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Parent-School-Community Involvement in the Academic Performance of Senior High School Students-GAS (Grade 11 and 12) in One Public High School in the New Normal: Towards Project ISLA

Darry R. Flores^{1*}, Herbert D. Perez²

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ABSTRACT

COVID-19 Pandemic brought changes to the country's educational system. For education to continue, distance learning was implemented as the learning modality in the country. This abrupt change in the learning modality posed challenge to parents, school, and community involvement in the continuous learning of the students. This study aimed to find out the level of involvement of parents, school, and community in the academic performance of senior high school students- General Academic Strand (Grade 11 and 12). This determined if there is a significant relationship between the involvement of parents, school, and community and the students' academic performance. This leads to the development of an involvement plan to increase involvement among parents, schools, and the community. The study used a quantitative research design employing a descriptive type of research using constructed checklist-type of questionnaire as the main instrument. Multiple-item tests in line with the most essential competencies were used to measure the academic performance of the students. Respondents were chosen purposively including 56 Grade 11-GAS and 17 Grade 12-GAS students of Jomalig National High School. Gathered data were subjected to weighted arithmetic mean and person-r correlation. The level of involvement of school, parent, and community involvement in the academic performance of the student's GAS (Grade 11 and 12) revealed a computed average mean of 2.81, 2.65, and 2.66 which falls under the interpretation of often. The data revealed a computed r-value for school, parents, and community involvement in the academic performance of students of 0.15, 0.25, and 0.24 respectively, with a p-value of 0.00 at a 0.05 level of significance showing that there is a significant relationship among the three involved in the academic performance of the respondents. The study recommended that a follow-up study implementing the developed project can be employed for the next study.

INTRODUCTION

The onset of COVID-19 posed great threat in health and security of everyone. It affects the worldwide systems including the educational system. This crisis resulted on closures of schools, modification of school's educational system, and closures of different establishments around the globe. This also alerted many countries to take responsive care and disciplines, and strategized safety measures and protocols to flatten and control the curve of transmission of the virus.

COVID-19 pandemic has created the largest disruption of education systems in history, affecting billion of learners in different countries and all the continents (United Nation, 2020). The closure of schools, enforced school administrators and teachers to come with different strategies to deliver learning to students on different areas. It also posed questions regarding the school readiness to adapt in different learning modality that will ensure the continuation of teaching and learning processes in this time of crisis. UNESCO (2020) added that the crisis also intensified educational inequalities due to the factors relating to learning difficulties and other sources of socioeconomic disadvantages. Adverse consequences of school closures have been particularly severe for disadvantaged learners and their families, as well as for all the learners with learning difficulties.

The transition period from the traditional face-to-face learning situation to online or distance learning challenged the flexibility and the way students and parents adapt to the new way of learning. The heightened restrictions on face-to-face interaction brought wall and hinders the normal way on interaction on schools, other parents and community with regards to educational aspects.

However, despite of the challenges and problems brought by the pandemic in the educational setup; and the sudden shift from traditional to online or distance learning, many schools, parents and community strived and strategized to continue learning in this new normal situation in education.

Since COVID-19 suspended face-to-face classes, distance learning was implemented. In this challenging time, the situation was described by the Economic Policy Research Institute (2020) where classes are held remotely, the support coming from the parents posted an important role in ensuring student's learning outcome. This was supported by Brossard et.al (2020) when they exclaimed that the materials and support coming from the parents, partners and government organizations are recommended to support the delivery of learning packages. This advocacy and support from parents and communities are important to analyze the impact of parental engagement towards quality learning outcomes.

¹ DepEd-Jomalig National High School, Philippines.

² Northern Quezon College Inc. /DepEd Quezon, Philippines.

* Corresponding author's e-mail: darry.flores@deped.gov.ph

In response to the changes brought by the pandemic in the country's education, the Department of Education highlights the partnership initiatives for ensuring quality education in adapting to the new normal (DO 12, s. 2020). These partnership initiatives encourage parents through the Parents-Teachers Associations (PTA) towards possible collaborations with the schools that can support the delivery of learning, engage parents in the promotion of the new school system, and engage partners in the promotion and provision of learning delivery options which can help in distance or blended learning, and can be a form of partnership initiative to deliver the curriculum. In addition, DepEd Memorandum OUCI-307, s. 2020 suggested that the external stakeholders and partners including LGUs, CSOs, private organizations and individuals may be tapped to provide much needed support like materials, equipment, and mechanisms, among others to help teachers, learners, and parents in addressing the challenges in distance and home-based learning.

Support and involvement of school, parents, community and other stakeholders are essential elements in this learning situation. Their involvements matter in every aspect of the students' academic achievement and education. In this new normal situation brought by COVID-19, where there is no face-to-face schooling and instruction, the involvement of parents and community are vital aspects of the academic performance of students. It is supported by Okon et.al (2019), which emphasized that parental and community involvement in school are predictors of academic performance. Thus, schools and government should focus not only on parental involvement, but also on establishing strong partnerships and relationships with parents and communities.

