bersama oleh para ibu bapa, guru-guru, pihak pentadbiran, dan pemegang berkepentingan lain untuk pembangunan holistik kanak-kanak di sekolah. Implikasi kajian ini menyoroti bahawa rangka *SPIn* boleh digunakan dalam pendidikan awal kanak-kanak di Filipina.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

4Ps	*Pantawid Pamilyang Pilipino Program* (Bridging Program for the Filipino Family)
AIP	Annual Implementation Plan
CCT	Conditional Cash Transfer
CEPIS	Chinese Early Parental Involvement Scale
CRC	Convention on the Rights of the Child
DepEd	Department of Education
DILG	Department of Interior and Local Government
DO	Department Order
DSWD	Department of Social Welfare and Development
EAPI	Empowerment Approach to Parental Involvement
ECCD	Early Childhood Care and Development
ECE	Early Childhood Education
EFA	Education for All
EPPE Project	England's Effective Provision of Pre-School Education
EPRA	Engaging Parents in Raising Achievement
E-SIP	Enhanced School Improvement Plan
FAST	Families and Schools Together
GPTA	General Parent-Teacher Association
HLA	Home Learning Activity
HPTA	Homeroom Parent-Teacher Association
ICT	Information Communication Technology
IPCR	Individual Performance Commitment and Review
LGU	Local Government Unit

MTPB	Manila Traffic and Parking Bureau
NAT	National Achievement Test
NCLB	No Child Left Behind
NCR	National Capital Region
NGO	Non-Government Organization
NSO	National Statistics Office
OECD	Organization for Economic Cooperation and Development
PD	Presidential Decree
PDP	Philippine Development Plan
PES	Parent Education Service
Phil EFA	Philippine Education for All
Phil IRI	Philippine Informal Reading Inventory
PI	Parental involvement
PIF	Parent Involvement Facilitators
PNU	Philippine Normal University
PPCT	Process-Person-Context-Time
PPP	Public Private Partnership
PTA	Parent Teacher Association
PTCA	Parents, Teachers, and Community Association
RA	Republic Act
REL	Regional Educational Laboratory
SBFP	School-based Feeding Program
SBM	School-based Management
SES	Socio-economic status

SFA	School-Family Associations
SHNP	School Health and Nutrition Programs
SIP	School Improvement Plan
SLAC	School Learning Action Cell
SPIn	School-facilitated Parental Involvement
TEI	Teacher Education Institution
TPIS	Turkish Parental Involvement Scale
Triple P	Positive Parenting Program
ULAP	Union of Local Authorities of the Philippines
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WATCH	We Advocate Time Consciousness and Honesty

LIST OF APPENDIX

CHAPTER 1

INTRODUCTION

1.1 Introduction

Children are young members of our society. They are precious possessions of a nation (Child and Youth Welfare Code, 1974). As they grow, a lot of developments are happening to them physically, emotionally, socially, morally and cognitively. According to United Nations Children's Fund (UNICEF, 2016), the first years of children's life have the most important development of the brain; it is the age where they give meaning to themselves and their environment; and it is the start of children being functional citizens. For these reasons, children need an environment that can meet their needs. These are the home and the school which serve as the two major environments that affect the development of children.

Nowadays, the description of family has changed but its significance remains. In the Philippines, family is regarded as the basic social unit wherein state policies must have programs that will preserve and strengthen them (Philippine Senate, 2010). Parents are still the primary responsible for the education of their children and their influences have great impact on children's education. Schools on the other hand, are important factors in building a strong and healthy community. Collaboration of home and school, contributes to more successful children and more successful schools. Children must be guided and supported to enable them to gain awareness of themselves, the needs of others, and in living in a society.

Investing in children can create progressive outcomes for the nation. It yields enduring developmental and educational impacts in a country (UNICEF, 2016). According to Rees, Chai, and Anthony (2012), it is morally imperative in every country to invest for the survival and progress of children's full potential. Since the foundation of every individual lies in the early childhood stage of life, it is the suitable period of development to start programs to eradicate poverty, develop social consciousness, and educate children.

One element on how to invest in children and at the same time have the support of all members of the society is through parent involvement in school. According to Mathekga (2016), there is no certain description of parental involvement. However, it is defined in different studies as one of the essential and least lucrative means of improving the quality education (Mwai Kimu, 2012) a vital practice in the learning process of children (Echaune, Ndiku, & Sang, 2015) a crucial part of Early Childhood Education (Kurtulmus, 2016) and may come in many ways in

school such as highlighting the importance of education, understanding and participating in school activities, participation in parent-teacher meetings, engaging in extended class visits, and helping their children in homework (Bæck 2010; Kurtulmus, 2016).

Some schools foster healthy parental involvements through events and volunteer opportunities, but sometimes parents have hesitations if they will involve themselves with their children's education. In Early Childhood Education, it can extend the experiences that a child has in the classroom to real-world activities that happen in the home. Parents and teachers should have similar and continuous efforts on how they teach and discipline children. They should be transparent to one another on the information that could affect children.

Not only does a strong home–school relationship matter for children's outcomes during the early childhood years, but the benefits endure in a lifetime. Family involvement in early childhood sets the stage for involvement in the next grade levels. According to Sapungan and Sapungan (2014), parents' commitment in their children's learning process gives plenty of opportunities for success and parent involvement assist children to be productive and responsible members of the society. It can be inferred that if we involve the parents in educating their children, the school should be proactive in implementing changes or development among the students. As parent involvement increased, teachers, and school administrators also raise the chance to realize quality reform in education.

