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**Abstract:** *The purpose of the study was to determine whether there was a significant correlation between these two (2) variables and school improvement by evaluating the perceptions of the Parents-Teachers Association (PTA) and School Governing Council (SGC) officers on the school principals' competencies on parent involvement and community partnership and comparing these on the latter's self-evaluation. A total of 160 respondents, including the principals, PTA, and SGC officers of the eight (8) public elementary schools in Baliwag South District, Schools Division of Bulacan, participated in the study using the standard questionnaires based on the National Competency-Based Standards for School Heads (NCBS-SH) and the revised School-Based Management (SBM) Assessment Tools. The PTA officers thought that the school principals had extremely high levels of practice in their parent involvement and community partnership competencies, but the SGCs thought that they had only somewhat practiced those same competencies. The School Principals' self-evaluation of their abilities revealed that these latter's perceived competencies on parent involvement were greater than their external community partnerships' competencies when compared to the combined perceptions of the PTAs and SGCs. Although there was a large correlation between school success and school principals' parental participation and external community partnership competences, the Pearson  $r$  test of significance indicated that this link was not significant in terms of achieving school improvement. It is advised that additional emphasis be paid to competencies on parent involvement and external community collaborations in the implementation of the NCBS-SH based on SGCs' perceptions that these skills are modestly practiced by school administrators. The SGC needs to be revisited and reactivated because this study revealed that, between the PTA and SGC, the latter appears to be inactive or not functioning to its fullest as it should; Future research should use a larger population sampling and include the other domains of NCBS-SH in undergoing follow-up studies; School principals must focus on the one indicator of competency that they perceive as being moderately practiced by them; There is a need to further study if the Assessment Tool for School Principals under the NCBS-SH can be administered to PTA and SGC officers instead of the most common practice wherein it is the School Heads themselves who evaluate their own competencies; and The school principals should conduct and intensify the regular orientation about the roles of the PTA and SGC officers in relation to SBM-ACCESs.*

**Keywords**— school improvement, PTA, SGC, parent involvement, community partnership, NCBS-SH, SBM-ACCESs

## 1. INTRODUCTION

Throughout the Philippines, all public schools share one common vision as stipulated in the Department of Education (DepEd) Order No. 36, 2, 2013, re:

We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. We are learner-centered public institution that continuously improves itself to pursue its mission.

One of the mission statements of the department requires that family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

One of the mechanisms to ensure that the vision and mission of DepEd in achieving school improvement will be attained is through Parent Involvement and Community Partnership competencies embodied in the National Competency-Based Standards for School Heads (NCBS-SH). These competencies must be implemented and put into practice by the school principal being the focal person in the educational institution or the school --- the grass root level where improvement and reforms brought about by decentralization should first occur.

This theory of decentralization is commonly known as School-Based Management: A Child and Community-centered Education System/s (SBM-ACCESs), the generally agreed-upon organizational model for delivery of quality education in all public schools in the Philippines as enunciated in Republic Act 9155 otherwise known as the Basic Education Sector Reform Agenda (BESRA).

SBM-ACCESs emphasizes that effective school principals collaboratively create a vision and establish a climate for teachers, pupils, and school community wherein parents and community stakeholders work together to reach their highest level of achievement through co-ownership, shared decision-making, and active involvement to raise learners' performance, and thus, attain school improvement.

Aside from articulating the mandate of BESRA, SBM-ACCESs as a concept derived from the framework of rights-based education that is characterized by Shaeffer and Govinda (1999) as "inclusive, healthy and protective for all children, effective with children, and involved with families and communities—and children," - also broadens the role of community in education management and delivery to emphasize stewardship.

Since SBM-ACCESs aims to improve quality of education at the school level and to ensure the welfare and development of Filipino pupils, one of its dimensions- School

Leadership- gives tremendous weight on the key domains of school principal's competencies, particularly on his ability to encourage full parental involvement and community partnership. Thus, competencies on these domains of an effective school principal need to be studied.

The SBM-ACCESs framework, being child-centered and community-centered, focuses on the role of the school principal in carrying out the vision and mission of the basic education in the country. This is further enunciated in NCBS-SH wherein one of the main thrusts of SBM-ACCESs is the Principal Development Program.

Based on DepEd Order No. 32, 132- 175, 2010, the NCBS-SH defines the standards through the domains and strands which can be used as basis for the school principals' decision-making, actions and performance of their functions. In addition to fundamental direction provided by the set of standards, knowledge, skills and values are clarified through the indicators defined per strand on every domain.

The NCBS-SH has seven domains. The fifth among these is the parental involvement and community partnership competencies of school principal which are subdivided into three strands/ indicators: (1) Parent Involvement (creating parent/family partnerships to support student peak performance), (2) Parent Involvement (creating a climate that supports parental involvement), and (3) External Community Partnership (creating opportunities for external community involvement/partnership).

Since then, the paramount role of school principals in acquiring competencies pertaining to parental involvement and community partnership in order to attain the DepEd vision and mission has been clearly included in the duties of the Elementary School Principal as embodied in DepEd Manual and that is to *coordinate and cooperate with the community and other agencies and represent the District Supervisor in the school* (Favila, 2005). Furthermore, Governance of Basic Education Act of 2001 (RA 9155) stipulates that school principals are tasked to establish school and community networks and to encourage active participation of non-academic personnel of public schools and parents-teachers-community associations, especially in doing local initiatives for school improvement (DepEd Order No. 44, 18, 2015).

Thus, school improvement is attained through the school principal's competencies, particularly in ensuring that the involvement among external stakeholders is improved and manifested in a certain school, as presupposed by the SBM-ACCESs framework (DepEd Order No. 83, 9, 2012). There is therefore a need to study how productive, effective, healthy, and dynamic the relationship that exists between school principals and parents and community; and how it could be sustained. By doing so, a certain school can have more access to quality education that will bring forth school improvement.

Based on DepEd Order No. 83, 19, 2012, school improvement under the basic education sector is largely determined through attaining the conceptual framework embodied in SBM-ACCES/s Revised Assessment Tool which is comprised of two criteria: Validated SBM Practice (allotted

40%) and Performance Improvement (allotted 60 %). The first criterion is composed of validated practice of school principals in terms of four dimensions of SBM-ACCESs namely: Leadership and Governance (30 %), Curriculum and Learning (30 %), Resource Management (25 %), and Accountability and Continuous Improvement (15 %). The second criterion is subdivided into three thematic areas, namely: access (45 %), efficiency (25 %), and quality (30 %). Access focuses on enrolment; efficiency is anchored on three performance indicators, namely: Dropout Rate, Completion Rate, and Cohort Survival Rate; while quality deals on National Achievement Test (NAT) Mean Percentage Score (MPS). These thematic areas are computed for three (3) consecutive years.

As enunciated in DepEd Order No. 32, 29, 2010, the NCBS-SH Evaluation Tool is only administered to School Heads, for it is a self-assessment tool. However, this research administered the said tool to the Parents-Teachers Association (PTA) and School Governing Council (SGC) in eight (8) schools comprising Baliwag South District in order to compare the perceptions of the PTA and SGC officers with that of the school principals' self-evaluation.

Since there is a dearth of studies on evaluating the competencies on parent involvement and community partnership of school principals and their relationship on school improvement, this study aims to address this knowledge gap and correlate the perceived ability or capacity of the school principals to practise their parent involvement and community partnership competencies with the attainment of school improvement among eight (8) public elementary schools comprising Baliwag South District.

### Significance of the Study

Throughout the world, educational policy makers, practitioners, and scholars have acknowledged the importance of principal leadership in attaining school improvement. In many studies, leadership and instructional competencies of School Heads and the direct effects of those skills towards school improvement have been identified. Yet, the relationship between school principal's competencies on parent involvement and community partnership and school improvement as described in revised SBM and NCBS-SH Assessment Tools has not been extensively studied. Thus, the goal of this study is to find out if there exists such significant relationship.

This study also aims to find out the results and implications of administering the Assessment Tool for school principals under the NCBS-SH to PTA and SGC officers instead of just merely asking the school heads themselves to evaluate their own competencies.

### Review of Related Literature

The effective and efficient delivery of educational services to Filipino children and youth is one of the Department of Education's top priorities given its enormous

bureaucratic structure. This can only be accomplished if the personnel who run the nation's many schools—the school principal being the educational leader referred to—are given the proper attention. It is impossible to minimize the importance of the school principal because it is he who offers direction for the creation and implementation of all educational programs at the institution (DECS Service Manual 2000, 29, 4.2.2).

Lopez, who was referenced by Favila (2005), claimed that the principal is the most significant and powerful person in any school. He is in charge of all activities that take place inside and outside the school. The tone of the school, the learning environment, and the high level of achievement that the students may or may not reach are all in the hands of the principal. Therefore, the foundation of any successful school is strong leadership.

According to Republic Act No. 9155, also known as the "Governance of Basic Education Act of 2001," the School Head is the person in charge of overseeing a school's administrative and instructional operations, and his capacity to develop his parental involvement and community partnership competencies must be operationalized in the discharge of his duties at all levels (Favila, 2005).

The school principal serves as the main link between the school and the community and the way he performs in that capacity largely determines the attitudes of teachers, students and parents about the school. The Department of Education (DepEd) has named 'School Leadership' as the first and top among the seven (7) key Domains of School Heads' Competencies, namely: (1) School Leadership, (2) Instructional Leadership, (3) Creating a Student-Centered Learning Climate, (4) Human Relations (HR) Management and Professional Development, (5) Parent Involvement and Community Partnership, (6) School Management and Daily Operations, and (7) Personal and Professional Attributes and Interpersonal Effectiveness (T & D System Operations Manual, Vol. 2: The TDNA System, p. 170) under the National Competency-Based Standards for School Heads (NCBS-SH).

Additionally, Leadership and Governance remains the first and foremost among the four principles under the SBM Conceptual Framework: (1) Leadership and Governance, (2) Curriculum and Learning, (3) Resource Management, and (4) Accountability and Continuous Improvement. This is in accordance with the Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process & Tool (APAT).

This idea today highlights the reality that every successful school is built around the effective leadership of the principal or school head. The Principal is therefore considered to be "competent, committed, and accountable in providing access to quality and relevant education for all through transformational leadership and high degree of professionalism" (DepEd Order No. 32, 6, 2010) in accordance with the National Competency-Based Standards for School Heads (NCBS-SH). The Department of Education

strives to implement this ideal system. As a result, being a school principal in the modern era is a difficult job. According to the School-Based Management (SBM): A Child and Community-Centered Education System (ACCES) (DepEd Order No. 64, 12, 2012), the principal is the main person responsible for ensuring the delivery of high-quality education, as required by the Constitution.

Moreover, under the SBM framework, one of the challenges and operational principles that a School Head should face and acquire, today, is his ability to manifest his competencies on relational leadership that may affect his competencies to improve parental involvement and community partnership in his school.

Since a school principal is mandated by the Constitution to manage and supervise a certain school, his capacity to exert influence among parents and community stakeholders greatly affects and influences his ability to bring about the DepEd Vision, Mission, and Goals (VMG).

The ability to apply the principle of shared AURA: Authority, Responsibility and Accountability is one of the strategies under SBM to improve teaching standards and learning outcomes, which is the ultimate goal of the Philippine Education System. To some extent, this ability can be seen through the School Principal's ability to implement his competencies on parent involvement and community partnership.

The crucial role that school principals play in public elementary schools across the country as the primary organizers and movers in ensuring that parental involvement and community partnership must be given top priority in schools in order to have an impact on school improvement can be connected to John Dewey's philosophy of empowerment (Fetterman & Wandersman, 2005). The significance of this theory has been the guiding principle in the leadership framework known as Principal Empowerment in School-Based Management, which the DepEd today conceptualizes in every school across the nation.

