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"GALING KAY TEACHER" INCENTIVE PROGRAM AND ENGAGEMENT OF PARENTS TO SCHOOL ACTIVITIES

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ABSTRACT

This study has aimed to determine the effect of Galing kay teacher approach on the level of engagement of parents in school activities.This study made used the quasi experimental research designed which was a non-equivalent control group pretest- posttest design. Non-equivalent designed was good design when the researcher has access to one group for experimentation (Vockel 2019). The researcher opted to used this design because the subject of the study was intact group of learners. this study was conducted. This study was conducted at Tubison Elementary School, Division of Davao Del Sur. The subject were the 50 grade five parents-25 was from section A which was controlled group and 25 was section B which was the experimental group. The composition of these two sections was homogeneous. Parents of section A and B have identical economic status.This study made used of the non-random assignment of subjects where parents of both section A and B was involved as subjects study. This study revealed that application of Galing kay Teacher approach had increased the engagement rate of parents in school activities. Parents attend meeting, school programs and take part in the implementation as galing kay teacher approach was implemented.

KEYWORDS: *Giving Incentives is a motivation.*

INTRODUCTION

School is simple, easily understood to measure the performance of students as well as the parents. We recognize that parents are the most important factors in creating attendance patters for student. But most of the hinterland school parents are not motivated themselves in school involvement activities.

Parents of students living in households with income at above the Federal Poverty Level (FPL) have higher rates of involvement in school activities than those in households below the Federal Poverty Level. For example, during the 2015-2016 school year, 47 percent of students living above the Federal Poverty Level had a parents who volunteered or served on a committee at school, compared with 27 percent of students living below the Federal Poverty Level low income workers tends and have rigid works schedules, which can make it difficult them to participate in their children's school or attend school functions. (National Households Education Survey (NHES)2020).

Robinson, K & Harris, A. (2020). Parents with higher levels of education have higher rates of involvement in their children's school. For example, 2020, more than 87 percent of parents with Bachelor's Degree has higher attended a school or class event. Compared with 54 percent of parents with less than a High School Education. This gap is even wider it comes to volunteered or served on committee at their child's school, compared with 65 percent of parents who completed graduate or professional school.

Tarasawa, B & Waggoner, J. (2020). Parents who do not speak English at home have lower rates of attendance at general school meetings, parent-teacher conferences, or school or class events, relates to English – speaking parents; and lower rates of volunteering or serving on committee. Parents who do not speak English well may feel uncomfortable getting involved with their children's school, or have trouble communicating with school staff. However, school effort to engage parents who do not speak English in their native language may improve their level of involvement.

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Family involvement has positive effect on students behavior when families are involved, student exhibit more positive attitudes and behavior, when students reports feeling support from both home and school, they have more self-confidence, they feel school is important and they tend to do better in school. However, the students at risk behavior such violences and other anti-social behavior decrease as parents involvement increases. (Cox, J. 2021).

There are some suggestion to promise parent involvement in the classroom activities and reducing the feelings of disconnection among our parents. First be sure that the first contact of parent is a positive one. Communicate with parents straight forwardly and simply. Ensure that all parents have regular access to clear, concise and easily readable information about their children's school and classroom. Ask the parents to share their concern and opinions about school, and address those concerns. We should accommodate parent's work schedules and we considered also their own languages and cultural differences. (Copper, J. 2021).

Meador, D. (2021). Says that increasing parental involvement begins with having the capacity to educate parents on the in and outs of how to be involved and why it is important to their children. He emphasized also training opportunities to the parents on how they get involved and to understand the benefits of parents and even the good effect of children's behavior. Thus, getting parents to attend training opportunities can be challenging, but many parents will attend if you offer food, incentives or door prizes.

In Tubison Elementary School, a hinterland school of North Sta. Cruz, Davao del Sur, has a low-rate participation of parents in terms of involvement in school activities such as classroom Bayanihan, classroom meetings, and participation in the school program. It is the fact that most of the family living in this place has a low rate of income. This incentives program are most effective to outreach families with more significant challenges to their attendance and participation in school activities. With these initiated programs, it is expected that parents will be more motivated had have commitment in engaging to school activities.

This study aimed to determine the effect of Galing kay teacher approach on the level of engagement of parents in school activities. Accordingly, this study sought to answer the following questions.

1. What is the engagement rate of parents in school activities both controlled and experimental groups before the implementation of Galing kay Teacher approach?
2. What is the engagement rate of parents in school activities both controlled and experimental groups after the implementation of Galing kay Teacher approach?
3. Is there a significant difference between the engagement rates of parent in school activities in the controlled and experimental groups after the implementation of Galing kay Teacher approach?
4. What is the magnitude of effect of Galing kay teacher approach on the engagement level of parents in school activities?

METHODOLOGY

Research Design

This study made use of the quasi experimental research design which was non-equivalent control group pretest-posttest design. Non-equivalent design was a good design when the researcher has access to one group for experimentation (Vockel 2021). The researcher opted to use this design because the subjects of the study were intact group of learners. This design was represented as follows:

01 X 02
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03 X 04

Where:

01 – Pretest of the experimental group
02 – Posttest of the experimental group
03 – Pretest of the controlled group
04 – Posttest of the controlled group
--- - Non-random assignment of subjects
X – Treatment applied in the experimental group

Research Respondents

This study was conducted at Tubison Elementary School, Division of Davao Del Sur . The subjects of this study were the 50 grade five parents – 25 was from section A which was the controlled group and 25 was from section

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B as the experimental group. The composition of these two sections was homogeneous. Parents of sections A and B had identical economic status. This study made used of the non-random assignment of subjects where parents of both sections A and B wereinvolved as subjects of the study.