School, parent and community involvement are essential factors in the academic achievement and performance of the students. However, some schools including Jomalig National High School haven't studied yet their level of school, parent and community involvement, and still don't have conceptualized plans if there's a need to intensify school, parent and community involvement which are predictors of students' academic performance. Thus, this research aims is to encourage the schools to analyze the level of school, parent and community involvement during this time of pandemic, where modular distance learning modality was the preferred learning modality of many parents. This will also try to determine whether it has a relationship to the academic performance of the Senior High School Students- GAS (Grade 11 and 12) in this new normal situation.

By the result of this, school administrators and stakeholders can make a way to conceptualize, decide, devise or adapt a comprehensive involvement plan that is suitable for them. This is to intensify the involvements among the school, parents and community. So that in this new normal setup, the achievement of learning will be achieved through the joint-effort and involvement of the school and other stakeholders. This will also

ensure that whatever situation in education or in the country will arise and whatever programs, activities and plans of the school, it will guarantee that the parent and community will be involved; and will work together for the achievement of a certain goal that will contribute to the academic performance of the students.

Theoretical Framework

The learning environment of the students starts from their family, school, and community where physical, social, psychological, and emotional aspects are holistically developed. Students learn more when there are interactions within the context of these essential individuals. Therefore, the useful theoretical framework for this study is the theory of overlapping spheres of influences by Epstein (1987). The framework of six types of involvement which includes parenting, communicating, volunteering learning at home, decision-making, and collaborating with the community can be activated to engage families with children on specific school improvement goals. It can also help categorize separable practices of partnership that pose unique challenges to engaging all families and produces different results for student achievement and behavior. This theory also posits that students learn more when parents, educators, and others in the community work together to guide and support student learning and development as presented on figure 1.

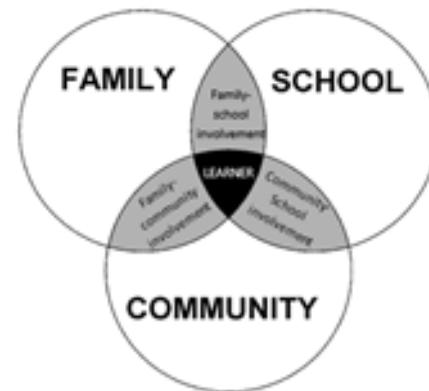


Figure 1: Epstein's Theory of Overlapping Spheres of Influence of Family, School and Community Involvement

This study sought to find out the school, parent, and community involvement in the academic performance of senior high school students in one public high school. This primarily sought to answer the following:

What is the level of involvement in the academic performance of Senior High School Students of Jomalig National High School in terms of:

- 1.1 School,
- 1.2 Parents and,
- 1.3 Community?

What is the level of academic performance of the senior high school students-GAS (Grade 11 and 12)?

Is there a significant relationship among the three involvements and the academic performance of senior

high school students-GAS (Grade 11 and 12) at Jomalig National High School?

What school-parent-community involvement plan can be developed based on the research?

Ho: There is no significant relationship among the three involvements and the academic performance of senior high school students -GAS (Grade 11 and 12) at Jomalig National High School.

LITERATURE REVIEW

The Theory of overlapping spheres of influence as developed by Joyce Epstein is one of the most influential theories regarding improving student outcomes through school, family and community involvement. The central principle of this theory is that student success can be best achieved through collaboration and cooperation between schools, family and community (Allen, 2014).

According to Nzialano and Mtoro (2017), in Epstein (1995) theory of overlapping spheres of influence, there are three major atmospheres where students learn and grow. These spheres are; the family, school and community. Schools, families and community do some practices independently. There are some, which collaborate to influence children learning and development. The theory locates students at the center of learning. The inarguable facts are that students are the main actor in their education, development and success in school. However, parents and school cannot simply produce successful students. Rather, partnership activities might be engaged in guiding and motivating students for their own success. This is supported by Harris (2014) which states that, according to Epstein, mutually supportive efforts of the three spheres produce the greatest and most positive effects on child development. Therefore, learner's outcomes are well served when the three areas operate in concert ways that combine the best elements of each sphere while keeping the learner's best interest as the focus.

School as the primary educational institution that help learners in their educational development has a wide role in the student's learning process. As an institution that inculcates learning and development, its primary role is to teach learners to be prepared in the life as they go along their journey. In order for the learners to learn, involvement among the school personnel, especially teachers are crucial part of their development and learning. As stated by Lamas (2015) the purpose of the school is to achieve an educational goal or the learning. There are learning processes promoted by the school that involve the transformation of a given state, into a new state, and they are achieved with the integrity in a different unit with cognitive and structural elements.

