

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. There was a significant slight positive relationship between the number of children enrolled in school and their participation. Monthly family income, father and mother educational attainment, and level of participation all had a slight negative relationship. However, only the number of children enrolled in school and the monthly family income had a substantial impact on the level of stakeholder participation. On the basis of their experiences in carrying out their socio-demographic conditions and participation in various school-initiated activities, the themes of sense of belongingness, time management, and economic vs family welfare were developed. When questioned about situations in which socio-demographic circumstances influenced their level of engagement in various school-initiated activities, the themes of responsibility and commitment, shared participation and volunteerism, and school intervention and communication emerged.

Keywords: *Socio-demographic conditions, participation, school-initiated activities, convergent-parallel*

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. Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, views stakeholder involvement as a potent tool for ensuring that the key players are

involved in supporting the success of the projects in schools. 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.

The term "stakeholders" refers to all of the participants in an organization, such as a school, as described by McHunu (2010). Stakeholders include teaching and non-teaching staff like educators, learners, administrative clerks, general workers and the parents. Stakeholders of the school also include the Department of Education (DepEd), Non-Government Organizations (NGOs), Local Government Units (LGUs) and all the community members.

According to the researcher's observations at the school where she conducted her assignment, local government units (LGUs) and the Parents and Teachers Association (PTA) consistently support the school in all of its endeavors and activities. However, the school continues to struggle with overall improvement because the involvement of other stakeholders, particularly the parents, only provides a small portion of what the school needs. This study sought to find out if it can be attributed to the socio-economic conditions of the majority of the parents enrolling their children 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 participations 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

This convergent parallel mixed method design study's main goal is to ascertain the association between the socio-demographic characteristics of school stakeholders and the level of their involvement in various school-initiated activities in various secondary schools in Malita, Davao Oriental, for the academic 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 location for this study was the selected secondary schools in Malita, Davao Oriental, 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; Ticulon National High School in Ticulon; and Demolok Valley National High School in Demolok Valley. All these secondary schools are selected on the merit that they have the largest population of students enrolled for the 2019–2020 school year.

Research Design

In carrying out this study, the researchers used a mixed-methods research design by simultaneously collecting quantitative and qualitative data, combining the data, and using the findings to understand a research problem. The use of both quantitative (through a survey questionnaire) and qualitative (through key informant interviews) data to collect data led to a more thorough understanding of a research problem, which was a fundamental justification for the design used in this study (Leavy, 2017).

In this study, the researchers used a survey to gather data on participants and assess the relationship between sociodemographic factors and the level of stakeholder participation in activities organized by the school. They also used key informant interviews and focus group discussions to collect qualitative information for the study's main questions. The qualitative data complements and supports the results of the quantitative data.

Sampling Design and Techniques

For the school year 2019-2020, the populations of high school students and parents from the identified secondary schools in the Municipality of Malita, Division of Davao Oriental, were 7,952 and 5,977, respectively. Slovin's formula, which assumed a 95% confidence level and the largest possible proportion of 0.5, was used to calculate the sample size. Thus, there were 381 students and 375 parents who served as the sample respondents for the study.

In the qualitative phase of the study, purposive sampling was employed. In this study, nine research informants, not the identified respondents from the quantitative phase, participated in a key informant interview (KII): three students, three parents, and three PTA representatives. The informants were from Mariano Peralta National High School, New Argao Extension. To validate the results of the KII, a focus group discussion (FGD) with ten (10) selected stakeholders among the identified schools was conducted.

Respondents of the Study

The respondents to this study were 381 students and 375 parents for the quantitative data collection. While only nine individuals—three students, three teachers, and three PTA officials from the different schools underwent 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 Philippines 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 Philippines 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
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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 conditions and participation in school-initiated activities, as well as determining the perceptions of participants as to how the living conditions shaped the school participation of the stakeholders in school-initiated activities, a semi-structured interview consisting of a series of questions designed to elicit responses from the informants was utilized.

An interview guide protocol was used in this study to guide the researchers. The interview guide consisted of several questions mentioned by Patton (2008) tailored to 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 Ph.D. 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

Frequency, percentage, and mean were used in the analysis and interpretation of the quantitative data and in testing the hypotheses of this study. As stated in objective number 1, frequency and percentage were used to determine the living conditions of school stakeholders in terms of the number of children enrolled in school, the number of children enrolled in alternative educational programs, monthly family income, and the educational attainment of the father and the mother.