What is school-based management, according to the article? According to a statement made by Elizabeth M. King in "by the World Bank (n.d.), School-Based Management (SBM) conceptualizes the need for a decentralization of power from the federal level to the school level in order to achieve school development. A type of decentralization views each school as the main improvement unit and depends on the contribution of decision-making authority as the main way to encourage and maintain school development (King, 2003). Hence, in SBM, responsibility for and decision-making authority over school operations are transferred to principals, teachers, parents, and sometimes to students and other school community members.

Robin Horn emphasized that decentralization stimulates local demand and guarantees that the type of education that schools deliver reflects local priority values, as reported by Osorio et al. n.d. Horn also noted that "decentralization can increase client satisfaction and improve educational outcome" (Osorio, et al., n.d.), and that doing so

will ultimately lead to school improvement. Local stakeholders include instructors, students, parents, and the community.

Quinto (1997) mentioned that parents are the most powerful ally in attaining proper education. She then added that the most promising way of increasing student achievement and lessening classroom management problems is to involve the parents in teaching and learning.

Her study, however, was focused solely on parental factors that affect pupils' school performance; which she referred to as home factors. She then correlated the pupils' school performance with the pupils' responses on the different profile of parents with following factors: educational attainment, occupation, income, and size of family.

Using the descriptive method, she administered survey questionnaires to gather data. Her findings showed that there was no significant relationship between the home, school, and other environmental factors of pupils and their school performance.

The focus of the correlation varied between Quinto's study and the current investigation. Whereas in her study on school performance, only Grade VI students responded to one of the two main sets of questionnaires, this study was administered to both internal (students, parents/PTA, and teachers) and external (SGC, LGUs, Barangay captains, community representatives) stakeholders.

Though the previous study dealt with finding the correlation between the home, school and other environmental factors of the Grade VI pupils with their school performance; the present study, on the other hand, focused on school performance improvement in terms of the following areas: (a) Access to education/enrolment (45%); (b) Efficiency (25%) (Drop out Rate, Completion Rate, Cohort Survival Rate); and (c) Quality/National Achievement Test Result (30%). It was limited only to pupils' performance which was solely based on the grade point average of pupils in Grade V. However, the present study dealt with the thematic areas mentioned above which were answered by school principals themselves side by side with finding the correlation between school principals' competencies on parent involvement and community partnership, and school improvement.

Another study that examined how parental involvement in schools affects children's achievement divided parenting, communication, volunteering, at-home learning, decision-making, and community engagement into six main categories. While stressing parent involvement, the aforementioned study differs (from the present study) in that it concentrates on a different area with the main objective of forging a partnership through involving parents in their children's homework. While the previous study concentrated on identifying obstacles to academic success within the school, the current study looked into whether school improvement has a relationship with school principals' competencies on parent involvement and outside community cooperation. The present study had two dependent variables: parent involvement and external community partnership and their correlation with school improvement as a whole, not

just with student achievement, whereas the aforementioned study had its focus on parent involvement alone and its effect on student achievement.

Moreover, parental involvement research tells us that parental involvement is one of the most significant factors contributing to a child's success in school. When parents are involved in their children's education, the level of student achievement increases. Students attend school more regularly, complete more homework in a consistent manner, and demonstrate more positive attitudes towards school. Parental involvement helps a child succeed in school and later in life.

Therefore, communication, professional development, and leadership are the three categories into which principals' roles in school reform generally fall. The School Governing Council (SGC), staff, and other community members should all be given a thorough explanation of the school improvement planning process by the communication principals. Professional development principals should support the development and implementation of the school improvement plan by giving employees, school council members, parents, and other community participants leadership and training opportunities. To give parents a chance to express their opinions about the school and the ways in which they would like to be involved in their children's education, leadership principals should create and distribute a parent survey (Epstein et al., 2008). Following this, leadership principals should decide on a target for increasing the level of parental involvement.

A recent study demonstrates that parents who invest time and effort in their children's education have the chance to communicate with teachers, administrators, and other parents. They can gain first-hand knowledge of the routines and social climate of the school, both of which aid in their comprehension of how their child's school operates (Peters, 2008). Both the child and the school gain from this, and parents set an example by highlighting the value of community involvement. Parental participation benefits children in several important ways besides academic progress (Cotton & Wiklund, 2001). Numerous studies have shown that parent involvement is a protective factor against adolescent tobacco use, depression, eating disorders, academic achievement, and other problems (Peters, 2008; Cotton & Wiklund, 2001; (Dervarics & O'Brien, 2011). By staying involved with their child and teenager, parents can be a source of support, create a climate for discussing tough issues and serve as a role model for responsible and empathic behavior (Dervarics & O'Brien, 2011).

In addition to the studies described above, school administrators now employ the participative leadership theory, which holds that the best kind of leadership is one that values the opinions of others. These leaders assist group members feel more important and dedicated to the decision-making process by encouraging involvement and contribution from group members. In order to determine whether this program has a



connection to school improvement, this research presupposes that the School Governing Council (SGC) and General Parents-Teachers Association (PTA) evaluate or assess the competencies of their own school principals in terms of parent involvement and community partnership.

Another related theory related to this study is the relational leadership theory which entails that relationships are the key to leadership effectiveness, that is, people in an organization are empowered to accomplish change or make a difference to benefit the common good. This hypothesis is also the core premise of the SBM-ACCESs, the framework being employed in the entire discussion of this research, wherein under this structure the National Competency-Based Standards for School Heads (NCBS-SH) gives remarkable importance, under the *Domain 5*, to parent involvement and community partnership as one of the key dimensions that school principals must be competent in order to be categorized as effective school leaders that shall, in turn, bring forth school improvement.

This idea was emphasized in many researches that reported the impacts of SBM policies and programs on school leadership (Hubert, 2004; Gamage & Pang, 2003; Delaney, 1997; Herman & Herman, 1992; Bergman, 1992). Gamage & Pang (2003) asserted that with the implementation of SBM, the representative nature of the School Governing Council (SGC) gives rise to the emergence of leaders within all stakeholders' categories. He went on to explain that this would enable wider participation (tapping the full potential of all stakeholders), empower individuals and transform them to be school leaders. In turn, these are likely to create a healthier school environment leading to more effective teaching and learning environment (Quinto, 1997) which would result in school improvement.

As legal basis specified in Education Act of 2001, section 1.2, the school principals should follow these two principles in upholding the initiatives of schools in involving the different groups of stakeholders in school improvement process: (1) the parents and the community shall be encouraged for active involvement in the education of the child and (2) volunteerism from among all sectors shall be emphasized and encouraged to ensure sustainable growth and development in education.

Furthermore, under the Philippine Education For All (EFA) 2015, schools shall continue to harness local resources and facilitate involvement of every sector of the community in the school improvement process. Thus, the Schools First Initiative (SFI) is formed which is the government's strategy for improving basic education wherein its fourth stage states: School Head and a group of people from among stakeholders must create a School Governing Council (SGC) to direct school improvement.

The lives of children, youth, families, and the community can be improved in school governance by involving stakeholders with complementary viewpoints and experiences. These stakeholder groups might be formally represented in the school system's governance structure. These school governance arrangements are referred to as

School Governing Councils (SGCs) in the SBM Framework and Standards developed by DepEd. They are made up of internal stakeholders (students' groups, parents' and guardians' associations, teacher associations, non-teaching associations, and student organizations) and external stakeholders (various government agencies, non-government agencies, civic and alumni associations, alumni, retirees, professionals and representatives from basic sectors).

The SGC provides a forum for parents, students, teachers, community stakeholders and the school principal to work together towards continuous improvement of student learning outcomes. SGCs provide the opportunity and the environment to develop shared responsibility in the children's learning and holistic development; and encourage and facilitate effective learning and welfare.

The School Governance Council (SGC) sets the general policies for the school regarding student welfare, behavior, and well-being; develops and implements the School Improvement Plan (SIP); oversees and evaluates the SIP's implementation progress; and, finally, manages the Council's financial resources. The SGC's power is used in conformity with governmental regulations, operational directives, and the constitution and bylaws of the Council.

SGC, on the other hand, is primarily responsible for four things. It should first take part in the SIP's development. The school improvement plan, or SIP, is a document that outlines the vision, values, goals, targets, methods, and resources. The School Planning Team, whose members are chosen by the SGC, and representatives from various stakeholder groups in the school community collaborate to produce it. The SGC actively contributes to the SIP's development and, along with the school head, recommends it to the superintendent of the schools division for review and approval. The SGC must participate in gathering data about the school's performance and report it to the Department and local community through a self-assessment process. This requires the SGC to assist the school in installing the monitoring and evaluation system for school performance based on SIP and reports accomplishments to the community and the Department. Third, the SGC must mobilize resources to support the SIP's implementation. The SGC supports the SIP's implementation and engages in resource mobilization and generation. Last but not least, SGC is required to set up committees to assist the school's administration and faculty in putting the SIP into practice. The Council has to ensure that committees understand their roles and tasks.

The SGC is not intended to replace parent organizations such as the PTA. Every school in the country is mandated to organize a Parents-Teachers Association (PTA) for the purpose of providing a forum for the discussion of issues and their solutions related to the total school program and to ensure the full cooperation of parents in the efficient implementation of such program. Every PTA shall provide mechanisms to ensure proper coordination with the members of the community, provide an avenue for discussing relevant

concerns, and provide assistance and support to the school for the promotion of their common interest.

This research conceptualized that there is a relationship between school principal’s competencies on parent involvement and community partnership, and school improvement which is hinged on the SBM-ACCESs framework.

The tasks and responsibilities of a School Principal have altered under the SBM-ACCESs framework. What is clearly clear from the research on the changes for School Principals is the increased focus on their people or interpersonal skills and capacities within the dynamically changing setting that Philippine schools currently operate in (Cranston, 2006). In other words, school principals today should be more involved in the community because it is crucial for them to provide "facilitative leadership" in which the decentralization of power and authority should progress from "power over" to "power with" and "power through." In the Philippine context today, the majority of the activities that school principals are required to carry out typically require collaborative decision-making (Sackney & Dibski, 1994) and as such, demand sound interpersonal skills such as negotiation, conflict resolution, persuasion and collaboration.

