

Bridging Educational Gaps: An Inquiry on the Limited Opportunities for Home-School Partnership Activities for Eighth Grade Junior High School Students in Bernardo Lirio National High School

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Abstract: In the continuously evolving landscape of modern education, the quest for equitable learning experiences has become a pressing concern. The present research study, "Bridging Educational Gaps," seeks to comprehensively explore the limited opportunities for home-school partnership activities among eighth-grade junior high school students in Bernardo Lirio National High School, through the lens of varied subject area teachers. This investigation examines the current offerings of home-school partnership activities and their planning and alignment with the Department of Education (DepEd) guidelines and curriculum.

The intricate relationship between parents and schools has been the subject of growing interest due to its profound implications for student success. This study delves into the multifaceted realm of parental engagement within the context of home-school partnership activities and its potent influence on bolstering academic performance.

The objective of this study is twofold. First, it aims to determine whether home-school partnership activities are offered and optimally employed to fortify the bond between school and home. Secondly, it aims to motivate the educational institution to maintain a consistent effort in involving parents or guardians in their children's education, particularly during the eighth level.

To achieve its objectives, the study employed a mixed-methods approach, combining researcher-made survey questionnaires with interviews with teachers and school administrators. The data accrued were systematically tallied and analysed to formulate significant recommendations that could further assist the school in this domain. The study discusses the reasons behind the lack or insufficiency of activities that offer opportunities for parents to participate in the system that addresses students' academic challenges and enhances their strengths.

The analysis revealed a significant gap in the provision and utilization of home-school partnership activities at Bernardo Lirio National High School. Despite an acknowledged recognition of the importance of parental involvement, a lack of coordinated efforts to implement such activities in alignment with DepEd guidelines and curriculum is evident. It is in this area that teachers and administrators need to take proactive measures, prioritizing a strategic and systematic approach towards home-school partnership activities. Only then can we truly bridge educational gaps and ensure a more equitable learning experience for all students.

Keywords: Partnership, Optimization, Collaboration, Fortification, and Equitable Learning.

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I. INTRODUCTION

In the sphere of educational management, one fundamental truth stands resolute: the collaboration between parents and schools plays a pivotal role in shaping the academic journey of students. (Narvaez, D. 2014) This symbiotic relationship, often referred to as a home-school partnership, has gained significant attention and recognition as a potent catalyst for enhancing academic performance. (Epstein, J. L., 2011). This study embarks on an exploration of arguments that justify the limited means and ways in which parental engagement and involvement in school activities can be enhanced through school initiatives.

The Department of Education (DepEd) of the Philippines, in September 2021, recognized the importance of parental engagement in education and issued various mandates and guidelines to promote and regulate parental involvement in schools. It can be said that the government has always believed that, from involvement in activities such as but not limited to Parent-Teacher Association (PTA) participation, for instance, or collaborating in the school governance councils, parents in the Philippines are actively contributing to the educational landscape. An example of this is shown by DepEd Order No. 54 of 2009 and revised by Order No. 13, s. 2022 mandates the establishment of Parent-Teacher Associations (PTAs) in all public schools, emphasizing the importance of cooperation between parents and teachers. These associations play a pivotal role in promoting school activities, channelling resources, and enhancing communication between home and school.

There is a belief that the success of any school system in implementing a positive shift in a child's academic achievement has a great deal to do with home collaboration and parental connection (Guiang, L. P., & Guiang, F. E., 2018). The start of home-school collaboration is often rooted in recognizing the importance of a strong partnership between parents and educators in a child's education. It begins with the understanding that learning doesn't occur solely within the confines of the school but extends into the home and community.

Strategies derived from research, analytical studies, theoretical approaches, and analytical facts can help educators and ultimately the school to create a strong relationship that bridges all gaps that define the holistic child. (Krutka, D.G. et al, 2016).

The implementation of home-school partnerships in public schools in the Philippines typically involves a range of strategies and initiatives aimed at fostering collaboration and communication between parents and educators. While the specifics may vary from one school to another, here's an overview of how home-school partnerships are commonly implemented in public schools in the Philippines, sourced from DepEd Order 31, series 2012, DO. 21, series 2023, DO 22, series 2022, revised 2023, DO. 13, series of 2022.