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 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 the number of children in school, the number of children not in school, monthly family income, the educational attainment of the father, and the educational attainment of the mother, and the extent of participation of stakeholders in school-initiated activities at 5% level of significance as provided in objective 3. The correlation coefficient (r) was used to analyze the relationship between the two variables. Moreover, Linear Regression Analysis was used to determine which indicators of stakeholders' living conditions significantly influence the extent of their participation in school-initiated activities as provided in objective 4.

In the analysis and interpretation of qualitative data presented in objective numbers 5 to 7 of the study, the researchers used the experiential-theoretical transition model of Piantanida and Garman (2009). The audio-recorded responses of the participants were transcribed before doing the analysis. Like any qualitative analysis, the researcher followed the three common steps of data reduction, data display, and conclusion drawing and verification (Creswell, 2007). During the data reduction, the answers from the interview were transcribed and translated, and decisions were made on how to code, group, and organize them. During the data display, the researchers presented them in thematic forms, with the themes drawn from the narrations of the different stakeholders regarding their experiences in carrying out their living conditions, including their perceptions of 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, formulated meanings, and identified recurring themes. With this, the researchers were able to organize the analysis, and the writing of the results and interpretation became easier. The results of the data analysis were presented in a 3-column side-by-side joint display to assess the degree of convergence of quantitative and qualitative data. The quantitative statistical results were shown in column 1, while column 2 contained the quotes from the qualitative analysis. A comparison of the data was made in column 3 and confirmed or disconfirmed in the comparison of the quantitative and qualitative data. By using a side-by-side comparison, the researchers analyzed the data and showed if the findings represented

convergence or divergence of the two data sets (Creswell & Creswell, 2018; Creswell, 2015).

Data Gathering Procedures

In gathering the data for this study, the following steps served as guides for the researchers: a) A formal letter, together with the letter of endorsement from the graduate school chairman, and the part of the research methodology addressed to the Schools Division Superintendent, were written to ask permission for the conduct of the study and to seek his approval as provided in DepEd Regional Memorandum No. 76, s. 2013. (b) 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 approval and endorsement to conduct the study. (c) Informed consent forms were distributed to the informants for the simultaneous collection of quantitative and qualitative data. (d) The informants signed the consent form, which contained the things they needed to know during the conduct of the interview.

To give respondents enough time to complete the survey, the researchers personally administered the questionnaires and collected them three days later. Likewise, the KII was conducted concurrently after the informants signed the consent form. All the data collected from the respondents was treated by the researchers 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 the collected data and visually present the processed data. The data was summarized and analyzed using appropriate statistical tools and with the aid of statistical software.

The interviews were taped and recorded for transcription, and the informants were aware of this. The informants signed the printed and transcribed answers to verify and confirm. The researchers ensured that all the data collected was handled with the utmost respect and confidentiality. Under no circumstances will this research divulge the individual or collective identities of the informants of the study, as this might constitute a violation of the ethics of research. The issues of anonymity and confidentiality were also discussed in the informed consent form signed by the participants before the interview. Data was collected in the different secondary schools in the Municipality of Malita, Division of Davao Oriental, from December 2019 to April 2020 for the school year 2019-2020.

Data Gathered

In this convergent-parallel mixed-methods study, quantitative and qualitative data were collected concurrently. The information gathered by the researchers from the stakeholders was: (1) their living conditions in terms of the number of children in school and not in school, family monthly income, and education of both father and mother, (2) the extent of their participation in various school-initiated activities; (3) their experiences in carrying out their living conditions and participation in school-initiated activities; and (4) their perceptions on how the living conditions shaped the school participation of the stakeholders. The data were gathered through survey questionnaires sent to the identified

respondents and through key informant interviews (KII). Quantitative and qualitative data analyses were conducted separately and interpreted as 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; and 148, or 19.6%, responded that they only had one child in school. Meanwhile, those stakeholders who have four, five, or six 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 high school. It implied that, in terms of the number of children in school, their families were considered 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%, responded that only one child was not in school; and 169, or 22.4%, 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 indicated that six or more children of the stakeholders were not in school already. The result further implied that most stakeholders have a large family composed 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 undergraduates," 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 graduates, elementary undergraduates, and not in school, respectively. The results suggested that the educational attainment of their fathers ranged from low to average. It implied that the educational attainment of their fathers classified them from being illiterate to being college undergraduates only.

