EXPLORING KINDERGARTEN TEACHERS' PERSPECTIVES IN PARENTAL INVOLVEMENT IN THE PHILIPPINES

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ABSTRACT

In this descriptive qualitative study, parental involvement is the partaking of families on the learning and holistic development of children at home and in school on teachers' lens and a part of a larger study. Teachers' perspective is imperative in developing a school-facilitated parental involvement framework in the Philippine context. The researcher used document analysis and interview to gather data. Data were analyzed using content and thematic analysis. Results revealed four themes; (i) meaningful home-school communication; (ii) collective in-school engagement; (iii) structural at-home learning support; and (iv) refining teachers' capacity. These results can be used as an input in developing a school-facilitated parenting involvement framework that encompass the contribution of teachers in planning, developing, and evaluating parental involvement programs which future researchers can also use in their studies. It is important that teachers, especially early childhood educators should understand parental involvement and recognize its positive effects to the teaching and learning process.

Keywords: *parental involvement, early childhood education, teachers' perspectives, school-facilitated parenting involvement framework*

INTRODUCTION

Nowadays, the description of family may change but its significance remains. In the Philippines, family is regarded as the basic social unit wherein state policies must have programs that will preserve and strengthen them (Philippine Senate, 2010). Parents are still the primary responsible for the education of their children and their influences have great impact on children's education. Schools on the other hand, are an important factor in building a strong and healthy community. The collaboration of the two contributes to more successful children and more successful schools. Children must be guided and supported to enable them to gain awareness of themselves, the needs of others, and to live in a society.

Parental involvement has been advocated in Western countries as a result of studies proving its significance in children's development. It begins from Early Childhood Education to prevent problems on illiteracy (Fatin Aliana, Mohd Noorazam, & Nor Hashima, 2010) and improves family-school–community partnership. However, there are misperceptions and discrepancies about parental involvement practices (Fisher, 2016). There are cultural beliefs and practices which are assumed to affect stakeholders. It is important for schools to recognize the existence of cultural variations in parent involvement because there are differences among

families with diverse background on when, why, and how they are involved in their children's education.

Thus, proposing a parental involvement framework is needed to contribute to the existing necessities, cultural context, and future status of a society. The positive connection of parents, teachers, and schools harvests progressive effects to children, families, schools, community, and nation as what the present study wants to address in the larger study of developing parental involvement framework.

Objectives of the study

The objectives of this study are to; (i) investigate existing literatures on parental involvement in Early Childhood Education in terms of communicating from the school; volunteering and participating in school's activities; and learning at-home; and (ii) explore kindergarten teachers' perspectives in communicating from the school; volunteering and participating in school's activities; and learning at-home.

Literature Review

Harmonious relationship between parents, teachers and school administrators should be established for the benefit of the children (Majzub & Salim, 2011). Teachers and school staff must know how to communicate effectively and help parents (Nagro, 2015). Parents in return should connect with the teachers and school for the education of the children. Thus, teachers are needed in constructing a framework to check if the components are essential.

Teachers were believed to have more respected social and cultural authority than the parents (Ng & Yuen, 2015). There are different definitions of parental involvement that evolves from the different perceptions of teachers whom considered the most influential person in the school system (Mathekga, 2016). Result of different studies reveal that there is a difference between parents and teachers roles in education, thus teachers role is more on professional level while parents' role is on assisting and supporting their children (Eva, Hui, & Nirmala, 2012).

According Dor (2012), teachers must recognize patterns of meaningful learning process to inspire parents to participate and volunteer in school. They must understand the capacity of parents on how they can help in their children's schooling (RaziaStanikzai, 2013). Consequently, their view of schooling is affected by their focus on children's achievement (Dor, 2012). According to UNESCO (2016), educators are fundamental partners that should be engaged in policy making.

However, in the Philippines, public school teachers are burdened with a lot of work-related activities that hinders them to put effort on parental involvement (Garcia, 2018). Teachers are occupied on doing loads of paper works and other school-related tasks that restrict them in performing their responsibility of engaging with the families of their students.

