

## **Assessment of Homeroom Adviser's Role on School Family Involvement in Senior High School in Manila**

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### **Abstract**

Teachers have a vital role in bridging the gap between school and home. Pupils' success is determined by their connection to the educational process. Parental involvement may help students improve their behavior, participation, and achievement. School and community collaborations may also help to improve, assist, and even change learners and individual partners to improve program quality, resource efficiency, and goal alignment. In this instance, Republic Act No. 9155 requires school leaders to have power, accountability, and responsibility in the school and community. The goal of this descriptive research was to assess the roles of homeroom advisers in school-family involvement. The research questioned 375 parents in grade 12 from a selected Senior High School in District VI of Manila. It aimed to examine the degree to which homeroom advisers play a role in school-family involvement as seen by parent respondents for families to participate in school planning, leadership, and volunteering. The overall mean result of the evaluation on the degree to which homeroom advisers affect school-family involvement is involved. The highest indication of respondent's evaluation of the degree of Homeroom Advisers' Role in school-family involvement is Information to families to assist their children's learning, while the lowest indicator is Opportunities for families in school planning, leadership, and volunteer activities. The research recommended that the homeroom adviser's handbook include information on parental involvement in school, planning, leadership, and volunteer activities to increase parents' commitment to high-quality education.

**Keywords:** *homeroom advisers; school-family involvement*



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### **INTRODUCTION**

According to Macha, Mackie, and Magaziner, the Philippines is behind other Southeast Asian nations in terms of education statistics (2018). Many state changes must yet be implemented. As a result, significant disparities across areas and social groupings persist. According to the legislation, known as Republic Law No. 9155, school leaders in schools and communities should have duty, responsibility, and authority. School leaders must be accountable. They also encourage involvement by teacher associations, non-academic public schools, and parent-teacher community groups (Arellano Law Foundation). Educators take their jobs seriously and depend on the support of parents and the community.

According to Oates, "it is the responsibility of school administrators, parents, and the community to inculcate methods of family involvement in all schools (primary, middle, and high)" (2017). More parental engagement improves student achievement, parent and teacher satisfaction,

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DOI: <https://doi.org/10.31098/ijtaese.v4i1.807>

Research Synergy Foundation

and the school environment in Bunijevac (2017). Furthermore, Nierva (2009) said that parent involvement in the Philippines is still unclear since parent participation methods, especially those that promote active parental participation in home and school learning for children, need to be enhanced. Furthermore, some Philippine traditions, such as how parents race their children, have been impacted by history. Add to it the Philippines' battle with a variety of family-related issues. As a result, the Philippines, like others, is always searching for fresh methods to bridge the gap.

In this regard, Joyce Epstein's theory of overlapping spheres of influence explains a stronger connection between family, school, and community. It asserts that families, schools, and communities are critical to the development of children. When these important areas intersect, students are better equipped to achieve their goals. A student who is the primary link between school, family, and community. The model recognizes reminders of the importance of education because of excellent and regular meetings (Magwa & Mugari, 2017).

Epstein (2010) researched parent involvement for decades, classifying it into six categories: (1) parenting, (2) communicating, (3) volunteering, (4) home learning, (5) decision-making, and (6) community cooperation.

