

EXTENT OF PARTICIPATION OF SCHOOLS' STAKEHOLDERS TO SCHOOL-INITIATED ACTIVITIES: A CONVERGENT PARALLEL APPROACH

ABSTRACT

This study determined the relationship between socio-demographic conditions and extent of stakeholders' participation to school-initiated activities using convergent parallel mixed method research design. Data was gathered from 756 respondents and nine informants. Results showed that most stakeholders have two to three students in school with six or more children already not in school, belonging between poor to low income family, and father and mother have educational attainment of low to average. The extent of their participation was high. A significant slight positive relationship occurred between the number of children in school and their participation, while slight negative relationship occurred between monthly family income, father's and mother's educational attainment, and their extent of participation. However, only the number of children in school and monthly family income significantly influenced the extent of participation of stakeholders. Sense of belongingness, time management, and economic versus family welfare were themes generated on the experiences in carrying out their socio-demographic conditions and participation in different school-initiated activities, while responsibility and commitment, shared participation and volunteerism, and school intervention and communication were the themes generated when asked about instances that socio-demographic conditions shaped their level of participation in different school-initiated activities.

Keywords: *Social Sciences, socio-demographic conditions, participation, school-initiated activities, mixed-methods design, Philippines*

INTRODUCTION

Due to the changing demands and circumstances in the Philippine education system, all the school stakeholders were enjoined to cooperate in reaching the decisions on change and ensuring the participation of stakeholders in the decisions to be made by school leaders. Stakeholder involvement is regarded in Republic Act No. 9155 or the Governance of Basic Education Act of 2001 as a powerful tool that ensures that the key players are

engaged in contributing to the success of the projects in school. In fact, the law maximizes the need to disseminate school improvement plans to the stakeholders, giving them a premier importance in school decision-making process.

Stakeholders as mentioned by McHunu (2010) is described as all the role players in an organization like school. Stakeholders include both teaching and non-teaching staff such as educators, learners, administrative clerks, general workers and the parents. Stakeholders of the school also includes the Department of Education (DepEd), Non-Government Organizations (NGOs), Local Government Units (LGUs) and all the community members.

As per observation by the researcher in her school of assignment, local government units (LGUs) together with the Parents and Teachers Association (PTA) are continuously supporting the school in all its undertakings and activities but the school is still struggling in the total improvement of the school because the participation of other stakeholders especially the parents only provide a small fraction of the school needs. This sought to find out if it can be attributed from the socio-economic conditions of the majority of the parents enrolling in public schools.

In this study, the researcher determined the living condition through the socio-demographic status and extent of participation of school stakeholders and their association. Likewise, the researcher described how the living conditions shape their participation in the different school-initiated activities. Finally, this study may serve as an input in understanding effective community linkages and eventually useful in crafting policies regarding stakeholders' participation in school-initiated activities.

OBJECTIVES OF THE STUDY

The main objective of this convergent parallel mixed method design of study is to determine the relationship of the socio-demographic conditions of school stakeholders on the extent of their participation to the different school-initiated activities in the different secondary schools in Malita, Davao Occidental for the School Year 2019-2020. After identifying their relationship, an exploration to stakeholders' experiences was made to compare the result of the quantitative data with the result of the qualitative methodology.

Specifically, the study aimed to determine the following:

1. The socio-demographic status of stakeholders in terms of:
 - 1.1 number of children in school;
 - 1.2 number of children not in school;
 - 1.3 monthly family income;
 - 1.4 educational attainment of father; and
 - 1.5 educational attainment of mother?
2. The extent of participation of stakeholders to different school-initiated activities.
3. The relationship between the socio-demographic conditions and extent of participation of stakeholders to school-initiated activities.
4. The indicators of stakeholder's socio-demographic conditions that significantly influence the extent of participation of stakeholders to school-initiated activities.
5. The experiences of stakeholders in carrying out their socio-demographic conditions and participation in school-initiated activities.

6. How do the socio-demographic conditions shape the school participation of the stakeholders.
7. To what extent the quantitative and qualitative data converge or diverge.

METHODOLOGY

Research Locale

The research locale of this study was in selected secondary schools in Malita, Davao Occidental, Philippines. The schools that were selected as the focus secondary schools were as follows: Mariano Peralta National High School in Poblacion; Tubalan Comprehensive National High School in Tubalan; Fishing Village Comprehensive National High School in Fishing Village, B'laan National High School in Little Baguio; Ticolon National High School in Ticolon; and Demolok Valley National High School in Demolok Valley. All these secondary schools are selected on the merit that they are the schools having the highest population of students enrolled for the School Year 2019-2020.

Research Design

In carrying out this study, the researcher used the mixed method research design. Specifically, this study employed the convergent parallel or concurrent mixed methods design. This was done by simultaneously collecting both the quantitative and qualitative data, merge the data, and use the results to understand a research problem. A basic rationale for this design was that one data collection form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of a research problem results from collecting both quantitative (thru a survey questionnaire) and qualitative (thru key informant interview) data (Leavy, 2017).

In this study, the researcher conducted survey to identify respondents to determine the relationship between the socio-demographic conditions and extent of participation of stakeholders to school-initiated activities while simultaneously conduct key informant interview (KII) with focus group discussion (FGD) to gather qualitative inputs in understanding the focus of the study. The qualitative data complements and supports with the results of the quantitative data.

Sampling Design and Techniques

For School Year 2019-2020, the population of high school students and parents from the identified secondary schools in the Municipality of Malita, Division of Davao Occidental was 7,952 and 5,977, respectively. In determining the sample size, Slovin's formula was used, wherein, the confidence level was assumed to be 95% with the possible largest proportion of 0.5. Thus, there were 381 students and 375 parents who served as the sample respondents of the study.

In the qualitative phase of the study, purposive sampling was employed. There were nine research informants of this study preferably three students, three parents and three PTA officials who undergone key informant interview (KII). The informants for this phase were not coming from the identified respondents in the quantitative phase. The informants

were all from Mariano Peralta National High School - New Argao Extension. To validate the results of the KII, a focus group discussion (FGD) to ten (10) selected stakeholders among the identified schools was conducted.

Respondents of the Study

The respondents of this study were the 381 students and 375 parents for the quantitative data collection. While only nine individuals, that is three students, three teachers and three PTA officials from the different schools undergone the key informant interview (KII) and served as informants.