Parent-Teacher Associations (PTAs): PTAs are a fundamental component of home-school partnerships in the Philippines. Each public school typically has its PTA,

composed of parents and teachers. PTAs play a vital role in organizing activities, fundraising, and facilitating communication between parents and educators (DO No. 13 series of 2022).

Parent-Teacher Conferences: Public schools in the Philippines often schedule regular parent-teacher conferences. These meetings provide an opportunity for parents and teachers to discuss a student's progress, academic performance, and any concerns or challenges. It's a platform for open dialogue (DO no. 54 series 2009).

Parent Involvement in School Activities: Public schools encourage parents to actively participate in school activities and events. This can include attending school assemblies, sports events, cultural celebrations, and other extracurricular activities (CEPS Journal, Durisic, Bunijevac, 2017).

Homework and Assignment Monitoring: Parents are encouraged to support their children's learning by monitoring homework and assignments. Teachers may provide guidelines and expectations for parents to follow in assisting their children with schoolwork, wherein the length, frequency, and difficulty are still aligned within the rules of Senate Bill 1792 or the "No Homework Act" of 2023 (DepEd Memorandum 392, series 2010).

Communication Channels: Public schools often establish clear communication channels to keep parents informed about school events, policies, and their children's progress. This can include newsletters, websites, text messages, and social media (DO no 13, series 2022).

Parent Education Programs: Some schools offer parent education programs or workshops to help parents better understand their children's educational needs and how to support their learning at home (DepEd Memorandum no. 110, series 2009).

Involvement in School Governance: Parents may have the opportunity to participate in school governance through School Governing Councils (SGC) or Parent-Teacher Associations. This involvement allows parents to have a say in school policies and decisions (DO. no. 026, series 2022). **Feedback Mechanisms:** Public schools often have mechanisms for parents to provide feedback on school programs, policies, and the overall learning environment. This feedback can help schools make improvements. (Hirsch, 2018).

Community Engagement: Public schools may collaborate with local communities and organizations to provide additional support and resources for students and families. This can include health services, extracurricular programs, and access to community resources. (Flores, Perez, 2022).

Special Programs for At-Risk Students: In some cases, schools may implement special programs to support at-risk students, and parents may be actively involved in these initiatives. (DO. 74, series 2010).

It's important to note that the specific implementation of home-school partnerships can vary from school to school and may depend on the community's needs and resources (Beltran, 2017). However, the overall goal is to create a collaborative and supportive environment where parents and educators work together to enhance the educational experience and outcomes for students in public schools in the Philippines (CEPS Journal, Durisc, Bunijevac, 2017).

In the Philippines, the eighth grade is regarded as the second year of junior high school in both public and private educational institutions. It is a formative year during which full secondary education lessons are formally introduced and put into practice. At this level, the curriculum becomes more demanding, and students are expected to confront and tackle the challenges presented by these more advanced lessons with readiness and resourcefulness. Students at this level are anticipated to possess a comprehensive reading ability, enhanced proficiency in mathematics and writing, along with a semi-advanced understanding of various scientific fields, encompassing both chemistry and the natural sciences. (DO 013 s. 2018), (Llego 2023)

The researchers for this study chose Bernardo Lirio National High School to conduct their research. This public school situated at St. Joseph Darasa, Tanauan City, Batangas, is one of the oldest schools in the Division of Tanauan that has a course offering from Grades 7-12. An estimated two thousand six hundred (2600) enrollees as of the academic year 2023-2024 were recorded. The school has been known to excel in various academic recognitions, mainly in the field of Science and Technology. The Grade eight (8) population consists roughly of 640 students divided into eleven sections. There are a total of thirty teachers, including three administrative personnel.

The respondents of this study are the teachers and the administrative personnel who personally attend to the planning and implementation of the school activities, either school-centered or with parent partnership. The Department of Education has no single order, memorandum, or source for the guidelines in the implementation of family involvement activities. Some are taken from various sources like DO 08 series of 2021, DO 21, s.2023, DO 42, s. 2016 and DO 31, s. 2012, which also mentioned specific school activities that cater to strengthening the relationship between school and home, such as PTCs' PTAs, Target Subject Months, Language Week, and Core Subject Integration Activities.

II. OBJECTIVES

The study examines home-school partnership activities that promote connection and improvement in students' academic achievement.