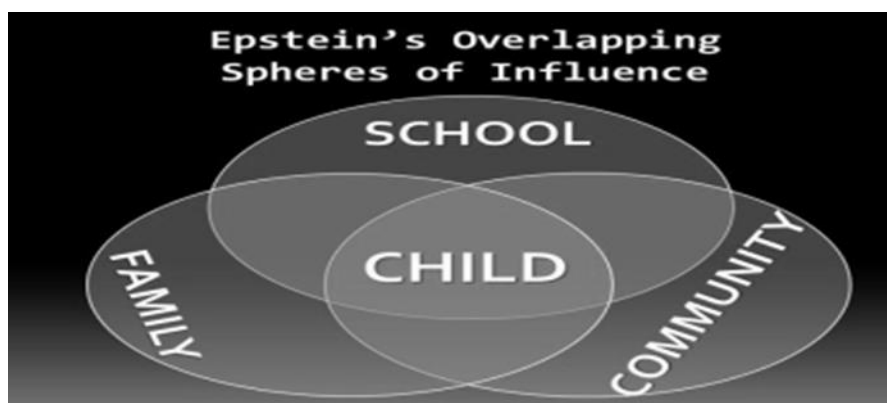


Figure 1: Joyce Epstein's Overlapping Spheres of Influence

In this theory, the study was established titled "Role of the Homeroom Adviser in School-Family Involvement in Selected Senior High Schools in District VI, Manila S.Y. 2019-2020," was conducted by the researchers who aim to find out what is the extent of the homeroom adviser's role in school family involvement in Senior High School in Manila. It also aims to increase family and community involvement in the school for it to succeed and to keep the family, community, and school in good working order so that students can get a good education.

## LITERATURE REVIEW

According to Blitch's 2017 study, while working with different students, teachers have distinct challenges in terms of relationships and communication. Furthermore, they need distinct orientations and skill development in order to effectively engage and cooperate with parents successfully.

According to Majerus (2011), as cited in Jeynes (2005), parental expectations, parental reading, parenting style, and specific parental involvement all have a significant impact on academic performance. Parental expectations and type were shown to have the greatest influence, with sizes suggesting that particular acts had a small effect. Checking homework, going to school activities, and establishing family standards had no evident effect on academic performance. The significant effect that parental expectations and parenting style have on student performance, on the other side, demonstrates the important role of the family environment and dynamics.

Herrell's 2011 study used Epstein et al. (2009) six typologies of parental participation to investigate teachers' and parents' views of parental engagement in elementary school. Herrell (2011) utilized the T-test to find significant differences in parents' and teachers' perceptions of effective parental involvement. Furthermore, Herrell (2011) used ANOVA and post hoc analysis to show significant differences in the parent population by age, education level, gender, and race. However, based on the four demographic profiles showed no significant differences in the teaching population. Furthermore, Herrell (2011) found that certain common and conflicting perspectives on effective parental involvement were challenged by parents and teachers. However, both groups chose communication as the basic category from Epstein et al. (2009)'s six key types of involvement.

In addition, Blazer (2015), citing Caplan (2000) in Funkhouse and Gonzalez (1997), home-school collaboration occurs when parents and educators share comparable responsibilities for shared goals. As a result, effective relationships go beyond the traditional idea of family involvement. Parents play an active role in their children's education and are valuable resources.

In Hsu and Nielson, Bernard (2004) examined the connection between parental involvement in elementary school and student achievement in high school (2009). As a result, early parental involvement in their child's education has a long-term positive effect. Bronstein et al. (2005), on the other hand, found in Hsu and Nielson (2009) that a lack of parental monitoring promotes poor academic achievement.

## **RESEARCH METHOD**

The study used quantitative research using a modified questionnaire for the framework of partnership development between schools, families, and communities from the Ohio Department of Education (ODE) 2009 survey to determine the effects of Homeroom teachers in the promotion of parental involvement in selected senior high schools. It gives families input on how well the school fulfills the six dimensions that have been shown to successfully engage families in school. This study focused on parents' perception of the role of homeroom teachers in school-family involvement in District VI of Manila from the school year 2019 to 2020. The research surveyed 375 grade 12 parents. Mariano Marcos Memorial High School has 59 parent respondents from the academic track and 84 from the technical-vocational track, for a total of 143; Eulogio "Amang" Rodriguez Science and Technology High School has zero academic parent respondents and 146 parent respondents Tech-Voc, for a total of 146; and Elpidio Quirino High School has two academic students and 84 from Tech-Voc, for a total of 86. The three senior high schools were selected because their senior classes and student demographics were comparable. The three secondary schools were chosen based on the closeness of their senior high school tracks and student populations. This study used basic random sampling, in which each participant has an equal chance of being chosen from a subset. A letter of request was received by the Department of Education's City Schools Division in Manila prior to the completion of the survey. After that, the superintendent approved the plan after two weeks. The heads of the schools were formally approved, and instructions on how the research should be carried out were provided. The questionnaires were collected over a two-week period due to respondents who were unable to submit them on time due to conflicting timings with other school events and class suspension days. Statistical data were examined with the assistance of the assigned statistician in order to find the answers to the study's questions. A weighted mean was used to evaluate participants' perceptions of the role of homeroom advisers in school and family involvement.

