The Efficacy of the Parents-Facilitator Conference (PFC) in Monitoring the Higher-Level Learners’ School Performance: Basis in Enhancing the School’s Learner Monitoring Program

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Abstract—The family and the school are the primary environs in which a child grows up and develop his personhood. The strong partnership between the home and the school is essential to ensure the child’s acceptable performance in school. This partnership is established through the parent–teacher conference program of schools. This program serves as an important component of home–school communication and family involvement in the education of the child. This descriptive-quantitative study determined the efficacy of the Parent-Facilitator Conference (PFC) in UST-Angelicum College, Quezon City, Philippines as the school’s program in establishing partnership with the parents and as an avenue for parents’ monitoring of their child’s performance in school. Involved in this study were the two hundred and seventy-five (275) parents and the twenty-two (22) learning facilitators. The responses of the two groups of respondents were compared using chi-square. The respondents’ perception on PFC as an avenue for monitoring students’ performance was first sought. It was revealed that PFC provides the parents information about their child’s attendance and punctuality in school, serves as an opportunity in making follow-ups of their child’s performance, and the attitude of their child towards schooling. The paper also determined the parents’ varied involvements and the extent of these involvements during the scheduled PFC. From the findings, the researcher proposed enhancements on the conduct of PFC as the school’s learner monitoring program.

Index Term—conference, facilitator, involvement, monitoring, performance

I. INTRODUCTION

Parental involvement is an essential factor in the development of the foundation in children’s education. In spite of this, many parents do not appear to be getting involved in their children’s education. This lack of involvement may have a negative impact on student performance in and out of the classroom and ultimately affect their continuing educational development and success. Teachers need to play a major role in connecting to the larger school community.

With the emphasis on learning outcomes, assessment, and standards in education in UST Angelicum College, the learning facilitators must examine all facets of the educational process to determine ways to enhance and improve student learning. Schools must assess and evaluate the effectiveness of current contacts with parents and evaluate whether parents feel these contacts are of value or simply a formality.

One avenue for direct parent-teacher contact is the Parents-Facilitator Conference (PFC). This is one of the main tools that UST Angelicum is implementing in order to communicate the learners’ academic progress to the parents.

The parent-teacher conference is an occasion wholly dedicated to the assessment and evaluation of the student—a kind of student performance review focused on how the child is doing in school.

Parents and teachers collaborate by treating the conference as an occasion for monitoring the academic performance of the learners, using the learner’s progress as a gauge of how the teacher is doing at his or her job of ‘being a teacher’ and how the parent is doing at his or her job of ‘being a parent’.

The significance of this study lies on the need to discover how similar or dissimilar the views of parents and teachers are when it comes to the matter of how they should be effectively involved in the educational process. They work together to strengthen the relationship between the school and home to a more collaborative process which will positively affect the education of children.

Teachers need the help of parents to do their jobs. It is important for teachers and parents come together to get parents more involved in education.

A. Theoretical Framework

Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. The six types of involvement provide sample strategies for each of the type of involvement
described, as well as challenges that may be faced, and new ways to think about what parent involvement means.

The overlapping spheres of influence model demonstrates shared responsibility of the school, family, and community for a child’s success in school. The external structure of the overlapping spheres of influence model recognizes the child at the center as the focus within the family, school, and community (Fig. 1).

![Figure 1. Overlapping spheres of influence – External structure](image)

Children interact with influence and they are influenced by their families, their schools, and their communities. The six types of involvement framework of Epstein are parenting - help all families establish home environments to support children as students, communicating - design effective forms of school-to-home and home-to-school communications about school programs and children’s progress, volunteering- recruit and organize parent help and support, learning at home - provide information and ideas to families about how to help students, decision making - include parents in school decisions, developing parent leaders and representatives, and collaborating with community - identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

The framework of six types of involvement helps educators develop more comprehensive programs of school-family-community partnerships.

B. Research Problems

1. What is the extent of involvement of parents in the Parents-Facilitator Conference (PFC)?

2. How do the perceptions of parents and facilitators assess the efficacy of the Parents-Facilitator Conference in terms of:
   2.1 Attendance and punctuality;
   2.2 Follow-ups; and
   2.3 Attitude towards children’s schooling?