Forms of parental involvement and how parents engaged themselves in the activities vary from one country to another and are subject to its cultural context (Blair, 2016). In some western countries and other Asian countries like the Philippines, partnership comes from the school (Fatin Aliana, Mohd Noorazam, & Nor Hashima, 2010). Although parents-teachers association have been organized to implement educational programs like improvement of the physical facilities of school, there is still a need to improve parent involvement practices, especially those promoting the stakeholders' active involvement in children's learning at home and in school.

In order to facilitate a better home-school connection, policies must be set and parental involvement framework should be developed. An improved parental involvement can improve schools that eventually impact on the progress of a country. According to Lebopa (2010), pushing schools to have higher standards means engaging parents in an active role in the school curriculum. This implies that the schools' curriculum should have open and alternative opportunities for stakeholders to be involved for children to succeed academically.

The attempt of schools to recognize greater standards and better accountability necessitates the commitment of every school staff, families and communities (Mwai Kimu, 2012). A society who wants to increase the level of involvement in school should have the support of the stakeholders. Parental involvement model should have organizational structure, communication, programs and planning, family–school forum, and continuous assessment and monitoring (Hourani, Stringer, & Baker,

2012). It should also be regulated by government legislations (Kannapathi, 2012) and address the needs of the society.

Developing a school-facilitated parental involvement framework can benefit the stakeholders especially children. It may be laborious but its effects are enduring. It can make a difference if stakeholders acknowledged the needs and problems of the society and will take one step at a time to act accordingly towards the attainment of the goal of raising responsible members of the country. According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2015), schools together with stakeholders like parents and community members are empowered to answer EFA or Education for All concerns. With this, investing in children means investing for the nation's future, our world tomorrow is the result of the children today (Rees et al., 2012).

1.2 Background of the study

Researchers in the field of early childhood education agree that parental involvement is important. In many studies on this field, teachers, parents, administrators and even students from kindergarten through high school claimed that parental involvement benefits the students, improves schools, assists the teachers, and strengthens families. Based on 40 years of studies, parental involvement is one of the strongest predictors of achievement of students (Regional Educational Laboratory [REL], 2015).

Understanding different parental involvement is a determinant for success both in human services and education fields, and serves as support system on stakeholders in schools (Child Welfare Information Gateway, 2014). It is a process in communicating with stakeholders and at the same time an approach in partnering with families for the holistic development of children (Family Engagement Curriculum Task Team, 2012).

Kindergarten is the beginning of the educational ladder. Everything that is established during this year can either persist or decease. On the part of the children, routines and learning gained on this level can help them throughout their studies and even in their life. If the programs and activities are implemented properly, it can help for the success of school and improvement of curriculum. On the part of the parents and other stakeholders, they will become more aware of their roles and become more involved in the education of children.

However, there is no single parental involvement that fits all schools (Kannapathi, 2012). Different countries develop numerous programs, practices, and policies to promote parental involvement. Various governments are currently ensuring that parents are involved in their children's education (Mwai Kimu, 2012).

Parents' rights to be engaged in education is a part of the 1987 Education Act of Zimbabwe (Chindanya, 2011). In China, there is a Committee on Home-School Cooperation (Eva, Hui, & Nirmala, 2012). Estonia and Finland have Laws on Pre-School Child Institutions and National Curriculum of Pre-School Education, and National Curriculum Guidelines on Early Childhood Education and Care (Kikas,

Tulviste, & Peets, 2014). There is an Education Ordinance in Hong Kong (Ng & Yuen, 2015), General Law of National Education in Turkey (Hakyemez, 2015) and South African Schools Act (Xaba, 2015) that specify the support for learners welfare and parental involvement. These policies made by the government from different countries influence the quality of education (Kristoffersson, Gu, & Zhang, 2013).

Programs are also initiated and executed by several schools in various countries. PTA or Parent Teacher Association is the widely and most used parental involvement program. Its policies vary in every country and guidelines are set by the different schools. Triple P or Positive Parenting Program is also a research-based program for more than 25 countries worldwide which started in Australia (Errázuriz, Cerfogli, Moreno, & Soto, 2016). Likewise, Japan has innovated parental involvement in many functions (Jabar, 2010) while Great Britain, United States of America, and Singapore have country-wide use of electronic home-school communication (Kosaretskii & Chernyshova, 2013).

Thus, parental involvement is moving towards developing a mechanism to better understand home-school connection (Kraft & Rogers, 2013) finding more sources and partners in education (Brand, Marchand, Lilly, & Child, 2014) and linking continuum of engagement to the vision, mission, and policies of education units of one's country (Smith, Wohlstetter, Kuzin, & De Pedro, 2011).

Global trajectories are currently proceeding on positive approaches to improve the condition of learning (Meng, 2015) and transformation of parental involvement practices in different cultures (Tam & Chan, 2010). Educational reforms, viewpoints

of parents, teachers, learners, and administrators on home-school partnership demands attention and further studies (Kristoffersson et al., 2013). These can yield grander visions and empowerment to every stakeholder in the school system about parental involvement (Ng & Yuen, 2015; Wong, 2012). One of Philippine Development Plan (PDP) is to develop stakeholders' linkages and reinforce their participation for effective and collaborative basic education system (UNESCO, 2015). With the worldwide directions happening in the field of parental involvement, the Philippines is assumed to gradually marking its way to catch up with this social and educational reform.

1.3 Problem statement

In the past decades, parental involvement programs in the Philippines are usually patterned and used models in western context like Epstein and Hoover-Dempsey & Sandler model of parental involvement. These models recognize the nature and types of partnership, the cultural factors that affects the implementation of home-school programs, and the restrictions during the process of engagement (Hourani et al., 2012).