## FINDINGS AND DISCUSSION

The role of homeroom advisers is critical to the development of children's learning. Herrell's 2011 study used Epstein et al. (2009) six typologies of parental involvement to examine teachers' and parents' perceptions of parental involvement in elementary school. According to Herrell (2011), in this study, parents, and instructors rate each activity quantitatively.

Table 1. Homeroom Advisers' Role on Information to families to assist their children's Learning

Indicators	Mean	Verbal Interpretation
1. The Homeroom adviser provides information on what I can do at home to assist my child in advancing or improving his/her learning.	3.60	Highly Involved
2. The Homeroom Adviser has information on health and nutrition. (Clinic Schedule and Annual Physical Examination Result)	3.60	Highly Involved
3. The homeroom adviser has information on all areas of development (Social, intellectual, physical, etc.)	3.62	Highly Involved
4. The homeroom adviser is knowledgeable about what my child should learn and be able to accomplish in each grade.	3.63	Highly Involved
<b>Grand Mean</b>	<b>3.61</b>	<b>Highly Involved</b>

**Legend:** 1.00 to 1.49 - "Not Involved", 1.50 to 2.49 - "Moderately Involved", 2.50 to 3.49 - "Involved", 3.50 to 4.00 - "Highly Involved"

As shown in Table 1, respondents' assessment of the extent of Homeroom Advisers' role in providing information to families to help their children learn. The highest mean is stated in item number 4, "The homeroom adviser is knowledgeable about what my child should learn and be able to accomplish in each grade." Item number one, on the other hand, states, "The Homeroom adviser provides information on what I can do at home to assist my child in advancing or improving his/her learning." According to Daily Guardian Community News (2014), empowering parents creates a framework of assessment and responsibility for school administrators and teachers while also requiring parents to be involved.

Table 2. Homeroom Advisers' Role in School Family Involvement in terms of Communication Pathways Between the Home and School

Indicators	Mean	Verbal Interpretation
1. At least once a year, the homeroom adviser requests to meet with me in person to discuss my child's progress.	3.33	Involved
2. My homeroom adviser is outstanding at communicating with me (e.g., letters, phone calls, or e-mails).	3.24	Involved
3. The homeroom adviser interacts with me in a clear and understandable manner.	3.30	Involved
4. The homeroom adviser has frequent updates from the teacher about my child's development.	3.30	Involved
<b>Grand Mean</b>	<b>3.29</b>	<b>Involved</b>

*Legend: 1.00 to 1.49 - "Not Involved", 1.50 to 2.49 - "Moderately Involved", 2.50 to 3.49 - "Involved", 3.50 to 4.00 - "Highly Involved"*

Table 2 demonstrates the perspective of respondents on the function of the homeroom advisers' role in increasing school-family involvement via the establishment of channels of communication between home and school. As a result, Parents are involved at least once a year, the homeroom adviser requests to meet with me in person to discuss my child's progress." has a verbal interpretation of Involved being the highest and lowest in rank, states, "My homeroom adviser is outstanding at communicating with me" (e.g., letters, phone calls, or e-mails).

The results show that the counselor can visit parents face-to-face at least once a year, but must improve communication through other channels such as the newsletter, phone calls, or e-mails.

The technology that is available today enables parents to use their cellphones and laptops, and schools want to have the information they need on their websites.

It shows that the homeroom advisers invite parents to help plan events for family involvement. However, parent participation needs to be increased in the determination of the learning goals of the child and which courses or programs should be enrolled in. Understanding digital channels and how to utilize them effectively is essential for successful communication. These include the district and school websites and mobile applications, notifications and alerts, email, social media, and video (Williams, 2015).

Table 3. Homeroom Advisers' Role on School-Family Involvement in terms of Opportunities for Families in School Planning, Leadership, and Volunteer Activities.