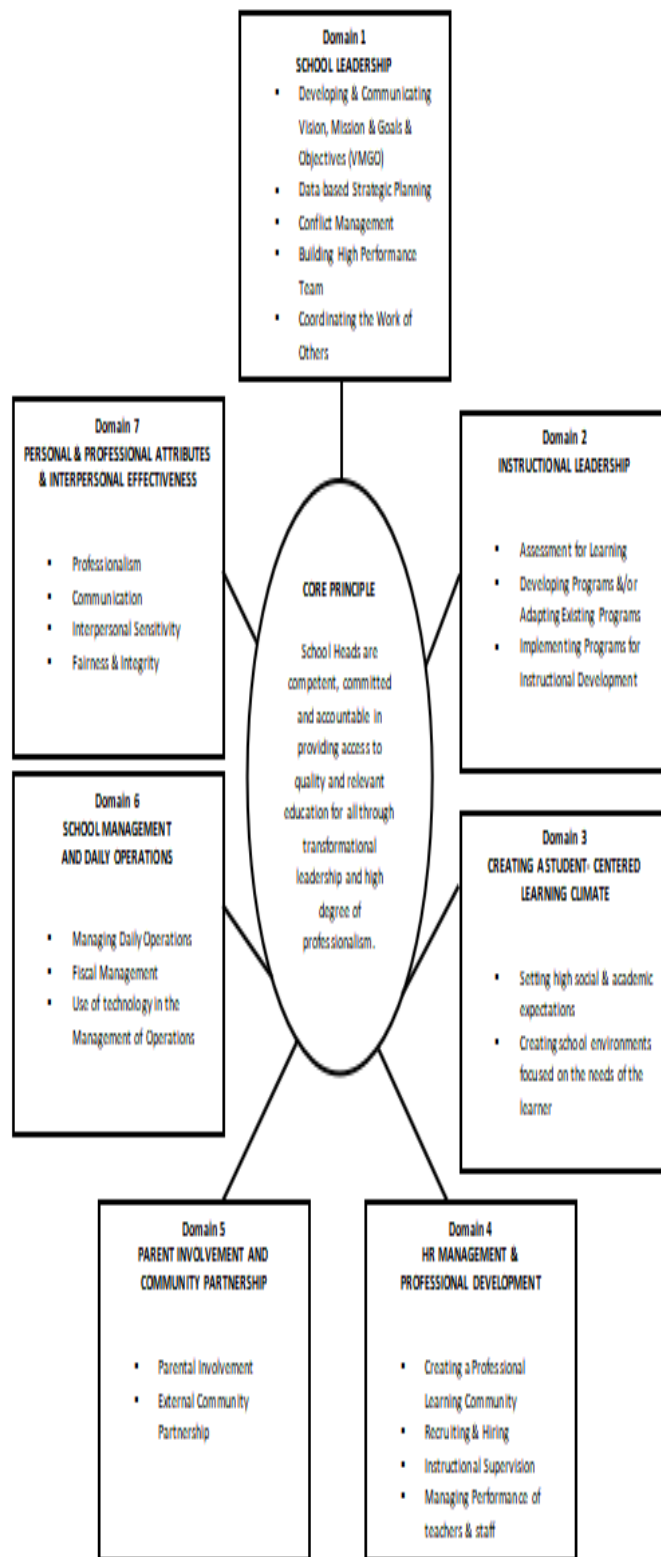
Hence, school principals of this generation must operate within the theory of “Shared Governance”, more specifically termed as “Shared AURA”, that is, “Shared Authority, Responsibility and Accountability”, in order to acquire the main vision of the Department of Education (DepEd) under the SBM-ACCESs: “to make the community responsible for the education of their children and make the children responsible for building the community” (DepEd Order no. 83, 8, 2012).

The SBM-ACCESs framework was conceptualized by the Department of Education (DepEd), which emphasizes the crucial role of the school principal in making the school, the Department’s smallest unit, the focal point of the reform agenda and a location for education stakeholders to unite and advance the cause of "Education For All" (EFA). The National Competency-Based Standards for School Heads (NCBS-SH) are now applicable in this situation.

The NCBS-SH is an integrated theoretical framework that defines the different dimensions of being an effective school head. An effective school head is one who can implement continuous school improvement, who can produce better learning outcomes among its pupils, and who can help change institutional culture among others.

The distinguishing NCBS-SH Domains are areas that will direct school heads to be successful. Each domain is built around the duties anticipated of school administrators. There are competency strands under each domain, and each competency strand is subdivided into a variety of performance indicators. Performance indicators identify the skills, dispositions, and supporting knowledge that result in competent performance.

The figure below shows the schematic presentation of the integrated domains with the competency strands under each domain:



*Figure 1.* Schematic presentation of the NCBS- SH integrated domains with the competency strands under each domain.

While there are many studies that deal with the leadership capacities of school heads, which range mostly from styles/types and how these leadership capabilities affect the teaching-learning process, teachers' involvement, and pupils' development; limited studies have dealt with the relationship of school principals to parents involvement and community partnership competencies. This study focuses only on Domain 5 of the NCBS-SH, which deals mainly with the parent involvement and community partnership competencies of the school principals.

Furthermore, based on the World Development Report (2004), decentralization under SBM-ACCESs can have positive effects on outcomes such as test scores or graduation rates by holding the schools accountable for the "output" they produce. In the case of education, the clients would be pupils and parents. Henceforth, there is a need to evaluate the effectiveness of school principals, particularly in areas involving competencies on parental involvement and community partnership.

Since the SBM-ACCESs focuses on involving community members and parents in the decision-making process at the school level in order to ensure school improvement, then, there is a need to study those relational competencies that deal with parental involvement and community partnership (King, 2003).

Furthermore, this study holds the premise that school improvement under the SBM-ACCESs may be attained through relevant factors (such as parent involvement and community partnership) that can be measured through having Assessment Tool for School Principals under the NCBS-SH which were answered by the select parents and community members, specifically by the officers and members of the School Governing Council (SGC) and general/overall Parents-Teachers Association (PTA) Executive Officers and Board of Directors.

This study limits the representation of the SGC which is composed of only five (5) members who come from different sectors in the community, such as the Barangay Captain and other sectoral representatives (i.e. religious, Non-Government Organizations (NGOs), minority groups, among others). The general Parents-Teachers Association (PTA) Executive Officers and Board of Directors per school, meanwhile, has 14 members, at the most, usually consisting of the presidents of the respective homeroom PTAs.

The assumption of this study contends that effective school principals who can ensure effective parental involvement and community collaboration among the school's numerous stakeholders are related to school improvement. The present study, however, challenges earlier research on the subject by using internal and external stakeholders as the primary evaluators of the competencies attained by school principals in parent involvement and community partnership, in contrast to the literature and

articles mentioned above on the impact of SBM to school improvement. Under the present study, the school principals were assessed by select members and officers of the School Governing Council, PTA Executive Board Officers, Supreme Pupil Government presidents and other community members, which was quite different from the common practice being implemented by the Department of Education (DepEd) these days wherein the Performance Appraisal System for School Administrators (PASSA) done twice a year is usually conducted by the school principals themselves.

### Statement of the Problem

This study aims to answer the following questions:

1. What are the perceptions of the Parents-Teachers Association (PTA) and School Governing Council (SGC) on the School Principals' competencies on parent involvement and community partnership as to:
  - 1.1 Creating parent/family partnerships to support student peak performance;
  - 1.2 Creating a climate that supports parental involvement; and
  - 1.3 Creating opportunities for external community involvement/partnership?
2. How do the School Principals' self-evaluation of their competencies on parental involvement and community partnership compare to the perceptions of the PTA and SGC?
3. Is there a significant relationship between the School Principal's levels of competencies on parent involvement and community partnership and school improvement?

### Scope and Limitations of the Study

This study was limited only to eight (8) public elementary schools namely Baliuag South Central School, Calantipay Elementary School, Makinabang Elementary School, Matangtubig Elementary School, Pinagbarilan Elementary School, Tarcan Elementary School, Tiaong Elementary School and Virgen Delas Flores Elementary School, all comprising the District of Baliuag South, Schools Division of Bulacan. The respondents were the 14 General Parents-Teachers Association (PTA) Executive Board Committee Officers, and five (5) School Governing Councils (SGC) officers, including the School Principals as Advisers *per school*; thus, totalling to 160 respondents.

Since the term school head could either be a mere Teacher-In-Charge (T-I-C), a Head Teacher (HT) and a Principal, the researcher deemed it was not necessary to identify them as such because their duties, responsibilities and obligations are just the same as stipulated in DepEd Order No. 42, 1, 2007.

### Conceptual Framework

The model of the study shows that the competencies of school principals on parental involvement and community partnership under the National Competency-Based Standards for School Heads (NCBS-SH) are sub-categorized into three indicators, namely: (1) Parent Involvement (creating parent/family partnerships to support student peak performance), (2) Parent Involvement (creating a climate that supports parental involvement), and (3) External Community Partnership (creating opportunities for external community involvement/ partnership). These indicators of competencies are expected to be manifested by school principals as they perform their functions as school community leaders. The researcher conceptualizes that when these indicators are being highly practised by school principals in their respective schools, the extent of their attainment on the said competencies shall constitute school improvement.

Meanwhile, based on DepEd Order No. 83, 19, 2012, school improvement under the basic education sector is largely determined through attaining the conceptual framework embodied in SBM-ACCES/s Revised Assessment Tool which comprised of two criteria: Validated SBM Practice (allotted 40%) and Performance Improvement (allotted 60%). The first criterion is composed of validated practice of School Principals in terms of four dimensions of SBM-ACCESs namely: Leadership and Governance (30%), Curriculum and Learning (30%), Resource Management (25%), and Accountability and Continuous Improvement (15%). The second criterion is subdivided into three thematic areas, namely: access (45%), efficiency (25%), and quality (30%). Access focuses on enrolment; efficiency is anchored on three performance indicators, namely: Dropout Rate, Completion Rate, and Cohort Survival Rate; while quality deals on National Achievement Test (NAT) Mean Percentage Score (MPS). These thematic areas are computed for three (3) consecutive years. Thus, this study determined the relationship between the school principal's levels of competencies on parent involvement and community partnership and school improvement.

This conceptualization is represented in Figure 2.

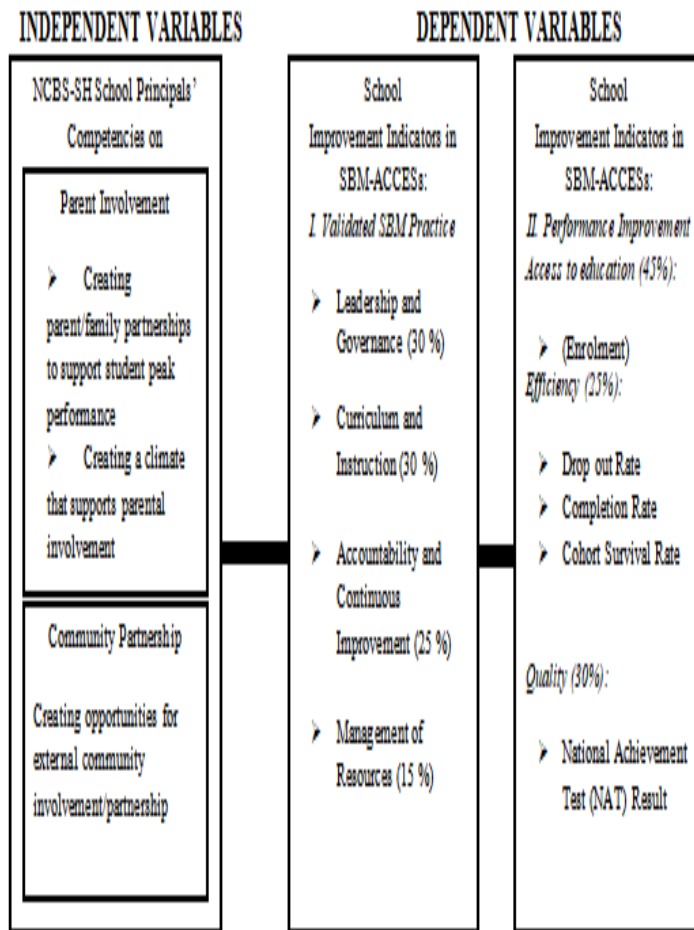


Figure 2. Model of the study showing school principals' competencies on parent involvement and community partnership and school improvement.

### Theoretical Framework

To provide anchor and support for this study, the researcher cites the following theories:

Theory of Decentralization- This theory is popularly known today across the country as SBM-ACCESs (School-Based Management -A Child and Community-centered Education System (SBM-ACCESs), wherein its implementation requires school principals to play new roles, have new responsibilities, and face new challenges. Hence, school heads/school leaders are now required to be responsible and accountable to the systemic authorities, and more importantly, to the school community through the governing body, popularly known in Philippine Public Education System as School Governing Council (SGC).