School has its own roles in delivering learning to students. However, school alone cannot effectively developed a holistic learners, schools need the supports of the different stakeholders in the learning and development process. Organization for Economic Co-operation and Development (2015) emphasized what makes schools

effective, is that it finds learning requires an orderly, supportive and positive environment both in and outside the classroom. Therefore, schools needs to involve different stakeholders to achieve learning goal for the student's success. Grover (2015) enumerated some school roles that are embedded in the simplified six types of involvement which includes the following: Schools should assist families by teaching parenting skills and providing support to families. Parents in turn are expected to share with the school their family backgrounds, values, and goals; Schools should communicate with families about events, programs, and their individual child's progress. It also stressed that schools should strive to create a two-way communication channel where the parent feels comfortable contacting the school with news or concerns; Schools should seek to recruit families as volunteers in a manner that supports students; Schools should strive to extend the child's learning to the home setting by having family members support the student through learning activities; Families should be included in school decisions through committees, action teams, or other organizations; and Schools should aid families by connecting them with community resources or services, as well as organizations, businesses, or post-secondary education.

School involvement posits a great responsibilities in developing the cognitive aspect of the learners. However, school also needs the support and involvement of the parents and community to develop the learners holistically. Positive and strong relationship among the school, parent and community is a key for students' development, and schools play a big role in involving them to attain student's learning. The study of Galindo and Sheldon (2012) stressed that the degree to which educators and family members maintain positive relationships with one another helps determine children's academic success. They also argue that schools implementing practices that promote strong school, family, and community partnerships should be better able to help children succeed academically because these outreach activities create greater consistency between children's home and school contexts. Thus, it is important that school reach out parents and community for student's development and academic success.

However, due to the onset of COVID-19 pandemic, schools has been restricted on different actions that requires face-to-face involvement. DepEd Learning Continuity Plan (2020) emphasized guidelines on Required Health Standards which will cover COVID-19 mitigation objectives identified by the DOH, this includes reduction of contact. However DepEd also implemented a communications plan that places great emphasis on the importance of maintaining clear communication, consultation, and coordination with learners, teachers, parents, and other stakeholders. This is a clear manifestation that schools, together with the Department of Education continuously develop plans and strategies to deliver learning and development even on the onset of challenges brought by the pandemic.

COVID-19 Pandemic also brought a huge impact to parents and families. The closure of schools and the suspension of face-to-face classes had given them a big responsibility in the education of their children. In this time of pandemic, where learning are confined on their homes, parents become the primary guide of the learners on their learning situation. Thus, parental involvement in the educational setup of their children in this time of pandemic become much more needed support, for them to continue studying and learning. Lebaste (2020) states that in this distance learning, parents are partners of teachers in education. They are the home-facilitators. Parent's primary role in the distance learning is to establish a connection and guide the learners.

In connection with this, Ntekane (2018) defined parental involvement as the situation where parents are directly involved in the education of their children. They involve themselves and are involved by the school and teachers in the learning process of their children, and they fulfil their duties as parents in making sure that the learner is assisted in the process of learning. It does not just refer to parents enquiring about the performance of a learner in schools, but also in them taking a role in communicating with their children with the aim of having a healthy relationship with them, so that the process of encouraging, mentoring, leading and inspiring may be genuine.

Student's learning in this time of pandemic clearly shows the need for the support and involvement of their parents. Their undying commitment and untiring effort in supporting their student's learning, is a clear manifestation of their involvement for the academic performance of their children. Kimaro and Machumu (2015) revealed that parental involvement at home, especially parents asking the learners about homework regularly had some significant relationship with learner's academic achievement. Parental involvement and parent-school communication has a clear relationship with learners' academic performance.

In addition, Yaseen et.al (2017) stressed that parental involvement plays a significant role in the academic achievement of the students. It is supported by the study Khajehpour and Ghazvini (2011) which revealed that academic performance of children with high parental involvement is better than with low parental involvement. Thus, this only emphasized that parental involvement, more likely in this time of pandemic is much needed and is associated with how parents involve themselves in the learning process of their children.

Since parental involvement is an essential element in the learning of the students before the pandemic arises, it is most likely essential in this new normal situation in education. It is crucial to promote and intensify their involvement to support and uplift the academic performance of every learners. Brossard et al. (2020) states that engagement of parents play an important role for continued learning at home, especially where there is no access to technology. However, lack of education of parents impedes the support they are able to provide to

their children's learning. Less-educated parents are less likely to help children with their schoolwork at home. Parents' lack of education may crucially affect child learning outcomes, especially during school closures. Thus, intensifying programs and plans is essential in this new normal situation in education. This is to cater the needs of students through involvement of the parents in the new learning modality that is brought by the pandemic.

Bartolome et.al (2017) added that there should be an expanding access to parental involvement programs. They also stressed that 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. Thus, parents need to play a supportive role in education and Philippine government must take into account the enactment of a council or policy for family affairs.

The aforementioned study not only stressed the importance of parent involvement in the academic performance of students even before the onset of COVID-19. They also emphasized the needs to intensify and strengthens their involvements through programs and activities that will result in uplifting the academic performance and learning of the students. In this time of pandemic, where face-to-face interaction are suspended and learning is confined in four corners of their homes, parents involvement in the learning process of the student is primarily needed in this new normal situation in education. This is to ensure that academic success and active performance will be attained by the students.