- Determine the existing activities of Bernardo Lirio National High School that promote teacher-parent partnership as prescribed by the Department of Education:
 - ✓ Alignment with educational guidelines
 - ✓ Balance of activities

- ✓ Safety and Supervision
- ✓ Diverse and Individualized
- ✓ Cultural and local relevance

- Measure the level of difficulty in the implementation of home-school partnership activities in terms of:

- ✓ Coherence in communication
- ✓ Inclusivity of the activities
- ✓ Education and economic disparity
- ✓ Resource Constraints

- Propose a management plan to improve the planning and implementation of home-school partnership activities.

III. METHODOLOGY

The study employed the descriptive method of research, utilizing a researcher-made survey and questionnaire as the primary data-gathering instruments. In addition, pre-approved interview questions were prepared for key respondents, including homeroom advisers, non-advisory subject teachers, subject coordinators, and a school head, to gather more specific and elaborate responses. Focus group discussions were also conducted to complement the data gathered and to capture the opinions or viewpoints of the respondents, allowing for further explanation of their questionnaire answers.

A simple random sampling was used to select the number of respondents of this study, which in this case are all the eighth-grade teachers, regardless of the subject matter handled, in Bernardo Lirio National High School. In total, there are thirty (30) teachers involved in the research survey, wherein eleven (11) of them are class advisers, eight (8) subject coordinators, ten (10) non-advisory subject teachers including those teaching in other grade levels, and one (1) school head, the principal.

This research utilized a researcher-made questionnaire divided into two parts: construction or planning, and the implementation of home-school partnership activities. The construction part consists of five major questions with five supporting statements to explain the category. The second part, the implementation, consists of four major questions with three sub-statements to assist the respondents in answering the survey. The research-made questionnaire was validated by the research expert, who signed the letter of approval addressed to the school head of Bernardo Lirio National High School.

The data gathered was interpreted by computing its weighted mean using the formula below:

$$\text{Weighted Mean} = \frac{\sum_{i=1}^n w_i \times x_i}{\sum_{i=1}^n w_i}$$

A composite mean was generated to extract the summary interpretation of the sub-statements that will explain the main query of every category. A table was created to show the computation and interpretation of data collected

with the average and computed mean. To elucidate the summary of responses, a Likert scale was employed to interpret the mean of the results. A Likert scale by Dr. Jonald Pimentel, Phd, of the University of Mindanao was used to analyze the data gathered from the survey participants.

Table 1: Research and Analysis Scaling

SCALE RATING	INTERPRETATION
4.20 AND ABOVE	Always
3.40-4.19	Often
2.60-3.39	Occasionally
1.80-2.59	Rarely
1.00-1.79	Never

Likert scaling, a frequently employed psychometric scale in questionnaires, stands as the predominant choice in survey research, particularly within the realm of social science investigations. It’s commonly used in research studies because it offers a simple and effective way to measure Attitudes, opinions, and perceptions. By providing multiple response options, the Likert scales used here captured the variability of attitudes and opinions within a population or round of respondents.

IV. RESULT AND DISCUSSION

The research explored different approaches to planning and executing home-to-school activities aimed at promoting

parental engagement. The Department of Education has articulated in numerous memoranda and department orders the set standards and guidelines for organizing and carrying out activities that may or may not necessitate parental participation and engagement. While there is no single guidebook that addresses this concern, it is evident that certain considerations are to be taken into account when designing and selecting activities.

This part of the study includes the presentation, interpretation, and analysis of data gathered.

V. PLANNING AND CONSTRUCTION OF ACTIVITIES

The synergy between home and school is a fundamental pillar of a child's education. When parents and educators join forces in a collaborative partnership, it can lead to powerful and positive outcomes for students. This partnership extends beyond the confines of the classroom, reaching into the home environment, and creating a bridge for learning (Turner, 2020)

A. Alignment with the curriculum:

Table 2 presents the response of the teachers in terms of adjusting the lessons planned to make room for activities that can potentially involve parents or guardians.