Research Instrument

In this study, the research instrument utilized to gather quantitative data was a survey questionnaire consisted of two (2) parts. Part I of the survey questionnaire determined the socio-demographic conditions of the respondents through their demographic and socio-economic profile in terms of number of children in school, number of children not in school, monthly family income, and parental education. In interpreting, the number of children represented the family size was interpreted using the interpretation of the Philippine Statistics Authority (2015) as follows:

Small Family -	1 – 3 children
Medium Family -	4 – 5 children
Large Family -	6 children or more

The socio-economic status on the other hand, was interpreted based on the parents' monthly income using the March 2020 Philippine Income Classes of the Philippines Statistics Authority (PSA). This would be as follows:

Poor	Less than PhP 9,649.47
Low Income (but not poor)	PhP 9,649.47 to PhP 19,928.94
Lower Middle Income	PhP 19,928.94 to PhP 38,597.88
Middle Class	PhP 38,597.88 to PhP 96,494.70
Upper Middle Income	PhP 96,494.70 to PhP 144,742.05
Upper Income (but not rich)	PhP 144,742.05 to PhP 192,989.40
Rich	At least PhP 192,989.40

In addition, the profile of parental education level, the interpretation of Camasura as cited by Cabrella (2011) was adapted:

Low -	Illiterate, vocational, elementary undergraduate, elementary graduate and high school undergraduate.
Average -	High school graduate and college undergraduate
High -	College graduate and graduate level

Part II of the survey questionnaire determined the extent of participation to school-initiated activities. The survey questionnaire was adapted from Cabardo (2016) and it was composed of 10 statements which drew the extent of participation of stakeholder to the different school-initiated activities and allow them to respond to a five-point Likert scale with 5 as strongly agree and 1 as strongly disagree.

The extent of participation of stakeholders in school-initiated activities was interpreted using the following:

Mean Score Descriptor Descriptive Interpretation for the Extent of Participation of Stakeholders

4.20 to 5.00	Very High	When the indicator stated was manifested and observed in all occasions. Indicator stated was always felt and occurring. The extent of stakeholder's participation in school-initiated activities was very high.
3.40 to 4.19	High	When the indicator stated was manifested and observed in many occasions. Indicator stated was frequently felt and occurring. The extent of stakeholder's participation in school-initiated activities is high.
2.60 to 3.39	Moderate	When the indicator stated was manifested and observed in some occasions. Indicator stated was occasionally felt and occurring. The extent of stakeholder's participation in school-initiated activities was moderate.
1.80 to 2.59	Low	When the indicator stated was manifested and observed in few occasions. Indicator stated is rarely felt and occurring. The extent of stakeholder's participation in school-initiated activities was low.
1.00 to 1.79	Very Low	When the indicator stated was not manifested and observed in all occasions. Indicator stated was never felt and occurring. The extent of stakeholder's participation in school-initiated activities was very low.

In exploring the experiences of stakeholders in carrying out their living condition and participation in school-initiated activities as well as in determining the perceptions of participants as to how did the living conditions shape the school participation of the stakeholders in school-initiated activities, a semi-structured interview consisting of series of questions designed to elicit responses from the informants was utilized. To guide the researchers in the conduct of the interview, an Interview Guide Protocol was used in this study. The interview guide consisted of several questions mentioned by Patton (2008) that was tailored on the objectives of the study such as background questions, knowledge questions, experience questions, opinion questions and feeling questions, all arranged according to the degree of importance, relevance and complexity. The KII was conducted simultaneously with the collection of quantitative data.

The interview guide was validated by three selected experts in the field with the following distribution of expertise: (1) A Master Teacher in English with a master's degree in language teaching or its equivalent; (2) A School Principal in the secondary level who supervised a school for at least three years; and (3) A language expert who assessed the grammatical and structural aspects of the research instrument with PhD in Applied Linguistics degree. The final revision of the material was made by incorporating the corrections, comments, recommendations and suggestions given by the evaluators.

Data Analysis

In the analysis and interpretation of the quantitative data and in testing the hypotheses of this study, the following statistical tools were utilized:

The frequency and percentage were used to determine the living conditions of school stakeholders in terms of number of children in school; number of children not in school; monthly family income; educational attainment of the father; and educational attainment of the mother as provided in objective number 1.

The mean was used to determine the extent of participation of stakeholders in the different school-initiated activities as provided in objective number 2.

The Spearman's Rank-Order Correlation was used to determine the significant relationship between the living condition of school stakeholders in terms of number of children in school; number of children not in school; monthly family income; educational attainment of the father; and educational attainment of the mother and extent of participation of stakeholders to school-initiated activities at 5% level of significance as provided in objective 3. The correlation coefficient (r) was used to analyze relationship of two variables.

Moreover, Linear Regression Analysis was used to determine which indicators of stakeholder's living conditions significantly influence the extent of participation of stakeholders to school-initiated activities as provided in objective 4.

In the analysis and interpretation of qualitative data as presented in objective numbers 5 to 7 of the study, the researchers used the experiential-theoretic transition model of Piantanida and Garman (2009). The audio recorded responses of the participants were transcribed before doing the analysis. Just like any qualitative analysis, the researcher followed three common steps of data reduction, data display, and conclusion drawing and verification (Creswell, 2007). During the data reduction, recorded and/or audiotaped answers of the informants during the interview were transcribed and translated, and decisions were made on how to code categories, grouped and organized them. During the data display, the researchers presented them in thematic forms with the themes drawn from narrations of the different stakeholders regarding their experiences in carrying out their living condition and participation in school-initiated activities as well as their perceptions as to how their living conditions shaped the extent of their participation in school-initiated activities. During the conclusion drawing and verification, initial thoughts about patterns were developed and established (Gempes et al., 2012).

Specifically, the researchers analyzed the data following the techniques used by Anderson and Spencer (2002) wherein they selected the significant statements, compose formulated meanings, and identify recurring themes. With this, the researcher was able to

make the analysis organized and the writing of the results and interpretation became easier.

In determining the extent of convergence of quantitative and qualitative data, the results of the data analysis were presented in a 3-column side-by-side joint display. Quantitative statistical results were shown in column 1, while column 2 contained the quotes from the qualitative analysis. A comparison of the data was in column 3 and confirmed or disconfirmed in comparison of the quantitative and qualitative data. By the use of a side-by-side comparison, the researcher analyzed the data and showed if the findings represented convergence or divergence of the two data sets (Creswell & Creswell, 2018; Creswell, 2015). Quantitative results were then merged with the findings of the qualitative analysis. Convergence and divergence of the two sets of results were analyzed.

Data Gathering Procedures

In gathering the data for this study, the following steps served as guide of the researchers.

A formal letter together with the letter of endorsement from the graduate school chairman and the part of the research methodology was addressed to the Schools Division Superintendent were written to ask permission for the conduct of the study and to seek for his approval as provided in DepEd Regional Memorandum No 076, s. 2013.

Letters were also sent to the different secondary school heads of the identified schools, together with the letters of permission and authorization from the Schools Division Superintendent to seek for approval and endorsement to conduct the study. An Informed Consent Form was also distributed to the informants for simultaneous collection of quantitative and qualitative data. They signed the consent form containing the things that they needed to know during the conduct of the key informant interview (KII).

The survey questionnaires were personally administered by the researcher and these were retrieved three days after to give them ample time to answer the questionnaire. Likewise, the KII was conducted concurrently after the informants signed the consent form.

All collected data from the respondents were treated with utmost respect and confidentiality as part of the research ethics. The data gathered were tallied, collated and tabulated for easy processing and analysis. Tables were made to illustrate data gathered and visually present the processed data. It was summarized and analyzed using appropriate statistical tools and with the aid of a statistical software.