Finally, when it came to the educational attainment of the mother, 240, or 31.7%, were high school graduates; 159, or 21.0%, were college undergraduates; 128, or 16.9%, were high school undergraduates; 98, or 13.0%, were elementary graduates; and 90, or 11.9%, were able to graduate from college. Likewise, only 37, or 4.9%, 3, or 0.4%, and 1, or

0.1%, were elementary undergraduates, not in school at all, and at the postgraduate level, respectively. This means that the majority of them were high school graduates or college undergraduates. It implied that the educational attainment of most mothers ranged from high school graduates to college undergraduates 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 the school with six or more children already not in school who belong to poor or low-income families, have a low to average educational level for the father, and average educational attainment for the mother.

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

The extent of participation of stakeholders in the different school-initiated activities in the various secondary schools was high, with an overall mean of 3.48. The result in the mean score implies that it has been manifested and observed. The indicator stated was frequently felt and occurred. The result suggested that the majority of the stakeholders were actively engaged and participated in different school-initiated activities like Brigada Eskwela, parent-teacher conferences, and others.

The results of the study conducted by Raymundo and Valencia (2017) explained the high participation of stakeholders in the different school-initiated activities. They considered three (3) important factors in the participation of stakeholders. First, school leadership provided beneficial impact by encouraging stakeholders to participate in the activities conducted by schools. Second, the information and dissemination drive form a parcel in the effected better stakeholder's participation. Third, the integrity and credibility of the school played the most significant role, as all programs and activities relied on how credibly the school sustained its activities. In addition, the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD), which provided cash assistance to parents and their children, increased the participation of parents in different school activities (Fernandez & Ofindo, 2011).

Taken individually, a high extent of participation was evident 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, 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 volunteer work in our school community that enhanced positive interaction among the youth; helped convince civic community-minded members to extend 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 need stakeholders' participation, such as the coming of visitors and the conduct of evaluation related to school-based management, with 3.38, 3.36, 3.32, 3.15, and 3.38.

The results also supported the claims of Fernandez and Olfindo (2011) and Vidal et al. (2018) that the 4Ps program has a beneficial impact on parents and the school. They observed that the participation of 4Ps beneficiaries in the different school activities had increased over time. As an intervention to the decreasing participation full of parents, Lopez and Maravillas (2017) argued that 4Ps beneficiaries need to participate in school activities as requested by the school head from the 4Ps municipal link. Attendance played a vital role in receiving their continuous benefit 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 the relationship between socio-demographic conditions and the extent of participation of stakeholders in school-initiated activities in the different secondary schools found a slightly positive correlation. However, it is only between socio-demographic conditions in terms of the number of children in school and the extent of participation of stakeholders in school-initiated activities that there is an r-value of 0.155 and a p-value of 0.000, which is less than the alpha value of 0.05. Thus, there was valid evidence to reject the null hypothesis. There was a significant relationship between socio-demographic conditions about the number of children in school and the extent of participation of stakeholders in school-initiated activities. It means that when the number of children in school increases, there will be a slight increase in the extent of participation of stakeholders in school-initiated activities.

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 in school-initiated activities, with r values of -0.176, -0.122, and -0.171, respectively. It has p-values that are all lower than the alpha value of 0.05. Thus, there is strong evidence to reject the null hypothesis. There was a significant negative relationship between socio-demographic conditions in terms of monthly family income, the educational attainment of the father and of the mother, and the extent of participation of stakeholders in school-initiated activities. It means that when there is an increase in the socio-demographic conditions in terms of monthly family income and the educational attainment of the father and the mother, a slight decrease in the extent of participation of stakeholders in school-initiated activities may occur.

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 the extent of participation of stakeholders in 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 the alpha value of 0.05. Thus, it failed to reject the null hypothesis. There was no significant relationship between socio-demographic conditions in terms of the number of children not in school and the extent of participation of stakeholders in school-initiated activities. It means that, although a slight negative correlation exists between socio-demographic conditions in terms of the number of children not in school and the extent of stakeholder participation in school-initiated activities, the relationship is not significant.

The results of the study corroborated the findings of the World Bank (2006), which confirmed that the living conditions of the stakeholders, as described according to their socio-demographic status, were 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 the 4Ps program of the DSWD has a beneficial impact on both parents and schools. Parents who belong to the poor to low-income class will be compelled to participate in the different school-initiated activities as mandated by their inclusion in the 4Ps and to continue receiving the cash assistance benefit without any deduction due to the absenteeism of students and parents in the different school-initiated activities. Hence, stakeholders' participation in school-initiated activities was found to be increasing.