Parental involvement has been advocated in Western countries as a result of studies proving its significance in children's development. It begins from Early Childhood Education to prevent problems on illiteracy (Fatin Aliana et al., 2010) and improves family-school–community partnership. However, there are misperceptions and discrepancies about parental involvement practices (Fisher, 2016). There are

cultural beliefs and practices which are assumed to affect stakeholders. It is important for schools to recognize the existence of cultural variations in parent involvement because there are differences among families with diverse background on when, why, and how they are involved in their children's education.

In the Philippines, family is the smallest unit and focus of the society that shape children and its relationship with others (Ochoa & Torre, 2014). Over the years, changes happen that affects family, community, school, and other social practices. Due to poverty and political conflicts, Filipinos face challenging roles in educating and upbringing children (Blair, 2016).

There are movements made in the country to advocate parental involvement. The Early Childhood Care and Development (ECCD) Law passed in 2000, acknowledged the significance of early childhood and its special needs, avowed parents as child's first teachers and primary caregivers, and recognized parent empowerment (UNESCO, 2011). From this law, ECCD council was also formed.

Some of the projects of ECCD are the Home-based Demonstration Project and Parent Education Service or PES. According to UNESCO (2015), Home-based Demonstration Project is a strong parent education that aims to cultivate confidence among parents and enhance their capacity for the development of their own children; while PES increases parents knowledge and skills.

The Philippine Education for All came up with an acceleration plan which recommends the expansion of ECCD programs in every barangays to utilize organizations such as local PTA and community members, accentuate the significance of basic education, and highlight the importance of Early Childhood Education (UNESCO, 2015). It also recommends to strengthened schools through empowering communities, promoting collective school and parent/community governance, and giving sufficient resources and budget.

Furthermore, UNICEF (2016) recommends the establishment of a legitimate policy framework that will uphold transparency and accountability on the right of all stakeholders to have coordinated partnership and participatory governance in educational institutions.

Although recommendations have been made to involve parents and other stakeholders in supporting Early Childhood Education in the Philippines, national policies and framework are still lacking and missing its way on building a strong foundation in education. Despite the attempt to increase parental involvement, there is a gap in understanding parental involvement among stakeholders' perspectives and there are practices in the Philippine schools which are sometimes not aligned to its cultural context. These may yield adverse effects to the development of Filipino children.

Based on the result of the National Achievement Test or NAT on 2012, third grade students got a mean score of 54.42% in English reading comprehension and 58.61% in Filipino (Selangan, 2015). It also claimed that Filipino third grade students

have problem understanding what they are reading whether the text is written in English or Filipino. Likewise in the report of UNESCO (2015), Grade 6 NAT Mean scores in SY 2012-2013 is only 68.88% with 72.41% mean score in Filipino, 69.03% in Mathematics, 67.12% in English, 65.72% in Science, and 70.14% in *Araling Panlipunan* or Social Science. This shows the low scores of Filipino children across subject area.

Moreover, Phil-IRI or Philippine Informal Reading Inventory is given to first graders to sixth graders to measure their reading ability through oral examination. Its scores revealed that only one-sixth to one-third pupils in Manila can read independently at the desired level (Department of Education [DepEd], 2015). It also presented that by the end of the elementary cycle or grade six over one-third of elementary graduates were identified as "frustrated" readers which is the lowest reading level in Phil-IRI and another one-third were "instructional" readers which is the second reading level among the three levels of the Reading Inventory. Both levels are below the desired reading level at the end of the elementary cycle.

Phil-IRI results indicate that National Capital Region or NCR got a higher literacy level than the rest of the country but have low levels of reading competence (DepEd, 2015). It implies that there can be lower reading scores in other regions of the country with less endowments and educational facilities.

The lack of contextualized parental involvement framework; the gap in understanding parental involvement in stakeholders' perspective; the recommendation of the UNESCO (2015) Philippine Education for All to expand access of parental

involvement programs in every barangays; the recommendation of UNICEF (2016) to have policy framework for participatory governance and coordinated partnerships in schools; and the results of NAT and Phil-IRI stresses that there is a dearth of framework and policies that can address the existing problems and needs of the Philippine education.

Thus, a parental involvement framework is needed to contribute to the existing necessities and future status of a society. The positive connection of parents and schools harvest progressive effects to children, families, schools, community, and nation. The present study wanted the positive home-school connection to be addressed in a parental involvement framework. A framework that can serve as a compass that places goals and conditions to have an effective intertwined parental involvement, learners' achievement, and school development (Mapp & Kuttner, 2013) and considers views and roles of families in the education of their children (Keo, 2010).

1.4 Purpose of the study

In order for a child to succeed, parents together with teachers and other community members exert a lot of influence on children's development in the early years. Thus, the harmonious interaction between home and school should be maintained, especially during the early childhood years.

The problems in Philippine education on having low reading and low achievement level are not the liability of the school alone. It is a joint outcome of the experiences and influences of children in the different environments surrounding them. Family background, support of stakeholders, and initiated programs can be a strong determinant of parental involvement. Literatures and perspectives of participants in this study recognized the importance and benefits of parental involvement. However, it's worth is scarcely underscored (Chindanya, 2011).