Informants were informed that the interview was recorded and audio-taped. The recorded interview was used in transcribing their answers. In order to get reliable and valid results, the transcribed answers were returned to the research informants for verification and confirmation. Only verified and confirmed transcriptions were included in the final analysis of data. The informants signed the printed transcribed answers in order to verify and confirm. Though their responses were recorded and audio-taped, the researchers ensured that all the data that were collected from this study were dealt with utmost respect and confidentiality and were reported under aliases or pseudonyms. Under no circumstances that this research divulged the individual or collective identities of the informants of the study as this might constitute violation in the ethics of research. The

issues on anonymity and confidentiality were also discussed in the Informed Consent Form that was signed by the participants prior to the conduct of the interview.

Gathering of data was done on or before December 2019 to April 2020 in the different secondary schools in the Municipality of Malita, Division of Davao Occidental for the School Year 2019-2020.

Data Gathered

In this convergent parallel mixed method study, quantitative and qualitative data were collected concurrently. The following data that were gathered were as follows: (1) living conditions of stakeholders in terms of number of children in school, number of children not in school, family monthly income and parental education of both father and mother; (2) extent of participation of stakeholders to the different school-initiated activities; (3) experiences of stakeholders were carried out their living condition and participation in school-initiated activities; and (4) perceptions on how did the living conditions shaped the school participation of the stakeholders. The first two data were gathered through survey questionnaires to the identified respondents while the last two data were gathered using key informant interview (KII) to the identified informants of the study. Quantitative and qualitative data analysis was conducted separately. After which, the results from both analysis were being interpreted whether comparable or contrasting.

RESULTS AND DISCUSSION

Socio-Demographic Status of Stakeholders

Data collected in the study revealed that in terms of the number of children in school, about 335 or 44.3% have two children in school; 182 or 24.1% of respondents answered that they have three children in school, while 148 or 19.6% responded that they only had one child in school. Meanwhile, those stakeholders who have four, five, and six or more children in school were about 70 or 9.3%, 14 or 1.9%, and 7 or 0.9%, respectively. The result suggests that most stakeholders have two to three children in the high school. It implied that, in terms of the number of children in school, their family was considered to be small.

When it came to the number of children not in school, 333 or 44.0% answered that six or more of their children were not in school; about 184 or 24.3% of the stakeholders responded that only one child was not in school; 169 or 22.4% stakeholders responded that two children were not in school. Meanwhile, 50 or 6.6%, 15 or 2.0%, and 5 or 0.7% of the stakeholders responded that three, four and five children, respectively were not in school. The result provided that six or more children of the stakeholders were not in school already. The result further implied that most of the stakeholders have a large family composing of six children or more.

In terms of monthly family income, 259 or 34.3% of the stakeholders responded that they earned about PhP 5,001.00 to PhP 10,000.00 per month; and 223 or 29.5% of the stakeholders earned about PhP 10,001.00 to PhP 15,000.00 per month. In addition, 85 or 11.2%, 69 or 9.1%, 662 or 8.2%, and 58 or 7.7% earned about PhP 20,001.00 and above,

PhP 3,000.00 and below, PhP 3,001.00 to PhP 5,000.00, and PhP 15,001.000 to PhP 20,000.00, respectively. This means that most of the stakeholder's income belonged from poor to lower middle income with of monthly income ranges from less than PhP 9,649.47 to PhP 38,597.88. It implied that most family were economically struggling. Using the 2015 interpretation of the National Statistics and Coordination Board (NSCB) of the Philippine Statistics Authority (PSA), most of the respondents belonged to the average income class with income range of PhP 5,486.00 to PhP 67,135.00.

In terms of the educational attainment of the father, 216 or 28.6% of the respondents responded high school graduate; 157 or 20.8% responded college undergraduate; 131 or 17.3% answered that their fathers were high school undergraduate; and 109 or 14.4% answered elementary graduate. Likewise, a small proportion of 87 or 11.5%, 55 or 7.3%, and 1 or 0.1% responded that their fathers were college graduate, elementary undergraduate and not in school at all, respectively. The result suggested that the educational attainment of their fathers ranged from low to average. This implied that the educational attainment of their fathers ranged from being illiterate up to college undergraduate only.

Finally, when it came to the educational attainment of the mother, 240 or 31.7% were high school graduate; 159 or 21.0% were college undergraduate; 128 or 16.9% were high school undergraduate; 98 or 13.0% were elementary graduate; and 90 or 11.9% were able to graduate in college. Likewise, only 37 or 4.9%, 3 or 0.4% and 1 or 0.1% were elementary undergraduate, not in school at all and in postgraduate level, respectively. This means that majority of them were high school graduate and college undergraduate. It implied that the educational attainment of most mothers ranged from high school graduate to college undergraduate only.

Generally, most of the stakeholders of secondary schools in Malita, Davao Occidental for the School Year 2019-2020 have two to three students in school with six or more children already not in school who belonged between poor and low-income family, have low to average educational level of the father, and average educational attainment of the mother.

Extent of Participation of Stakeholders to the Different School-Initiated Activities

The extent of participation of stakeholders to the different school-initiated activities in the different secondary schools was high with an overall mean of 3.48. This means that the indicator stated had been manifested and observed in many occasions. Indicator stated was frequently felt and occurred. The result suggested that majority of the stakeholders were actively engaged and participated in the different school-initiated activities like *Brigada Eskwela*, parents – teachers conferences and others.

The results of the study conducted by Raymundo and Valencia (2017) provided explanation as to the high participation of stakeholders in the different school-initiated activities. They considered three (3) important factors on the participation of stakeholders. First, school leadership provided beneficial impact on encouraging stakeholders to take part on the activities conducted by schools. Second, the information and dissemination drive form a parcel in the effected better stakeholder's participation. Finally, the integrity and credibility of the school played the most important role as all programs and activities relied on how credible the school sustained its activities. In addition, the Pantawid

Familyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD) which provided cash assistance to parents and their children brought the high participation of parents in different school activities (Fernandez & Olfindo, 2011).

Taken individually, a high extent of participation was found in the following statements: willingly took part in the school's maintenance week dubbed as *Brigada Eskwela* by extending some of the needed resources (financial, material, labor); maintained smooth interpersonal relationship and good communication with the school authorities especially on matters that affected the total school community and cooperate in the school endeavor in properly implementing school policies and procedures; participated in school activity directed towards the reduction of illiteracy in schools especially as visiting mentor in the school reading intervention program and the reading recovery program of the school; assisted school community in sourcing out funds for students such as income generating projects and/or fund-raising activities and willingly extended material donations to school rather than in monetary form like rice, cement, paints, etc. participated in academic and non-academic competitions; volunteered in the different activities related to the health and nutrition of the school children especially during school feeding programs, activities in the nutrition month and the like; and participated actively in the different activities initiated by the schools especially regarding PTA conferences, general assemblies and parent's day activities with means of 3.91, 3.66, 3.58, 3.55, 3.48, and 3.47, respectively.