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

An r-value of 0.048 in the model summary of the stepwise multiple regression analysis results reflects the influence of stakeholder socio-demographic conditions on the extent of participation in school-initiated activities in the various secondary schools. This value indicates that about 4.80% of the variance in the extent of participation in school-initiated activities could be attributed to the variance in stakeholder socio-demographic conditions in terms of monthly family income and number of children in school.

Moreover, the presented coefficients of the linear regression model used a stepwise estimation method to examine the influence of the socio-demographic conditions of stakeholders on the extent of participation in 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 several children in school provide a significant impact on the model generated. This means that, while the four (4) socio-demographic variables, such as the number of children in school, monthly family income, and educational attainment of the mother, were significantly related to the extent of participation of stakeholders in school-initiated activities, only the number of children in school and monthly family income significantly influenced the participation of stakeholders in 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 showed that when monthly family income and the number of children in school had all the ratings, the extent of participation of stakeholders in the various school-initiated activities could be predicted. The generated rating of 3.643 suggested a high extent of participation in the various school-initiated activities. The findings corroborate the research conducted by Lopez and Castro (2018). They found that socio-demographic conditions, especially family income, family size, and the educational attainment of parents,

significantly influenced the participation of parents in school-related activities. They further found that while a moderately negative relationship existed between family income, family size, the educational attainment of parents, and their participation in school-related activities, the 4Ps program provided strong support on the part of the parents in participating in various 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.

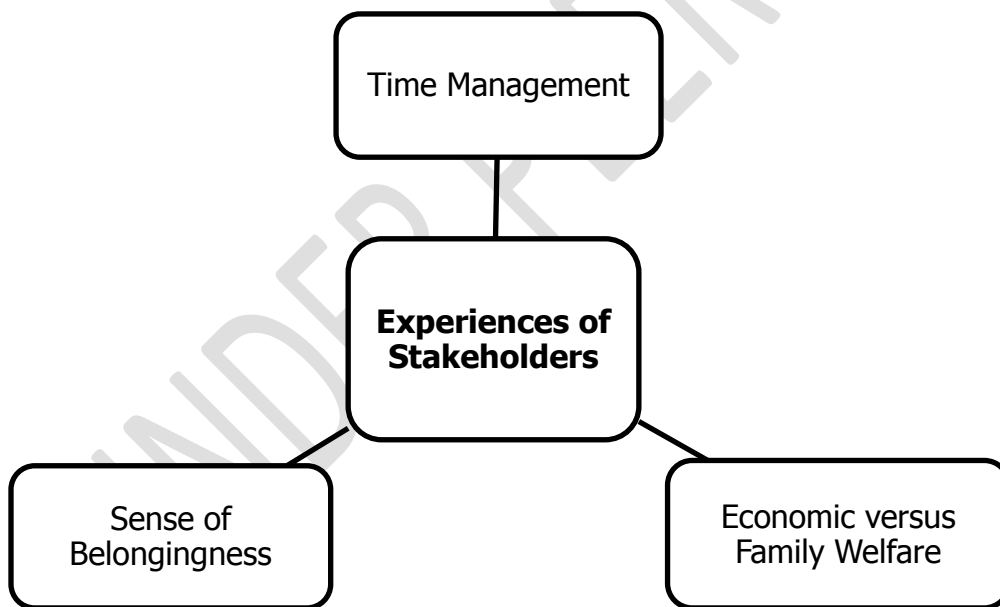


Figure 1. Concept Map Showing the Emerging Themes on the Experiences of Stakeholders in Carrying Out Their Socio Demographic Conditions and Participation in School-Initiated Activities.

Theme 1: Sense of Belongingness

It was generally accepted that participation in the different school-initiated activities by the stakeholders, students, parents, and other groups was 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 to the important part played by socio-demographic conditions on their participation in school-initiated activities, the majority of them agree that enrolling their children in the school already gave them a 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 teacher-conferences and many others.

While the involvement and participation of parents have a 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 belonging in the school community in bringing about the participation of stakeholders. Carson (2014) and Osterman (2010) argued that stakeholders with a strong sense of belongingness would most likely participate in different school activities. Sense of belonging involved the ideas of support and collaboration in whatever programs and activities that the school will conduct and implement.

Theme 2: Time Management

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

Time management has been 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 encounter several problems with prioritization, one should have a stable 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 in 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

Concerning economic conditions and participating in different school-initiated activities, stakeholders believed that it was a fight between economic and family welfare. They argued that they needed to work hard to feed their children and earn some money to be used for their schooling. Thus, there are some instances when they cannot attend homeroom meetings and participate in different school-initiated activities. But also, they are amenable to the idea that if there are any other chances, they will spend more time participating in school activities since it's for the benefit of their children and their responsibility as parents. Some points bring about the idea of 4Ps that compel them to participate in school activities as their absences may constitute deductions of some monetary emoluments.