In this time of pandemic, community involvement is also an essential aspect for the continuity of teaching and learning process. Community involvement in school was defined by Preston (2013) as any student-focused or school-community connection that directly or indirectly supports the students' physical, social, emotional, and intellectual needs. This school-community connection includes incorporating any collaboration with community agencies, businesses, associations, nonprofit organizations, municipalities, band or tribal councils, public health associations, or other community groups that promote education and societal well-being. Hence, any supports in schools from the community is considered as community involvement in the educational setup of the students.

Sanders and Galindo (2014) added that school-community activities and collaborations that benefit the school as a whole, such as beautification projects and the donation of school equipment and materials can improve school functioning, facilitate community development, and enhance students' learning and well-being. However, because of the COVID-19 Pandemic, community and volunteers faced different challenges on their involvement and engagement. New normal situation imposed different restriction which is a challenge in the volunteering and engagement of community volunteers. Hettige (2021) states that many people who are normally very active and engage in all sorts of activities such as

community engagements and volunteer activities remain confined to their domestic sphere. Restrictions have prevented such work and pandemic has made it very difficult for volunteers to move around.

This abrupt change in the education requires all the educational institutions to develop and organize plans, and locate resources that will help in the transition period. Community as the stakeholders or partners of the school in the learning setup, is an essential element for education to continue in this new normal setup in education. Ogena et. al (2020) stated that the current pandemic situation compels the schools to apply different strategies that require careful planning and involvement of different stakeholders. Stakeholders within the communities play an important role and may be harnessed to support the schools' learning activities.

Involvement of community, like parent and school involvement in the educational setup, is an important aspect of the learning context of the students. It has significant effects on students learning and development. Supports and involvement of community is also a factor on how the learners develop holistically and succeed in the educational setup. Muthoni (2015) revealed that there is an interrelationship between community involvement and student achievement, and recommends creating a mutual understanding and partnership between schools and the community which would help teachers, parents and all community members to identify areas in which they can work together for the benefit of the students.

The study of Alam (2015) also added that community factors affect learners' achievement and community support and cooperation with schools are helpful for achieving the desired quality of education. It suggests that community involvement to extend support and cooperation to schools and families, and would be an avenue to achieve quality education. Therefore, intensifying, planning and involving the community in the learning involvement plan and the school learning setup must be emphasized and be given high consideration for the academic performance and success of the students.

The different aforementioned studies showed that there is a significant relationship between school, parent and community involvement in the educational aspect of the students or the academic achievement. Thus, combining the significance of the three can create a massive impact on the students' learning. It is supported by the study of Okon et.al (2019) which reveals that parental and community involvement to academic performance in senior secondary schools were related and that there is a demonstrable connection between parental involvement, community involvement, and student academic performance. Strengthening parent, school, and community involvement can lead to school improvement and increased student performance. Moreover, the study of Said et.al (2013) also found out that there is a significantly positive correlation between community participation and parenting, community participation and communicating, and between community participation

and volunteering in school.

The different theories and concepts in the involvement of school, parents and community showed the significant effects of these involvements in the achievement of learning. Social interaction between students and the environment, which includes school, parents and community have a big part in the achievement of learning of the students. It is also evident in the concepts of learning of students that were supported by different studies. Moreover, the concept of involvement of school, parents and community were clearly stated in the theory of overlapping spheres of influence, where this study was anchored.

The different studies emphasized the significant role of school, parents and community in the academic aspect of the student. Active involvement of school, parents and community is a determinant of learning of the student and student's success in school. In this new normal setting in education, where school, parent and community involvement are much needed, it is important to intensify the involvement of the school, parent and community for education to continue. The different studies also emphasized that education or school alone, cannot fulfill the mission of the Department to provide quality, equitable, culture-based, and complete basic education to the students without the support and involvement of the family/parents and the community. These involvements are vital elements in achieving learning and developing students holistically.

METHODOLOGY

Research Design

The study used a quantitative research design employing descriptive type of research to determine the parent-school-community involvement in the academic performance of senior high school students-GAS (Grade 11 and 12). Nasajji (2015) states that the goal of descriptive research is to describe a phenomenon and its characteristics. It is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data.

Quantitative research design was also used in the study. Apuke (2017) states that quantitative research deals with quantifying and analyzing variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions. It also describes the methods of explaining an issue through gathering data in numerical form.

This design was chosen for the study because it is relevant in achieving the goal of the study. This will enable the researcher to find out the parent-school-community involvement in the academic performance of senior high school students.

Research Locale

The study was conducted at Jomalig National High School. The researcher chosen Jomalig National High

School since this is the researcher's Alma matter and it is the only school that offers a senior high school program in the Municipality of Jomalig, Quezon, which is the farthest island municipality in the province of Quezon, this is where the researcher reside. This was also chosen since this is the current teaching station of the researcher. This school offers two tracks in the senior high school level: General Academic Strand and Technical-Vocational-Livelihood Track with specialization in Agri-Fishery Arts.

