

## **Homeroom adviser's role on school family involvement in Senior High School in Manila**

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### **Abstract**

*Teachers play an important role in bridging the gap between school and home. The success of pupils is defined by their relationship to the educational process. Parent participation can improve the conduct, participation, and accomplishment of pupils. School and community partnerships can also serve to enhance, support, and even transform learners and individual partners to increase the quality, resources efficiency and goal alignment of the program. In this case, Republic Act No. 9155, school leaders should have authority, accountability, and responsibility in the school and community. The purpose of this descriptive study was to evaluate the roles of homeroom advisers in school-family involvement. The study polled 375 parents in grade 12 from a selected Senior High School in Manila's District VI. Its specific goal was to investigate the extent to which homeroom advisers play a role in school-family engagement as perceived 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 influence school-family engagement is involved. Among the indicators of respondent's assessment on the extent of Homeroom Advisers' Role on 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. There is a recommendation of the study that the homeroom adviser's manual should indicate the involvement of parents in school, planning, leadership and voluntary activities to improve their commitment to high-quality education.*

**Keywords:** *Assessment, homeroom adviser, family involvement, Manila*

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## **INTRODUCTION**

The Philippines is behind other Southeast Asian countries in terms of education statistics, according to Macha, Mackie and Magaziner (2018). Many state reforms still have to be put into effect. As a consequence, considerable discrepancies continue to exist between regions and social groups. Under the law, known as Law no. 9155 of the Republic, school leaders in schools and communities should have responsibility, responsibility and authority. School leaders should be responsible. They also promote participation by teacher associations, public-school non-academics and parent-teacher Community organizations (Arellano Law Foundation). Educators take their work seriously and rely on parents and the community.

"It's the job of school administrators, parents, and the community, to instill ways of family engagement in all schools (primary, middle, and high)", according to Oates (2017). More involvement of parents enhances student performance, the satisfaction of parents and teachers and the school climate in Bunijevac (2017). In addition, Nierva (2009) said that parent engagement remains unclear in the Philippines since parent participation approaches, particularly those that foster active parenting participation in home and school Learning for children, still need to be improved. In addition, certain Philippine practices have been influenced by history, like how

parents raise their children. Add to this, the Philippines struggles with a range of families-related difficulties. The researchers are doing this study, entitled " Homeroom adviser's role on school family involvement in Senior High School in Manila".

As mentioned by Epstein, J.L. et al. (2009), Joyce Epstein's overlapping theories of influences lead to a greater connection between family, school and community. It states that families, schools and communities are vital to children's development. When these influential domains collide, pupils are more able to attain their objectives. Students receive constant signs of the value of education, study hard, reflect creatively, help others and remain at school because of good and regular meetings.

Epstein has studied parent participation for decades, categorizing it into six categories: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision-making, and (6) cooperating with the community.

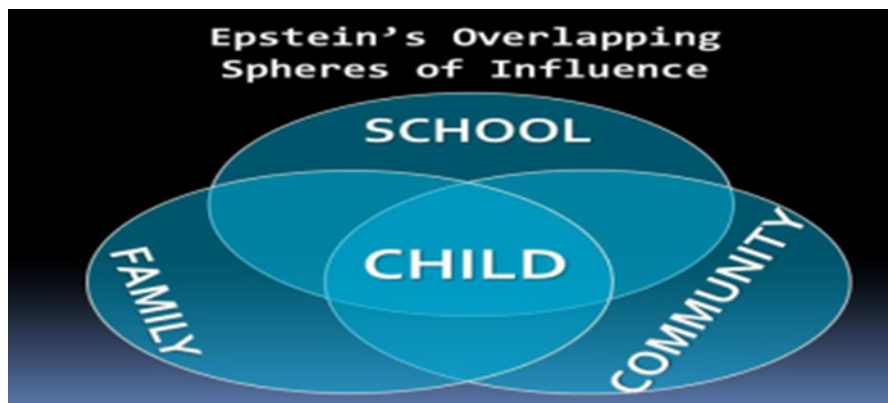


Figure 1: Joyce Epstein's Overlapping Spheres of Influence

This approach aims to increase family and community involvement in the school in order for it to succeed and to keep the family, community, and school in good working order so that students can get a good education. Does this study aim to find out the extent of the homeroom adviser's role on school family involvement in Senior High School in Manila is?

## LITERATURE REVIEW

According to Majerus (2011), the parental expectations referred to in Jeynes (2005) have a major impact on academic achievement, parental reading, parenting and especially parental involvement. Parental expectations and kindness have shown the biggest impact, with dimensions indicating that particular behaviours are of minimal importance. There was no noticeable impact on the academic accomplishment of checking homework, attending school events and establishing family standards. However, a significant impact on student performance on parental expectations and style illustrates the crucial importance and dynamics of the family environment.

In connection, where parents and educators share similar obligations for common purposes, Blazer (2015) claimed that home school collaboration takes place. Therefore, good relationships transcend beyond the usual concept of family engagement. In the education of your children, parents are complete partners and crucial resources.