Since there is a scarcity on prevailing literatures on effective parental involvement models that considers views of families, there is a need to examine the roles of families in the education of their children (Keo, 2010). Thus, developing a framework for parental involvement must take into account that practices are embedded in the context of the family and school system. Programs and activities should not just focus on the established routinary activities, but it also needs to explore innovative practices that consider cultural factors for the holistic development of children. Education alone cannot completely meet the needs of the changing society and the school alone cannot fulfill completely what is needed and relevant for the education. For the sake of a holistic development and learning, collaboration of families, school personnel, and government must be in-place and organized.

Parental involvement framework is not about a single parental involvement practice that is recommended by dominant discourse but a result of contextualized local meaning of practitioners (Zhang, 2015). Array of researches in the field of early childhood education suggest the importance of accepting family culture, school background, and different stakeholders' perspectives in developing an effective

parental involvement framework and programs. It should be likewise guided strongly by its nation's bylaws, guidelines, and policies (Mwai Kimu, 2012). As a result of different studies, famous parental involvement models and organizations over the last three decades show the vital role of family engagement in educational discourse (McKenna & Millen, 2013).

Educators and others who are involved in children's learning are increasingly moving toward a broader vision of learning. This vision goes beyond traditional education in schools to encompass a variety of 21st century skills and learning environments. As children's education increasingly occur across a range of settings, parents and other stakeholders are uniquely positioned to help ensure that these environments best support their children's specific learning needs. As an educator, assisting learners in reaching their full potential and boosting the capacity of parents, teachers, and other members of the community are essential to the researcher.

1.5 Objectives of the study

The objectives of this study are to:

1. Investigate stakeholders' perspectives in communicating from the school; volunteering and participating in school's activities; and learning at home.

2. Explore stakeholders' perceptions about parental involvement practices in school.

3. Develop a parental involvement framework.

1.6 Research questions

From the stated research objectives, these are the research questions formulated and sought to be answered:

1. What are the stakeholders' perspectives in communicating from the school; volunteering and participating in school's activities; and learning at home?

2. How do parents describe parental involvement practices?

3. How do teachers describe parental involvement practices?

4. How do school administrators and government officials describe parental involvement practices?

5. How do kindergarten children describe parental involvement practices?

6. How could the themes explored in the study be developed into a parental involvement framework?

1.7 Importance of the study

The purpose of this qualitative study is to explore parental involvement in Early Childhood Education in the Philippines. This section demonstrates the contribution of the study to the body of knowledge in the field of Early Childhood Education and parental involvement. The development of a framework suitable for Filipino children can improve parental involvement practices and can turn positive outcomes for kindergarten learners as well as for the society, country, Department of Education (DepEd), and to researchers. This is supported by the study of Sapungan and Sapungan (2014) that postulates parental involvement as an indispensable component of every school.

Benefits associated with parental involvement are mentioned in various literatures. In addition to this body of knowledge, this particular research – the development of a parental involvement framework is of additional value as it gives a different viewpoint. It proposes an exclusive standpoint due to its geographical area which is the Philippines. It also exposes different stakeholders' views on parental involvement in schools and the support they can provide for policy makers and in education. The development of this framework ultimately targets and desires to lead to the success of the most important asset of the nation – the child. A strong, healthy, and lasting home-school connection comes when children's affection, respect, and trust are nurtured at home and in school.

Specifically, Kindergarten children will benefit if there is a structured framework on how each stakeholders support their education. They will be more motivated to study and more encouraged to learn and achieve their full potential. Support from families, teachers, and school administrators will provide children a culture of caring and nurturing environment. This will also enlighten the Filipino parents on the importance of their engagement on the education of their children.

With the implementation of the parental involvement framework through the different programs, Kindergarten teachers will become more aware and competent on the practices that will further develop and enhance their students' learning capabilities. School administrators and government officials can also improve their management and leadership skills through the proposed parental involvement framework.

This study provides recommendations on how to logically implement and evaluate parental involvement programs that is useful in the education system. It gives baseline data on school administration and policy makers on how home and school can work together. Concerns of families, school, and community will be addressed and come up with an improvement plan.

Moreover, according to UNICEF (2016), investing in children is investing for the future of a country. Partnership of home and school is a progressive way of investing in children. Thus, developing a framework is low-costing but comprehensive, organized, and sustainable way to invest for the future of a nation.

This study contributes in promoting conducive environment for children in school and at home. Lastly, it can add to the body of research in parental involvement especially in the Philippines.

1.8 Study delimitations

Even though this study has accomplished its objectives, there are some unavoidable limitations. First, this study was limited to a purposive sample of kindergarten parents, teachers, children, and principals of schools in Manila and government officials. These participants may not accurately represent all the stakeholders with differing socio-economic status, family background, and regional culture.

Second, the cases were limited to Manila for practically economic reason and the bulk of population that is resided in the city. The researcher cannot reach all kindergarten parents, teachers, children, school principals and government officials neither in whole Manila nor the entire Philippines.

Third, the literature from the meta-analytic review and data from the interview was a limitation. The study started with meta-analytic review, literatures and researches are limited between the years of 1997 – 2018. It focuses on parental involvement in early childhood education, best practices, models, and frameworks.

Fourth, another focus of this study was to hear the voices of the stakeholder participants about their views and experiences on parental involvement, their responses was a limitation. Some parents were concerned if the school and their teachers will assess their answers and may affect their children's grades. Some teachers were also hesistant if their school administrator will evaluate their responses to the interview questions. There were few principals who filtered their answer and avoided to tell negative things about their school.

Finally, time was a big obstacle. The time to complete this study is about two years is a restriction to the sample size and cases of the study. Hence, along with these stated limitations, the analysis of the data gathered was deepened and used to develop the parental involvement framework.