3. Is there a significant difference on the assessment of parents and facilitators on the efficacy of the Parents-Facilitator Conference (PFC)?

4. What are the problems encountered by parents and facilitators in monitoring the academic performance?

5. Based on the findings, what monitoring plan may be developed?

C. Definition of Terms

The following terms are defined operationally and lexically to provide a common frame of reference:

Facilitator. The teacher in a traditional classroom set-up, the person who facilitates the learning of students enrolled in school.

Higher-level. This pertains to secondary or high school learners/students.

Moderator. This is another term for a class adviser. The moderator facilitates the PFC (Parents-Facilitator Conference).

Non-graded system. This system of education sees a particular subject area level as a continuous whole with a complete set of skills to be learned by the learner without the usual time frame. The learner’s progress in a given subject area level is determined by his personal capability to learn with the efforts he actually exerts as conditioned by his moods, degree of responsibility and maturity.

Self-paced. The learners are enabled through flexible arrangements to progress at their own best pace and in appropriately varied ways. Curricula are individualized to correspond with individual needs, interests, and abilities. Unmastered skills. These are the unaccomplished modules, skills and activities of a learner per subject.

YS (Years in school). This refers to the grade level of the learner in school.

II. Methodology

The quantitative and descriptive methods of research were used in this study. The Slovin’s formula was used in computing the population and sampling. The total number of respondents was 275 higher level parents and 22 higher level facilitators.

The instrument used in this study was the survey questionnaire formulated and constructed by the researcher. Primarily, the questionnaire was focused only on the efficacy of Parents-Facilitator Conference (PFC) in monitoring the academic performance of the higher-level learners. The researcher asked the assistance of the Academic Director and the Research and Development Office Head of UST Angelicum College to look into the instrument and suggested some points of revision.

The instrument consists of statements to be valued using a Likert-scale data rating in which the respondents were asked to indicate the degree of involvement strategy. The questions were designed to know the perceptions of parents and facilitators on the efficacy of Parents-Facilitator Conference (PFC) in monitoring the academic performance of the higher-level learners. The third part of the questionnaire consists of the list of problems encountered by parents and facilitators in monitoring the academic performance of the higher-level learners.

The parents and facilitators answered the questionnaires during the scheduled Parents-Facilitator Conference. The data gathered were tabulated, analyzed, interpreted and subjected to the following statistical tools: frequency, percentage, weighted mean, variance, t-test, and chi-square.

III. Results and Discussion

Table I reveals the extent of parents'/guardians’ involvement carried out during Parents-Facilitator Conference. The Parenting skills of parents obtained the weighted mean of 4.45 which means they are Extremely Involved during PFC. Communicating skills of parents got the weighted mean of 4.25 which means they are...
Extremely Involved. Their Collaboration with the school-community acquired the weighted mean of 3.47 which means they are Involved and their Volunteerism obtained the weighted mean of 3.25 which means they are Moderately Involved.

TABLE I. EXTENT OF PARENTS’ INVOLVEMENT CARRIED OUT DURING PARENTS-FACILITATOR CONFERENCE

<table>
<thead>
<tr>
<th>Extent of Involvement</th>
<th>Weighted Mean</th>
<th>Degree of Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parenting (parenting skills in parent – child interactions)</td>
<td>4.45</td>
<td>Extremely Involved</td>
</tr>
<tr>
<td>2. Communicating (school – home, home – school communication)</td>
<td>4.25</td>
<td>Extremely Involved</td>
</tr>
<tr>
<td>3. Volunteering (involvement in school, classrooms/events)</td>
<td>3.25</td>
<td>Moderately Involved</td>
</tr>
<tr>
<td>4. Collaborating with the community (contributions to school)</td>
<td>3.47</td>
<td>Involved</td>
</tr>
<tr>
<td>5. Decision-Making (participation in parent – school organization)</td>
<td>3.43</td>
<td>Involved</td>
</tr>
</tbody>
</table>

Overall Weighted Mean: 3.77 Involved

Parenting skills of parents obtained the highest weighted mean of 4.45. As stated by [1] Epstein et al. (2009), schools must help families with basic parenting skills, encouraging home conditions to support children in the educational process, and assisting schools to understand families. [2] Hatter (2014) explained that two-way communication between the school and the home is vital to pupil success.