With this, teachers should be provided with conferences and trainings on parental involvement (Dor, 2012; REL, 2015). Based from the study of Rouse (2012), teachers needs to be empowered because family-centered practices are professional support that help families to be

empowered. He adds that empowerment is defined as an output of family-centered practices across human services.

There are walls that hinder an effective parental involvement in school. One of the barriers of parental involvement in schools is the communication gap between school, teachers, and parents (Chindanya, 2011). On the side of the teachers, it includes limited parent-teacher time, misunderstandings, incompetence in communication, and wrong perceptions on parents, while on the side of the parents includes inadequate family resources, miscommunications, and wrong perceptions on teachers (The National Campaign for Public School Improvement, 2014).

Lebopa (2010) argues that some teachers complain about the scarcity of involvement that parents do in school. Most of the parents just send their child in school and leave the rest to the teachers. It seems that parents are customers who come in school and go after they bought something. Teachers cannot do everything by themselves. They need partners such as the parents for the education of the children. Furthermore, there are certain values that parents need to instill especially during early childhood when the child is still at home and developing physically, emotionally, socially and cognitively.

Parents and teachers should have mutual trust. It is a belief of openness, honesty, and reliability towards the role of others (Santiago, Garbacz, Beattie, & Moore, 2016). Despite the different views that parents and teachers have and whatever is the socio-economic status of parents, they need to have a partnership wherein both sides have equally harmonious participation towards a goal. In able for a child to succeed, a strong partnership between parents, teachers and schools should be given an importance. Any school that seeks maximum parental involvement has to take into consideration the barriers and work to develop measures and strategies to counter its effects (Mathekga, 2016).

METHODOLOGY

This study collected and examined data using descriptive qualitative method in order to gather views of kindergarten teachers about parental involvement. Descriptive qualitative method constructs meaning rather than discovering it (Merriam, 2009). Hence, the main purpose of using this method is to understand how kindergarten teachers do in the school system and their experiences.

The setting of the study is Manila. It is the capital city of the Philippines where the dense of population is massive based on land area. According to the Department of Education (2016), there are 73 public elementary schools within the six districts of Manila with currently enrolled Kindergarten population of approximately 20,000 out of about 1,800,000 total populations of enrolled kindergarten pupils in the Philippines.

Purposive sampling was used in this study. Creswell (2014) defined a purposeful sampling as a procedure where researchers intentionally choose participants who are knowledgeable about the central phenomenon or the key concept explored in the study. According to Patton (as cited in Merriam, 2009), the used of purposeful sampling lies in selecting information-rich participants for study in depth which researchers can understand issues on the purpose of the inquiry.

Teacher-participants have 3-27 years in teaching kindergarten. Most of them were seasoned teachers or those who have more than a decade of experienced in teaching children. Most of them were not graduates of Early Childhood Education since this course offering are rare in the country years before and it is barely a new degree in the Philippines. Teachers were the front liners in communicating with parents and their views are important when it comes to parental involvement.

On the first phase of this study, document analysis was used to review and examine documents. Document analysis is an organized process of revisiting and assessing printed and electronic documents (Bowen, 2009) and an important basis in qualitative research similar to interviews (Puvenesvary et al., 2008). It scrutinized and interpreted the data in order to draw meaning, have understanding, and develop empirical knowledge. Document analysis helped generate interview questions that provided valuable information to the study. Furthermore, the documents were used for triangulation to understand data got from the interview.

On the second phase, semi-structured interview were prepared for kindergarten teachers to examine their perspectives about parental involvement in early childhood education. This instrument gave a different light because it gives the respondents freedom to express their ideas. An interview is an instrument to gather data through verbal interaction of the researcher and participant about research-relevant information (Merriam, 2009; Puvenesvary et al., 2008). The researcher interviewed kindergarten teachers to discover knowledge that was not directly seen and to understand their views.

In the interview, each participant was asked about the prepared questions. The questions were validated by experts and finalized after some revisions. There were 24 interview questions as shown in Table 1.