Table 2: Alignment with the Present Curriculum

CONSTRUCTION		
A. ALIGNMENT WITH PRESENT CURRICULUM	Weighted Mean	Verbal Interpretation
1. Promoting home-school programs as encouraged by DepEd guidelines.	2.80	Occasionally
2. Ensure that parents or guardians have a clear understanding of the curriculum and how it relates to home-school partnership activities.	2.90	Occasionally
3. Goals for each home-school partnership activity are based on current events in the lesson/s.	2.73	Occasionally
4. There is an integration of two or more subjects or lessons as a collaborative effort to be worked on at home and school with a parent/ guardian.	2.77	Occasionally
5. Activities planned are appropriate and adaptable to different kinds of learners and subjects within the curriculum.	3.00	Occasionally
COMPOSITE MEAN	2.80	OCCASIONALLY

The data presented in the table reveals a clear trend: most respondents indicated that the development and execution of home-school partnership activities are not frequently emphasized when promoting school programs aligned with the current curriculum. Additionally, there is only occasional communication to parents and students about how these activities align with the eighth-grade curriculum. The objectives of each home-to-school partnership activity received sporadic feedback regarding their relevance to current lesson content. The incorporation of lessons and collaboration, along with their role in educating diverse learners, also exhibited inconsistency.

Aligning home-school partnership activities with the current learning curriculum involves ensuring that these activities are directly related to the subjects and topics students are studying. This alignment helps reinforce classroom learning, engages parents in their child's education, and fosters a more effective educational partnership between the school and the home (Llego, 2023).

B. Balance of Activities Planned:

Table 3 shows the varying responses to the subtopic on balance concerning the planning or construction of home-school partnership activities.

Table 3: Balance of Activities

B. BALANCE OF ACTIVITY		
1. Home-school partnership activities are prioritized too like other instructional responsibilities.	2.73	Occasionally
2. Home-school partnership activities and classroom instruction, support the overall development and well-being of the students.	3.23	Occasionally
3. Receives adequate support, resources, and training from the school or district to effectively manage and implement home-school partnership activities.	3.00	Occasionally
4. Effectively managing the teacher's time and workload when it comes to home-school partnership activities.	2.57	Rarely
5. Activities were planned with consideration to the goals of the school as well as varied home conditions that affect student learning.	3.57	Often
COMPOSITE MEAN	3.02	OCCASIONALLY

The equilibrium between daily lessons and the establishment of home-school partnership activities is infrequently emphasized, as indicated by the data in Table 3. Similarly, there is limited acknowledgment of the integration of home-to-school activities with classroom instruction to enhance the students' overall well-being. A comparable lack of emphasis can be observed in terms of obtaining adequate training and resources to facilitate the effective management and implementation of home-school partnership activities. The collective feedback for this subsection predominantly leans towards an occasional response.

- *"Occasional" and "rarely" both indicate infrequency, but they differ in the degree of infrequency:*
- "Occasional" means that something happens from time to time, with some regularity, but not frequently. It implies that an event or action occurs on certain occasions but not all the time.
- "Rarely" suggests a higher level of infrequency. It means that something happens very infrequently or rarely. It

implies that the event or action is quite uncommon and seldom occurs.

In summary, "occasional" implies occasional occurrences, while "rarely" indicates very infrequent or almost non-existent occurrences. (*Behavioural Research Method, Bocklisch & Krem, 2012*)

Regarding Table 3, achieving an effective balance between time management for school preparation and the incorporation of home-school partnership activities is a rare occurrence. Interestingly, most respondents frequently endorse the promotion of activities that align with both the school's objectives and the home environment's impact on individual students' capacity to study and excel in class.

C. Considering Aspects of Safety:

Table 4 relates the results on the application of a safe and supervised method concerning the planning of an activity.

Table 4: Safety and Supervision

C. SAFETY AND SUPERVISION		
1. Concern on the safety of students during home-school partnership activities.	3.73	Often
2. Adequate safety measures in place for home-school partnership activities as per school guidelines.	3.30	Occasionally
3. Receives training and/ or guidelines to ensure the safety of the family during the activities brought home.	2.43	Rarely
4. Activities implemented are adequately supervised and monitored by the teacher.	2.97	Occasionally
5. The safety and supervision aspects of home-school partnership activities are integrated into the overall educational goals and objectives of the school.	3.23	Occasionally
COMPOSITE MEAN	3.13	OCCASIONALLY

Safety and supervision play a critical role in the planning of home-school partnership activities. Ensuring the safety of all participants, including students and parents, is of utmost importance. Adequate supervision is essential to maintain a secure environment and provide a positive experience for everyone involved. Whether it's organizing school events, workshops, or collaborative projects, a well-thought-out plan that includes safety measures and supervision guidelines helps create a conducive and secure setting for effective home-school partnership activities. (Durisic and Bunijevac, 2017)

Based on the information presented in Table 4, it is evident that ensuring the safety of students during home-to-school activities is a common concern. However, there is a limited focus on offering training and establishing guidelines to guarantee a secure environment during the execution of these activities.