1.9 Theoretical framework of the study

This section provides the theoretical framework in which the research findings are anchored and analyzed. Theories included are bio-ecological systems theory, theory of overlapping spheres, and social and cultural capital theory.

1.9.1 Bio-ecological systems theory

The most used system that influences parental involvement is Brofenbrenner 1989 ecological systems theory (Stavrinides & Nikiforou, 2013). This theory reflects the importance of the environment in the growth of humans. The environment system consists of five components namely microsystem, mesosystem, exosystem, macrosystem, and chronosystem that assist human development. Each system is made up of different structures.

Microsystem is the setting in which the individual lives which is usually home. Mesosystem is the contextual influence between the microsystem like relationship of parents and siblings, the behavior, values, and attitudes that exist in their home. Exosystem is the experiences in another social setting which a person does not have in his/her immediate environment such as involvement in school, community or church. Macrosystem encompasses institutional patterns of culture which persons live, for instance customs, bodies of knowledge, beliefs, and all other products of a group of people that are passed on from generation to generation. Chronosystem is the patterning of ecological events and shifts over one's existence including socio-historical circumstances.

Bio-ecological systems theory points out those children's own genetic make-up influences on their development. The children's developing body and the interaction between their immediate family and community environment, and the societal landscape steers their development. Changes or conflicts in any of the layer will ripple throughout other layers. Therefore, in studying children's development one must look not only at the children and their immediate environment, but also at the larger environment with which the children interacts.

The context of the different environmental systems comprises the children's environment. Bronfenbrenner claimed that the family is the best system in children's development and children's success in school depends on parental involvement. Kannapathi (2012) articulated that home and school are distinct microsystems that influence the child, yet, through their partnership they can give significant benefits. Effective home-school connection can bring achievement and improve child's holistic development.

Researches in parental involvement define it as the interaction of the environment where the child belongs such as home, school, and community. The stakeholders in these settings make actions, decisions, and collaboration that enhance the well-being of the child. This claim is supported in the study of Mwai Kimu (2012) that the learning process is affected by the society and government policies. Thus, Brofenbrenner theory offers many opportunities for intervention programs and activities that involve parents in their children's education. Schools should distinguish the influences of people in each environmental system for children's development.

Furthermore, from the bio-ecological theory, "Process-Person-Context-Time" or PPCT was developed by Brofenbrenner. According to Yamauchi, Ponte, Ratliffe, and Traynor (2017), it is a model that put emphasis on the connection of an individual to his environment where accumulated experiences take place. The time-oriented element of his theory is important in understanding the main idea (Yamauchi et al., 2017). PPCT enlighten the perspective of the ecological theory on the importance of a person in the whole context where he/she experience and learn in different situation in different phases.

Moreover, the relationships and practices of people on the different environmental system affect the way they communicate and participate in various activities, whether it is done in the school or in the community where they belong. In the study of Tekin (2011), it argued the theoretical support of Brofenbrenner ecological theory which explains the experiences of children in school including with their families, school, and community, in parental involvement. Kindergarten children performance inside the school and what happens during their shift across grades levels are rooted from interactive environmental systems (Durand, 2011).

Development of children in the diverse environmental system needs support and care of the people surrounding them. With this, Epstein theory of overlapping spheres offers a way that connects this bio-ecological system to parental involvement.

1.9.2 Theory of overlapping spheres

Epstein theory of overlapping spheres represents the interrelatedness of families, schools, and communities where the child belongs. It discusses how stakeholders – parents, teachers, school administrators, community helpers, government officials, in each environmental setting influence the learning and development of a child. According to Epstein (2001), there are two factors that impact the overlapping spheres - one is time in school, home, and community which also include the child's age, and the other is the experiences of the child in different environment.

This theory reflects the importance of home, school, and community. Each stakeholder in these settings has their shared interest and responsibilities so they can work together for the improvement of programs and activities for the children. Their influences may be apart from one another or be put together in developing children's spiritual, social, physical, and intellectual aspects. The relationship among the stakeholders in children's learning and their connections reveal the individual and institutional factors needed in developing a framework or model for parental involvement.

From the theory of overlapping spheres, comes Epstein framework of parental involvement. It includes six major types of involvement which comes from the years of progressive study. The framework benefits many researchers and educators across nations. Moreover, it helps schools and other education institutions in enhancing and developing various parental involvement programs, activities, practices, and even models suited for them. If schools operate with this typology of parental involvement,

it might result to a meaningful partnership and could benefit children's success holistically. Based on Epstein (2001); Epstein et al. (2002), the six types are:

Parenting - Establish ways to assist families and healthy home environments through parent education programs. These includes teaching parenting skills, family support, understanding child development, and setting home conditions to support learning of children in different age and grade levels. Also, it helps the schools in understanding families' backgrounds, cultures, and goals for children.

Communicating – Platforms for home-to-school communication about children's schooling and school programs. It includes different ways such as newsletter, phone calls, information walls, email, etc.

Volunteering – Parents' help and support that comes from recruitment and organizations formed in schools. Parent volunteers enable educators to work with them to support students and the school. They also assist in school events and wellness programs.

Learning at home – This involves families with their children's learning thru homework and other school-related activities. It encourages teachers to design and develop educational materials that facilitate children to share and discuss interesting tasks with their families at home.

Decision-Making – This type of parental involvement takes into consideration the perspectives of parent in school decisions. It comprises parent organizations like PTA and other school councils to develop healthy school programs and advocate school improvements.

Collaborating with the Community – This comprises of the resources and services from the community like businesses, agencies, cultural and civic organizations that support school programs, families, and children's learning. Likewise, it consists of the collaboration between the families, schools, and community including colleges or universities that enable all to contribute service to the community.