Moreover, a moderate extent of participation was found in the following statements: participated in the different meetings and conferences called by the school which talked about the future school progress and developments; eagerly engaged in meaningful volunteered work in our school community that enhanced positive interaction among the youth; helped convince civic community minded members extended assistance to schools especially during special activities like teacher's month, scouting activities and others; and answered the call of the schools in terms of the urgent activities that needs stakeholders' participation such as the coming of visitors and the conduct of evaluation related to school-based management with means of 3.38, 3.36, 3.32, and 3.15, respectively.

The results also supported the claims of Fernandez and Olfindo (2011), and Vidal, et al (2018) that the 4Ps provides beneficial impact to parents and the school. They observed that the participation of 4Ps beneficiaries on the different school activities had increased over time. As an intervention to the decreasing participation of parents, Lopez and Maravillas (2017) argued that 4Ps beneficiaries need to participate school activities as requested by the school head from the 4Ps municipal link. The attendance played a vital role in receiving their continuous and full benefits in the form of monthly cash assistance from the DSWD.

Relationship between Socio-Demographic Conditions and Extent of Participation of Stakeholders to School-Initiated Activities

The test of relationship between socio-demographic conditions and extent of participation of stakeholders to school-initiated activities in the different secondary schools has a slight positive correlation found only between socio-demographic conditions in terms of the number of children in school and extent of participation of stakeholders to school-initiated activities with r value of 0.155 and a p -value of 0.000 which is lesser than at $\alpha = 0.05$. Thus, there was a strong evidence to reject the null hypothesis. Therefore, there

was a significant relationship between socio-demographic conditions in terms of the number of children in school and the extent of participation of stakeholders to school-initiated activities. This means that, when there was an increase in the socio-demographic conditions in terms of the number of children in school, a slight increase in the extent of participation of stakeholders to school-initiated activities may be expected.

Moreover, a slight negative correlation was found between socio-demographic conditions in terms of monthly family income, educational attainment of father and mother and extent of participation of stakeholders to school-initiated activities with r values of -0.176, -0.122, and -0.171, respectively with p -values which were all lesser than at $\alpha = 0.05$. Thus, strong evidence to reject the null hypothesis was found. Therefore, there was a significant negative relationship between socio-demographic conditions in terms of monthly family income, educational attainment of father, and educational attainment of mother and the extent of participation of stakeholders to school-initiated activities. This means that, when there was an increase in the socio-demographic conditions in terms of monthly family income, educational attainment of father, and educational attainment of mother, a slight decreased in the extent of participation of stakeholders to school-initiated activities may be expected.

However, it was found that, although there was a slight negative correlation between socio-demographic conditions in terms of the number of children not in school and extent of participation of stakeholders to school-initiated activities, a non-significant relationship existed as shown in the r value of -0.026 with the p -value of 0.472 which was greater than at $\alpha = 0.05$. Thus, it failed to reject the null hypothesis. Therefore, there was no significant relationship between socio-demographic conditions in terms of the number of children not in school and extent of participation of stakeholders to school-initiated activities. This means that, although slight negative correlation exists between socio-demographic conditions in terms of the number of children not in school and extent of participation of stakeholders to school-initiated activities, still, the relationship was not significant.

The results of the study corroborated with the confirmation of World Bank (2006) that the living conditions of the stakeholders, that was described according to their socio-demographic status, was considered to be the main factor that consequently affects their participation in school-related activities.

According to Fernandez and Olfindo (2011), and Vidal, et al. (2018), the implementation of 4Ps of the DSWD provides beneficial impact to both parents and the schools as parents, who belonged to the poor to low income class will be compelled and forced to participate in the different school-initiated activities as mandated by their inclusion in the 4Ps and to continually received the cash assistance benefit without any deduction due to the absences of students and the absences of parents to the different school-initiated activities. Hence, stakeholder's participation to school-initiated activities was found to be increasing.

Influence of Socio-Demographic Conditions of Stakeholders on the Extent of Participation to School-Initiated Activities

Reflected in the model summary of the stepwise multiple regression analysis results on the influence of socio-demographic conditions of stakeholders on the extent of participation to school-initiated activities in the different secondary schools was a r^2 value

of 0.048 which denotes that about 4.80% of the variance of the extent of participation to school-initiated activities could be attributed by the variances of socio-demographic conditions of stakeholders in terms of monthly family income and number of children in school.

Moreover, the presented coefficients of the linear regression model used stepwise estimation method on the influence of socio-demographic conditions of stakeholders on the extent of participation to school-initiated activities in the different secondary schools. As disclosed in the result, only the socio-demographic conditions in terms of monthly family income and number of children in school provide significant impact to the model generated. This means that, while there were four (4) socio-demographic variables such as number of children in school, monthly family income, educational attainment of father and educational attainment of mother that were significantly related with the extent of participation of stakeholders to school-initiated activities, only the number of children in school and monthly family income significantly influenced the participation of stakeholders to school-initiated activities. The unstandardized beta coefficient value of the constant is 3.556 with -0.067 for monthly family income (MFI) and 0.071 for the number of children in school (NCS).

Results of the computation showed that when monthly family income and number of children in school had all the ratings, the extent of participation of stakeholders in the different school-initiated activities could be predicted and had a rating of approximately 3.643 suggested a high extent of participation in the different school-initiated activities.

Moreover, the findings corroborated the results of the research conducted by Lopez and Castro (2018) when they found that the socio-demographic conditions especially family income, family size and educational attainment of parents significantly influenced the participation of parents to school-related activities. They further found out, that while moderate negative relationship existed between family income, family size and educational attainment of parents, and their participation to school-related activities, the 4Ps provide strong support on the part of the parents to continually support and participate in the different school activities.

Experiences of Stakeholders in Carrying Out Their Socio-Demographic Conditions and Participation in School-Initiated Activities

When the stakeholders were asked about their experiences in carrying out their socio-demographic conditions and participation in different school-initiated activities, three (3) emerging themes were generated from the validated transcribed interviews of informants. These were: sense of belongingness, time management, and economic versus family welfare. The emerging themes were shown in the figure below.

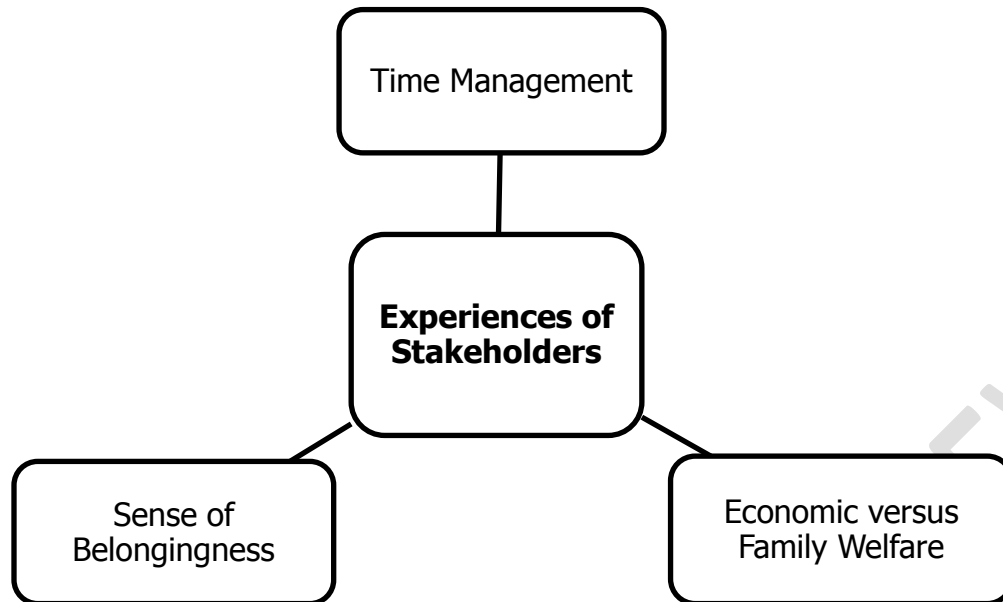


Figure 1. Concept Map Showing the Emerging Themes on the Experiences of Stakeholders in Carrying Out Their Socio Demographic Conditions and Participation in School-Initiated Activities.