The respondents typically responded with "occasionally" when addressing concerns about the sufficiency of safety measures for at-home activities aligned with the curriculum. Furthermore, the activities are typically overseen by the teachers who assigned them, and the broader school objectives are often factored into the safety aspects of implementing home-school collaborative activities.

The results taken from Table 4 indicate that most of the respondents provided "occasional" responses regarding the issue of safety and the supervision of scheduled activities.

D. Considers Diverse and Individualized Learners:

Table 5 examines the outcomes derived from the researcher-developed questionnaire concerning the acknowledgment that within the school environment, diversity and individualization of learners and their learning styles are consistently present (Gentry, 2013).

Table 5: Diverse and Individualized

D. DIVERSE AND INDIVIDUALIZED		
1. Activities planned are sufficient enough to strengthen core subjects that are essential to basic learning.	3.03	Occasionally
2. Home-school partnership activities planned promotes multilingual education.	2.90	Occasionally
3. Activities are dynamic and individualized in nature taking mastery into account.	2.87	Occasionally
4. There is collaboration among activities brought home to integrate different subject matters and better understanding of its connection.	3.17	Occasionally
5. The activities prepared targets learning interests in the different subject area and encourages parent involvement.	3.77	Often
COMPOSITE MEAN	3.15	OCCASIONALLY

Table 5 indicates that most respondents provided "occasional" responses regarding the reinforcement of core subjects through planned home-school activities. This same infrequent pattern applies to the utilization of multilingual activities and the integration of collaboration with other subjects to cater to learners with specific strengths. The term "occasional" also characterizes the responses related to activities aimed at improving lesson mastery. The learning interest is "often" considered, as shown in Table 5, with much emphasis on the individualized learning pattern of the students. However, the general response from the teachers in this section still leans toward occasional or infrequent implementation.

An "individualized learner" refers to a student whose education is tailored to their specific needs, abilities, interests, and pace of learning. Individualized learning aims to provide a personalized educational experience for each student, allowing them to progress at their own rate and in a way that best suits their learning style. This approach may involve personalized learning plans, differentiated instruction, adaptive technologies, and other strategies to cater to the unique requirements of each learner. (Langston, 2018).

On the other hand, "diversity of learners" refers to the presence of a wide range of individual differences among students in an educational setting. This diversity can include variances in factors such as learning styles, abilities, cultural backgrounds, socioeconomic status, languages spoken, and other characteristics. Educators aim to recognize and address this diversity to create inclusive and effective learning environments that accommodate the unique needs and strengths of all students (Ramdami, Amri, et al, 2021)

In planning Home School Partnership activities, it is important to consider the diverse and individualized needs of learners. Recognizing the unique characteristics, abilities, and learning styles of each student is essential. By tailoring activities to accommodate this diversity, educators can create a more inclusive and effective educational environment, ensuring that all students can thrive and succeed. (Possi and Milinga, 2017)

E. Relevance to Culture and Community:

Table 6 reflects a variety of responses from the teachers at Bernardo Lirio National High School regarding the significance of culture in shaping and organizing school activities.

Table 6: Cultural and Local Relevance

E. CULTURAL AND LOCAL RELEVANCE		
1. Activities are inclusive of local culture, traditions, and indigenous knowledge.	2.80	Occasionally
2. Promotes the use of the student’s or family’s mother tongue or regional language for better understanding of the lesson or activity.	2.93	Occasionally
3. Home school partnership activities are designed in a way that relates to the local context and community	2.87	Occasionally
4. Activities are culturally sensitive and the contents have local relevance.	2.80	Occasionally
5. Local relevance is balanced with global awareness to prepare students	3.40	Often
COMPOSITE MEAN	2.96	OCCASIONALLY

In the context of inclusivity of local culture, traditions, and indigenous knowledge in school activities, it provided a weighted mean of 2.80, interpreted as "occasionally." This means that teachers do not consistently incorporate culture and traditions in designing activities. In the same vein, the cultural sensitivity of the activities provided by the educators obtained a weighted mean of 2.80, which implies that sometimes the contents of the activities lack consideration of

cultural differences. Furthermore, the utilization of the mother tongue is revealed to be used moderately by the respondents, as indicated by a weighted mean of 2.93. It is also evident in the table that there is a balance between local relevance and global awareness, as indicated by the highest weighted mean of 3.40.