Table 1
Interview Questions

1. Do you encourage your students' parents to have an everyday conversation with their child regarding their day in school? How do you do it?
2. How do you encourage parents to do other learning activities at home?
3. How does your school encourage parents to be involved in their child's homework?
4. What are your school's policies in implementing homework?
5. What are the school's ways in communicating with parents?
6. What are the parents' reasons for communicating in school?
7. Does your school use any digital means like social media, text messaging, etc on how parents can be involved in the education of your students? What are these?
8. What other resources does your school provide/use for parent involvement in your students' education?
9. Do you view your relationship with your students' parents as a partnership? Why / why not?
10. Can you describe parental involvement in your school?
11. Does your school advocate parent involvement? How do you show it?
12. What are the different roles parents play in school?
13. Do you have a PTA in your school? What is your role in PTA?
14. What do you think are the roles of PTA in a school?
15. Are parents involved in PTA? What are their roles?
16. What do you do to encourage parents to volunteer on school activities?
17. What more can your school do to encourage parents to participate/volunteer on school activities?
18. What factors hinder parents to be involved in school activities?
19. Is your school transparent on the decisions they make for the benefit of the students? How?

20. How does your school address parental needs in terms of assisting/guiding their child in academic work?
21. Does your school conduct parent training/education? How often do you conduct these trainings? Do your parents attend these trainings?
22. Do you attend trainings on parent education? How often do you attend?
23. What are the government policies regarding parental involvement do you know?
24. How can your school parental involvement practices be improved?

This study went through a set of data analysis and interpretation steps as outlined by Creswell (2014) which are preparing the data for analysis, exploring the data, analyzing the data, representing the analysis, interpreting the analysis, and validating the data and interpretation.

In preparing the data for analysis, first, documents were collected from different resources as guided by the research question of this study. Then, it went through content analysis to get emerging themes that were used in developing interview protocols. Content analysis is a systematic technique of summarizing content into valid categories using certain rules that will explain the data (Kocyigit, 2015; Merriam, 2009; Puvenesvary et al., 2008).

Next, as part of preparing the data, interview questions were pilot tested in a school in Manila. Data from this were explored, transcribed and analyzed. The interview protocol was modified based from the experts' comments and pilot testing.

For the interview, during the first round, six schools were selected. The data was transcribed and saturation was not attained. According to Guest et al. (2006) who experimented with data saturation in interview, as cited in the book of Puvenesvary et al. (2008), saturation occurred within the first 12 interviews. Hence, I haven't reached that number during the first round of interview, so I decided to have another round of interview.

Wide array of participants' answers may also be the effect of various people coming from different provinces of the Philippines that resides in Manila. Thus, the researcher had to really interview more participants in different schools per district. On the second round of interview, data was saturated because there was "a point that no new information, insights, or understandings are forthcoming" (Merriam, 2009).

All audio interviews were transcribed in word document in the computer. There were about 47 pages of data from 24 kindergarten teachers that were manually analyzed during the first run and by the used of Atlas.ti on the second run. Atlas.ti is a software program for qualitative data analysis. This was useful especially for huge data such as this study because of its features of building categories and easy access on finding quotations from codes.

All the data obtained from the interview and document analysis were merged and analyzed. Four themes created were meaningful home-school interaction, collective in-school engagement, structural at-home learning support, and refining teachers' capacity.

Symbols for each participant were used in analyzing the data. Each participant has D and a number that represent where their school is located. Then, it is followed by T and a number. Quotations in the findings used these symbols for citation.

After analyzing the data, it underwent peer evaluation from four independent early childhood education experts and members' checking from selected participants using a researcher-made validation tool. Peer review and members checking were done to established

trustworthiness in this study. According to Merriam (2009), peer review is a consultation with experts about the procedures of the study, congruency with the findings to the raw data and tentative interpretations.

Validity in this study focused on four stages as shown in Table 2. This is done to prevent potential threat in this study. Through the process of instrument reviewed by experts, members checking, peer review, and triangulation, the instruments, data, and findings of this study were validated.