Theme 1: Sense of Belongingness

It was generally accepted that participation to the different school-initiated activities by the stakeholders like students, parents and other groups were considered to be one of the difficult roles of the school head and teachers especially when confronted with socio-economic conditions. While most of the informants were amenable on the important part played by socio-demographic conditions on their participation to school-initiated activities, majority of them were agreeable that enrolling their children in the school already gave them the strong sense of belongingness – a strong factor that enables them to pursue their regular participation to the different school-initiated activities like the annual implementation of *Brigada Eskwela*, the quarterly parents and teachers conferences and many others.

While the involvement and participation of parents provides beneficial impact on the academic performance of students (Anders & Smith, 2017; Delos Reyes & Castro, 2016; Topor, Keane, Shelton & Calkin, 2010), Gilmartin (2018) and Rimm-Kaufman, Pianta, Cox and Bradley (2013) highlighted the importance of the feeling of being belong with the school community in bringing about the participation of stakeholders. Carson (2014) and Osterman (2010) argued that stakeholders having a strong sense of belongingness would most likely participate in different school activities. Sense of belonging involved the ideas of support and collaboration to whatever programs and activities that the school will be conducted and implemented.

Theme 2: Time Management

Aside from sense of belongingness, another theme generated from the analysis of informants' transcriptions was time management. As seen by most stakeholders, managing time is essentially important as with their economic conditions and their participation to school-initiated activities. They were amenable that they do not have the luxury of time in participating school activities of their children, but they also make some priorities. Essentially, management of time allows them to participate school activities without hampering their works and their relationship with their children. While their work is the most important in order to feed their families, their personal relationship with their children is equally important because, according to them, their children were their treasures, and therefore, they need to manage their time wisely so as not to sacrifice any of these things.

Time management is proven to be an effective remedy and solution for many personal, managerial, administrative, supervisory and instructional problems. As mentioned by Davis & Lynch (2016), when an individual is confronted with several problems as to the prioritization, one should have a strong management skill to overcome the difficulty, the solution is to think beyond the box and manage the time effectively. Therefore, the claims of some stakeholders that despite economic conditions, they may be able to participate school-related activities, will always lie on how to manage their time wisely and effectively as well as in ensuring effective prioritization of things and activities.

Theme 3: Economic versus Family Welfare

With respect to economic conditions and participating to different school-initiated activities, stakeholders believed that it's a fight between economic versus family welfare. They argued that they need to work hard in order to feed their children and earned some money which is used for their schooling. Thus, there are some instances that they cannot attend homeroom meetings and participate different school-initiated activities. But also, they are amenable that if there would be any other chances, they will spend more time participating school activities since it's for the benefit of their children and their responsibility as a parent. There also points that brings about the idea of 4Ps that compel them to participate school activities as their absences may constitute deductions of some monetary emoluments.

While all research provides importance of parent's participation for students, it is also at middle of a challenge as their socio-economic conditions hinder most parents to actively engaged in school-related activities (Castro & Dela Merced, 2017; Gamboa, 2016; Omakula, 2016). Because some parents are working for a living, they do not have the luxury of time in going to school (Doh, 2014), attend homeroom meetings and conferences

(Loucks, 2012; Rothstein, 2014) and participate different school-initiated activities like *Brigada Eskwela, Oplan Linis, Gulayan sa Paaralan* Program (Castro & Dela Merced, 2017). Furthermore, low socio-economic families are often working all of the time to take care of their families, and they have no time to participate in their child's education on campus (Hoover-Dempsey, Basslet & Brissie, 2017; Ratcliff & Hunt, 2018).

However, other studies have demonstrated that low- socio-economic status parents are just as eager to help their children succeed in school as their higher-socio-economic status counterparts, and therefore find some time to participate school activities for their children such as but not limited to teachers and parents conferences and the like (Compton-Lilly, 2013). In fact, Al-Matalka (2014) found that regardless of the socio-economic status, parents found to get involved in their children education and participate actively in school-initiated activities by extending material support to the school. However, it was also found that the education of parents has greater impact on parental involvement than parental occupation and income.

Socio-Demographic Conditions Shaping the Level of Participation of Stakeholders in School-Initiated Activities

When the stakeholders were asked about some instances which they think that socio-demographic conditions shaped their level of participation in the different school-initiated activities, the validated transcribed interviews from informants generated three (3) emerging themes. These were as follows: responsibility and commitment, shared participation and volunteerism, and school intervention and communication. The emerging themes generated are shown in Figure 2 below.

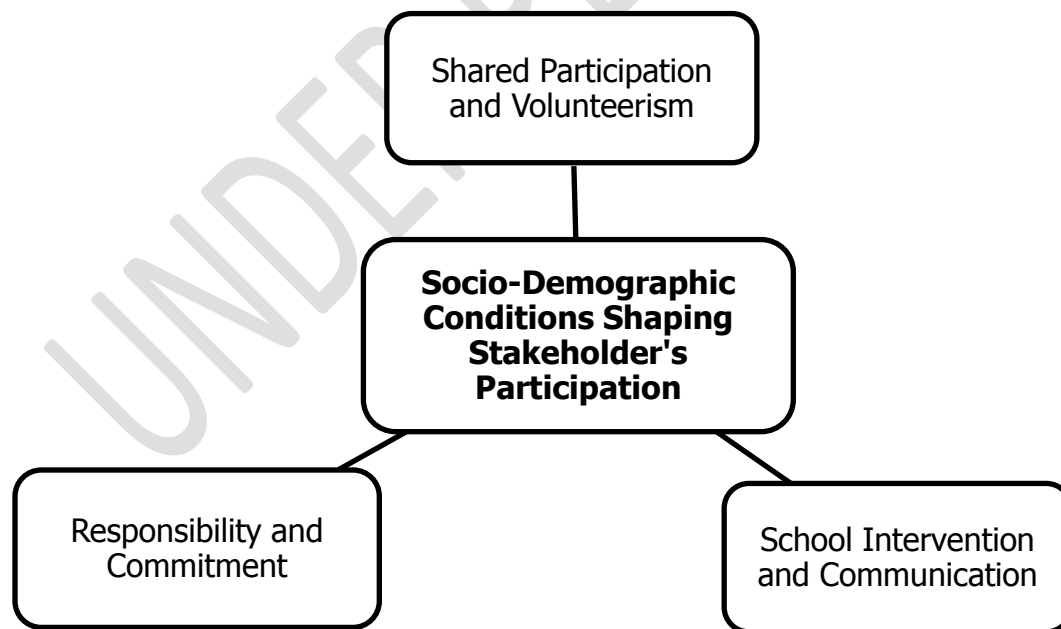


Figure 2. Concept Map Showing the Emerging Themes for the Socio-Demographic Conditions Shaping the Level of Participation of Stakeholders in School-Initiated Activities.