Schools can assist families in meeting their responsibilities as parents of children at every age level by providing activities that increase their knowledge and strengthen their skills in an effort to influence their child’s growth and development.

As revealed in Table I, Volunteering obtained the lowest weighted mean of 3.45. As the demands of families have increased with work hours, overwhelming schedules, and other responsibilities, some families have difficulty scheduling time to volunteer at the school during normal school hours.

Many schools have volunteers, but often there are a small number of people who continue to offer their time. One of the many challenges to volunteer programs is to recruit a wide variety of people so that all families know they are valued as volunteers.

Schools need to provide volunteers with appropriate training, enabling the volunteers to successfully and effectively serve the students. With time being an issue in many families, schools need to create flexible schedules to provide training and allow volunteers to assist the school programs and the educational experience.

[3] Henderson, Mapp, Johnson, and Davies (2007) emphasized that schools, families, and communities that work together and share the responsibility for educating children are more likely to provide better programs and opportunities for students.

Table II reflects the mean perceptions of parents and facilitators on the efficacy of the Parents-Facilitator Conference (PFC) in terms of attendance and punctuality, follow-ups, and attitude towards children’s schooling. In terms of Attendance and Punctuality, the parents’ mean perception is 3.94 (Important) while the facilitators’ mean perception is 4.30 (Very Important). For Follow-ups, the mean perception of parents is 4.45 (Very Important) and the mean perception of facilitators is 4.50 (Very Important).

When it comes to Attitude towards Children’s Schooling, parents have the mean perception of 4.52 (Very Important) and facilitators have the mean perception of 4.43 (Very Important).

TABLE II. MEAN PERCEPTIONS OF PARENTS AND FACILITATORS ON THE EFFICACY OF PARENTS - FACILITATOR CONFERENCE

| INDICATORS                  | PARENTS | FACILITATORS
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Punctuality</td>
<td>3.94</td>
<td>4.30</td>
</tr>
<tr>
<td>Follow-ups</td>
<td>4.45</td>
<td>4.50</td>
</tr>
<tr>
<td>Attitude towards Children’s Schooling</td>
<td>4.52</td>
<td>4.43</td>
</tr>
<tr>
<td>Overall Weighted Mean</td>
<td>4.30</td>
<td>4.41</td>
</tr>
</tbody>
</table>

Legend:
Mean Range Verbal Interpretation
4.21 - 5.00 - Very Important
3.41 - 4.20 - Important
2.61 – 3.40 - Uncertain
1.81 – 2.60 - Less Important
1.00 – 1.49 - Not Important

Most of the parents/guardians and facilitators agreed that the Parents-Facilitator Conference (PFC) is helpful and valuable in monitoring the academic performance of the learners. They also claimed that attending the PFC regularly is essential. The conducted survey results revealed that that follow-up is necessary in giving information and update on the schedule of PFC.

A report conducted by the [4] National School Public Relations Association (2005) showed that enhanced parental involvement leads to better academic performance, better attendance, and improved behaviour at home and school.

Table III shows the difference on the perceptions of the assessment of the parents and facilitators on the efficacy of the Parents- Facilitator Conference (PFC) in terms of attendance and punctuality. The difference on the perception of the parents and facilitators towards the efficacy of the PFC in terms of attendance and punctuality is significant because the t-value (0.0009) is less than the significance level (0.05).
TABLE III. DIFFERENCE ON THE PERCEPTIONS OF THE ASSESSMENT OF THE PARENTS AND FACILITATORS ON THE EFFICACY OF THE PARENTS-FACILITATOR CONFERENCE (PFC) IN TERMS OF ATTENDANCE AND PUNCTUALITY