Population and Sampling

The respondents of the study are the 73 students of Grade 11 and 12 Senior High school under the General Academic Strand. 56 students from Grade 11 and 17 students from Grade 12 are the respondents of the study. They were chosen purposively since General Academic Strand tracks are more focused on the academic aspects rather than on practical or skilled content.

Research Instrument

The research employed self-made survey questionnaires regarding the parent-school-community involvement in the academic performance of senior high school students-GAS (Grade 11 and 12).

The questions used in the questionnaire are based on the framework of six types of involvement by Joice Epstein (2019), Family involvement questionnaire by Katlyn Ann Grover (2015) and various related literature and studies. Some of the questions are adopted since the study is focusing on involvement of parents, school and community. Therefore, the researcher selected relevant questions that will support the involvement of parents, school and community on the different sources. It was constructed by the researcher and is submitted to his adviser for comments and suggestions. Then, the researcher seek the help of experts' validators for proper guidance, suggestions and proper constructions. Comments were considered for the revision of the instrument. After the improvements, the instrument was administered to 20 Senior High School Students-GAS who are non-participants of the study.

To find out the academic performance of the respondents, a multiple-item test was also administered to the respondents. The multiple-item tests consist of 4 core subjects under the General Academic Strand: 2 subjects from grade 11 (Reading and Writing, Understanding Culture, Society and Politics) and another 2 subjects from grade 12 (Contemporary Philippine Arts from the region and Disaster Readiness and Risk Reduction). The test questions are constructed based on the Most Essential Competencies released by the Department of Education for each subject.

The table of specification was also used in the construction of the test questions. After organizing the test, it underwent expert content validation for proper guidance, suggestions and proper constructions of the test. After the experts' validation, the researcher incorporated their comments and suggestions in finalizing the test. After

finalizing the test, it was administered to the 20 senior high school students who also took the first instrument. The test results underwent item analysis and index of discrimination for validation and analysis of questions. Lastly, final draft of the test was done based on the result of the validation and analysis for data gathering procedure.

Data Gathering Procedures

Necessary permits to conduct the research were first secured. A letter of approval was sought from the Schools Division Superintendent of the Division of Quezon. Upon approval, the gathering of data for the study started by securing permission from the school head of Jomalig National High School, the locale of the study. Since there are strict community health and safety guidelines brought by the pandemic, the researcher contacted the target respondents through messenger and secured informed consent as the respondents of the study.

After securing the consents and approval of the parents of the respondents together with the respondents, the researcher seeks for the permission of the Barangay Captains to use their Barangay Halls as the data gathering venue of the respondents coming from their respective area. To maintain health safety and protocols during the data gathering, social distancing, mandatory wearing of facemask, alcohol sanitation and temperature monitoring was administered in the venue. The researcher assured that the data gathering procedures follow the health and safety protocols as implemented in the Municipality.

During the data gathering procedure, the respondents were given 2 hours for the 2 sets of tests. The data gathering procedure made sure that the students will answer the test based on their own knowledge and understanding. After gathering the needed data for the study, the researcher sought guidance from the research adviser and the statistician in terms of validating, tabulating, and analyzing the data gathered.

Statistical Treatment

To determine the level of parent, school and community involvement, weighted mean is used. The formula is:

$$WM = (4f + 3f + 2f + 1f) / n$$

Where:

WM = weighted mean

f = frequency

n = number of respondents

Point Scale	Range Interval	Interpretation
4	3.25 – 4.00	Always
3	2.50 – 3.24	Often
2	1.75 – 2.49	Sometimes
1	1.00 – 1.74	Rarely

To determine if significant relationship among parent-school-community involvement and academic performance of senior high school students-GAS (Grade 11 and 12), the formula Pearson Product Moment

Correlation is used. The formula is:

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][(n(\sum Y^2) - (\sum Y)^2)]}}$$

Where:

r = Pearson's correlation coefficient

n = number of paired scores

X = score of the first variable

Y = score of the second variable

XY = the product of the two paired scores

RESULTS AND DISCUSSION

This presents the presentation, analysis and interpretation of the data gathered pertinent to the parent-school-community involvement in the academic performance of senior high school students-GAS (Grade 11 and 12).

Table 1: Involvement of school in the academic performance of Senior High School Students

Our School	Weighted Mean	Interpretation	Rank
1. Provides families with age-appropriate information on developing home conditions or environments that support learning.	2.78	Often	6
2. Sponsors home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.	2.56	Often	10
3. Produces information for families that is clear, usable, and linked to children's success in school.	2.88	Often	4
4. Has clear two-way channels for communication from home to school and from school to home.	3.03	Often	1
5. Implements policies that encourage all teachers to communicate with parents about the curriculum, expectations for homework, and how parents can help at home.	2.96	Often	2
6. Encourages families and the community to be involved with the school in various ways (e.g., assist in classrooms, monitor halls, lead talks or activities, serve as audiences).	2.79	Often	5
7. Provides information to families on ways to monitor and discuss schoolwork at home.	2.77	Often	7
8. Provides specific information to parents on ways to assist students with skills that they need to improve.	2.71	Often	8
9. Has an active PTA, PTO, or other parent organization.	2.90	Often	3
10. Involves families in locating and using community resources.	2.67	Often	9
Average Weighted Mean	2.81	Often	

Table 1 shows the result of the involvement of school in the academic performance of senior high school students-GAS (Grade 11 and 12). Based on the statements indicated on this parameter, most of it shows often involvement of school.