There are other names for this concept, but they all refer to the decentralization of authority from the central government to the school level. SBM emphasizes the individual school (represented by any combination of principals, teachers, parents, students, and other members of the school community) as the main decision-making



authority, and holds that this shift in the formulation of decisions will lead to improvement in the delivery of education.

SBM-ACCESs employs the theories of “equifinality” and “decentralization”, which state that the “school is a self-managing system” and regards “initiative of human factor” and “improvement of internal process” as important. When compared with externally-controlled schools, the characteristics of school-based managing schools are very different in school functioning. They should have clear school mission and strong organizational culture. In these schools, managing strategies should encourage participation and give full play to members' initiative; there should also be considerable autonomy of procuring and using resources to solve problems in time; the role of people concerned should be active and developmental; human relationship is open, cooperative with mutual commitment; administrators should be high quality and always learning; and evaluation of school effectiveness should include multilevel and multi-facet indicators of input, process and output in order to attain school improvement.

As a result, this decentralization paradigm emphasizes the need of school administrators working together with parents and the community. Effective school administrators interact and communicate with parents and the community because they are aware of the objectives of the school's community-relations programs. Shared ownership is what we call this. It also implies that in order for stakeholders to form informed opinions, communicate their ideas to school administrators, and, most importantly, take part as supportive partners in the pursuit of academic excellence and school improvement, stakeholders must be given accurate and sufficient information about the school. Therefore, effective educational leaders (school principals) are involved in the community, are visible there, and interact with the community as a whole.

This theory of decentralization being employed by SBM-ACCESS could be traced back to John Dewey's philosophy of empowerment, which proposes that successful schools—those that attain school improvement--- are those that have all segments of the school empowered.

This study also centers on the assumption that school principals today adopt participative leadership theory, which contends that the best leadership style is one that considers the opinions of others. These leaders assist group members feel more important and dedicated to the decision-making process by encouraging involvement and contribution from group members. In order to determine whether this plan could actually have an impact on school improvement, this research assumes that the School Governing Council (SGC) and General PTA will evaluate or assess the capabilities of their respective school principals in terms of parent involvement and community partnership.

Additionally, this research backs up the Relational Leadership Theory, which holds that connections are crucial to effective leadership and provide employees the power to impact change or make a difference for the greater good. The

National Competency-Based Standards for School Heads (NCBS-SH) accord remarkable importance, under the Domain 5, to parent involvement and community partnership as one of the key dimensions that school principals must be competent in order to be categorized as effective school leaders who shall, in turn, bring about positive change. This hypothesis is also the central tenet of the SBM-ACCESS, the framework used throughout the entire discussion of this research.

### Method

This chapter discusses the research method and procedure that were used in this study. It includes the research design, participants of the study, research instruments and validity, data gathering procedure and statistical treatment used in the study.

### Research Design

This study utilized the descriptive correlational method of research with the survey questionnaire as the main tool in data collection. Descriptive research finds out prevailing conditions of facts in a group under study and usually, variables or conditions studied are not controlled. Descriptive research involves gathering of data in order to test hypotheses or to answer questions about the current status of the subject of the study. It also involves hypothesis formulation and testing and uses logical methods of inductive and deductive reasoning in order to arrive at conclusion. Survey technique requires gathering of facts that requires sufficient and accurate interpretation. This technique was used to collect data from parents, teachers and other community members (PTA and SGC) regarding their perceived competencies of school principals on parent involvement and community partnership.

### Participants

The total sample of the study was 160 coming from eight (8) public elementary schools namely Baliuag South Central School, Calantipay Elementary School, Makinabang Elementary School, Matangtubig Elementary School, Pinagbarilan Elementary School, Tarcan Elementary School, Tiaong Elementary School and Virgen Delas Flores Elementary School, all comprising the District of Baliuag South, Schools Division of Bulacan. The respondents were the General Parents-Teachers Association (PTA) Executive Board Committee Officers that were composed of only 14 officers, and eight (8) School Governing Councils (SGCs), *per school* comprising of five (5) officers, including the school principals as Advisers *per school*.

Five (5) of the principals included in the study were females and three (3) were males. Most of them had Master's Degree while the rest took only some units. Their length of service as school principals ranged from two (2) to twelve (12) years. Since the term school head could either be a mere Teacher-In-Charge (T-I-C), a Head Teacher (HT) or a Principal, the researcher deemed it was not necessary to

identify them as such because their duties, responsibilities and obligations are just the same as stipulated in DepEd Order No. 42, 1, 2007.

All the said public elementary schools are located in the District of Baliwag South, Baliwag, Bulacan. The distribution of total number of respondents per school is presented in Table 1.

Table 1

*Total Number of General PTA Executive Boards and SGC in the District of Baliwag South Baliwag, Bulacan*

No. of Schools	No. of Members	Organization	Number of Respondents
8	5	SCG	40
	14	General PTA Executive Board Committee	112
	1	Principals	8
		Total	160

**Instruments**

The standardized questionnaire based on the NCBS-SH Assessment Tool was the main instrument used in the study to evaluate the competencies of school principals in terms of parental involvement and community partnership. The questionnaire had two (2) parts: Part I elicited information on the respondents’ personal data about their current status while Part II showed the different competencies of school principals on parent involvement and community partnership which were sub-categorized into three indicators, namely: parent involvement (creating parent/family partnerships to support student peak performance), parent involvement (creating a climate that supports parental involvement), and external community partnership (creating opportunities for external community involvement/partnership) as viewed by the PTA and SGC officers and principals themselves. The first and third sub-category had 11 indicators each while the second had 13 indicators.

The instrument used in evaluating school improvement, on the other hand, made use of the revised SBM Assessment Tool of the Department of Education which was comprised of two criteria: Validated SBM Practice (allotted 40%) and Performance Improvement (allotted 60 %). The first criterion was composed of validated practice of school principals in terms of four dimensions of SBM-ACCESs namely: Leadership and Governance (30 %), Curriculum and Learning (30 %), Resource Management (25 %), and Accountability and Continuous Improvement (15 %). The second criterion was subdivided into three thematic areas, namely: access (45 %), efficiency (25 %), and quality (30 %). Access focuses on enrolment; efficiency is anchored on three performance indicators, namely: Dropout Rate, Completion Rate, and Cohort Survival Rate; while quality deals on National Achievement Test (NAT) Mean Percentage Score

(MPS). These thematic areas are computed for three (3) consecutive years wherein the schools are classified as developing (0.5 – 1.4), maturing (1.5 – 2.4) and advanced (2.5 – 3.5) based on the results of the computation.

Schools that will fall under developing SBM Level of Practice show developing structures and mechanisms with acceptable level and extent of community participation and impact on learning outcomes. Meanwhile, a maturing school introduces and sustains continuous improvement process that integrates wider community participation and improves significantly its performance and learning outcomes. On the other hand, the highest level, advanced, is a candidacy for accreditation after a team of external validators confirmed the evidence of practices and procedures that satisfies quality standards. Schools under advanced SBM Level of Practice ensure the production of intended outputs or outcomes and meet all standards of a system fully integrated in the local community. These schools are also self-renewing and self-sustaining (DepEd Order No.83, 19, 2012).

These indicators of school improvement were collected from the eight (8) school principals through requesting them to furnish the researcher with their data gathering tool which was readily available in their offices since this tool was a prerequisite in every school.

**Validity and Reliability of the Instruments**

A standardized questionnaire from the Department of Education was utilized in the study. To ensure clarity of the questionnaire for the PTA and School Governing Council respondents, the researcher translated the standardized questionnaire into Filipino language. The participants were given enough time to decide on their answers since the researcher believed that judgment on this type of questionnaire needed to be complete and accurate.

**Data Processing and Statistical Treatment**

Request for approval to distribute questionnaires by hand at school was sought from the proper channel, which was from the Schools Division Superintendent, Schools Division of Bulacan, City of Malolos; District Supervisor of Baliwag South District, Baliwag, Bulacan, and schools principals, in order to allow the survey to proceed. After asking permission, the researcher prepared the questionnaires for reproduction, copies were distributed to the respondents. Extra copies were reproduced when some respondents lost their questionnaires. The researcher asked permission from the school principal to distribute the questionnaires thru the School Faculty President and gathered information using the survey questionnaire. Before letting the respondents answer the questionnaire, the researcher clearly explained and discussed every part of the instrument to get the best results. Respondents were encouraged to ask questions about some parts in the survey questionnaire that were not clear to them. The data were then organized, summarized, analyzed, and interpreted.

Likert scaling was used for the statistical treatment of data. The responses on the NCBS-SH Assessment Tool, Domain 5, re: School Principals’ competencies on parental

involvement and community partnership were given interpretation through dividing the total weighted product (WP) by the total frequency (f). The weighted product WP was obtained by multiplying the total number of responses by the degrees of response which are as follows: 1 for Not Practised (NP), 2 for Slightly Practised (SP), 3 for Moderately Practised (MP), 4 for Highly Practised (HP), and 5 for Very Highly Practised (VHP). In Filipino, 1 is for *Hindi Isinasagawa* (HI), 2 for *Bahagyang Isinasagawa* (BI), 3 for *Katamtamang Isinasagawa* (KI), 4 for *Mainam Na Isinasagawa* (MI), and 5 for *Napakainam Na Isinasagawa* (NI). The sum total of the weighted products was divided by the frequency (f) and the result was rounded off to the nearest hundredth (Santos, 2007). The following scale was used:

**Computed Weighted Average Level of Competencies**

4.21-5.00	Very Highly Practised
3.41-4.20	Highly Practised
2.61-3.40	Moderately Practised
1.81-2.60	Slightly Practised
1.01-1.80	Not Practised

School principals, PTA and SGC officers were asked to rate the indicators using the 5-point Likert Scale. Responses ranged from Not Practised, Slightly Practised, Moderately Practised, Highly Practised to Very Highly Practised.

In analyzing the data obtained from the checklist for the PTA and SGC officers, the averages for each item were added to get the total average which then was divided by the total frequency to get the average per indicator.

After that, the Pearson Correlation Formula was used to show the relationship between the two variables in the study conducted, that is, the relationship between the PTA and SGCs' perceptions on the competencies of school principals in terms of parental involvement and community partnership, and school improvement.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where:

- N = number of pairs of scores
- $\sum xy$  = sum of the products of paired scores
- $\sum x$  = sum of x scores
- $\sum y$  = sum of y scores
- $\sum x^2$  = sum of squared x scores
- $\sum y^2$  = sum of squared y scores

In the interpretation of the correlation coefficient, the following were used:

r from 0.00 to  $\pm .20$  denotes indifferent or negligible relationship

r from  $\pm .20$  to  $\pm .40$  denotes low correlation, present but slight

r from  $\pm .40$  to  $\pm .70$  denotes substantial or marked relationship

r from  $\pm .70$  to  $\pm 1.00$  denotes high to very high relationship

In identifying whether the relationship between the two variables was significant or not, the p- value that is below 0.05 indicates a significant relationship while a p- value that is above 0.05 indicates that the relationship was not significant.

**Results/Findings/Discussions**

**PTA Officers and Board Members' Evaluation of Their School Principals' Competencies on Parent Involvement (Creating Parent/Family Partnerships to Support Student Peak Performance)**

The first sub-category of indicators of competencies on parent involvement (creating parent/family partnerships to support student peak performance) was generally very highly practised by school principals as perceived by PTA officers and Board of Directors. Among the 11 indicators, the PTA officers and Board Members perceived that their school principals were most competent in the first indicator: attends PTA meetings or at least sends authorized representative while indicators Nos. 2 and 6 tied on the second (4.57). The rest of the eight indicators had been marked as very highly practised with the last indicator marked the lowest (4.33).