Although there are improvements in parental involvement in many countries on the past few years resulted from Epstein framework, there are still communities, schools, and educators that do not recognize its real importance and meaning. Pho (as cited in Keo, 2010) argues Epstein model that in spite of importance it places in parental involvement, it limits the insights of families in general and it doesn't consider the knowledge of the families and the existing school programs (Keo, 2010).

In the study of Jackson (2010), it postulates parents' perspective as a vital factor in a parental involvement framework but not given consideration in developing it. Epstein framework was formed from school administrators' perspectives and does not include parents' perspectives which contribute on how they can be involved in their children's education (Jackson, 2010). Framework which is intended for parents

should not be mainly based on the viewpoints of the school but with the parents' insights, experiences, and actuations on their children's schooling.

According to Yamauchi et al. (2017), some studies critique this theory for focusing on the schools' perspectives rather than the view of families. Epstein model contradicts its concept of partnership because schools still set program for the families (Yamauchi et al., 2017). It should investigate roles of each stakeholder as this present study proposed.

Furthermore, Jackson (2010) articulates that parents' perspectives enrich partnership, essential in developing effective parental involvement programs, and contribute to children's education. Parents provide indispensable knowledge and resources for school administrators to consider in planning, implementing, and monitoring parental involvement programs.

On the other hand, Epstein works conclude that parental involvement is a key factor of schools and communities. Hence, Epstein's typology should be matched with the national policies and structures (Kavanangh, 2013). It should necessitate the need for a multilevel leadership and distinguishes shared responsibilities of families and educators for children's holistic development and learning. It should also take into consideration all families regardless of their socio-economic status and proximity to the school vicinity.

1.9.3 Social and cultural capital theory

Cultural capital are the interests and experiences of a person that affects parental involvement in school; which means parents, teachers, and school personnel' participation in school activities is based on their cultural capital (Kannapathi, 2012). Therefore, cultural background must be considered in incorporating parental involvement programs to cater inclusivity (Hornby & Lafaele, 2011). This cultural background includes parents' beliefs, actions, and attitudes that affects their involvement in their child's schooling (Malone, 2014). Thus, parents have hesitations to be part of parental involvement in Early Childhood Education if their culture is not recognized (Grace, Bowes, & Elcombre, 2014).

Historical and cultural background is significant in parental involvement (Mwai Kimu, 2012). Influence of western countries remains in some Asian countries like the Philippines due to captivity in earlier years. A number of schools still follow western practices as seen in their programs and curriculum. These practices regard parental involvement as more than the value of hard work, getting a good education, and being a good role model for children. Therefore, cultural capital should be considered in developing a parental involvement framework (Keo, 2010) as this present study supports.

However, suitable parental involvement varies from one country to another because of cultural differences (Blair, 2016; Youngblom & Houlihan, 2015). Parental involvement of every family yields different results because of diverse cultural context (Stavrinides & Nikiforou, 2013). In improving parental involvement, families

and parents should be given a chance to share their experiences and inform others about their culture in relation to school matters (Keo, 2010). Understanding the culture of families is significant and should be given consideration because children carry this background when they come to school. Accepting the children in the school means accepting their family and their background.

Thus, families must also understand the culture of the school where their children are enrolled. Parental involvement in school activities differs on schools' cultural background (Mathekga, 2016). Consideration of both home and school cultural background should be done in parental involvement (Kristoffersson et al., 2013). It is difficult to establish trust if home and schools have different culture (Kikas et al., 2011).

Based on different studies, trust is greatly dependent and connected to the history and cultural context of a country. Since early childhood education is the beginning of children's schooling, it is vital to construct a trustful parent-teacher relationship that will serve as a strong foundation of parental involvement (Kikas et al., 2011). If respect and trust are developed between families and school staff, it will be easier to conduct parental involvement programs.

In addition, Asian parents are stricter in their children's schooling, while European and American parents believe on not putting too much importance on academic success. In China, parents are engaged in their children's education from the very start but due to gender-role, cultural values, and paternal roles they are hindered in performing their duties (Lau, 2016). This shows that parents coming from different

cultural backgrounds have different ways on how to be involved in their children's learning.

Parents engage in school activities if they view similarities in their culture with the culture in school. However, any strong relationship comes from an effective communication that connects families to school regardless of cultural differences (REL, 2015). Parents' cultural frameworks are essential in having a meaningful and open communication between parents and teachers (Heath, Maghrabi, & Carr, 2015). Commitment of parents happens if they view school as a catalyst of acceptance and respect.

On the other hand, teachers should look for means on how culture can be used in educating the students and incorporate it in their schools' parental involvement (Malone, 2014). Schools and teachers must examine parents' cultural differences to better understand the type of involvement they can do (Stavrinides & Nikiforou, 2013). Teachers that implements innovative ways of teaching and dealing with parents can increase their capacity. These innovations may result on enriching the school and students as well. Empowering teachers is needed to develop an effective parental involvement that considers culture (Malone, 2014).

According to Stavrinides and Nikiforou (2013), studies reveal that parental involvement in different cultural background yields different outputs. Consequently, future researchers must take into account that teachers and school administrators may not fully realize parental involvement from different cultural context (Stavrinides & Nikiforou, 2013). Schools that consider cultural capital can have harmonious

relationship between and among various stakeholders. Mutual understanding that is "contextual, fluid, and elusive" (Zhang, 2015).