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>4.30</td>
<td>0.65</td>
<td>275</td>
</tr>
<tr>
<td>Moderators</td>
<td>3.94</td>
<td>0.40</td>
<td>22</td>
</tr>
</tbody>
</table>

where:

\[ x_1 = \text{Mean of first set of values} \]
\[ x_2 = \text{Mean of second set of values} \]
\[ S_1 = \text{Standard deviation of first set of values} \]
\[ S_2 = \text{Standard deviation of second set of values} \]
\[ n_1 = \text{Total number of values in first set} \]
\[ n_2 = \text{Total number of values in second set} \]

Based on the revealed results, parent-respondents and facilitators agreed that attendance and punctuality in attending the PFC is significant. [5] Pinantoan (2013) pointed out that the influence of parental involvement on a student’s academic success should not be underestimated. [6] Hoover-Dempsey et al. (2005) acknowledged that parental involvement is a vital issue in the educational process and therefore requires school to engage and collaborate with parents to improve school success.

TABLE IV. DIFFERENCE ON THE PERCEPTIONS OF THE ASSESSMENT OF THE PARENTS AND FACILITATORS ON THE EFFICACY OF THE PARENTS-FACILITATOR CONFERENCE (PFC) IN TERMS OF FOLLOW-UPS

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
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<td>0.37</td>
<td>22</td>
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</table>

Table IV reveals the difference on the perceptions of the assessment of the parents and facilitators on the efficacy of the Parents-Facilitator Conference (PFC) in terms of follow-ups. The difference on the perception of the parents and facilitators towards follow-ups is not significant because the t-value (0.4911) is greater than the significance level (0.05).

Parents and facilitators agreed that follow-ups are necessary in giving information and update on the schedule of PFC, giving feedback and reports on the academic performance of learners, giving suggestions and recommendations in order to help the learners improve or advance in their learning, giving information on school policies, programs and reforms, giving calendar of activities, useful notices, memos, phone calls, newsletters, emails, and other communication to parents, and giving information about the services to support the learners’ learning.

According to [7] The Pacific Resources for Education and Learning (2006), the school disseminated information to parents on how they can help their children at home. This type of communication enlists newsletters and informational fliers. The two-way communication is considered much more interactive and perceived as a partnership between the school and families. These include surveys and questionnaires structured to collect informational data pertaining to students.

Table V shows the difference on the perceptions of the assessment of the parents and facilitators on the efficacy of the Parents-Facilitator Conference (PFC) in terms of attitude towards children’s schooling. The difference on the perception of the parents and facilitators on attitude towards children’s schooling is not significant because the t-value (0.3837) is greater than the significance level (0.05).

Based on the findings, parents and facilitators support that attitude towards children’s schooling is essential in performing their duties to the academic concerns of the learners. According to [8] Che (2010), children whose parents are involved show greater social and emotional development. And parental involvement more likely results in increased achievement in test results, low rate of absenteeism, decrease in dropout rate, improved attendance and student behavior, improved parent-teacher relations, greater commitment to schoolwork, greater self-esteem, and improved attitude toward school.

Table V presents the frequency distribution on the problems encountered by parents in monitoring the academic performance of learners. As revealed in the table, item number 1 obtained the highest frequency of 67 out of 275 parent-respondents. Parents fail to attend the PFC due to their work schedule, family matters, and other personal concerns. This was supported by the findings of [9] Russell and Granville (2005) and they found that pressure of time owing to work or family commitments was the most common reason for any lack of involvement. [10] Bayley et al. (2009) also reported that work commitments among parents are barriers to involvement in parenting support services.

TABLE V. DIFFERENCE ON THE PERCEPTIONS OF THE ASSESSMENT OF THE PARENTS AND FACILITATORS ON THE EFFICACY OF THE PARENTS-FACILITATOR CONFERENCE (PFC) IN TERMS OF ATTITUDE TOWARDS CHILDREN’S SCHOOLING

<table>
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6. Accuracy of learner’s previous to present scholastic record 15 5.5 5.45
7. Flow/Procedure of facilitating the conference 15 5.5 5.45
8. Lack of coordination with my child’s moderator/facilitator 14 6 5.09
9. Difficulty in dealing with my child’s moderator/facilitator 10 8 3.63
10. Confidence and readiness of the moderator/facilitator in discussing the academic concerns of my child 23 3 8.36

In making follow-ups under item number 3, [11] Reenay and Vivian (2007) explained that even though the invention of new technologies has made it easier for schools to reach out to parents, the use of traditional methods in communication has been found to be an effective way for schools to communicate with parents.