Statement 4 "Our school has clear two-way channels for communication from home to school and from school to home." has the highest weighted mean of 3.03 (often), while statement 1 "Our school provides families with age-appropriate information on developing home conditions or environments that support learning" has the weighted mean of 2.78 (often), statement 2 "Our school sponsors home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families" has the weighted mean of 2.56 (often), statement 3 "Produces information for families that is clear, usable, and linked to children's success in school" got the weighted mean of 2.88 (often), statement 5 "Implements policies that encourage all teachers to communicate with parents about the curriculum, expectations for homework, and how parents can help at home" resulted to weighted mean of 2.96 (often), statement 6 "our school encourages families and the community to be involved with the school in various

ways (e.g., assist in classrooms, monitor halls, lead talks or activities, serve as audiences)" has weighted mean of 2.79 (often), statement 7 "Our school provides information to families on ways to monitor and discuss schoolwork at home" resulted to weighted mean of 2.77 (often), statement 8 "Our school provides specific information to parents on ways to assist students with skills that they need to improve" with weighted mean of 2.71, statement 9 "Our school has an active PTA, PTO, or other parent organization" with weighted mean of 2.90 (often) and statement 10 "Our school involves families in locating and using community resources" with weighted mean of 2.67(often). As a whole, the data revealed a weighted mean of 2.81 which can be interpreted that the school is often involved in the academic performance of the students.

Statement 4 ranked as the highest among the statements. This clearly shows that during this time of pandemic, the school makes sure that the channels for communication from home to school and from school to home is open whenever there are certain supports and problems that are to be communicated in the school. However, statement 2 ranked as the lowest among the statements. Since there is a strict protocol prohibiting face to face

interaction, the school limits its home visitation program to make sure that safety of the teachers and students will be prioritized. On the other hand, the school assured that there is a two-way communication between school and family to support them in the learning process.

The result showed that because of the pandemic and restriction on face-to-face interaction, many of the school programs and activities are not delivered easily as compared to the old normal situation. Allowed limited interaction with age restriction also becomes a burden to deliver some of the interventions and activities that need face-to-face interaction. Thus, some of the functionality to better deliver instruction and support are hindered by the situations as compared to the old normal situation.

However, the school continuously does its mandate and make it sure that support and instruction was provided to be involved in the learning aspect of the students and be connected to stakeholders and parents in the learning process while adopting in this new normal situation in education. This in line with the DepEd Learning Continuity Plan (2020) which emphasized guidelines on Required Health Standards which will cover COVID-19 mitigation objectives identified by the DOH, this includes reduction of contact. However DepEd also implemented a communications plan that places great emphasis on the importance of maintaining clear communication, consultation, and coordination with learners, teachers, parents, and other stakeholders.

Table 2: Involvement of parent in the academic performance of learning of Senior High School Students

My Parent	Weighted Mean	Interpretation	Rank
1. Attend conferences with teachers to talk about my learning or behavior.	2.58	Often	6
2. Make sure that I completed my homework.	2.88	Often	2.5
3. Communicate with school staff if they are concerned about things I tell them about school.	2.52	Often	7
4. Ensure that I have a quiet place at home where I can complete schoolwork.	2.77	Often	5
5. Participates in activities in my school.	2.90	Often	1
6. Talks to school staff when I have difficulties at school.	2.32	Sometimes	9
7. Talks with other parents about school meetings and events.	2.81	Often	4
8. Talks with school staff about schoolwork that I expected to complete at home.	2.49	Sometimes	8
9. Help me with academic skills that I am struggling with.	2.30	Sometimes	10
10. Attends organized family-school associations at my school (e.g., parent-teacher association meetings).	2.88	Often	2.5
Average Weighted Mean	2.65	Often	

Table 2 discloses the involvement of parents in the academic performance of senior high school students-GAS (Grade 11 and 12). Statement 5 “My parent participates in activities in my school” has the highest weighted mean of 2.90 with the interpretation of often. While statement 1 “My parent attend conferences with teachers to talk about my learning or behavior” has the weighted mean of 2.58 (often), statement 2 “My parent make sure that I completed my homework” resulted to weighted mean of 2.88 (often), statement 3 “My parent communicate with school staff if they are concerned about things I tell them about school” got the weighted mean of 2.52 (Often), statement 4 “My parent ensure that I have a quiet place at home where I can complete schoolwork” has the weighted mean of 2.77 (often), statement 7 “Talks with other parents about school meetings and events” got the weighted mean of 2.81, and statement 10 “My parent attends organized family-school associations at my school (e.g., parent-teacher association meetings) resulted to weighted mean of 2.88 (often). On the other hand, statements 6 “My parent talks to school staff when I have difficulties at school” has the weighted mean of 2.32 (sometimes), statement 8 “My parents talks with school staff about schoolwork that I expected to complete at home” resulted to weighted mean of 2.49 (sometimes) and statement 9 “My parent help me

with academic skills that I am struggling with” showed a weighted mean of 2.30. Overall, the data shows an average weighted mean of 2.65 which can be interpreted as often.