Table 2

*PTA Officers and Board Members' Evaluation of Their School Principals' Competencies on Parent Involvement (Creating Parent/Family Partnerships to Support Student Peak Performance)*

Mga Indikasyon ng Kahusayan	NI	MI	KI	BI	HI	f	W.A.	Interpretation
I. Pakikisangkot sa mga Magulang (Lumilikha/ Gumagawa ng Pakikipag-ugnayan/ Pakikisalamuha sa mga Magulang/ Pamilya Upang Suportahan ang Pagkakamit ng Mainam na Pagkatuto ng mga Batang Mag-aaral/ Estudyante)								
1. Dumadalo sa pulong ng PTA o nagpapadala ng kinatawan	74	31	2	0	1	108	4.64	Napakainam na Isinasagawa
2. Dumadalo o isinasayos ang pulong ng mga magulang na may kinalaman sa pag-aaral o pagkatuto ng mga mag-aaral	72	28	6	2	0	108	4.57	Napakainam na Isinasagawa
3. Ipinakikita o ipiniprintista sa mga magulang ang mga pangunahing proyekto para sa fund raising ng PTA	68	28	6	4	2	108	4.44	Napakainam na Isinasagawa
4. Nagsasayos at/o Nagsasagawa ng mga oportunidad o pagkakataon para sa mga magulang na makasusuporta sa pagkatuto ng kanilang mga anak	68	27	7	5	1	108	4.44	Napakainam na Isinasagawa
5. Nagdedesigna ng tiyak na tauhan na tutulong o asiste sa implementasyon at pagsasakatuparan ng mga programa at proyekto ng PTA	65	36	4	2	1	108	4.50	Napakainam na Isinasagawa
6. Nagbibigay ng mga payo at suhestyon sa PTA ukol sa mga programa at proyekto	68	36	3	0	1	108	4.57	Napakainam na Isinasagawa
Mga Indikasyon ng Kahusayan	NI	MI	KI	BI	HI	f	W.A.	Interpretation
7. Gumagawa ng mga pagkakataon para sa mga magulang na makasusuporta sa pagkatuto ng kanilang mga anak/mag-aaral	70	28	4	6	0	108	4.50	Napakainam na Isinasagawa
8. Isinasangkot/Isinasama ang mga magulang sa pagpapalano at pagsasagawa ng mga programa at proyekto ng PTA upang masuportahan ang pagkatuto at pag-aaral ng mga batang mag-aaral	70	27	6	4	1	108	4.49	Napakainam na Isinasagawa
9. Lumilikha kasama ang mga magulang ng grupo sa pagmomonitor/pag-cebalweyt sa mga programa at proyekto ng PTA	64	30	6	7	1	108	4.38	Napakainam na Isinasagawa
10. Itinatag ang mga balangkas upang ang mga magulang ay mag-angkin/magkaroon ng responsibilidad na magbibigay-suporta sa pag-aaral/pagkatuto ng mga batang-mag-aaral	67	23	14	3	1	108	4.41	Napakainam na Isinasagawa
11. Gumagawa ng mga Lupong kikilos kasama ang mga magulang na siyang magsasagawa at titingin sa mga programa at proyekto ng PTA	63	27	11	5	2	108	4.33	Napakainam na Isinasagawa
Over-all Weighted Average							4.48	Napakainam na Isinasagawa

**PTA Officers and Board Members’ Evaluation of Their School Principals’ Competencies on Parent Involvement (Creating a Climate that Supports Parental Involvement)**

Just like the first sub-category of school principals’ competencies on parent involvement, the second sub-category (creating a climate that supports parental involvement) showed that the PTA officers perceived that the school principals very highly practised all the competencies expected of them with a general average score of 4.33; though it was obvious that the

tenth indicator had the lowest mark (4.17) among all the indicators; re, establishes functional School Governing Council (SGC). This result indicates that the SGC, though now in its 13<sup>th</sup> year of implementation and has been formed based on Republic Act 9155, still needs to be strengthened and developed further to fit local needs of schools. It would be better, too, to reflect on its operating procedures and determine the lapses in its implementation since it shows that the PTAs deemed that the SGC in their respective schools seems not functioning to the fullest at it should.

Table 3. PTA Officers and Board Members’ Evaluation of Their School Principals’ Competencies on Parent Involvement (Creating a Climate that Supports Parental Involvement)



Mga Indikasyon ng Kahusayan	NI	MI	KI	BI	HI	f	W.A.	Interpretation
I. Pakikisangkot sa mga Magulang (Lumilikha/ Gumagawa ng mga Sitwasyon/ Pagkakataon na Sumusuporta sa mga Magulang na Makisangkot/ Makisalamuha)								
1. Nagbibigay ng komunikasyon sa mga magulang ukol sa aralin sa klase	59	33	11	3	2	108	4.33	Napakainam na Isinasagawa
2. Iniiskedyul ang bigayan ng kards ng mga mag-aaral/at pulong ng pansilid ng PTA	68	27	7	2	4	108	4.42	Napakainam na Isinasagawa
3. Nagbibigay ng komunikasyon sa mga magulang ukol sa pampaaralang-paksa	63	29	11	3	2	108	4.37	Napakainam na Isinasagawa
4. Nagbibigay ng tulong sa mga guro sa pag-oorganisa ng mga pulong ng PTA	64	31	9	1	3	108	4.41	Napakainam na Isinasagawa
5. Nagsasagawa ng mga adbokasiya/kampanya sa informasyon sa mga magulang o ukol sa mga programa at proyekto ng PTA	62	29	12	3	2	108	4.35	Napakainam na Isinasagawa
6. Isinasagawa at pinanatili ang komunikasyon sa mga magulang upang makakuha mula sa kanila ng mga ideya, suhestyon at opinyon.	58	32	14	4	0	108	4.33	Napakainam na Isinasagawa
7. Gumagawa ng mga istrategiya/pamamaraan upang ang mga magulang ay maramdamang sila ay tanggap tuwing sila ay pupunta sa paaralan	62	31	11	3	1	108	4.39	Napakainam na Isinasagawa
8. Humihingi ng feedback o mga informasyon mula sa mga magulang	58	32	12	3	3	108	4.29	Napakainam na Isinasagawa
9. Naglalagay ng bukas na komunikasyon sa pagitan ng mga guro, estudyante, magulang at komunidad, pati na rin ang PTA at iba pang samahan	59	35	8	4	2	108	4.34	Napakainam na Isinasagawa
10. Naglalagay ng aktibong <i>School Governing Council (SGC)</i> at nagsasagawa ng palagiang pulong kasama nila	55	32	10	6	5	108	4.17	Mainam na Isinasagawa
11. Napapanatili ang maayos na ugnayan at pakikitungo/relasyon sa mga magulang at iba pang steypkhoders	65	26	9	6	2	108	4.35	Napakainam na Isinasagawa
12. Nagsasagawa ng Pangkalahatang Pulong sa mga steypkhoders sa simula at katapusan ng Taunang Pampaaralan	62	27	8	8	3	108	4.27	Napakainam na Isinasagawa
13. Bumubuo mula sa mga magulang ng mga grupong magtatampok sa pagmomonitor at pagtatasa/ebalweyt sa programa at proyekto ng PTA	62	27	11	4	4	108	4.29	Napakainam na Isinasagawa
Over-all Weighted Average							4.33	Napakainam na Isinasagawa

#### PTA Officers and Board Members' Evaluation of Their School Principals' Competencies on External Community Partnership (Creating Opportunities for External Community Involvement/Partnership)

Among the 11 indicators of competencies under the third sub-category on parent involvement and community partnership (creating opportunities for external community involvement/partnership), the PTA officers and Board members perceived that their school principals had the lowest weighted average (4.10) on the second and fourth indicators, namely: (2) attends to Barangay meetings on educational

programs or projects and (4) participates actively in community activities. This result showed that the school principals need to give more attention to attending various community activities so as to strengthen their community involvement; while the remaining indicators were very highly practised with 5<sup>th</sup> and 9<sup>th</sup> indicators given the highest points (4.35 and 4.33, respectively).

Table 4. PTA Officers and Board Members' Evaluation of Their School Principals' Competencies on External Community Partnership (Creating Opportunities for External Community Involvement/Partnership)

Mga Indikasyon ng Kahusayan		NI	MI	KI	BI	HI	f	W.A.	Interpretation
I.	Pakikihalubilo/ Pakikipag- ugnayan sa Komunidad (Lumilikha/ Gumagawa ng mga Pagkakataon/ Sitwasyon upang Makisangkot/ Makipag- ugnayan sa Panlabas na Komunidad)								
1.	Sumasali sa ilang aspeto ng isang programa o aktibidad na may kasamang kasapi sa komunidad	56	35	6	9	2	108	4.24	Napakainam na Isinasagawa
2.	Dumadalo sa mga pulong pambarangay na may kinalaman sa mga programang/proyektong pang-edukasyon	51	34	12	5	6	108	4.10	Mainam na Isinasagawa
3.	Tumutulong sa ilang aspeto ng isang programa o aktibidad na may kasamang kasapi sa komunidad	53	35	8	6	6	108	4.14	Mainam na Isinasagawa
4.	Sumasali nang aktibo sa mga sektor ng komunidad	54	30	11	7	6	108	4.10	Mainam na Isinasagawa
5.	Pinamamahalaan at isinasakatuparan ang mga programa o aktibidad kung saan ang pamayanan at ang paaralan ay nag-iinteraksyon at nagbabahaginan ng mga resorses upang suportahan ang mga layuning ukol sa pagpapaunlad ng paaralan	65	27	9	3	4	108	4.35	Napakainam na Isinasagawa
Mga Indikasyon ng Kahusayan		NI	MI	KI	BI	HI	f	W.A.	Interpretation
6.	Gumagawa at nagbubuo nang matibay na pakikipag-ugnayan sa ibang mga sektor sa pamamagitan ng pagtalima sa mga nakasaad na termino at napagkasunduan sa MOA o iba pang instrument	59	24	16	6	3	108	4.20	Mainam na Isinasagawa
7.	Napagbubuti at napapanatili ang mga umiiral na ugnayan para sa layuning maituon at magamit ang mga resorses ng paaralan upang masuportahan ang mga layunin ukol sa pagpapaunlad nito	63	25	11	3	6	108	4.26	Napakainam na Isinasagawa
8.	Naitatampok ang mga NGOs upang sumuporta at magbigay-tulong sa mga umiiral na mga programa at proyektong pampaaralan	58	30	11	5	4	108	4.23	Napakainam na Isinasagawa
9.	Napapaigting ang matibay na ugnayan sa komunidad tungo sa pagtuon at mabuting paggamit sa mga resorses ng paaralan upang masuportahan ang mga layuning mapaunlad ang paaralan	63	26	13	4	2	108	4.33	Napakainam na Isinasagawa
10.	Naisasama/Naisasangkot ang komunidad/mga steypolders ng komunidad sa pagsasagawa/pagpapabuti ng mga plano	60	27	14	4	3	108	4.27	Napakainam na Isinasagawa
11.	Bumubuo/Nagsasagawa ng matibay na ugnayan/partnersyip sa mga ahensyang tumutulong upang mapatatag ang mga umiiral at patuloy na nagbibigay-suporta sa paaralan	64	24	13	4	3	108	4.31	Napakainam na Isinasagawa
Over-all Weighted Average								4.23	Napakainam na Isinasagawa

**Parent Involvement (Creating Parent/Family Partnerships to Support Student Peak Performance)**

Table 6 shows that the School Governing Council viewed that their school principals were only able to moderately perform the competencies on parent involvement’s first sub-category (creating parent/family partnerships to support student peak performance) with a weighted average of 3.28 while number 9 indicator got the lowest mark (3.10). This implies that the school principals need to provide more concrete means in involving their SGC officers and Board of Directors in the monitoring and evaluation schemes of their respective schools. This result also points to the truth that the school principals need to be more transparent in their dealings with their SGC officers as stipulated in the DepEd thrust of Transparency and Accountability (DepEd Order No. 44, 18, 2015).