While all research provides the importance of parent participation for students, it is also in the middle of a challenge as their socio-economic conditions hinder most parents from actively engaging 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 for attending school (Doh, 2014), attend homeroom meetings and conferences (Loucks, 2012; Rothstein, 2014) and participate in 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).

Other studies have demonstrated that parents with low socio-economic status are just as eager as their counterparts with higher socio-economic status to help their children succeed in school. They find time to participate in school activities (Compton-Lilly, 2013). Al-Matalka (2014) also found that regardless of their socio-economic status, parents get involved in their children's 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 a 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.

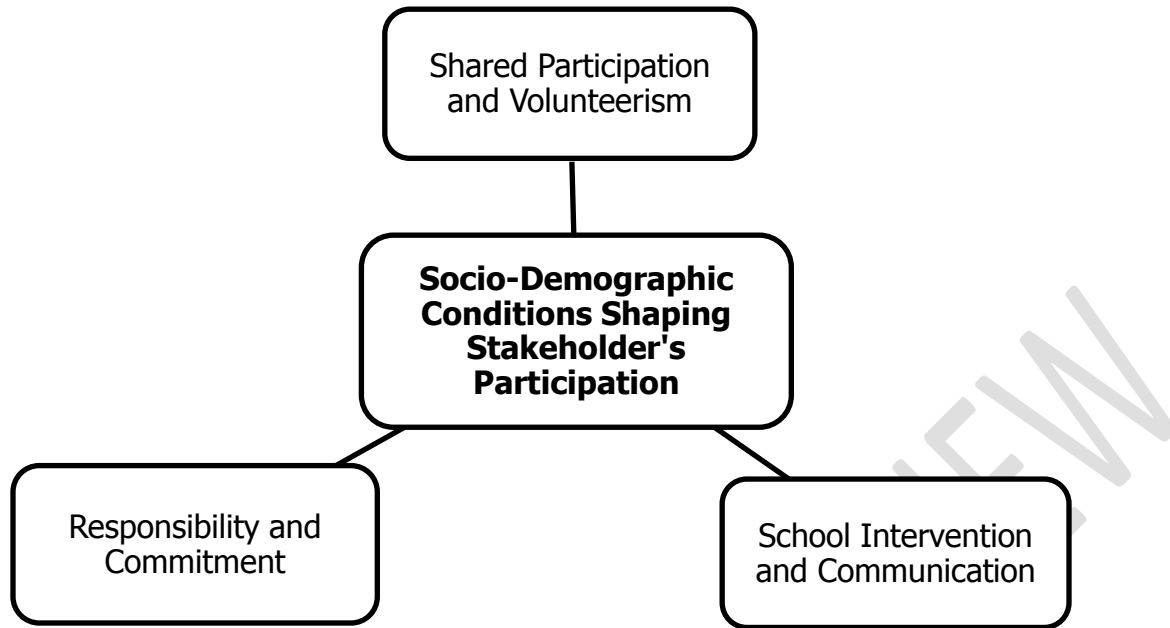


Figure 2. Concept Map Showing the Emerging Themes for the Socio-Demographic Conditions Shaping the Level of Participation of Stakeholders in School-Initiated Activities.

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 have a strong effect on shaping their school participation. While they agreed on such an idea, they were also open to the idea that being responsible and committed parents helped them become closer to school by participating in several activities and attending important meetings and conferences. They argued that it is both a responsibility and a commitment to help their children in their education by constantly getting involved in school activities as well as helping their children even at home.

According to the National Education Association (NEA, 2015), the participation of parents and other stakeholders in school-initiated activities is sometimes challenged because of their socio-economic conditions. They argued that their tight work schedule and their need to work for a living hindered their time to volunteer or even attend school activities, much less get involved in many ways. However, Henderson and Mapp (2012) believed that the majority of parents support 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 in school activities, Jeynes (2016), Linberg and Demircan (2015), and Sison and Lardizabal (2017) recorded 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, four and above.

Theme 2: Shared Participation and Volunteerism

Informants are eager to share their experiences and stories. They narrated 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 essential in helping them 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 volunteer activity.