In conclusion, the pertinence of culture and community to the school activities, as shown in Table 6, yielded a composite mean of 2.96, which can be described as "occasional." This outcome suggests that there is an opportunity for improvement and enhancement in integrating local culture into education.

Aligning daily lessons and activities that will reinforce their mastery at home should be equally relevant to the students' culture and community life. The significance of lessons to the community and culture refers to the extent to which educational content and activities align with and cater to the specific needs, values, and traditions of the local community and the broader cultural context. It emphasizes the integration of real-life, community-based experiences and cultural relevance into the learning process to make education more meaningful and engaging for students (Chettinad, Sarvalokaa, 2020). Culture-based education is an approach in which teaching and learning happen based on the values, norms, beliefs, and practices that are the foundation of any

culture. Harvard Professor Jerome Bruner notes, "Culture shapes the mind, it provides us with the tool kit by which we construct not only our world but our very construction of ourselves and our powers". (Chettinad, 2020)

VI. IMPLEMENTATION OF PLANNED ACTIVITIES

In this phase, we move from planning to the execution of activities designed to encourage parent participation and engagement. It's essential to understand that planning alone isn't sufficient; the process involves an ongoing cycle of implementation, assessment, adjusting the plan, and reevaluating the outcomes (Rockholt, 2012)

A. Coherence in Communication:

Table 7 displays the evaluation of the effectiveness of communication between teachers and parents in terms of its organization and structure.

Table 7: Coherence in Communication

IMPLEMENTATION		
A. COHERENCE IN COMMUNICATION	Weighted Mean	Verbal Interpretation
1. Information about the activities is explained or relayed in a consistent, detailed, and organized manner	2.23	Rarely
2. Instructions are easy to understand and can be explained through mother tongue.	2.77	Occasionally
3. Information is shared through written correspondence with an expected reply or confirmation	1.93	Rarely
COMPOSITE MEAN	2.31	RARELY

According to the data tabulated in Table 7, the responses suggest that, in general, instructions are well-expressed and carefully conveyed in a language and manner understandable enough. However, there might be situations where comprehending the instructions is not as straightforward. In other words, while instructions are mostly clear, there are sporadic instances where clarity or ease of explanation could be a concern.

The findings indicate that information about activities is seldom explained or conveyed in a consistent, detailed, and organized manner. This suggests that the standard practice is not to consistently provide such information, and it happens infrequently or rarely. Furthermore, the data shows that information is scarcely shared through written correspondence with the expectation of receiving a reply or

confirmation. In other words, this communication practice occurs infrequently and only on rare occasions.

Communication with parents or guardians to assist in student learning, even at home, is essential to fostering a more holistic and supportive educational environment. It not only enhances the quality of education but also strengthens the partnership between schools and families, ultimately contributing to students' overall success and well-being (Comer & Haynes, 2017).

B. Parental Inclusion in Activities' Planning and Execution:

Table 8 provides a concise overview of the responses related to the level of inclusivity in the planning and execution of activities involving parents and guardians.

Table 8: Inclusivity of Activities

B. INCLUSIVITY OF THE ACTIVITY		
1. Parents and guardians are encouraged to actively participate in the activities brought home for shared and experiential learning	3.63	Occasionally
2. Alternative-engagement options are offered to some parents who cannot attend an activity.	2.10	Rarely
3. Collaborative decision-making is common to ensure all voices are heard.	1.93	Rarely
COMPOSITE MEAN	2.56	RARELY

According to the data, the expectation for parents and guardians to actively participate in the activities brought home for shared and experiential learning is not constant or regular. Instead, it suggests that their involvement is encouraged only from time to time or on an irregular basis. This means that while parental participation is promoted, it is not a daily or constant requirement, and the degree of involvement may vary depending on the specific activities and circumstances. In addition, the data indicates that the provision of alternative engagement options for parents who cannot attend activities and the practice of collaborative decision-making to ensure all voices are heard are not common or frequent events. Instead, these actions happen infrequently or rarely. This suggests that while these practices exist, they are not the norm and are not consistently applied in the given context.