On the other hand, social capital theory explains the barriers and roles of social networks within the various culture and social class of families in a community (Yamauchi et al., 2017). According to Eng, Szmodis, and Mulsow (2014), in Cambodia, social capital puts emphasis on parents in education. Relatives within a family assist one another to shape their family's education value and how they can be involved in children's education. Parents who trust the school and their children's teachers greatly affect parental involvement and their family social capital (Eng et al., 2014).

However, cultural capital is at times used to represent suburban families and likely used in quantitative studies, it can synchronize the experiences of families to the school context (Yamauchi et al., 2017). In the study of Khodadady and Zabihi (2011), it revealed that cultural or social factors have no significant relationship with school achievement and it needs further investigation.

In a Philippine study conducted by Almonte-Acosta (2015), cultural and social capitals are important aspects in parental involvement in school. Cultural capital is the product from experiences such as knowledge, attitudes, and disposition, while social capital is the political power that comes from resources in the community and relationship to others (Almonte-Acosta, 2015). With this, researchers claimed that cultural capital needs to continuously be studied through different contexts (Dumais, 2015).

Strengthening parental involvement through understanding of social and cultural capital can be supported if national policies are also set. Building a stronger and more effective policy positions on parental involvement requires considerations on the different cultural context (Keo, 2010). In the implementation of the No Child Left Behind Act (NCLB) in the United States, it "requires states and districts to put into practice policies to increase parental involvement while reaching all parents regardless of race, color, national origin, sex, disability, or age" (del Valle, 2012).

To conclude, a child who revolves around different environments as he/she grows and develop, should be exposed in the context of mutual understanding regardless of differences in home and school cultures. People surrounding him/her should provide experiences through programs and activities that develop him/her holistically and achieve success in life. Thus, parental involvement programs that are successful are those with cultural sensitivity (Goodall et al., 2011) and considering cultural background in studying parental involvement of a certain area is important in constructing a model (Garcia, 2018). Stakeholders in the school system should see to it that they have shared responsibilities towards children's achievement.

1.10 Conceptual framework of research

Figure 1.1 is the representation of the conceptual framework of this study. This guided the researcher to successfully strengthen the concepts investigated.
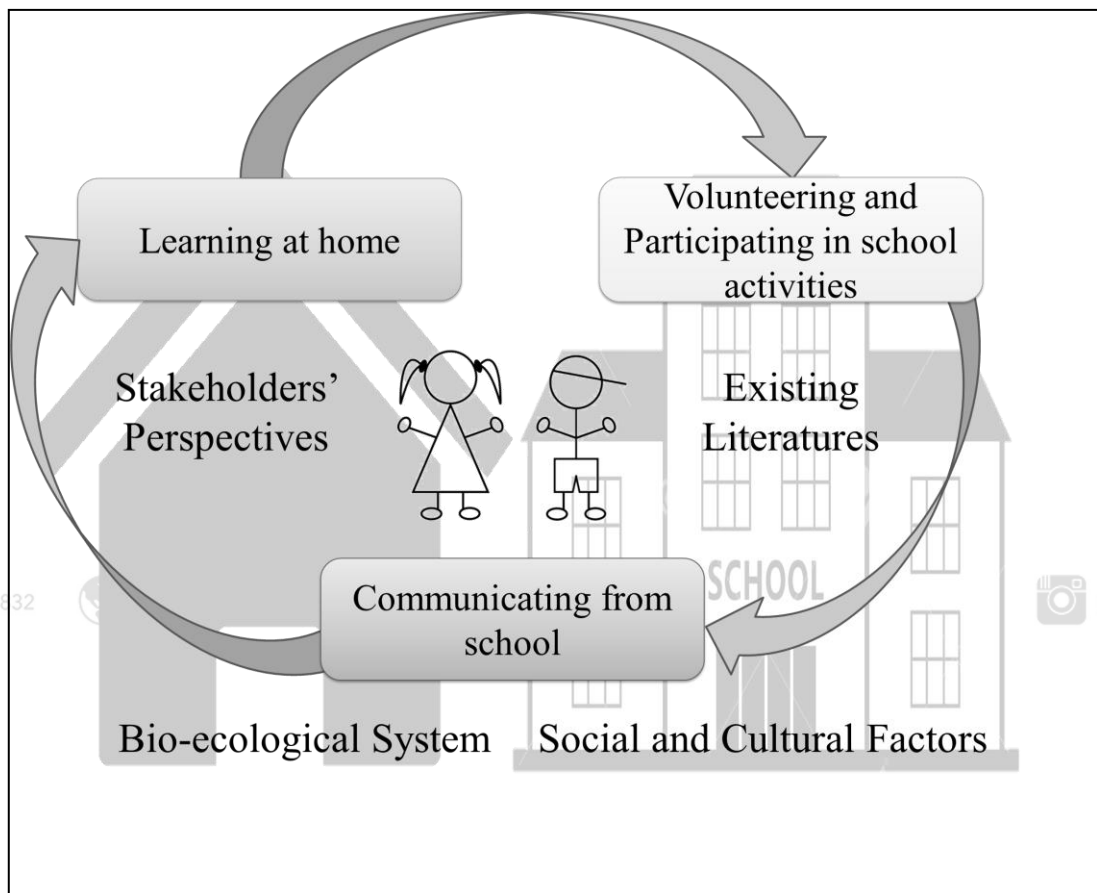

Figure 1.1. Conceptual Framework of the study

Children are the most significant assets of the society. In this conceptual framework, children are placed at the center of the illustration to represent that they are the reason and at the same time beneficiaries of parental involvement framework. Surrounding the children are the two primary contexts in their life – home and school. Home is the place where parents and their children have interactions. The culture, socio-economic status, and background of each family shape children together with other environmental systems. School is the place where the process of teaching and

learning occurs and the rapport, camaraderie, and assistance of parents and teachers, are formed. The policies and practices that the school has, including the barriers it experiences adds up on the formation of each child.