Table 6

*School Governing Councils’ Evaluation of Their School Principals’ Competencies on Parent Involvement (Creating Parent/Family Partnerships to Support Student Peak Performance)*

Mga Indikasyon ng Kahusayan		NI	MI	KI	BI	HI	f	W.A	Interpretation
I.	Pakikisangkot sa mga Magulang (Lumilikha/ Gumagawa ng Pakikipag- ugnayan/ Pakikisalamuha sa mga Magulang/ Pamilya Upang Suportahan ang Pagkakamit ng Mainam na Pagkatuto ng mga Batang Mag-aaral/ Estudyante)								

1. Dumadalo sa pulong ng PTA o nagpapadala ng kinatawan	22	7	4	0	7	40	3.93	Mainam na Isinasagawa
2. Dumadalo o isinasaayos ang pulong ng mga magulang na may kinalaman sa pag-aaral o pagkatuto ng mga mag-aaral	16	7	4	0	13	40	3.33	Katamtaman na Isinasagawa
3. Ipinakikita o ipriniprisinta sa mga magulang ang mga pangunahing proyekto para sa fund raising ng PTA	11	11	5	0	13	40	3.18	Katamtaman na Isinasagawa
4. Nagsasaayos at/o Nagsasagawa ng mga oportunidad o pagkakataon para sa mga magulang na makasusuporta sa pagkatuto ng kanilang mga anak	13	10	4	0	13	40	3.25	Katamtaman na Isinasagawa
5. Nagdedesigna ng tiyak na tauhan na tutulong o aasiste sa implementasyon at pagsasakataparan ng mga programa at proyekto ng PTA	13	8	6	0	13	40	3.20	Katamtaman na Isinasagawa
6. Nagbibigay ng mga payo at suhestyon sa PTA ukol sa mga programa at proyekto	14	8	5	0	13	40	3.25	Katamtaman na Isinasagawa
7. Gumagawa ng mga pagkakataon para sa mga magulang na makasusuporta sa pagkatuto ng kanilang mga anak/mag-aaral	9	13	5	0	13	40	3.13	Katamtaman na Isinasagawa
8. Isinasangkot/Isinasama ang mga magulang sa pagpapalano at pagsasagawa ng mga programa at proyekto ng PTA upang masuportahan ang pagkatuto at pag-aaral ng mga batang mag-aaral	13	10	4	0	13	40	3.25	Katamtaman na Isinasagawa
9. Lumilikha kasama ang mga magulang ng grupo sa pagmomonitor/pag-eebalweyt sa mga programa at proyekto ng PTA	8	14	5	0	13	40	3.10	Katamtaman na Isinasagawa
10. Itinatag ang mga balangkas upang ang mga magulang ay mag-angkin/magkaroon ng responsibilidad na magbibigay-suporta sa pag-aaral/pagkatuto ng mga batang-mag-aaral	10	13	4	0	13	40	3.18	Katamtaman na Isinasagawa
11. Gumagawa ng mga Lupong kikiilos kasama ang mga magulang na siyang magsasagawa at titingin sa mga programa at proyekto ng PTA	13	9	5	0	13	40	3.23	Katamtaman na Isinasagawa
<b>Over-all Weighted Average</b>							<b>3.28</b>	<b>Katamtaman na Isinasagawa</b>

### School Governing Councils' Evaluation of Their School Principals' Competencies on Parent Involvement (Creating a Climate that Supports Parental Involvement)

In terms of creating a climate that supports parental involvement, the school principals were perceived by the SGC to have shown only moderate competencies (3.07) on all items. Indicators 7 and 10 tied having a weighted average of 3.05; followed by the third and sixth indicators with weighted average of both 3.08. These results may yield to the assumption

Table 7. School Governing Councils' Evaluation of Their School Principals' Competencies on Parent Involvement (Creating a Climate that Supports Parental Involvement)

that the SGC officers do not have open relationship with their respective school principals; or it could be the other way around---meaning, the school principals' ways and actions seem vague to them because the latter do not perform their functions well, or vice-versa. Hence, these results could point to the research made by Eptein's Framework on Involvement showing that collaborating with the community and families of pupils usually has stumbling blocks such as time constraints, communication gaps, and cultural differences (Peters, 2008).

Mga Indikasyon ng Kahusayan	NI	MI	KI	BI	HI	f	W.A.	Interpretation
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<b>II. Pakikisangkot sa mga Magulang (Lumilikha/Gumagawa ng mga Sitwasyon/ Pagkakataon na Sumusuporta sa mga Magulang na Makisangkot/ Makisalamuha)</b>								
1. Nagbibigay ng komunikasyon sa mga magulang ukol sa aralin sa klase	13	7	4	0	16	40	3.03	Katamtaman na Isinasagawa
2. Iniiskedyul ang bigayan ng kards ng mga mag-aaral/at pulong ng pansilid ng PTA	14	7	4	0	15	40	3.13	Katamtaman na Isinasagawa
3. Nagbibigay ng komunikasyon sa mga magulang ukol pampaaralang-paksa	10	11	5	0	14	40	3.08	Katamtaman na Isinasagawa
4. Nagbibigay ng tulong sa mga guro sa pag-oorganisa ng mga pulong ng PTA	12	10	4	0	14	40	3.15	Katamtaman na Isinasagawa
5. Nagsasagawa ng mga adbokasiya/kampanya sa informasyon sa mga magulang o ukol sa mga programa at proyekto ng PTA	13	9	4	0	14	40	3.18	Katamtaman na Isinasagawa
6. Isinasagawa at pinanatili ang komunikasyon sa mga magulang upang makakuha mula sa kanila ng mga ideya, suhestyon at opinyon.	12	9	4	0	15	40	3.08	Katamtaman na Isinasagawa

<b>Mga Indikasyon ng Kahusayan</b>	<b>NI</b>	<b>MI</b>	<b>KI</b>	<b>BI</b>	<b>HI</b>	<b>f</b>	<b>W.A.</b>	<b>Interpretation</b>
7. Gumagawa ng mga istratehiya/pamamaraan upang ang mga magulang ay maramdamang sila ay tanggap tuwing sila ay pupunta sa paaralan	11	9	5	1	14	40	3.05	Katamtaman na Isinasagawa
8. Humihingi ng feedback o mga informasyon mula sa mga magulang	10	8	6	1	15	40	2.93	Katamtaman na Isinasagawa
9. Naglalagay ng bukas na komunikasyon sa pagitan ng mga guro, estudyante, magulang at komunidad, pati na rin ang PTA at iba pang samahan	14	9	1	1	15	40	3.15	Katamtaman na Isinasagawa
10. Naglalagay ng aktibong <i>School Governing Council (SGC)</i> at nagsasagawa ng palagiang pulong kasama nila	10	12	2	2	14	40	3.05	Katamtaman na Isinasagawa
11. Napapanatili ang maayos na ugnayan at pakikitungo/relasyon sa mga magulang at iba pang stakeholders	14	8	3	1	14	40	3.18	Katamtaman na Isinasagawa
12. Nagsasagawa ng Pangkalahatang Pulong sa mga pang stakeholders sa simula at katapusan ng Taunang Pampaaralan	8	11	5	1	15	40	2.90	Katamtaman na Isinasagawa
13. Bumubuo mula sa mga magulang ng mga grupong magtatampok sa pagmomonitor at pagtatasa/ebalweyt sa programa at proyekto ng PTA	10	10	4	2	14	40	3.00	Katamtaman na Isinasagawa
<b>Over-all Weighted Average</b>							<b>3.07</b>	<b>Katamtaman na Isinasagawa</b>

### School Governing Councils' Evaluation of Their School Principals' Competencies on External Community Partnership (Creating Opportunities for External Community Involvement/Partnership)

Table 8 reflects that SGCs perceived their school principals to have been able to practise moderately the competencies under the third sub-category on creating opportunities for external community partnerships having a weighted average of 3.02. Indicators 7, 8, and 9 got weighted averages of 3.15, 3.13 and 3.10, respectively followed by items

1,6, and 11 (3.03); items 5 and 10 with 2.98 both. Items 3 and 4 got 2.95 and 2.93 weighted averages, respectively. Item number 2, (attends to Barangay meetings on educational programs or projects) had the lowest weighted average (2.90). The results indicate that the SGCs viewed their school principals to be lacking in basic competencies in external community involvement since even the indicator that requires them to attend barangay meetings on educational programs or projects seemed to be not fully attained by them.



Table 8. School Governing Councils' Evaluation of Their School Principals' Competencies on External Community Partnership (Creating Opportunities for External Community Involvement/Partnership)

Mga Indikasyon ng Kahusayan	N I	MI	KI	BI	HI	f	W.A	Interpretation
<b>III. Pakikihalubilo/ Pakikipag- ugnayan sa Komunidad (Lumilikha/ Gumagawa ng mga Pagkakataon/ Sitwasyon upang Makisangkot/ Makipag- ugnayan sa Panlabas na Komunidad)</b>								
1. Sumasali sa ilang aspeto ng isang programa programa o aktibidad na may kasamang kasapi sa komunidad	9	11	6	0	14	40	3.03	Katamtaman Isinasagawa na
2. Dumadalo sa mga pulong pambarangay na may kinalaman sa mga programang/proyektong pang-edukasyon	8	11	5	1	15	40	2.90	Katamtaman Isinasagawa na
3. Tumutulong sa ilang aspeto ng isang programa o aktibidad na may kasamang kasapi sa komunidad	9	11	4	1	15	40	2.95	Katamtaman Isinasagawa na
4. Sumasali nang aktibo sa mga sektor ng komunidad	9	10	5	1	15	40	2.93	Katamtaman Isinasagawa na
5. Pinamamahalaan at isinasakatuparan ang mga programa o aktibidad kung saan ang pamayanan at ang paaralan ay nag-iinteraksyon at nagbabahaginan ng mga resorses upang suportahan ang mga layuning ukol sa pagpapaunlad ng paaralan	10	10	4	1	15	40	2.98	Katamtaman Isinasagawa na
6. Gumagawa at nagbubuo nang matibay na pakikipag-ugnayan sa ibang mga sector sa pamamagitan ng pagtalima sa mga nakasaad na termino at napagkasunduan sa MOA o iba pang instrument	9	10	7	1	13	40	3.03	Katamtaman Isinasagawa na
7. Napagbubuti at napapanatili ang mga umiiral na ugnayan para sa layuning maituon at magamit ang mga resorses ng paaralan upang masuportahan ang mga layunin ukol sa pagpapaunlad nito	11	10	6	0	13	40	3.15	Katamtaman Isinasagawa na
8. Naitatampok ang mga NGOs upang sumuporta at magbigay-tulong sa mga umiiral na mga programa at proyektong pampaaralan	12	11	2	0	15	40	3.13	Katamtaman Isinasagawa na
9. Napapaigting ang matibay na ugnayan sa komunidad tungo sa pagtuon at mabuting paggamit sa mga resorses ng paaralan upang masuportahan ang mga layuning mapaunlad ang paaralan	12	10	3	0	15	40	3.10	Katamtaman Isinasagawa na
10. Naisasama/Naisasangkot ang komunidad/mga steykholders ng komunidad sa pagsasasagawa/pagpapabuti ng mga plano	8	12	5	1	14	40	2.98	Katamtaman Isinasagawa na
11. Bumubuo/Nagsasagawa ng matibay na ugnayan/partnersyip sa mga ahensyang tumutulong upang mapatatag ang mga umiiral at patuloy na nagbibigay-suporta sa paaralan	8	14	3	1	14	40	3.03	Katamtaman Isinasagawa na
<b>Over-all Weighted Average</b>							<b>3.02</b>	<b>Katamtaman Isinasagawa na</b>

**Summary of School Governing Councils’ Evaluation of Their School Principals’ Competencies on Parent Involvement and Community Partnership**

The summary of the School Governing Councils’ evaluation of their school principals’ competencies on parent involvement and community partnership shows that all the indicators of competencies are moderately practised (3.12) as reflected in Table 9 with the third sub-category, (creating Table 9

*Summary of School Governing Councils’ Evaluation of Their School Principals’ Competencies on Parent Involvement and Community Partnership*

opportunities for external community partnership) having the lowest weighted average (3.02) followed by sub-categories I and II (parent involvement) with 3.28 and 3.07 weighted averages, respectively. These results indicate that the school principals need to develop their competencies in this area of community involvement; particularly the competencies pertaining to external community partnerships.