Table 2
Establishing Validity of the Study

Part of the Study	Method of Validity	Instruments Used	People Involved
Development of Instruments	Experts' validation	Self-constructed instrument validation tool	ECE experts, Filipino linguist expert
Data Collection	Informal members checking	Audio recorder	All participants
Data Analysis	Triangulation	Data from document analysis & interview	Researcher
Findings	Formal members checking	Self-constructed instrument validation tool	selected participants, ECE experts, research professors, kindergarten teachers, parents
	Peer evaluation		

For ethical considerations, before the data collection, the consent from the Division of City Schools Manila and school administrators were given through a letter explaining the nature and processes of the study. Consent forms were also given to the Kindergarten teachers where the purpose, procedure and their roles were stated. This study collected personal information from the participants, took photos and voice recorded during the interview but with direct consent from them.

FINDINGS

Teachers' perspectives consist of the teachers' characteristics, their roles, opinions, and influences in the school system. Teachers as one of the major stakeholder in parental involvement, take care and teach children, engage with their students' families, and build strong partnership with all the stakeholders. The three categories that appear from this area are the following:

1. Qualities of teachers.
2. Teachers' views on different kinds of parental involvement.
3. Roles in school.

Table 3 shows the codes repeated in the interviews and their frequency under teachers' perspectives and roles.

Table 3
Codes and Frequency from the Analysis of Interviews in Teacher' Perspectives and Roles from Atlas.ti

Codes	Frequency
giving opportunities to participate	8
role in assignment	17
employ personal communication with parents	22
sharing with parents	6
encouragement thru meetings	16
convincing powers of teachers	5
teachers as second parent	5
developing routines	12
teachers discretion on homework	5
teachers initiative & responsibilities	4
consideration on parents and children's' needs	16

Most of the teachers considered themselves as second parents to their kindergarten children. Also, they identified their role in communicating and sharing strategies with parents, giving assignment, and developing routines in their classroom. They believed that parents should be given importance, empower, and assumed opportunities to participate. They viewed the importance of administrative support for them to perform their duties, and encourage parents to be involved in school activities.

Qualities of Teachers

Teachers' characteristics inspired children and parents. Their actuations were mirrored on the behavior of their class and their personality is reflected on their classroom. A teacher should know how to adjust to the needs of their clients and understand their capacities.

Teachers believed that the child is in-between the parents and teachers. Everything that the teachers and parents do must benefit the children. It was difficult for working parents to work and take care of their children at the same time. With this, several teachers suggested reaching out and considering parents availability. They prepared scheduled activities and program for parent aiding suitable for working parents.

Adjustments of teachers to parents' schedule came with agreements during parent conferences. Usually parents agreed more if they see the teachers 'genuine concern for their children. A teacher being the second parent in school cares for each of her students like mother does. Their primary concern was the welfare of the children and if parents see their care, trust is automatically achieve. Trust is gained and not forcefully given.

In addition, teachers' initiative was another quality that stimulates parental involvement. If parents can see how the teacher perseveres, everything will follow. Required engagement is not necessary anymore if teachers develop certain level of connection to parents.

Moreover, a teacher cannot share knowledge to her students and strategies to parents, if she will not improve herself. Annually, teachers in the public schools were required to attend

professional development activities. These helped them to grow professional and personally. It was also a way for the government to cater the needs of the teachers. A teacher cited that:

> *D1 T3: We (teachers) usually have seminars every May (summer vacation of students in the Philippines) or every semestral break (around 3rd to 4th week of October). That is the requirement if you work in the public school. You (public school teachers) are required to attend seminar for professional development for you to know the trends in teaching and to address your needs.*

Knowledge gained by the teachers in professional development can be transmitted on teaching children and manner of communicating with parents. On the whole, teachers' qualities comprises of flexibility, trustworthiness, perseverance, initiative, and openness for opportunities. These characteristics were carried out on the perspectives they have on parental involvement.

Teachers' Views on Parental Involvement

Giving importance on what the teachers can do in the school system supported the present study in positioning teachers in a parental involvement framework. Activities set by the school were implemented by teachers. Teachers believed that opening windows of opportunities for parents to participate, improved their involvement. During *Brigada Eskwela* (a nationwide school program of cleaning the school before classes starts), parents were visible and they help even for just an hour. In some schools, parents have areas that have beautiful gardens that they were taking care of while waiting for their children. They helped when the school provides them with chances to be engaged.