Theme 1: Responsibility and Commitment

Most of the informants generally accepted the fact that their socio-economic conditions influenced the extent of their participation in school-initiated activities leading to the reality that their current economic conditions provide strong effect as to shaping their school participation. While they agreed on such idea, they were also open to the idea that being responsible and committed parents helped them becoming closer to school by participating several activities and attending important meetings and conferences. They argued that it is both a responsibility and commitment to help their children in their education by constantly getting involved to school activities as well as in helping their children even at home.

According to the National Education Association (NEA, 2015), the participation of parents and other stakeholders to school-initiated activities are sometimes challenged because of their socio-economic conditions. They argued that their tight working schedule and their need to work for a living hinders their time to volunteer or even attend school activities, much less get involved in bigger ways. However, Henderson and Mapp (2012) believed that majority of the parents are supporting the education of their children but are compelled not to engage in school-related activities due to socio-economic conditions.

While parents believed that it's their responsibility to take part with school activities, Jeynes (2016), Linberg and Demircan (2015), and Sison and Lardizabal (2017) noted that low level of participation of parents was found when their monthly income is below average and the number of children in a family is high, that is 4 and above.

Theme 2: Shared Participation and Volunteerism

Informants are eager in sharing their experiences and stories narrating how their socio-economic conditions shaped their participation in school-initiated activities which resulted from generating the theme, shared participation and volunteerism. They stressed that the ideas of shared participation and volunteerism are important in helping them to overcome the thin line separating their extent of participation due to socio-economic conditions. According to them, participation is both a shared thing and a volunteering activity.

While the school is founded from the idea that learning is of necessity among individuals and educating children entails the partnership of school and its community, the idea of shared participation is primarily instituted through the spirit of volunteerism (Wales & Schmidt, 2014). Teachers and school leaders should inculcate among its stakeholders that participation in school-initiated activities is purely voluntary in nature and our complementary and shared step towards better school system (Kartal, 2008). Though constantly tested and challenged by the conditions of the stakeholders that the

school have, nonetheless, the school should provide ways and means to constantly and regularly instill the value of shared participation and volunteerism among them (Reynolds & Berliner, 2017).

Theme 3: School Intervention and Communication

Communication is one of the most important aspect in a functional organization. It served as a link to all the members of the organization working for the common good. In fact, most of the informants agreed that school intervention and communication served as bridge between the school authorities and its stakeholders. By communicating effectively, the stakeholders are able to maintain their support and linkage with the school, strengthening partnership and collaboration.

Henderson, Mapp, Johnson and Davies (2007) contended that school leaders must take the initiative in forming strong partnerships. This begins with identifying what we want constituents to know about our work and our results to date and articulating what they can do to achieve and sustain improved results. As claimed by Mitchell, Cooper and Erdogan (2017), communication is the basic way of forging partnership with school stakeholders and the community. Leadership skills of the principal plus the initiated school intervention will bring together better support and participation of stakeholders.

Graham-Clay (2005) disclosed that effective communication is essential to create strong school-home partnerships and to increase parental involvement. A number of communication opportunities are currently available to teachers, ranging from school-to-home communication books to parent conferences to the use of internet technology. Importantly, teachers should note that communication is rarely a discrete, individual act but rather occurs within the context of ongoing exchanges to better sell the school and to forge strong support and participation from parents and other stakeholders (Salend *et. al.*, 2004; Schussler, 2003).

Extent of Convergence of Quantitative and Qualitative Data

The extent of convergence of quantitative and qualitative data sets for this parallel convergent study were presented. The side-by-side data presentation allows the researchers to merge the data and interpret the results in a single representation. Merging of the quantitative results and transcript qualitative data sets is referred to as triangulation. Results from merging the data sets allows for defining how the data sets fit together as convergence or divergence to form a more profound meaning. Convergence means the two data sets complement each other. Divergence refers to data sets that contradict each other or show incongruencies between the data sets (Creswell & Creswell, 2018). As shown in the result, majority of the quantitative results and transcript qualitative data sets shows convergence of results and ideas, that is seven out of ten or 70.0%. On the other hand, 3 out of ten or 30% reflects divergence.

Taken individually, the following highly rated statements showed convergence with their corresponding qualitative transcript data set: volunteering in the different activities related to the health and nutrition of the school children especially during school feeding programs, activities in the nutrition month and the like with a mean of 3.48 complement with the transcript data of KII 2, R9 which states that “I really give my part to volunteer and participate to school activities as a parent. Yes, it’s not easy to work for a living daily but it’s a part of our share to help the school where our children are studying...”; willingly taking part in the school’s maintenance week dubbed as *Brigada Eskwela* by extending some of the needed resources (financial, material, labor) with a mean of 3.91 complement with the transcript data of KII 1, R5 which provides that “...I really appreciate my mother because she really doesn’t have any absent when it comes to meetings and other school activities even during *Brigada Eskwela* in which she extent help by cutting the weeds, cleaning the area or some minor carpentry works...”; and maintaining smooth interpersonal relationship and good communication with the school authorities especially on matters that affect the total school community and cooperate in the school endeavor in properly implementing school policies and procedures with a mean of 3.66 complement with the transcript data of KII 2, R1 which states that “...I always believed that we could do something to encourage our stakeholders to participate in different school-initiated activities though faced with difficulty in the aspect of socio-demographic. Schools should and must conduct intervention activities like communicating the parents and other important stakeholders within the school maintaining interpersonal relationship between and among school stakeholders which helps in implementing school programs, rules and policies. The PTA officials are the strong link that gauge the gaps between the parents and the school, and between the school and barangay and municipal officials, and other non-government officials...”