While the school agreed that learning is a necessity among individuals and educating children entails a partnership between the school and its community, shared participation was primarily institutionalized through the spirit of volunteerism (Wales & Schmidt, 2014). Teachers and school leaders should inculcate among its stakeholders that participation in school-initiated activities is voluntary, complementary, and a shared step toward a better school system (Kartal, 2008). Though constantly tested and challenged by the conditions of the stakeholders of the school, nonetheless, the school should provide ways and means to always 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 aspects of 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 a 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) contend that school leaders must take the initiative in forming stable partnerships. It begins with identifying what we want our constituents to know about our work and our results to date and articulating what they can do to achieve and sustain improved outcomes. As claimed by Mitchell, Cooper, and Erdogan (2017), communication is the primary means of forging partnerships with school stakeholders and the community. The leadership skills of the principal with the initiated school intervention will bring together better support and participation from stakeholders. Graham-Clay (2005) disclosed that effective communication is essential to creating strong school and home partnerships and increasing parental involvement. Some communication opportunities are currently available to teachers, ranging from school-to-home communication books to parent conferences through the internet. Teachers should note that communication is rarely a discrete, individual act but rather occurs within the context of ongoing exchanges to promote 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 in quantitative and qualitative data sets for this study was presented. The side-by-side data presentation allows the researchers to merge the data and interpret the results in a single representation. The merging of the quantitative results and transcript qualitative data sets was a triangulation. Results from converging the data sets allow 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 or show incongruity between data sets (Creswell & Creswell, 2018). As shown in the result, which is seven out of 10 or 70 percent, majority of quantitative results and transcript qualitative data sets show convergence of results and ideas. On the other hand, three out of 10 or 30% reflect 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 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 with the parents and other important stakeholders within the school and maintaining an interpersonal relationship between and among school stakeholders who 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 (village) 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 and others with a mean of 3.32 complement with the transcript data of KII 1, R2 which provides that "...Our school head 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 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 need 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 visitors are coming from the division office or from the higher-ups. I will 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 to give a good impression towards the youth and especially to our children”; and participate in the different meetings and conferences called by the school that talk 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 can participate in the different activities, especially in attending meetings and conferences that talk about the possible future improvement and developments in the school.”

On the other hand, the following statements reflect divergence as follows: assisting school community in sourcing out funds for students such as income generating projects and 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 some 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...”

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

CONCLUSIONS

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

The extent of stakeholder participation in school-initiated activities was high. The result implied that the majority of stakeholders were highly engaged and participated in the different school-initiated activities like Brigada Eskwela, parent-teacher conferences, and others.

A significant but slight positive relationship occurred between socio-demographic conditions and the number of children in school and their participation, while there was a minimally negative relationship between monthly family income, the father’s and mother’s educational attainment, and their extent of participation. It implied that the extent of participation increases a little when there is an increase in the number of children in school and a decrease in their monthly family income and their 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 in different school-initiated activities. It 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 in participating in school-initiated activities. It implied that different stakeholders have different ways and reasons to participate in various school-initiated activities that 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. It implied that the themes shaped the extent of stakeholders' participation in different school-initiated activities.

Quantitative and qualitative data were mostly complementary, thereby exhibiting convergence. It implied that the responses of the respondents to the survey conducted complemented the transcripts of the interviews with the key informants.

RECOMMENDATIONS

Teachers, school heads, and PTA officers may strengthen sustainable partnerships and linkages 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) in the different school-initiated activities, as well as strengthen the partnership between agencies.

Department of Education (DepEd) officials at the regional and division levels may provide technical assistance to school heads in forging partnerships and linkages with stakeholders to improve and enhance the extent of their participation. They may encourage the conduct of stakeholder convergence to explain the importance of shared participation and volunteerism in schools, as well as encourage them to be partners with 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 in 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 school improvement planning (SIP), teachers may be sent to training and seminars to facilitate their understanding of how to engage stakeholders to continually and regularly support and participate in the different school-initiated activities.

Programs and activities may be conducted regularly with the aim of giving parents awareness of their duties and responsibilities to their children, especially in their commitment and dedication to participating in school-initiated activities to encourage a sense of belonging.

Schools should strengthen communication to foster better linkages and partnerships with different stakeholders. Likewise, intervention activities may be provided to increase participation and encourage volunteerism and parental involvement. Confirmatory mixed-method research may be conducted to confirm and validate the relationship between socio-demographic conditions and the extent of participation of stakeholders in different school-initiated activities.

Consent

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

Ethical Approval:

As per international standard or university standard written ethical approval has been collected and preserved by the author(s).

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