In addition, the association between primary school parenting and secondary school success in Hsu & Nielson was examined with Bernard (2004). (2009). Early parenting, therefore, has a long-term positive impact on their child's schooling. Bronstein et al. (2005) found that the absence of parental monitoring leads to little academic performance in Hsu and Nielson (2009). Parent engagement happens when parents attend school activities, and teachers provide instructional resources and Information on their grades of pupils, according to Waterford.org (2018). In addition, teachers engage parents as partners and consultants through academic assistance and goals for children through family involvement. It shows that parental participation is the initial step in parental involvement. However, they both have the ability to improve the Learning of a pupil.

### **RESEARCH METHODOLOGY**

The study used quantitative research to determine the effects of the Homeroom adviser's role in parent-school engagement in selected senior high schools, as well as a modified questionnaire from the Ohio Department of Education (ODE) 2009 survey for the framework of partnership development between schools, families, and communities. It gives families feedback on how well a school performs the six roles that have been shown to effectively engage families in the school. This study focused on 375 parents from Manila's District who took part in research for the 2019-2020 school year in grade 12 at Mariano Marcos Memorial High School (143), Eulogio "Amang" Rodriguez Science and Technology High School (146), and Elpidio Quirino High School (86). The three secondary schools were chosen based on the similarity of their senior high school tracks and student populations. This research used simple random sampling that every member has an equal chance of being selected from a subset. Before the survey was completed, the Department of Education at the City Schools Division in Manila received a letter of request. After that, after two weeks, the superintendent accepted the proposal. The heads of the schools were officially authorized, and some guidelines on how the study should be conducted. Due to respondents who cannot post them on time because of contradictory time frames with other school activities and class suspension days, the questionnaires were retrieved across two weeks. Statistical data were analyzed with the support of the assigned statistician in order to identify the answers to the questions indicated in the study. A weighted mean was utilized to examine the participants' perception of the function of homeroom advisors in the participation of schools and families.

### **FINDINGS AND DISCUSSION**

The role of homeroom advisers is critical to the development of children's Learning. 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 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 in 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"

Table 2 demonstrates the perspective of respondents of 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 counsellor 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.

It shows that the homeroom advisers invite parents to help plan events for family involvement. However, parent participation needs to be increased for 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, e-mail, social media, and video (Williams, 2015).

Table 2. Homeroom Advisers' Role on 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"

As shown in Table 3, parents' role of 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 enrol in.

In conjunction with the program of critical schools, Ibrahim (2017) stated that it collaborates with a school or organizes parent-centred 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 3  
**Homeroom Advisers' Role on School-Family Involvement in terms of Opportunities for families in school planning, leadership, and volunteer activities.**

Indicators	Mean	Verbal Interpretation
1. The homeroom advisor inquiries about my kid's learning objectives and/or the courses or programs my child should enroll in.	2.98	Involved
2. The homeroom advisor inquiries 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>

The respondents' perceptions of the homeroom advisers' role in promoting school-family engagement in terms of linkages between families, school, and community support systems states 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 4. Homeroom Advisers' Role on School-Family Involvement in Terms of Linkages Between Families, School and Community Support Systems and Services

Indicators	Mean	Verbal Interpretation
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 behavioural needs and develop his or her abilities (tutoring, mentoring, camps, career exploration).	3.23	Involved
Grand Mean	3.22	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 5 shows, respondents' perceptions of homeroom advisors' 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."

García (2011) reports that teachers are engaged in their communities through support for the school and families it serves in quoting 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.

Table 5. Homeroom Advisers' Role on School-Family Involvement in terms of Hospitable school environment

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
1. The homeroom advisor assists my kid in adjusting to the transition from one grade to the next.	3.42	Involved
2. The homeroom adviser values my participation in my child's education.	3.44	Involved

3. 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
4. The homeroom advisor ensures that the room is a secure learning environment	3.53	Highly Involved
Grand Mean	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"*

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 on the extent of Homeroom Advisers' Role on 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 for "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.'

Indicators	Mean	Verbal Interpretation
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

Table 6 *Homeroom Advisers' Role on School-Family Involvement* Over- All Respondents' Assessment on the Extent of Homeroom Advisers' Role on School-Family Involvement

*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"*

## CONCLUSION

The homeroom adviser should involve parents in school, planning, leadership, and voluntary activities that are in keeping with the learning requirements for children, and the

programme should continue to improve their 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 consultant is best able to know what the pupils should learn and how to do it in each department. In delivering health and nutrition data, homeroom consultants are not as good as possible. Meanwhile, the ideal thing is to meet the parents personally in communications between home and school in order to talk about the growth of the pupil. Parents also generally need a clear and intelligible interaction between the homeroom consultant and frequent teachers updates on the development of my student. Moreover, the opportunities for families in school planning, leadership, and volunteer activities. The homeroom adviser has the most influence in involving the family in school events, but they have less influence in enquiring about the students' learning objectives and/or the courses or programs available to them. 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 basic needs. A qualitative method for school-family cooperation should be used for future research in order to thoroughly analyze the culture of activities for quality learnings.

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