<b>Indicators</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
1. The homeroom advisor inquires about my kid's learning objectives and/or the courses or programs my child should enroll in.	2.98	Involved
2. The homeroom advisor inquires about my child's abilities and abilities.	3.21	Involved
3. My child's homeroom adviser is receptive to my ideas about school improvement planning and decision-making at his or her school.	3.21	Involved
4. The homeroom adviser encourages participants to assist in the planning of family engagement events.	3.29	Involved
<b>Grand Mean</b>	<b>3.17</b>	<b>Involved</b>

*Legend: 1.00 to 1.49 - "Not Involved", 1.50 to 2.49 - "Moderately Involved", 2.50 to 3.49 - "Involved", 3.50 to 4.00 - "Highly Involved"*

As shown in Table 3, parents' role as homeroom advisers in terms of families in school planning, leadership, and volunteer activities. The highest mean states that the homeroom adviser encourages participants to assist in the planning of family engagement while the lowest states that the homeroom advisor inquiries about my kid's learning objectives and/or the courses or programs my child should enroll in.

In conjunction with the program of critical schools, Ibrahim (2017) stated that it collaborates with a school or organizes parent-centered activities, such as helping a child to enrich its education in the school, helping schools to strengthen schooling activities, supporting teachers to get the best out of children, and helping other parents to develop meaningful parenting.

Table 4. Homeroom Advisers' Role in School-Family Involvement in Terms of Linkages Between Families, School and Community Support Systems and Services

<b>Indicators</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
1. The homeroom adviser invites me to meetings about my child's well-being to be informed of concerns or policies	3.19	Involved
2. My homeroom adviser encourages me to participate in school activities, whether at school, at home, or in the community.	3.20	Involved
3. The homeroom adviser provides information on community resources that assist families with their basic needs (adult education, employment, health, and mental health).	3.24	Involved
4. The homeroom adviser informs me about programs that may help my kid meet his or her academic and behavioral needs and develop his or her abilities (tutoring, mentoring, camps, career exploration).	3.23	Involved
<b>Grand Mean</b>	<b>3.22</b>	<b>Involved</b>

*Legend: 1.00 to 1.49 - "Not Involved", 1.50 to 2.49 - "Moderately Involved", 2.50 to 3.49 - "Involved", 3.50 to 4.00 - "Highly Involved"*

The respondents' perceptions of the homeroom advisers' role in promoting school-family engagement in terms of linkages between families, school, and community support systems state that "The homeroom adviser provides information on community resources that assist families with their basic needs (adult education, employment, health, and mental health)." UNICEF (2012), which showed the school to be an important personal and social environment for students' life, is used as the basis for the literature on the positive environment at school. A child-friendly school has a safe, emotionally secure, and mentally capable environment. UNICEF (2012) also claimed that teachers are the most important element in developing a classroom that is efficient and integrative.

Table 5. Homeroom Advisers' Role in School Family Involvement in terms of high expectations for students, high-quality teaching, and individuals' unique learning requirements

<b>Indicators</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
1 Information to families to assist their children's learning.	3.61	Highly Involved
2. Communication pathways between the home and school	3.29	Involved
3. Opportunities for families in school planning, leadership, and volunteer activities.	3.17	Involved
4. Linkages between families and in-school and community support systems and services.	3.22	Involved

5. High expectations for students, high-quality teaching, and individuals' unique learning requirements	3.33	Involved
6. Hospitable school environment	3.45	Involved
<b>Grand Mean</b>	3.35	Involved

**Legend:** 1.00 to 1.49 - "Not Involved", 1.50 to 2.49 - "Moderately Involved", 2.50 to 3.49 - "Involved", 3.50 to 4.00 - "Highly Involved"

The Department of Education Order No. 44 Series 2015 is the guidelines for enhancing school improvement planning, which contained two fundamental characteristics of a child-friendly school. First, it is a child-seeking school where children get enrolled in school. Second, the children have the rights and state as duty-bearers with obligations to fulfil them.

The results show that the homeroom adviser's provider expects the child well but must alter its methods of instruction to meet the requirements of the young person. A recent study of how parents may help their children succeed in school has discovered that the greatest benefit is having high expectations. The importance and likelihood of academic success in education are demonstrated by the evaluation and expectations of youngsters (The Guardian,2016). In addition, at the beginning of the school year or the beginning of new tasks and courses, expectations have the most important impact.

This is because students often openly start initiatives on how they will do – and seek opinions about what they can do. When students feel secure in their learning environment, comprehend information and why they are essential, have the chance to exercise, receive clear feedback on their work and participate in sophisticated, meaningful thinking (Kostin,2020).