Statement 5 ranked as the highest among the statements. This shows that in this new normal situation, parents tend to participate in the school's activities in order to support their children. Parents attend meetings initiated by the school in order to find out necessary information about their students' learning. However, statement 9 ranked as the lowest. This shows that since modular learning modality was implemented in this new normal situation, parents struggle to help their students with regards to their academics. This is because many of the students' parents lack education. This resulted to problems in support of their academics in this new normal situation. Given that school has an open two-way communication to support students and parents, lack of financial capability to reach out the school become one of their problems. This is because mostly of the respondents are residing in the far barangays of the municipality. Visiting or going to school is costly, since they need to pay for the motorcycle service. Their location also has no or slow signal reception to reach out the school. Or they don't even have the financial capability to provide communication devices. This is mainly the reason why

many of the students' parents sometimes have problems reaching out or talking to school staff with regards to the difficulties of their children or some matters with regards to the student's academics. As a result, parents mostly involve themselves in attending organized school meetings, at the same time they reach out or talk to school about their students' academics and other concerns.

The study of Brossard et al. (2020) states that engagement

of parents play an important role for continued learning at home, especially where there is no access to technology. However, lack of education of parents impedes the support they are able to provide to their children's learning. Less-educated parents are less likely to help children with their schoolwork at home. Parents' lack of education may crucially affect child learning outcomes, especially during school closures.

Table 3: Involvement of Community in the Academic Performance of Senior High School Students

Our Community		Weighted Mean	Interpretation	Rank
1.	Participates in the school management.	2.68	Often	5.5
2.	Serves as a partner of the school to support school and children's learning in and outside the school.	2.68	Often	5.5
3.	Communicate well with the school.	2.82	Often	2
4.	Work together effectively with the school.	2.82	Often	2
5.	Create a supportive environment for the children to have a good learning experience as they would have in school.	2.63	Often	7.5
6.	Share resources for the benefits of the school and the students.	2.63	Often	7.5
7.	Cooperates with the families to achieve quality education.	2.82	Often	2
8.	Provides students the opportunities for learning and development.	2.70	Often	4
9.	Helps in fund raising activities that will help the school and the students.	2.52	Often	9
10.	Volunteers on different activities for the students and the school.	2.34	Sometimes	10
Average Weighted Mean		2.66	Often	

Table 3 exhibits the involvement of the community in the academic performance of senior high school students-GAS (Grade 11 and 12).

As indicated on the table, statement 3 "Our community communicate well with the school", statement 4 "Our community work together effectively with the school" and statement 7 "Cooperates with the families to achieve quality education" has the highest weighted mean of 2.82 which falls under the interpretation of often. Statement 1 "Our community participates in the school management" and statement 2 "Our community serves as a partner of the school to support school and children's learning in and outside the school" resulted to weighted mean of 2.68 (often),

statement 5 "Our community create a supportive environment for the children to have a good learning experience as they would have in school" and statement 6 "Our community share resources for the benefits of the school and the students" resulted to weighted mean of 2.63 (often), statement 7 "Our community operates with the families to achieve quality education got the weighted mean of 2.82 (often),

statement 8 "Our community provides students the opportunities for learning and development" has the weighted mean of 2.70 (often), and statement 9 "Our community helps in fund raising activities that will help the school and the students" got the weighted mean of 2.52 with interpretation of often. On the other hand, Statement 10 "Our community volunteers on different activities for the students and the school" has the lowest weighted mean of 2.34 which has the interpretation of sometimes. Holistically, the average weighted mean of 2.66 for the involvement of community shows an interpretation of often involved. The rank shows that

statements 3, 4 and 7 have the highest rank among the statements, while statement 10 got the lowest rank.

The result showed that the respondents see that the community is taking part or involved in their learning situation in this new normal situation in education. Community communicates well, cooperates and works together in the school for the delivery of learning and support for the education of the students.

However, because of the imposition of strict community protocols brought by the pandemic and the restriction of face-to-face interaction, activities and programs imposed by the school that need volunteers from the community become limited. This is the reason why the community becomes less involved in some volunteering activities of the school. This is to assure safety of all concerns in the learning process.

This is supported by Hettige (2021) which states that many people who are normally very active and engage in all sorts of activities such as community engagements and volunteer activities remain confined to their domestic sphere. Restrictions have prevented such work and pandemic has made it very difficult for volunteers to move around.