For item number 10, it can be concluded that no matter the style or format of parents-teacher conference, it is extremely important for the teacher to be well-prepared for the conference. The teacher should be knowledgeable about all issues affecting his or her students and be able to communicate these effectively to the parents.

### TABLE VII. FREQUENCY DISTRIBUTION ON THE PROBLEMS ENCOUNTERED BY FACILITATORS IN MONITORING THE ACADEMIC PERFORMANCE OF LEARNERS

<table>
<thead>
<tr>
<th>Problems Encountered by Facilitators</th>
<th>Frequency</th>
<th>Rank</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Failure of parents to attend the parents-facilitator conference (PFC) due to their work schedule, family matters, and other personal concerns</td>
<td>18</td>
<td>1</td>
<td>6.55</td>
</tr>
<tr>
<td>2. No notification given to parents on the scheduled PFC</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Failure to make follow-ups about learners’ academic progress through learner’s diary, useful notices, memos, phone calls, and other communications</td>
<td>4</td>
<td>5</td>
<td>1.45</td>
</tr>
<tr>
<td>4. Lack of parental support to monitor learners’ academic performance</td>
<td>12</td>
<td>2</td>
<td>4.36</td>
</tr>
<tr>
<td>5. Failure to orient the parents on how to monitor their child’s progress</td>
<td>2</td>
<td>7</td>
<td>0.73</td>
</tr>
<tr>
<td>6. Accuracy of learner’s previous to present scholastic record</td>
<td>7</td>
<td>4</td>
<td>2.55</td>
</tr>
<tr>
<td>7. Flow/Procedure of facilitating the conference</td>
<td>1</td>
<td>8.5</td>
<td>0.36</td>
</tr>
<tr>
<td>8. Lack of coordination with parents</td>
<td>3</td>
<td>6</td>
<td>1.09</td>
</tr>
<tr>
<td>9. Difficulty in dealing with parents</td>
<td>8</td>
<td>3</td>
<td>2.91</td>
</tr>
<tr>
<td>10. Confidence and readiness to discuss the academic concerns of learners to parents</td>
<td>1</td>
<td>8.5</td>
<td>0.36</td>
</tr>
</tbody>
</table>

Table VII presents the frequency distribution on the problems encountered by facilitators in monitoring the academic performance of learners. The facilitators revealed that item number 1, time constraints are the greatest barrier to parental involvement. Lack of time is the top reason that parents give for not attending the PFC. Effective solutions to enhance parent involvement require freeing up time of parents and teachers or finding ways to work around their schedules. When parents are involved in academic activities, there may be an increased appreciation for the teaching profession and the role of the teacher.

The facilitators also identified item number 4 or lack of parental support to monitor learners’ academic performance as one of the problems in monitoring the academic performance of the learners. According to Epstein et al. (2009), many parents are not involved and are unaware of activities and skills being taught in the classroom. Many parents are uninformed of homework assignments and ways to assist their children with homework and other curriculum related activities. Parents can be a significant tool in encouraging students to complete homework assignments and other activities, in setting personal goals for success in school and in preparing for post-secondary education or work.

Parents may benefit from involvement in learning at home activities by having a better understanding of the curriculum and skills the children are learning, making it easier to assist children with curriculum-related activities throughout the year (Epstein et al., 2009).

In item number 9 which is the problem on the difficulty in dealing with parents, [12] Llamas (2015) explained that teachers should support positive parenting by respecting and affirming the strengths and skills needed by parents to fulfill their roles. To facilitate such scheme, a set of effectively designed forms of school-to-home and home-to-school communications about school programs and students’ progress must be established.