Relationship between the home and school are in Brofenbrenner Bio-Ecological system which proposes that environmental systems influence how parents and other stakeholders participate, communicate, and support the education of their children. Within the different bio-ecological systems, there are social and cultural factors that affect how people behave and think. In return, children's behavior is influenced by the environment and the relationships that occurs on it.

To bridge the connection of home and school, Epstein typology of parental involvement develops aspects in which the present study explores in the existing literatures. These include home-school communication, volunteering, and participating in school activities, and learning at home. The meta-analytic review of literatures leads to the exploration of stakeholders' viewpoints that guided the conceptualization of this study.

1.11 Operational definition

This section provides the operational definitions of the terms used in the study:

1. Parental Involvement

The word involvement comes from the Latin word *involvere* which means to roll into and it implies putting parents in the school system and connecting them to other stakeholders (Monica, 2008). Parental involvement is not just about what parents do, "but also about the relationship between staff and parents" (Chindanya, 2013). It comes in direct or reactive involvement which includes participation in school activities, parent-teacher conferences, attending family activities in schools, communicating school activities, and volunteering; and indirect or proactive involvement such as assisting in their children in homework, understanding school information, highlighting the importance of education, understanding and engaging in extended class visits and keeping up with child's school progress (Kurtulmus, 2016; Nagro, 2015; Olmstead, 2013; Peters, 2012; Bæck, 2010). Parental involvement in this study is defined as the responsibility and accountability of every family for the learning and holistic development of their children at home and in school.

2. Early Childhood Education (ECE)

ECE refers to early education and social development programs that gives children's aged zero to six their holistic needs, and support their optimum growth and development (UNESCO, 2011). It is acclaimed to be the stage of teaching literacy skills effectively (Jeffries, 2012) and the beginning of the educational concerns from small ages that helps in children's education (Clipa & Gavriluta, 2017). In the present study, early childhood education is referred to as a branch of education and the

beginning levels in the educational ladder that encompasses kindergarten to third grade.

3. Stakeholders

Stakeholders includes policy makers, teachers, school administrators, and children in education (Tekin, 2011). In a Philippine case study, it pertains to the representatives from DepEd, non-government organizations (NGOs), donor community, and school officials (Atinc, 2017). In developing a framework, presence of stakeholders are necessary to check if the written components on it are essential (Mapp & Kuttner, 2013). In this study, stakeholders are the people in the school system that is involved in the planning and implementing of programs for the welfare and development of children and the school as well.

4. Parents

Parents are children's first teachers (Fatin Aliana et al., 2010) an instrument in the learning process (Almonte-Acosta, 2015) and play the role of a motivator in education (Kristoffersson et al., 2013). When empowered, they can be strong predictors of children's achievement and agent of change in school performance with the support of teachers and administrators (Keo, 2010). In the present study, parents are legal guardians, biological parents, or other individuals that act as loco parentis like grandparents, godparents, and relatives where the child lives. They are legally responsible for the child's welfare, security, and education.

5. Teachers

In the study of Ng and Yuen (2015), teachers were assumed to have greater respect in social and cultural aspect than parents. They have more responsibility in parental

involvement in school (Kocyigit, 2015) and plays a critical role of facilitating parents in their children's learning (RaziaStanikzai, 2013). In the study, teachers are educators that teach in the kindergarten level along with other pertinent tasks related to the teaching.

6. Kindergarten Children

They are children aged five year old under the implementation of Department of Education's Universal Kindergarten (UNESCO, 2011). Furthermore, according to Department of Education (2016b), kindergarten children are five year old Filipinos that are being prepared for Grade one. In the present study, kindergarten children are five to six years of age learners and are enrolled in kindergarten level.

7. School Administrators

According to DepEd (2004), principals are those who fulfilled the qualifications under DepEd order No.85 of 2003 that was amended in DepEd order No.48 of 2004 in pursuant to Republic Act 9155 (An Act instituting a framework of governance for basic education). They implement policies and support parental involvement (Majzub & Salim, 2011). In the study, school administrators are heads or principals of schools. They have the authority to decide for the school welfare and are the chief implementor of programs.

8. Government officials

Government officials are the main responsible persons to deliver education rights to people of a nation and custodians of effective management in public education (UNICEF, 2016). According to DepEd (2010), program supervisors are those who

fulfilled the qualifications under DepEd order No.117 of 2010. In the present study, government officials are representatives from the government that are accountable for children's education and well-being.

9. Perspectives

Perspective is a way of thinking about something or a practical way of judging the worth of something in comparison with other things (Macmillan dictionary, 2009). In the study of Dor (2012), giving perspectives pertain to the enhance sense of belongingness of a person towards the school, increase communication between school and families, and a way to develop positive bonding. In the study, perspectives are views, opinions, and beliefs of different stakeholders regarding parental involvement.

1.12 Chapter summary

This chapter discussed parental involvement and its role in the education of children as well as the contribution it gives to the society. There are existing programs and practices on parental involvement. However, in the Philippines, national policies and a framework are not yet in placed. Hence, this study aimed to develop a parental involvement framework from the stakeholders' perspectives on how they can be involved in children's education. The conceptual and theoretical underpinnings, terminologies used, research objectives and research questions in this study are also presented in this chapter.