Distribution of Respondents

	Subjects	No. of Parents
1	Section A	25
2	Section B	25
	Total	50

Research Instrument

This study utilized the face to face classroom PTA meeting. In a school year, the teacher was call for a quarterly Homeroom PTA meeting. Two sections were involved in this study. The controlled group where the teacher does not initiate an action to attract the interest of the parents to attend the homeroom meeting and the other group was experimental where the teacher implements her initiative – Galing kay Teacher Approach which she hopes to increased the attendance of parents in the school activities.

To determine the level of engagement of the parents in the school activities, the following continuum was used.

Scale	Level	Criteria
5	Very High	When the provisions on level of engagement of parents in school activities always manifested
4	High	When the provisions on level of engagement of parents in school activities oftentimes manifested
3	Moderate	When the provisions on level of engagement of parents in school activities is sometimes manifested
2	Low	When the provisions on level of engagement of parents in school activities rarely manifested
1	Very Low	When the provisions on level of engagement of parents in school activities never manifested

Week	Date	Activities	Observation	Reflection
1	June 17-21	Homeroom PTA meeting	At first the Homeroom PTA meeting successfully done with the level engagement of parents in school activities rarely manifested.	So with these, Intervention is needed to the parents to be motivated in engaging school activities.
2	June 24-28	Homeroom Bayanihan	This Time, Studied applied both classes wherein the Class A is Controlled Class and Class B is the experimental Class.We Observed that there are differences in both Class in engaging parents to this activities. Wherein the Experimental Class had more parents engaged than the Controlled Class.	To these intervention the “Galing kay Teacher approached which hopes to increased the attendance of parents in engaging school activities.
3	July 2-5	Homeroom meeting/ Program Planning .	At this time , We used intervention to measured the effectiveness of incentives to the parents to let them involved in the school activities. Based the on the collective finding the	Therefore, Based of the Result of the Studied, Incentives approached was effective most specially those parents low rate of income.

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			controlled class had high level while the experimental class got a very high level of engagement of parents in school activities.	
4	July 8-12	Class home Meeting /Homeroom Program	Based of the data result . Incentives approach was very effective. So, with these both Classes entitled to had this kind of approach to made the parent engaged the school activities. So, Both class had an very high a level of engaging parents to school activities.	Bigay ni Teacher Incentives Program , most effective strategies for improving attendance of parents to engaged in the school activities. It had a great impact of learning of their children as moral support by their parents.

Data Gathering

At the outset of data gathering procedure, the researcher drafted a letter seeking for permission that this research study be conducted were sent to the Schools Division Superintendent of Dr. Nelson B. Lopez, CESO VI and the school principal of Tubison Elementary School.

While letters seeking for permission were delivered to the Schools Division Superintendent and the school principal concerned, the researcher constructed a questionnaire and had it validated by the experts preferably the experts of the study.

After permission had been granted that this study be conducted in Tubison Elementary School and after the research questionnaire had been thoroughly examined by the expert validators, the researcher was administered pretest to both controlled and experimental class and eventually commenced the experiment. After three weeks of experimentation, the researcher was administered posttest to both sections. Scores of the subjects was submitted to the statistician for statistical computation after which the researcher made analysis and interpretation on the data gathered.

Data Analysis

The following statistical tools were used in the analysis and interpretation the responses in this study.
Mean was used to describe level of engagement of parents in school activities.
Eta square was used to measured the magnitude of effect of Galing kay teacher approach on the level of engagement of teachers in school activites.

RESULTS AND DISCUSSION

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study sought to determined the effect of Galing kay Teacher approach on the engagement of parents in school activities.

This study made used of quasi-experimental research design, which was a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 2020). The researcher opted to use this design because the subjects of the study are intact group of learners.
This study were conducted at Tubison Elementary School, Division of Davao Del Sur . The subjects of this study were the 50 grade five parents – 25 was from section A which was be the controlled group and 25 was from section B which wias be the experimental group. The composition of these two sections were homogeneous. Parents of sections A and B had identical economic status. This study made used of the non-random assignment of subjects where parents of both sections A and B were involved as subjects of the study.

This study revealed that application of Galing kay Teacher approach had increased the engagement rate of parents in school activities. Parents attend meetings, school programs and take part in the implementation as galing kay teacher approach was implemented.

Conclusions

Based on the collective findings on this study, the following conclusions are drawn:

The pre-test implementation engagement rate of parents both from controlled group and experimental group was Low. The post implementation engagement rate of controlled group was high and the post implementation engagement rate of the experimental group was Very High. There was a significant difference on the post implementation engagement of parents in controlled and experimental groups and that Galing kay teacher approach had a magnitude of effect on the engagement of parents in school activities.

Recommendations

In the light of the findings drawn out by the researcher in this study, the following recommendations are offered:

It is recommended that teachers should find a very effective way of enticing parents to get involved in school activities. They should think of an approach that was attract teacher to join classroom and school activities. If teachers participate in school activities, learners was be more interested to go to school and participate in school programs and activities.

The school heads should have motivate teachers to conduct action research to come up with the best approach in bringing the parents to school and get involved in the implementation of school programs and projects. Stakeholders participation is very important in school because they also have expertise that the school need to achieve the vision of DepEd.

For future researchers, it is strongly recommended that a relative study on the application of any motivation especially the giving of incentives in enticing parents to get involved in school programs and activities will be conducted.

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