Including parents in the planning of home-school partnership activities is a highly valuable and constructive approach. It fosters a sense of shared responsibility for a child's education and promotes a stronger collaboration between the school and families (Stafford, 2019). Engaging parents in the planning of home-school partnership activities can result in educational experiences that are not only more effective but also more pertinent and captivating for students. Simultaneously, it reinforces the bond between schools and families, making it a practice that offers advantages to all parties.

C. Education and Economic Differences:

The data presented in Table 9 highlight the significance of recognizing how education and economic disparities affect the parents or guardians of grade eight junior high school students at Bernardo Lirio, particularly concerning home-school partnership activities.

Table 9: Education and Economic Disparities

C. EDUCATION/ ECONOMIC DISPARITIES		
1. Concepts introduced in the lesson/ activity are not clear and understood or known to some parents.	2.33	Rarely
2. Many parents have limited educational opportunities and experiences that hinder their ability to participate effectively in home-school partnership activities.	3.13	Occasionally
3. Occupational Opportunities are often the reason to be excused.	3.47	Often
COMPOSITE MEAN	3.98	OFTEN

The data suggests that occupational opportunities are a common and frequent reason for parents to be excused from a particular activity or obligation. In other words, it is often the case that people mention occupational opportunities as their justification for not participating in each activity.

The findings imply that there are occasional instances where many parents face limitations in educational opportunities and experiences. An average of the respondents believe that some parents are discouraged from participating in home-school partnership activities due to a lack of knowledge of the lesson or confidence to share information regarding the subject matter. These limitations occasionally hinder their ability to effectively participate in home-school partnership activities. In other words, this is not a widespread or constant problem but rather a situation that arises from time to time. Based on the data, it is rare for the concepts introduced in the lesson/activity to be unclear or not

understood by some parents. This is an infrequent situation, and most of the time, the concepts are clear and well-understood by the parents.

In summary, the responses in Table 9, when considered together, are generally categorized as "frequent." This suggests that the educational and economic circumstances and disparities among the parents and guardians of students in this grade level contribute to their inconsistent involvement in home-school partnership activities.

D. Resource Limitations:

Table 10 displays the data wherein the respondents perceive that material and financial resources can be a challenge at times when planning a comprehensive home-school partnership program aimed at further enhancing mastery in the subject area.

Table 10: Resource Constraints

D. RESOURCE CONSTRAINTS		
1. Funding is a challenge to start an activity that will include parent engagement.	3.03	Occasionally
2. Limited resources or lack of sufficient materials for school-to-home activities.	3.30	Occasionally
3. Equity issues arise, as certain parents possess greater financial resources to support student assistance activities, while others lack these means.	2.93	Occasionally
COMPOSITE MEAN	3.09	OCCASIONALLY

The statistics reveal a weighted mean of 3.30, It is observed that limited resources or a lack of sufficient materials for school-to-home activities occur occasionally. This means that while it's not a rare occurrence, it is also not a common or frequent problem. On average, it is considered moderately infrequent. The data indicates that limited resources or a lack of sufficient materials for school-to-home activities are not a constant or common issue. Instead, they are occasionally encountered, implying that there are sporadic instances where such limitations are observed, but they are not the prevailing or consistent conditions. The information indicates that funding challenges to initiate activities that involve parent engagement occasionally arise. Similarly,

equity issues occasionally manifest when certain parents have more financial resources to support student assistance activities, while others do not. These issues are not continuous but occur intermittently, indicating that they are not persistent concerns but rather sporadic challenges.

This section of the survey implies that, on average, the responses, with a composite mean score of 3.09, suggest that encountering financial challenges in supporting activities involving parent participation and engagement is an occasional situation. It is not a common concern, but it is encountered sometimes or on occasion.