Likewise, the following moderately rated statements also show convergence as follows: helping convince civic community minded members to extend assistance to schools especially during special activities like teacher’s month, scouting activities & others with a mean of 3.32 complement with the transcript data of KII 1, R2 which provides that “...Our school head really sees to it that; parents are informed ahead of time so that they can make some adjustments. Aside from that, we let our students and parents feel that we are a family. You know, if they feel they are part, they will take their part and do whatever they can contribute to the school. I can also see the support of stakeholders especially during special activities like teacher’s month. They really show their appreciation, love and thanksgiving to us – their teachers by giving gifts, flowers and other tokens of appreciation.”; answering the call of the schools in terms of the urgent activities that needs stakeholders’ participation such as the coming of visitors and the conduct of evaluation related to school-based management with a mean of 3.15 complement with the transcript data of KII 1, R3 which provides that “...Well, there are instances that I need to compel them to attend and participate especially when there are visitors coming from the division office of from the higher ups. I will really tell my students that they should inform their parents to attend or else I will mark them absent which will be submitted to the ML for some 4Ps benefits...”; eagerly engaging in meaningful volunteer work in our school community (value formation activity, sports competition) that enhances positive interaction among the youth with a mean of 3.36 complement with the transcript data of KII 2, R6 which provides that “That is why, we take and do something from our share. We

should give some time and volunteer ourselves in order to give a good impression towards the youth and especially to our children”; and participating in the different meetings and conferences called by the school that talks about the future school progress and developments with a mean of 3.38 complement with the transcript data of KII 2, R3 which provides that “I always considered shared participation and the spirit of volunteerism as the greatest factor which helps us overcome the difficulty faced by our stakeholders especially the parents in extending their help by participating school-initiated activities... With it, I can see that they really able to participate in the different activities especially in attending meetings and conferences that talks about the possible future improvement and developments of the school.”

On the other hand, the following statements reflects divergence as follows: assisting school community in sourcing out funds for students such as income generating projects and/or fund-raising activities and willingly extend material/in-kind donations to school rather than in monetary form such as rice, cement, paints, etc. to be able to participate in academic and non-academic competitions with a mean of 3.55 which contradicts the statement of KII 1, R7 which states that “Most of the time, when our teacher called for a parent’s meeting or asked for some possible donations for the improvement of the school, there are so many instances that my parents cannot attend or participate or even extend some help to the school. My father is a fisherman or in some instances, he need to manage and maintain his boat and nets. My mother is the one selling the fish captured by my father. It’s difficult because of life’s miserable economic conditions and how much more if we extend dome donations to school...”; participating actively in the different activities initiated by the schools especially regarding PTA conferences, general assemblies and parent’s day activities with a mean of 3.47 which shows incongruencies with the statement of KII 1, R8 which states that ...I seldom attend the school activities but there are some instances that I am forced to attend the meetings, PTA general assembly and other activities especially when its compulsory for the 4Ps members or when our ML will says that we need to attend the meeting or such activity or as told by my children’s advisers because the money you will receive will be affected if you will be absent...; and participating in school activity directed towards the reduction of illiteracy in schools especially as visiting mentor in the school reading intervention program and the reading recovery program of the school with a mean of 3.58 which opposes the statement of KII 1, R2 which states that “...But what is saddening is that some parents are not able to extend personal help to their children in terms of their studies and assignments especially on the reading abilities of the children. They always contend on the difficulty of their economic conditions that they have some time to attend meetings but cannot set schedule to tutor or extend time for home study...”

Triangulation of the study results led to a deeper meaning of the socio-economic conditions and extent of participation of stakeholders to different school-initiated activities. Majority of the quantitative statements were convergent with the qualitative thematic analysis results. The results of the qualitative thematic analysis also added insight into the respondent’s extent of participation to school-initiated activities. Likewise, there were areas of divergence which revealed contradicting ideas and insights in quantitative statements and in the qualitative thematic analysis.

CONCLUSIONS

Most stakeholders have two to three students in school with six or more children already not in school belonging between poor to low income family, have had low to average educational level of the father, and average educational attainment of the mother. This implied that most stakeholders were struggling in terms of their current socio-demographic conditions.

The extent of participation of stakeholders to school-initiated activities was high. The result implied that majority of the stakeholders were highly engaged and participated in the different school-initiated activities like *Brigada Eskwela*, parents – teachers conferences and others.

A significant slight positive relationship occurred between socio-demographic conditions in terms of the number of children in school and their participation, while slight negative relationship occurred between monthly family income, father's and mother's educational attainment, and their extent of participation. This implied that the extent of participation increases slightly when there was an increased in number of children in school, and decreased in their monthly family income, father's and mother's educational attainment.

The number of children in school and monthly family income significantly influenced the extent of participation of stakeholders to different school-initiated activities. This implied that their extent of participation was primarily predicted by the number of children in school and their monthly family income.

Sense of belongingness, time management, and economic welfare versus school participation were the themes depicting the experiences of stakeholders in carrying out their socio-demographic conditions and participation in school-initiated activities. This implied that different stakeholders have different ways and reasons to participate in the different in school-initiated activities which schools need to look into in their school improvement planning.

The socio-demographic conditions shaped the school participation of stakeholders by means of responsibility and commitment, shared participation and volunteerism, and school intervention and communication. This implied that the themes shaped the extent of participation of stakeholders to different school-initiated activities.

Quantitative and qualitative data were mostly complementary, thereby exhibiting convergence. This implied that the responses of the respondents in the survey conducted complements to the transcript interviews of the key informants.

RECOMMENDATIONS

Teachers, school heads and PTA officers may strengthen sustainable partnership and linkage with the Municipal Social Welfare and Development Office (MSWDO) to ensure the regular and continuous participation of parents who are members of the Pantawid Pamilyang Pilipino Program (4Ps) to the different school-initiated activities as well as strengthen partnership between agencies.

Department of Education (DepEd) officials in the regional and division levels may provide technical assistance to school heads in forging partnership and linkages to

stakeholders in order to improve and enhance more the extent of participation of stakeholders. They may encourage the conduct of stakeholder's convergence to explain the importance of shared participation and volunteerism in schools as well as encourage them to be partners to schools within their vicinity and community.

School heads may continue to initiate activities and programs that will enhance, encourage and hasten the participation of stakeholders to school-related activities such as but not limited to conducting a recognition ceremony for the invaluable contributions of different stakeholders or sending letters or tokens of appreciation and the like.

As part of the process of continuous improvement (CI) as well as in School Improvement Planning (SIP), teachers may be sent to trainings and seminars in order to capacitate them on how to engage stakeholders to continually and regularly support and participate in the different school-initiated activities.

Programs and activities may be conducted regularly aiming in giving awareness to parents on their duties and responsibilities to their children especially in their commitment and dedication in participating school-initiated activities as well as to encourage the sense of belongingness.

Schools need to strengthen communication to foster better linkages and partnership to different stakeholders. Likewise, intervention activities may be provided to increase participation and encourage volunteerism and parental involvement.

Confirmatory mixed method research may be conducted in order to confirm and validate the relationship between socio-demographic conditions and extent of participation of stakeholders to different school-initiated activities.

References

ALLAWAN, F.D. 2012. School's Community Partnership Practices and Stakeholders' Involvement in Digos City Division. Unpublished Master's Thesis, Southern Philippines Agri-Business and Marine and Aquatic School of Technology, Mati, Digos City.

Al-Matalka, F. I. M. (2014). The influence of parental socioeconomic status on their involvement at home. *International Journal of Humanities and Social Science*, 4(5), 146-154.