Mga Indikasyon ng Kahusayan	W.A	Interpretation
I. Pakikisangkot sa mga Magulang (Lumilikha/ Gumagawa ng Pakikipag- ugnayan/ Pakikisalamuha sa mga Magulang/ Pamilya Upang Suportahan ang Pagkakamit ng Mainam na Pagkatuto ng mga Batang Mag- aaral/ Estudyante)	3.28	Katamtaman na Isinasagawa
II. Pakikisangkot sa mga Magulang (Lumilikha/ Gumagawa ng mga Sitwasyon/ Pagkakataon na Sumusuporta sa mga Magulang na Makisangkot/ Makisalamuha)	3.07	Katamtaman na Isinasagawa
III. Pakikihalubilo/ Pakikipag- ugnayan sa Komunidad (Lumilikha/ Gumagawa ng mga Pagkakataon/ Sitwasyon upang Makisangkot/ Makipag- ugnayan sa Panlabas na Komunidad)	3.02	Katamtaman na Isinasagawa
<b>Over-all Weighted Average</b>	<b>3.12</b>	<b>Katamtaman na Isinasagawa</b>

**School Principals’ Self- Evaluation of Their Competencies on Parent Involvement (Creating Parent/Family Partnerships to Support Student Peak Performance)**

Table 10 shows that the school principals’ self-evaluation on their competencies on parent involvement, (creating parent/family partnerships to support student peak performance) indicates that they very highly practised those said competencies with a weighted average of 4.38. Among the 11 indicators of competencies, item number 1 was the highest (4.88); items 2 and 6 ranked next (4.75) followed by

items 5 (4.63), 3(4.50), and 8(4.38), while indicators 4 and 7 tied with a weighted average of 4.25. With 3.88 weighted average, indicator number ten was the last on the list (3.88). These results would mean that the school principals need to strengthen their school programs on establishing concrete methods for parents to support student learning. Hence, Epstein et al. (2008) claims that in order to get parents involved, it is very important to include parents in developing, reviewing and improving school policies that affect students at the school.

Table 10

*School Principals’ Self- Evaluation of Their Competencies on Parent Involvement (Creating Parent/Family Partnerships to Support Student Peak Performance)*

Indicators of Competencies	VHP	HP	MP	SP	NP	f	W. A.	Interpretation
<b>I. Parent Involvement (Creating parent/family partnerships to support student peak performance)</b>								

1. Attends PTA meeting or at least sends authorized representative	7	1	0	0	0	8	4.88	Very Highly Practised
2. Participates or facilitates some aspect of an event involving parents' support of student learning	6	2	0	0	0	8	4.75	Very Highly Practised
3. Presents priority projects to PTA for fund raising	4	4	0	0	0	8	4.50	Very Highly Practised
4. Manages and/or implements opportunities for parents to support student learning.	2	6	0	0	0	8	4.25	Very Highly Practised
5. Designates key personnel who would assist in the implementation of programs and projects of PTA	5	3	0	0	0	8	4.63	Very Highly Practised
6. Extends advice and suggestions to PTA re: programs and projects	6	2	0	0	0	8	4.75	Very Highly Practised
7. Designs opportunities for parents to support student learning.	3	4	1	0	0	8	4.25	Very Highly Practised
8. Involves parents in planning and designing of programs and projects to support student learning.	4	3	1	0	0	8	4.38	Very Highly Practised
9. Creates monitoring/evaluating team with parents in programs/projects	2	4	2	0	0	8	4.00	Highly Practised
10. Institutionalizes structures for parents to own responsibility in supporting student learning	1	5	2	0	0	8	3.88	Highly Practised
11. Creates working committees with parents in the implementation and assessment of programs and projects	2	4	2	0	0	8	4.00	Highly Practised
<b>Over-all Weighted Average</b>							<b>4.38</b>	<b>Very Highly Practised</b>

### School Principals' Self-Evaluation of Their Competencies on Parent Involvement (Creating a Climate that Supports Parental Involvement)

On the second sub-category of parent involvement (creating a climate that supports parental involvement), the school principals perceived that they very highly practised all the indicators of competencies (4.70) with items 2,7, and 11 got

a perfect weighted average of 5.00 followed by numbers 5 and 9 (4.88), 1 and 3 (4.75); 4, 6,8, and 10 (4.63) and 12 (4.25) while number 13 was the last on the list with a weighted average of 4.13 (the only indicator which falls on highly practised scale). Such result would mean the need to further strengthen the school principals' skills and competencies in involving external stakeholders in Monitoring and Evaluation (M and E) Processes.

Table 11

*School Principals' Self-Evaluation of Their Competencies on Parent Involvement (Creating a Climate that Supports Parental Involvement)*

Indicators of Competencies	VH P	HP	MP	SP	NP	f	W.A	Interpretation
<b>II. Parent Involvement (Creating a climate that supports parental involvement)</b>								
1. Provides communications to parents regarding a classroom topic	6	2	0	0	0	8	4.75	Very Highly Practised
2. Schedules the issuance of report cards/homeroom PTA meeting	8		0	0	0	8	5.00	Very Highly Practised

3. Provides communications to parents regarding a school-wide topic	6	2	0	0	0	8	4.75	Very Practised	Highly
4. Provides assistance to teachers in organizing PTA meetings	5	3	0	0	0	8	4.63	Very Practised	Highly
5. Conducts advocacy/information campaign to parents or school programs and projects	7	1	0	0	0	8	4.88	Very Practised	Highly
6. Creates & maintains communication with parents to solicit ideas, suggestions, and opinions.	5	3	0	0	0	8	4.63	Very Practised	Highly
7. Develops strategies to make parents feel welcome when they come to school	8	0	0	0	0	8	5.00	Very Practised	Highly
8. Solicits feedback or data from parents regularly.	5	3	0	0	0	8	4.63	Very Practised	Highly
9. Establishes an open communication with the staff, students, parents, and community, including PTA organizations, etc.	7	1	0	0	0	8	4.88	Very Practised	Highly
10. Establishes functional School Governing Council (SGC) and conducts regular meetings with them	5	3	0	0	0	8	4.63	Very Practised	Highly

Indicators of Competencies	VH P	HP	MP	SP	NP	f	W.A	Interpretation	
11. Maintains a harmonious working relationship with parents and other stakeholders	8	0	0	0	0	8	5.00	Very Practised	Highly
12. Conducts a school summit with stakeholders at the beginning and at the end of the school year	3	4	1	0	0	8	4.25	Very Practised	Highly
13. Organizes champion teams among parents to M & E programs and projects	3	3	2	0	0	8	4.13	Highly Practised	
<b>Over-all Weighted Average</b>							<b>4.70</b>	<b>Very Practised</b>	<b>Highly</b>

**School Principals’ Self- Evaluation of Their Competencies on External Community Partnership (Creating Opportunities for External Community Involvement/Partnership)**

Table 12 shows that the school principals perceived themselves to be highly practicing the indicators that create opportunities for external community partnership with a total mean of 3.84. The indicators which are highly practised by them pertain to tapping NGOs to support and provide assistance to existing school programs and projects (4.38); and forging strong partnerships with external community towards focusing Table 12

*School Principals’ Self- Evaluation of Their Competencies on External Community Partnership (Creating Opportunities for External Community Involvement/Partnership)*

Indicators of Competencies	VH P	HP	MP	SP	NP	f	W.A.	Interpretation	
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and maximally using resources to support school improvement goals (4.25). All the other indicators are highly practised 7 (4.13); 4 and 6 (3.88); 1, 5, 10 and 11 (3.75); 3 (3.63); except indicator number 2 (attends to Barangay meetings on educational programs or projects) which is the sole competency that is moderately practised (3.13). This result would time indicate that the school principals need to give more in attending barangay meetings on educational program and projects, since by doing so, they could motivate the community in doing its share in accomplishing the school’s Vision, Mission and Goals (VMG).



<b>III. External Community Partnership (Creating opportunities for external community involvement/partnership)</b>									
1. Participates in some aspect of a program or event that involves an external community partner	1	4	3	0	0	8	3.75	Highly Practised	
2. Attends to Barangay meetings on educational programs or projects	0	4	2	1	1	8	3.13	Moderately Practised	
3. Facilitates some aspects of a program or event that involves an external community partner	0	6	1	1	0	8	3.63	Highly Practised	
4. Participates actively in community activities	2	4	1	1	0	8	3.88	Highly Practised	
5. Manages and/or implements programs and events in which the community and school interact and share resources to support school improvement goals	1	5	1	1	0	8	3.75	Highly Practised	
6. Establishes strong linkages with other sectors by complying in terms and conditions stated in the MOA or any other similar instrument	2	3	3	0	0	8	3.88	Highly Practised	
7. Develops and sustains ongoing partnership(s) and the school for the purpose of focusing and using resources to support school improvement plan/goals	2	5	1	0	0	8	4.13	Highly Practised	
8. Taps NGOs to support and provide assistance to existing school programs and projects	3	5	0	0	0	8	4.38	Very Highly Practised	
9. Forges strong partnerships with external community towards focusing and maximally using resources to support school improvement goals	2	6	0	0	0	8	4.25	Very Highly Practised	
10. Involves external community in developing plans	1	4	3	0	0	8	3.75	Highly Practised	
11. Establishes strong partnership with sponsoring agencies in forging continuing assistance	1	4	3	0	0	8	3.75	Highly Practised	
<b>Over-all Weighted Average</b>							<b>3.84</b>	<b>Highly Practised</b>	

### Summary of School Principals' Self-Evaluation of Their Competencies on Parent Involvement and Community Partnership

Table 13 reflects that among the three sub-categories of indicators of competencies, the school principals perceived that the third sub-category, external community partnership, was only highly practised (3.84) by them compared to the first two sub-categories on parent involvement (creating parent/family partnerships to support student peak performance and creating a climate that supports parental

involvement) which they very highly practised (4.38 and 4.70, respectively). These results, once again, indicate that they need to strengthen their competencies in external community partnerships. These findings could point to the research indicating that the principal's leadership is essential to the process of change (Epstein et al., 2008). Principals can transform their schools into effective centers of learning for all students. To be effective, principals should develop and communicate a shared vision that builds commitment and answer the question: "What do we care about?" (Epstein et al., 2008).