Besides giving opportunities for parents, teachers thought that parents needed to be empowered. Exposure to different seminars can enhance their knowledge and skills. Usually teachers, guidance counselors or GPTA officers facilitated the seminars. Sometimes sponsors from external stakeholders like local government units supported the sessions. Kindergarten teachers mentioned that:

> *D5 T2: Maybe parents need to be educated because they have negative connotations when parents are close with the teacher. They (parents) taught that parents are teacher's pet or want their child to belong to top 10 (honor list). So, if they are educated, they will understand, maybe that is the key, to educate parents.*

> *D1 T3: Usually parent seminars are done in the month of May. We (the school) have a schedule wherein there is a discussion on child abuse, laws about children, that sometimes, unknowingly parent abuse their own child. The guidance counselor with the help of the teachers facilitates the seminars.*

> *D2 T1: We (the school) have a lot of parent seminars about child-rearing and bullying. Sometimes we get resource speakers, sometimes the guidance counselor, sometimes from AFI (school's external stakeholder).*

Parents' wrong connotations on school, their rights, and teaching them about child-rearing and strategies in teaching was a scheme that can enable them to be more engaged in their children's schooling.

In spite of the efforts of schools, some parents were still hesitant to be engaged. One factor that contributed to this negative behavior was the community where the school belongs and the socio-economic status of the families. Teachers observed that a number of their pupil comes from the lower class families and live in squatters areas. Usually these parents complain more but didn't attend meetings or even response to written and verbal communications sent by their child's teachers.

However, teachers viewed parents' participation and homework positively. They trusted that parents consistently help their child in their assignments. Involvements of parents were emulated in children's homework. Teacher shared that children whose parents are guiding them are "those who are focus and really helps in school" (D1 T4).

In terms of communication, teachers viewed parents as open and reflective to the information they give them about their child. Communication between them happened every time it is needed. Teachers preferred to have personal talk about absences, concerns and other things related to children's learning. Teachers voiced out that the best way to communicate with parents about their child is to "personally talk to them" (D4 T2). They further shared that:

> *D1 T2: I (teacher-participant) don't really require excuse letter, I like parents to personally talk to me or text me immediately the reason for their child's absence.*

> *D4 T2: Everyday in kinder, we (the school) have time before class to meet parents at the ground. That is our assembly time. Parents are not allowed to go to classrooms to talk to us (teachers), so that time (assembly time) is intended for us (parents and teachers) to talk. Everyday whatever problem the child has, I (teacher-participant) can immediately tell it to their parents and no need to wait for the schedule of parents meeting. Everyday it's needed because children are playful, so guidance of parents should really be there.*

Personal connection with limitations can be a sign of a harmonious relation between parents and teachers. Transparency of both parties may benefit children.

Moreover, teachers considered the leadership and supported of school principal in any kind of parental involvement. The management of the school was vital in the development and implementation of any programs. Programs and activities were dependent on principal or school head's approval. Their strong leadership can materialized plans. Support and leadership of teachers and principals can encourage parental involvement.

Teachers' Roles in School

Teachers play various functions in school that give educational value for their pupils, parents and school. They are architects that build knowledge, a baker that molds young minds, a doctor that heals and counsels wounded emotions, and a mother that knows every inch of what their children needs.

Teachers have convincing powers that encouraged parents to be involved in their child's learning. As children see teachers as always right, parents also follow teachers' advice when trust is develop. When trust is developed, partnership begins. Both parties will have mutual responsibilities.

Teacher-participants from different districts believe that "parents and teachers are really partners". Children stayed more at home than in school so learning was not reliant on the teachers alone. Learning was about "working hand in hand" (D2 T1). If there were problems, parents and teachers should talk about it.

Every parent is different. There were parents who are focus with their children's education and there were parents who neglect their children. They were a huge factor in children's lives. Teachers, on the other hand, should make an effort for children to achieved and develop holistically. It's like a "30% - 70% partition" (D4 T3) of efforts from teachers and parents respectively.