On the other hand, the result shows also that the community shows support in different aspects aside from volunteering on some of the activities of the school. They maintained their support to the management of the school, and supported the school during the delivery of the modular learning delivery.

Academic Performance

Figure 4 presents the level of academic performance of the Senior High School Students-GAS (Grade 11 and 12). The figure shows the frequency of the students' academic

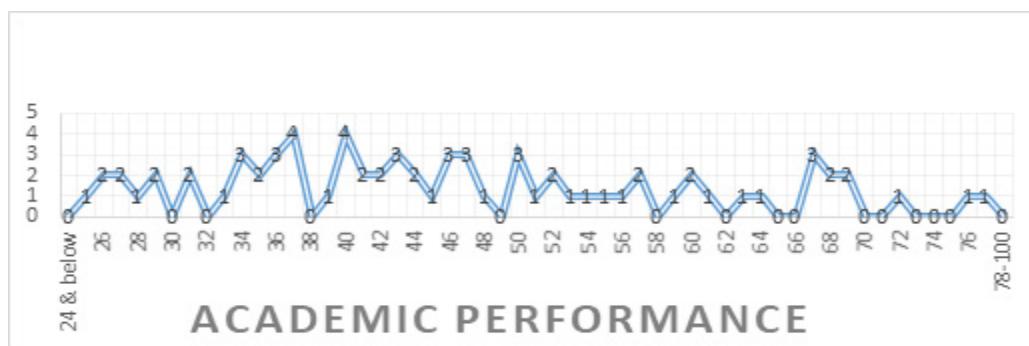


Figure 4: Level of Academic Performance of Senior High School Students-GAS (Grade 11 and 12)

performance. This also shows that 1 student got the highest score of 77 and 1 student got the lowest score of 25. The figure also shows that there are no students who got a score of 24 and below and no students with a score of 78 and above. The mean average academic performance of grade 11 and 12 are 23.47 and 23.51 respectively.

This only shows that Grade 11 and 12 students have below average level of performance on their academics. After

Grade Level	Mean
Grade 11	23.47
Grade 12	23.51

Table 4: Involvement of Community in the Academic Performance of Senior High School Students

Paired Variables	Pearson R	Interpretation	P-Value	Decision	Remarks
School and Academic Performance	0.15	Low negligible relationship	0.00	Reject Ho	Significantly Related
Parents and Academic Performance	0.25	Present but slight relationship	0.00	Reject Ho	Significantly Related
Community and Academic Performance	0.24	Present but slight relationship	0.00	Reject Ho	Significantly Related

*level of significance alpha (α) is 5%

Scale: r from .00 to + .20 low, negligible relationships
 r from +.20 to + .40 present but slight relationship
 r from +.40 to +.70 marked substantial relationship
 r from +.70 to + 1.00 high to very high relationship

determining the parent-school-community involvement and academic performance of the students, Table 4 reveals the relationship between the said variables.

The computed value results to 0.14, 0.25 and 0.24 and the p-value is 0.00. The p-value is less than the level of significance at 0.05 which signifies that the null hypothesis is rejected. This shows that the three variables such as school, parents and community are significantly related to the academic performance of the students. Likewise, the three variables are interpreted as low negligible correlation, present but slight relationship, and present but slight relationship respectively.

This result is a manifestation that parent, school and community involvement has a significant relationship on the academic performance of the students. Thus, involvement of parents, school and community is a determinant on how students perform in school and achieve learning which is needed mostly in this context of education in the new normal situation.

Similar findings was also revealed by the study of Okon et.al (2019) which reveals that parental and community involvement to academic performance in senior secondary schools were related and that there is a demonstrable connection between parental

involvement, community involvement, and student academic performance. Strengthening parent, school, and community involvement can lead to school improvement and increased student performance.

CONCLUSIONS

Based from the findings, it was concluded that the school, parent and community involvement to the learning performance of students was greatly affected by the new normal situation due to pandemic. The school, parents and community experienced challenges in providing support to teaching and learning engagements among the students in the modular distance learning. Lastly, parent-school-community involvement has a significant relationship or a factor in the academic performance of the students. Thus, involvement of the three variables affects the performance of the students.

It is however recommended that a program to intensify the support and involvement should be implemented through proper programs and activities. This is to increase the level of involvement of school, parents and community in the academic aspects of the students. Schools should also facilitate and developed plans and programs in order to intensify home-visitation program or linkages to parents and provide learning supports and capacity building activities for the parents. Schools should tapped community partners to reach out for community resources that will be used by the parents in the learning situation of students. Schools should provide open communication and feedback channels to support parents

who are unable to reach school or school personnel. On the other hand, parents, school and community should also organize an organization that will promote collaborations between each other to involve parents who are not capable enough in supporting their students' learning. A parallel or similar follow-up study can be done using other respondents. It is also recommended that school-parent-community involvement action plan can be developed and improved to further increase their involvement towards academic performance of students. Lastly, a follow-up or future study implementing the developed project and determining the frequency and accuracy of parents, school and community involvement can be employed for the next study.

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