Table 13

Summary of School Principals' Self-Evaluation of Their Competencies on Parent Involvement and Community Partnership

<b>Indicators of Competencies</b>	<b>W.A.</b>	<b>Interpretation</b>
I. Parent Involvement (Creating parent/family partnerships to support student peak performance)	4.38	Very Highly Practised

II.	Parent Involvement (Creating a climate that supports parental involvement)	4.70	Very Highly Practised
III.	External Community Partnership (Creating opportunities for external community involvement/partnership)	3.84	Highly Practised
<b>Over-all Weighted Average</b>		<b>4.31</b>	<b>Very Highly Practised</b>

### School Principals' Competencies on Parent Involvement and Community Partnership as Perceived by PTAs and SGCs

Generally, the PTA respondents perceived the school principals to have very highly practised (4.35) the competencies on parent involvement and community partnership compared to SGC respondents who viewed their school principals as only able to practise moderately (3.12) the same competencies. As shown in Table 14, such result

would mean the need to further strengthen the school principals' relationship with parents and external stakeholders and also improve their competencies on parent involvement and community partnership. In general, the PTA and SGC perceived their school principals to have highly practised (3.74) Domain 5 of NCBS-SH. After all, effective school principals should build a productive school environment and answer the question: "How will I work together to support the entire school community in the process of attaining school improvement?" (Epstein et al., 2008).

Table 14

*School Principals' Competencies on Parent Involvement and Community Partnership as Perceived by PTAs and SGCs*

Indicators of Competencies	PTA	SGC	Average	Interpretation
I. Creating parent/family partnerships to support student peak performance	4.48	3.28	3.88	Highly Practised
II. Creating a climate that supports parental involvement	4.33	3.07	3.70	Highly Practised
III. Creating opportunities for external community involvement/partnership	4.23	3.02	3.63	Highly Practised
<b>Over-all Weighted Average</b>	<b>4.35</b>	<b>3.12</b>	<b>3.74</b>	<b>Highly Practised</b>

### Comparison of Perceived Competencies of Principals on Parent Involvement and Community Partnership as Perceived by School Principals, PTAs and SGCs

As reflected on Table 15, the school principals' perceptions of their competencies regarding parent involvement (creating a climate that supports parental involvement) was the highest (4.70). Among the three groups of respondents, the school principals also perceived themselves to have very highly practised the said competencies (4.31). The perception of the PTA showed that they also regarded their school principals as competent in this domain of NCBS-SH (4.35). However, the SGC deemed that the school principals' competencies on external community partnerships were only moderately practised (3.12) with the third sub-category, (creating opportunities for external community involvement/partnership)

given the lowest point (3.07). Such result would mean that school principals should further intensify their collaborative efforts with their external stakeholders. DepEd programs such as Schools First Initiative (SFI), Public-Private Partnership (PPP), and other initiatives by NGOs that deal with improving public education system must be encouraged to further support school advocacies in their respective schools.

In summary, the competencies on parent involvement and community partnership were highly practised with a weighted average of 3.93. Such results would mean that there might be inconsistencies on the way the school principals viewed themselves to that of the SGCs' perceptions of their competencies. Hence, this area must be given more attention by the school principals to ensure that their respective SGCs can perform their functions much better in the future and to bridge the possible gap between them.

Table 15 Comparison of Competencies of Principals on Parent Involvement and Community Partnership as Perceived by School Principals, PTAs and SGCs

	<b>I. Parent Involvement (Creating parent/family partnerships to support student peak performance)</b>	<b>II. Parent Involvement (Creating a climate that supports parental involvement)</b>	<b>III. External Community Partnership (Creating opportunities for external community involvement/partnership)</b>	<b>Average</b>	<b>Interpretation</b>
Principals' Self-Evaluation	4.38	4.70	3.84	<b>4.31</b>	<b>Very Highly Practised</b>
PTA	4.48	4.33	4.23	<b>4.35</b>	<b>Very Highly Practised</b>
SGC	3.28	3.07	3.02	<b>3.12</b>	<b>Moderately practised</b>
<b>Average</b>	<b>4.05</b>	<b>4.03</b>	<b>3.70</b>	<b>3.93</b>	<b>Highly Practised</b>

#### School Improvement using the Revised SBM Assessment Tool and Combined Perceptions of PTAs and SGCs on School Principals' Competencies on Parent Involvement and Community Partnership

Table 16 reflects that among the eight (8) schools studied, one (1) school which got the highest score in SBM Level of Practice (2.47) was also the highest on the perceptions of PTA and SGC on school principals' competencies on parent involvement and community partnership (4.09); while the other two (2) schools that acquired the weighted averages of 2.16 and 2.03, respectively got a higher combined weighted average of 4.17. The eight (8) participating schools, on the one hand, were all categorized under the maturing level.

The Pearson's  $r$  correlation coefficient is a very helpful statistical formula that measures the strength of relationship between variables. In the field of statistics, this formula is often referred to as the Pearson  $r$  test. Since this study conducted a statistical test between two variables, it made use of the Pearson correlation coefficient value to determine just how strong the relationship between the two variables (school improvement and school principals' competencies) on parent involvement and community partnership was. The value of  $r$  was **0.8129** which meant that there was strong relationship

between the school improvement and school principals' parent involvement and community partnership.

However, the  $p$ -value was 0.707 which was above 0.05. This meant that though a strong relationship between the two (2) variables was established, such relationship was found to be not significant. Though, it should be noted that eight (8) of the participating schools were all in the maturing level of SBM Level of Practice. These results would mean that the NCBS-SH Domain 5 alone could not determine the attainment of school improvement. That is, the other domains in NCBS-SH should also be taken into consideration. After all, school improvement might not depend solely on school principals' competencies on parent involvement and external community partnership but on other areas of leadership school leaders should possess such as instructional supervision, ability to create a child-centered climate, school management and daily operations, among others. From these findings, a more thorough investigation and research on the other possible factors that constitute school improvement should be made in the future

Table 16

*School Improvement using the Revised SBM Assessment Tool and Combined Perceptions of PTA and SGC on School Principals' Competencies on Parent Involvement and Community Partnership*

Legend:

**SBM Level of Practice:** 0.5 – 1.4 –Developing 1.5 – 2.4 –  
Maturing 2.5 – 3.5 – Advanced

Table 17

Summary of Table 16

	Interpretation/ Decision
r = 0.8129	Strong Relationship
p value = 0.707	Not Significant at 0.05 level of significance

### Conclusions

Using the standard Assessment Tool based on National Competency-Based Standards for School Heads

partner; participating actively in community affairs; and managing and/or implementing programs and events in which the community and school interact and share resources to support school improvement goals.

Compared to the combined perceptions of the PTAs and SGCs, the school principals' self-evaluation of their competencies was remarkably higher with indicators from parent involvement sub-categories (creating parent/family partnership to support student peak performance and creating a climate that supports parental involvement) being very highly practised by them while the competencies of the third sub-category (external community partnership) were only perceived as highly practised. Among the indicators of competencies which were perceived by school principals as very highly practised by them include: maintaining a harmonious working relationship with parents and other stakeholders; participating in or facilitating some aspect of an event involving parents'

School	School Improvement using the Revised SBM Assessment Tool	Combined Perceptions of PTA and SGC on School Principals' Competencies on Parent Involvement and Community Partnership
A	1.79	3.38
B	1.71	3.18
C	1.65	3.42
D	2.16	4.17
E	2.47	4.09
F	1.80	3.80
G	1.73	3.27
H	2.03	4.17

(NCBS-SH), the school principals' level of competencies on parent involvement and community partnership were perceived by the Parents-Teachers Association (PTA) members and Board of Directors as very highly practised by their school leaders with the first indicator (attends PTA meetings or at least sends authorized representative) earning the highest point. The indicators that the school principals need to work on are: establishing functional School Governing Council; attending to Barangay meetings on educational programs or projects; and participating actively in community activities. All the other indicators were rated as very highly practised. However, it was obvious that the competencies under the third sub-category (external community partnership) had the least weighted average among the three.

On the other hand, the School Governing Councils (SGCs) perceived that the aforementioned competencies were only moderately practised by the school principals with the following indicators getting the least weighted averages (and therefore, should be improved by them): attending to Barangay meetings on educational programs or projects; conducting a school summit with stakeholders at the beginning and at the end of the school year; soliciting feedback or data from parents regularly; involving external community in developing plans; facilitating some aspects of a program or event that involves an external community

support of student learning; developing strategies to make parents feel welcome when they come to school; attending PTA meetings or at least sending authorized representative; establishing an open communication with the staff, students, parents, and community, including PTA organizations, etc.; and conducting advocacy/information campaign (to parents ) or school programs and projects. Meanwhile, the sole competency that the school principals only practised moderately was attending to Barangay meetings on educational programs or projects. The rest of the indicators which were highly practised all come from the third sub-category and include the following: participating in some aspect of a program or event that involves an external community partner; attending to Barangay meetings on educational programs or projects; managing and/or implementing programs and events in which the community and school interact and share resources to support school improvement goals; involving external community in developing plans; and establishing strong partnership with sponsoring agencies in forging continuing assistance. These results point to the fact that the school principals' competencies on parent involvement are better compared to their external community partnerships' competencies.

School principals' parent involvement and external community partnership are not significantly correlated with school improvement.

### Recommendations

Based on the findings and conclusions derived from the study conducted, the following recommendations are hereby offered:

1. Competencies on parent involvement and external community partnerships which were perceived by School Governing Councils (SGCs) as moderately practised by school principals should be given further attention in the implementation of the National Competency-Based Standards for School Heads (NCBS-SH). Specifically, these indicators of competencies which must be strengthened by the school principals are: conducting a school summit with stakeholders at the beginning and at the end of the school year; soliciting feedback or data from parents regularly; organizing champion teams among parents to M & E programs and projects; providing communications to parents regarding a classroom topic; establishing functional School Governing Council (SGC) and conducting regular meetings with them; developing strategies to make parents feel welcome when they come to school; attending to barangay meetings on educational programs or projects; participating actively in community activities; soliciting feedback or data from parents regularly; involving external community in developing plans; facilitating some aspects of a program or event that involves an external community partner; and managing and/or implementing programs and events in which the community and school interact and share resources to support school improvement goals.

2. School principals must work on the sole indicator of competency that they perceived to have moderately practised by them and that is attending to barangay meetings on educational programs or projects. This would give them better perspectives in dealing with local community leaders as the immediate external stakeholders of their respective schools.

3. The School Governing Council, as an organization that defines the relationships among the key players in its operations and expands its ability to work with the stakeholders through an effective governance structure composed of representatives from different groups of school community stakeholders, must be revisited and activated since this study

shows that between the PTA and SGC, the latter seems to be inactive or not functioning to the fullest as it should. The school principals as Chief Executive Officers of the Council should encourage the active involvement of officers and members. Hence, the policies on SGC must be revisited. The officers of the SGC must be informed and oriented of their roles as SGC officials.

4. Since this study revealed that there was no significant relationship between school improvement and school principals' competencies on parent involvement and external community partnerships, it is recommended that future researches should include the other domains (i.e. School Leadership, Instructional Supervision, Creating a Student-Learning Climate, HR Management and Professional Development; School Management and Daily Operations; and Personal & Professional Attributes and Interpersonal Effectiveness) of NCBS-SH in undergoing follow-up studies related to this. There could be overlapping and intertwining factors that may contribute in attaining school improvement. Another factor to be considered is the sampling procedure. A larger sample size might give different result.

5. A follow-up study could be conducted on the other indicators of competencies pertaining to the relationship of school principals with external stakeholders to further improve their external community partnerships' skills and thus, ensure school improvement.

6. There is a need to further study if the Assessment Tool for school principals under the NCBS- SH can be administered to PTA and SGC officers instead of the most common practice wherein it is the school head themselves who evaluate their own competencies.

7. The school principals should conduct and intensify the regular orientation about the roles of the PTA and SGC officers in relation to SBM-ACCESS.

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