Table 6. Homeroom Advisers' Role in School-Family Involvement in terms of Hospitable School Environment

<b>Indicators</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
The homeroom advisor assists my kid in adjusting to the transition from one grade to the next.	3.42	Involved
The homeroom advisor values my participation in my child's education.	3.44	Involved
The homeroom advisor maintains a welcoming atmosphere for students, parents, and families that values variety in terms of gender, religion, culture, and ethnic origin.	3.41	Involved
The homeroom advisor ensures that the room is a secure learning environment	3.53	Highly Involved
<b>Grand Mean</b>	3.45	Involved

**Legend:** 1.00 to 1.49 - "Not Involved", 1.50 to 2.49 - "Moderately Involved", 2.50 to 3.49 - "Involved", 3.50 to 4.00 - "Highly Involved"

Table 6 shows, that respondents' perceptions of homeroom advisers' role in fostering school-family engagement in terms of fostering a hospitable school environment are summarized in item number four, which is interpreted as Highly Involved states that "The homeroom advisor ensures that the room is a secure learning environment. While the lowest interpreted as Involved stated

that the homeroom adviser maintains a welcoming atmosphere for students, parents, and families that values variety in terms of gender, religion, culture, and ethnic origin."

Table 7. Homeroom Advisers' Role in School-Family Involvement

<b>Indicators</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
1 Information to families to assist their children's learning.	<b>3.61</b>	Highly Involved
2. Communication pathways between the home and school	<b>3.29</b>	Involved
3. Opportunities for families in school planning, leadership, and volunteer activities.	<b>3.17</b>	Involved
4. Linkages between families and in-school and community support systems and services.	<b>3.22</b>	Involved
5. High expectations for students, high-quality teaching, and individuals' unique learning requirements	<b>3.33</b>	Involved
6. Hospitable school environment	<b>3.45</b>	Involved
<b>Over-all Mean</b>	<b>3.35</b>	Involved

**Legend:** 1.00 to 1.49 - "Not Involved", 1.50 to 2.49 - "Moderately Involved", 2.50 to 3.49 - "Involved", 3.50 to 4.00 - "Highly Involved"

García (2011) reports that teachers are engaged in their communities through support for the school and families it serves to quote the Southern Education Foundation (2016). Parents and members of the community are welcomed at school with respect and dignity. The results are transformative for student learning and school culture as children participate in school planning and decision-making. It shows that although information enhances parents, their chances of leadership and school planning still have to be enhanced.

The overall mean result of the evaluation on the degree to which homeroom advisers influence school-family engagement is involved. Among the indicators of respondent's assessment of the extent of Homeroom Advisers' Role in school-family involvement, the highest is Information to families to assist their children's learning and the lowest indicator is Opportunities for families in school planning, leadership, and volunteer activities.

The proximal process is similar to the interplay in human development between schools and families. An individual, a "context," and a "time" have indirect effects on "proximal processes" rather than being only additive. According to O'Toole (2016), "social continuities and changes that occur over time throughout the person's life and the historical period in the person are greatly influenced by the model's time, shape, content, and direction of 'proximal processes.'

## CONCLUSION

The homeroom adviser should involve parents in school, planning, leadership, and voluntary activities that are in keeping with the learning requirements for students. The school-family involvement program should continue to improve its commitment to high-quality education and should have solo parent programs or activities to be involved. The researchers concluded that for family information to support their children's education, the homeroom adviser is best able to know what the student should learn and how to do it. The homeroom adviser needs improvement to strengthen their roles in delivering health and nutrition, Meanwhile, the ideal thing is to meet



the parents personally to talk about the students' development. Parents also generally need a clear and intelligible interaction with the homeroom adviser for the update on the development of their students. Moreover, the opportunities for families in school planning, leadership, and volunteer activities revealed that the homeroom adviser has the most influence in involving the family in school events, but they have less influence on students' learning goals for their courses or programs. In addition, the highest point in linkages between families, school, and community support systems and services is that the homeroom adviser provides information on community resources that assist families with their learning needs. The researchers strongly recommend that the homeroom advisers must continue to strengthen their involvement in providing high-quality instruction by inviting parents to meetings about their child's welfare, particularly school issues or policies. A qualitative method for homeroom advisers' role to strengthen the school-family involvement should be used for future research to thoroughly analyze the role of teachers in parent involvement in the students' learning.

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