### A. Learner’s Academic Performance Monitoring Form

### TABLE VIII. PROPOSED LEARNER’S ACADEMIC PERFORMANCE MONITORING FORM

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Key Result Indicators</th>
<th>Persons Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>To monitor the academic performance of the higher level learners</td>
<td>Learner’s Academic Performance Monitoring Form has been approved and utilized.</td>
<td>-Academic Director -Principal -Facilitators -Registrar -Parents</td>
</tr>
<tr>
<td>To increase the level of involvement among parents to the academic progress of the learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To improve the monitoring and recording of learners’ academic performance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Output Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and develop a monitoring plan for parents/guardians to track academic performance of the higher level learners.</td>
<td>The Learner’s Academic Performance Monitoring Form provides the following information to parents:</td>
</tr>
<tr>
<td>Learner’s Academic Performance Monitoring Form has been approved and utilized.</td>
<td>1. Schedule of PFC for the entire academic year</td>
</tr>
<tr>
<td></td>
<td>2. List of subjects per level and the corresponding accomplishments per PFC</td>
</tr>
<tr>
<td></td>
<td>3. Summary of unmastered skills per subject in the previous levels</td>
</tr>
<tr>
<td></td>
<td>4. Remarks and Moderator’s Signature</td>
</tr>
</tbody>
</table>

The academic performance of the learners is discussed during Parents-Facilitator Conference (PFC) to regularly
update the parents of their children’s academic concerns. The researcher proposed that there’s a need to provide the parents an official monitoring form that can be used during PFC (Table VIII) so that they can keep the record on the academic performance of their children.

UST Angelicum College should provide the parents the monitoring form so that they have their own record to determine if their children are making progress in school. The proposed monitoring form is designed to provide parents with a clear picture of a student's achievement. The form will show the progress the learner has made every PFC so that action can be taken to ensure improvements are made. The researcher believes that the use of this form will be beneficial, necessary, and practical for the succeeding years.

The influence of parents draws an effect on the behaviour, literacy level, and overall development of the child. It is because of the significant parental care in the family; the parent can participate in the education of the children, influence them, and even manipulate their children or creating the decision on which the parents are right and appropriate for their children. [13] Eder (2006), explained in his research that parents are often taken as a model for inspiration, guardian, and adviser of the children in learning. In terms of education, it is the responsibility of the parents to provide the education to their children.

Parents and teachers share similarities and differences when it comes to defining effective parental involvement. Both groups work together to ensure their collaboration positively influences student learning.

Schools could become more responsive to the needs of parents, and parents would feel empowered, therefore more likely to take an active role in the education of their children. It is also important to understand what factors might affect these perceptions and plan ways to account for these issues and overcome them.

IV. CONCLUSION AND RECOMMENDATIONS

A. Conclusion

The extents of parents’ involvement carried out during Parents-Facilitator Conference (PFC) are parenting, communicating, volunteering, collaborating with the community, and decision making. Parental involvement benefits learners, parents, facilitators as well as the community at different levels. By becoming involved in children’s education, parents have a better understanding of the school curriculum.

It is important for schools to gather information from parents to help teachers understand students including their backgrounds, goals, strengths, and needs. The difference on the perceptions of the parents and facilitators towards the efficacy of the PFC in terms of attendance and punctuality is significant while follow-ups and attitude towards children’s schooling are not significant.

Parents fail to attend the Parents-Facilitator Conference (PFC) due to their work schedule, family matters, and other personal concerns. Their attendance and punctuality in PFC will help them monitor the academic performance of their children. The Learner’s Academic Performance Monitoring Form helps the parents track the scholastic progress of their children in school.

B. Recommendations

Based on the findings presented, the following recommendations are suggested:

1. Parents must attend the Parents-Facilitators Conference (PFC) regularly in order to monitor the academic performance of their children. They must be involved and supportive to the educational needs of their children.

2. Teachers must undergo in-service trainings and professional development programs they need in order to successfully communicate with parents. 3. Students should understand how home and school collaborate together to improve the educational process and see how parents and teachers work as partners in monitoring their academic performance.

4. Schools should allocate funds to organize seminars and create innovative programs to educate parents/guardians on how to get involved in the education of their children. School administrators must identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

APPENDIX A PROPOSED MONITORING PLAN FOR THE ACADEMIC PERFORMANCE OF LEARNERS

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