Additionally, teachers shared innovative practices in teaching children, what to do with homework, modern techniques in child rearing, and current trend in early childhood education. They mentioned that:

D1 T3: I (teacher-participant) told parents that it's difficult to teach writing that is why I teach them a way (strategy in writing) to do it that during our time we don't have it. I told them the websites on where they can get this (the strategy), just print and continuously practice at home.

D3 T1: During parents' orientation, I (teacher-participant) share knowledge I learned from seminars… I always tell them (parents) to spend time with their children instead of talking rumors to other parents. I always remind them that we (teacher and parents) should work together.

D4 T1: During parents' meeting, I (teacher-participant) told parents to "always talk to your child in a nice way, take it from me because I've done it with my two children." It has positive results. When you talk to them (children) angrily, they feel rebellious.

Sharing of information was a way to express openness to parents. Teachers also believed that showcasing products of parental involvement, parents were encouraged and it recognized their worth. More than supporting in activities and assisting teachers in the classroom, parents saw how their child behaves and how school cultivates their child when they were present in the premises.

In kindergarten class, parent aids assisted teachers in chores in classroom. More than that, the purpose of parent aiding is to "see what the teacher does and how children behave" (D1 T3). Children have different attitude in school and at home. Parents should see and understand how their child behaves in school and coordinate with teachers for improvements.

During meetings and general assemblies, efforts done by parents like projects, assistance in school activities, and awards received can be presented. Likewise, principals and teachers may also showcase their accomplishments. With this, both parties are encouraged to work together.

Teachers' endeavors in parental involvement were included on rating their performance. DepEd developed a mechanism to evaluate teachers in terms of their individual attainments, meaningfully contributed to the realization of their vision mission, and engagement with families. DepEd vision was "to dream of Filipinos who passionately love their country and

whose competence and values enable them to realize their full potential and contribute meaningfully to building the nation." A teacher cited:

> *D2 T4: Yes we (teachers) do parental involvement because we put it in our IPCRF (Individual Performance Commitment and Review Form.) In that form, it reflects the number of your students which is equivalent to the number of parents. For example you have 28 students; you need at least 90% attendees of that number to attend in parents meetings or activities. IPCRF is a proof that we did something with matching pictures and documentation.*

Since IPCRF gave teachers their performance ratings, it motivated them to improve themselves and at the same time increased parental involvement. However, in implementing activities for parents and developing harmonious relationship with them, limitations were set to prevent misunderstanding and over familiarity. It was essential to have good working relationship with parents but teachers should set restrictions "because if you are too close with them, they may not follow your orders" (D5 T4).

In short, teachers' perspectives on their qualities, parent participations, and functions in school were vital as presented in Table 4.

Table 4
Summary of Teachers' Perspectives on Parental Involvement

On qualities of a teacher	On parent participation	Roles in school
Flexible	Parents should be given opportunities.	Convince and encourage parents to participate.
Trustworthy	Have parent empowerment.	Develop partnership & mutual responsibilities.
Has initiative.	Consider parents' attitudes and needs.	Share innovative practices to parents.
Persevere	Assignment is a reflection of parental involvement.	Showcase positive parental involvement .
Open to opportunities.	Have an open communication with parents. Principal's support is important.	Set limitations to parents.

DISCUSSION

Schools in the Philippines used both types of communication. Teachers shared that they often use diary notebook and group text/chat to communicate with parents which parents are also in-favor to use. Using digital means of communication helps teachers to easily "communicate with parents in times of emergencies" (D1 T4), and reduce time for the school to exchange messages and information (Smith, Wohlstetter, Kuzin, & De Pedro, 2011). Though, parents and teachers should be trained and motivated to use the technology (Kosaretskii & Chernyshova, 2013).