[HTTP://CITSEERX.IST.PSU.EDU/VIEWDOC/DOWNLOAD?DOI=10.1.1.1086.1393&REP=REP1&TYPE=PDF](http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1086.1393&rep=rep1&type=pdf)

Anderson, E. H., & Spencer, M. H. (2002). Cognitive representations of AIDS: A phenomenological study. *Qualitative health research*, 12(10), 1338-1352. <https://journals.sagepub.com/doi/abs/10.1177/1049732302238747>

Arab Network of NGOS (2001). Volunteering. <https://www.devex.com>

- BAKER, A.J.L.** 2007. Parent Involvement in Children's Education: A Critical Assessment of the Knowledge Base. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL. ED407127.
- Boyd, C. O. (2001). Phenomenology the method. *PL Munhall (Ed.), Nursing research: A qualitative perspective*, 3, 93-122.
- Cabardo, J. R. O. (2016). Levels of Participation of the School Stakeholders to the Different School-Initiated Activities and the Implementation of School-Based Management. *Journal of Inquiry and Action in Education*, 8(1), 81-94. <https://eric.ed.gov/?id=EJ1133596>
- CABRELLA, J.B.B.** 2011. Predictive Relations of Socio-Economic Status, Study Habits and Attitudes on the Academic Achievement of Students in Mathematics. Unpublished Master's Thesis. Graduate School Department, SPAMAST-CAS, Matti, Digos City.
- Cetin, S. K., & Taskin, P. (2016). Parent involvement in education in terms of their socio-economic status. *Eurasian Journal of Educational Research*, 16(66), 105-122. <https://dergipark.org.tr/en/pub/ejer/issue/42424/510810>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (pp. 146-166). Upper Saddle River, NJ: Prentice Hall. <https://bit.ly/3ml7D3P>
- Creswell, J. A. (1998). Five qualitative traditions of inquiry. *Qualitative inquiry and research design. Choosing among five traditions*, 47-72. <https://ci.nii.ac.jp/naid/10013264888/>
- Department of Education** (2016). Guidelines On The School-To-School Partnerships For Fiscal Year 2016. In Deped Order No. 44, S. 2016. Deped Complex, Meralco Avenue, Pasig City.
- Department of Education** 2015a. Implementing Brigada Eskwela 2015. In Deped Memorandum No. 41, S. 2015. Deped Complex, Meralco Avenue, Pasig City.
- Department of Education**. 2015b. Guidelines on the K to 12 Partnerships. In DepEd Order No. 40, s. 2015. DepEd Complex, Meralco Avenue, Pasig City.
- DEPARTMENT OF EDUCATION**. 2012. Guidelines on Revitalizing Boy Scouting in Schools Nationwide. In DepEd Order No. 76, s. 2012. DepEd Complex, Meralco Avenue, Pasig City.

DEPARTMENT OF EDUCATION. 2009b. Revised Guidelines Governing Parents-Teachers Association (PTA) at the School Level. In DepEd Order No. 54, s. 2009 as clarified in DepEd Order No. 67, s. 2009. DepEd Complex, Meralco Avenue, Pasig City.

DEPARTMENT OF EDUCATION. 2005. Recognition of the Red Cross Youth as Official Co-Curricular Organization in the Schools. In DepEd Order No. 38, s. 2005. DepEd Complex, Meralco Avenue, Pasig City.

DEPARTMENT OF EDUCATION. 2003. Revitalizing the Boy/Girl Scouting Movement in Schools. In DepEd Order No. 68, s. 2003. DepEd Complex, Meralco Avenue, Pasig City.

Fraenkel, J., Wallen, N., & Hyun, H. (2013). How to Design and Evaluate Research in Education, 10e. <http://ecommerce-prod.mheducation.com.s3.amazonaws.com/unitas/highered/changes/fraenkel-how-to-design-and-evaluate-research-in-education-10e.pdf>

Gempes, G., Sayson, A., Mejica, D. L., Manalaysay, P., & Noveno, D. (2012). Locus of Control and Work Commitment of Babyboomers and Generation X: A Generational Construct for Faculty Recruitment and Retention (Mixed Method). <https://ejournals.ph/article.php?id=6787>

Graham-Clay, S. (2005). Communicating with parents: Strategies for teachers. *School Community Journal*, 15(1), 117-129. <https://eric.ed.gov/?id=EJ794819>

Harriet, T., Anin, E. K., & Asuo, W. (2013). The level of stakeholders' participation in the district education strategic planning towards quality basic education: The case of Salaga Town Council of Ghana. *International Journal of Humanities and Social Science*, 3(14), 95-102. http://ijhssnet.com/journals/Vol_3_No_14_Special_Issue_July_2013/12.pdf

Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002. <https://eric.ed.gov/?id=ED474521>

Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school partnerships*. The New Press. <https://www.tandfonline.com/doi/abs/10.1080/15582159.2012.702045?journalCode=wjsc20>

Kartal, T. (2008). *İlköğretim fen bilgisi öğretmen adaylarının eleştirel düşünme eğilimlerinin incelenmesi [Exploring of Dispositions toward critical thinking in pre-service elementary science teachers]*. Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 13(2), 279-297. <https://dergipark.org.tr/en/pub/kefad/issue/59489/854990>

- Lawson, M. A. (2003). School-family relations in context: Parent and teacher perceptions of parent involvement. *Urban education*, 38(1), 77-133.
- Leavy, P. (2017). Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches. <https://bit.ly/3dDwSdG>
- Lucas, M. R. D., & Corpuz, B. B. (2007). *Facilitating learning: a metacognitive process*. Lorimar Publishing. <https://lorimaracademix.com/facilitating-learning-a-metacognitive-process-4th-edition/>
- Mchunu, H. T. (2010). *Stakeholder involvement by the school management teams in managing change: A case study in selected Kwamashu secondary schools* (Doctoral dissertation, University of South Africa). <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.839.3359&rep=rep1&type=pdf>
- Menn, L., & Dronkers, N. F. (2016). *Psycholinguistics: Introduction and applications*. Plural Publishing. <https://bit.ly/3dBq9Rw>
- Moles, O. C., & D'Angelo, D. (1993). Building school-family partnerships: Workshops for urban educators. *Washington, DC: US Department of Education, Office of Educational Research and Improvement (OERI)*. <https://eric.ed.gov/?id=ED364651>
- Quinn Patton, M. (2002). Qualitative research and evaluation methods. <https://us.sagepub.com/en-us/nam/qualitative-research-evaluation-methods/book232962>
- Schussler, D. L. (2003). Schools as learning communities: Unpacking the concept. *Journal of school leadership*, 13(5), 498-528. <https://journals.sagepub.com/doi/abs/10.1177/105268460301300501>
- Volunteering Australia (2015). *Volunteering Australia Guidelines*. <https://www.volunteeringaustralia.org/resources/national-standards-and-supporting-material/>
- Wengraf, T. (2001). *Qualitative research interviewing: Biographic narrative and semi-structured methods*. Sage. <https://uk.sagepub.com/en-gb/eur/qualitative-research-interviewing/book204813>
- Wilcox, D. (2002). Community participation and empowerment: putting theory into practice. *Rra Notes*, 21, 78-82. <https://pubs.iied.org/sites/default/files/pdfs/migrate/G01549.pdf?>

World Bank (2006). The Effectiveness of Community-Driven Development and Community-Based Development Programmes.
<https://www.worldbank.org/en/topic/communitydrivendevelopment> Yorkshire.

UNDER PEER REVIEW