Public schools in the Philippines are often on a tight budget, which can further exacerbate the occasional occurrence of financial challenges when it comes to supporting activities that involve parent participation and engagement. (Asido, Kilongkilong, 2022). This persistent issue has endured over the years and appears to worsen annually. Public schools have responded by reducing the number of activities that require financial contributions from the school or parents, opting instead to find creative and cost-effective ways to deliver educational content through related activities. (DepEd Order 31, series 2012). As a result, home-school partnership activities are somewhat constrained in scope, but the commitment to fostering meaningful collaboration between schools and families through other means remains unwavering.

A focus group discussion was conducted to gather insights and perspectives on home-school partnership activities, and their facilitation or lack thereof. The respondents believe that the school needs to intensify its partnership activities to benefit students who especially need learning intervention. Currently, a recorded 30 percent of the grade eight students are still having a hard time reading or are considered frustrated readers, while an alarming 48 percent are having much difficulty in understanding comprehensive math and are poor in terms of problem solving.

The final versions should be placed on A4-size sheets of paper. Left margin for the text shall be 1.25", 0.8" for the right margin, and 1.00" for the top and bottom margins. Papers submitted (draft or camera-ready) should not include page numbers.

VII. CONCLUSION AND RECOMMENDATION

➤ *Based on the findings of the study, the following conclusions were drawn.*

- Bernardo Lirio National High School offers a limited variety of home-school partnership activities aimed at promoting parental involvement and engagement. The activities offered by the school for grade 8 students that somehow involve parental supervision and guidance revolve around Parent-Teacher Association (PTA), Parent Teacher Conference (PTC), Focus Subject Month, Language Week, Reading Activities, and Subject Integration.
- The activities provided for grade 8 students by the school are only occasionally in sync with the current DepEd curriculum. Consistency in alignment is challenging due to various factors, including time constraints, limited resources, and the subject area's workload. Enhancing the alignment between home-school partnership activities and the existing curriculum is essential to complement classroom education effectively. Striking a balance between these activities and daily lessons, while also tailoring them to meet the diverse and individual needs of learners, deserves increased focus. Furthermore, considering cultural and community relevance can add value to these activities, making them more meaningful and engaging for students.

- Effective communication between teachers and parents is crucial for the success of any activity. The findings suggest that there is room for improvement in ensuring clarity and consistency in communication about these activities. The study also underscores the importance of parental inclusion in the planning and execution of activities. While there is some level of inclusivity, there is potential for further enhancing the involvement of parents in the education of their children.
- Consistently promoting and implementing school-to-home partnership activities poses a challenge. While resource limitations are not a common issue, they remain a hindrance because not all parents have equal economic resources.
- Several teachers concur that there is a notable discrepancy in the educational backgrounds of grade 8 parents. They believe that this difference plays a significant role in impeding parental involvement in home-school activities.

Based on the research findings, there is a need for improvements in the planning and execution of home-to-school activities aimed at promoting parental engagement. To enhance the effectiveness of these activities and create a more supportive educational environment, the following **recommendations** are provided in the form of a simple yet straightforward management **plan**:

- Conduct a thorough assessment of current home-to-school activities and parental engagement strategies that the school already implements and evaluate the effectiveness of such existing initiatives, identifying strengths, weaknesses, and areas for improvement.
- Utilize various communication platforms, including newsletters, email correspondence, and a dedicated school application, to ensure parents remain well-informed about school events, updates, and their child's academic progress. By doing so, we aim to foster parental involvement and encourage contributions, even if it's in the form of time commitment alone.
- Promote an open and ongoing dialogue to address any concerns or questions parents may have regarding their child's education, regardless of whether it's during special meetings or the distribution of report cards at parent-teacher conferences.
- Take the time to create opportunities for parents to volunteer in the classroom, at school events, or on specific projects. This cultivates a strong sense of community and active engagement.
- Develop a system that aligns parent's skills and interests with school needs to maximize the impact of their contribution. The more personalized the tasks are, the greater the chances of parent involvement and participation.
- Empower parents and students by involving them in the process of designing homework assignments that are clear, purposeful, and aligned with current learning objectives. Collaborate with parents to ensure that these assignments can be completed at home in a simple, fun, and meaningful manner, fostering a stronger connection between home and school and enhancing parental engagement in their child's education.

- Implement mechanisms for ongoing evaluation and feedback to monitor the planning and execution of home-to-school activities and parental engagement efforts, and to ensure that every activity is subjected to proper catalogued evaluation, enabling the identification of both successful and otherwise outcomes.

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