There were elements that contribute to an effective communication. According to the participants these were harmonious relationship, mutual responsibilities, division of task, and collaboration of parents and teachers. The aspects of communication such as reciprocal

communication between teachers and parents to avoid misinterpretation (Mathekga, 2016) mutual trust and respect (Heath et al., 2015) permit parents and teachers to share their apprehensions and views in helping students and school (Johnson, Gupta, Hagelskamp, & Hess, 2013) and support for children's learning at home and in school (RaziaStanikzai, 2013).

Furthermore, findings showed that there were collective in-school engagement wherein there were movements done by the teachers that positively affects the holistic development of children in school. Parent aid and PTA has also been a strong indicator of volunteerism in schools especially in the kindergarten classroom based from the interviews conducted.

On the other hand, structural at-home learning support was seen as a determinant of children's success. Teachers gave homework to have "follow-up at home" (D2 T1), guide for parents on their children's lessons, enrichment exercise, and continuity of lessons because teachers cannot do everything and guidance of parents were needed.

Researchers were now giving attention to the connection of homework and students' achievement (Gonida & Cortina, 2014). In the Philippines, DepEd made a memorandum number 392 in 2010 that guides all public elementary school pupils in giving homework. In this order, teachers were advised to limit assignments especially during weekends for students to have quality time with their families. In 2016, DepEd memorandum was legalized and broadened through the No Homework on Weekends policy. It was enacted in all (both public and private) elementary and secondary schools in the country. This act frees the teacher and students from the "rigors of school during weekends".

CONCLUSION

Parental involvement is a very broad word that is different from one study to another and interpreted by various researchers based on the context where their study is conducted, through their experiences, result of researches, and existing theories. In this study, it is defined as partaking of families on the learning and holistic development of children at home and in school. It is articulated through school-facilitated programs wherein partnership of the school, community and home is evident. It is built upon equal, two-way, and trustful communication, participation, and support of stakeholders in the school system. Each stakeholder especially kindergarten teachers has its roles and they are empowered to perform their responsibilities.

Analysis of documents and data gathered from interview was done to explore parental involvement in the lens of teachers in the Philippines Early Childhood Education in association with prevailing Asian and Western studies.

A lot of researches are conducted showing the positive effects of family engagement in school but unfortunately most are not considered in the improvement education system. Most countries have no policies specifically intended for parental involvement including our country. Commonly, it is attached with other policies like child protection, family welfare, and basic education.

Consequently, with the gaps stated and the absence of programs and framework for parental involvement in the Philippine context, the researcher intends to make a data-driven, research-based framework for Filipinos that will start from kindergarten. Based from the findings four themes emerged on parental involvement in the Philippines: meaningful home-school

interaction, collective in-school engagement, structural at-home learning support, and refining teachers' capacity.

It was believed that the school can be a government's gateway to notify families about policies and distribute the resources for them. At the same time, it is a venue for families to voice-out their needs and problems to the government. The rationale for this belief is the formulation of DepEd' School Improvement Plan wherein community involvement is a part of the plan and parental involvement programs can be injected. Schools should develop home-school parental involvement framework that value the importance of voices of every stakeholder especially teachers in the school system to reinforce and empower partnership.

Moreover, this study encourages schools to highlight variety of opportunities for teachers to be involved so that they can see their essence and worth. This may result on developing mechanisms for home-school learning activities and programs that will connect learning from school to homes of their students and providing continuous flow of actions of stakeholders for the development of children. The effective implementation of parental involvement entails contribution of parents, teachers, principals, and government officials. They must feel that it is their responsibility to be involved in the process.

Findings of this study reveal that in the Philippine kindergarten level, there are aspirations from teachers to sustain the great extent of parental involvement in kindergarten across grade level. Parental involvement must be understood with depth and in context of one country so that it can comprehensively contribute to education and holistic development of children. However, teachers who were interviewed in this study did not experience being part of SIP team. Only the principals have knowledge on development of SIP. Teachers should be knowledgeable and have a representative on the development of SIP. Thus, this study intends to propose a School-facilitated Parental Involvement (SPIn) framework which offers a contextualized blueprint for Filipino families' engagement in school. This framework can add up to the expansive definition of parental involvement. It encompasses the contribution of stakeholders in planning, developing, and evaluating parental involvement programs which future researchers can relate their studies.

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