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MULTIFACETED ROLES OF GRADE 1 TEACHERS IN TEACHING-LEARNING PROCESS IN PINUKPUK DISTRICT, KALINGA

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ABSTRACT

This study examined the multifaceted roles of Grade 1 teachers in the teaching-learning process in Pinukpuk District, Kalinga during the School Year 2025–2026. It aimed to determine the teachers' profiles, the extent of their roles as controller, prompter, resource, assessor, and organizer, as well as the issues encountered in performing these roles. A descriptive survey method was employed, utilizing a structured questionnaire and interviews to gather data from 21 Grade 1 teachers.

Findings revealed that the respondents were predominantly young, female, and early in their teaching careers, with most holding bachelor's degrees and occupying Teacher I positions. Teachers demonstrated strong engagement across all identified roles in the classroom, indicating their adaptability and commitment to the teaching-learning process. However, several challenges were identified, including time constraints, insufficient resources, classroom management concerns, and difficulties in assessment and instructional planning.

The study further showed that there were significant differences in the perceptions of issues encountered when respondents were grouped according to certain profile variables such as gender and civil status. Despite these challenges, teachers remained effective in fulfilling their roles, contributing to student development and classroom management.

The study concludes that while teachers perform multiple roles effectively, there is a need for continuous professional development, institutional support, and targeted interventions to address the challenges they encounter. Recommendations include strengthening training programs, improving resource allocation, and enhancing collaborative efforts among stakeholders to support teachers in their multifaceted responsibilities.

KEYWORDS: *Multifaceted Roles, Grade 1 Teachers, Teaching-Learning Process, Classroom Management, Teacher Roles, Educational Challenges, Descriptive Survey, Elementary Education, Teacher Performance, Philippines*

INTRODUCTION

An educator needs to possess a myriad of characteristics in order to be effective. He or she must be creative, fair, caring, and intelligent, among numerous others. But most of all, a teacher, in order to be exceptional, needs to believe that each and every one of her students has the capability to excel in society. The teacher should work to make this not only a goal, but a reality every day they are inside of the classroom. The teacher should provide the tools necessary so that the student is able to learn and will have the capability to overcome obstacles they may encounter (be it academic, social, or emotional. A teacher also needs to create a classroom environment where students of various backgrounds can feel uninhibited to take risks and to provide a learning environment where every student has the opportunity to be successful.

Teachers must be passionate concerning the establishment of a classroom community of students that respect and care for one another. If a student is confident that their individuality is honored, then self-doubt and hesitation will not repress the learning process.

It is possible for a classroom of diverse students to become a family of learners, and this can be accomplished through a variety of means. Classroom meetings where students face one another, various activities where the students get to know one another and most importantly, the incorporation of interests and backgrounds into lessons taught. The students need to feel that it is their classroom and a comfortable yet organized atmosphere; this can be done through the addition of student contributions onto bulletin boards and charts, projects and artwork displayed throughout the room, and having the students taking the time to organize their desks and making sure the classroom is void of clutter.

The accommodation of various learners is also crucial in order to be an effective classroom teacher. In the classroom teachers play a gigantic roles daring the teaching-learning process. They play various roles, as controller, prompter, resource, assessor, organizer, participant and tutor.

Classroom management is also critical in order to have a flourishing learning community. Successful teaching is not possible without it. Techniques that might have been effectual

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with one group of students may not necessarily work for another. Classroom management must be fully present from the very first day, because without it learning will deteriorate.

Students must also be held accountable for their learning. Also, students must be able to succeed not only independently but also in a group setting. They have to work cooperatively and adhere to the rules that they will establish for themselves.

Most of all, creating an enjoyable atmosphere, because if this is not established and kept, then learning will not take place. Students should look forward to each day, and the teacher has to provide the necessary means so that this will occur. Humor, creativity, and fun are most certainly a must. Hands-on activities, read-alouds, the incorporation of movement and drama, among other strategies must be used throughout the day.

This prompted the researcher to conduct this study to find out the multifaceted roles of the teachers and the issues faced with so that possible interventions could be employed to get across the issues faced with. Hence, this study.

Objectives of the Study

This study will be conducted to evaluate the multifaceted roles of grade 1 teachers in teaching-learning process in pinukpuk district, pinukpuk , kalinga.

Specifically, the study seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
    1.1. Age
    1.2. Gender
    1.3. Civil Status
    1.4. Highest Educational Attainment
    1.5. Present Position
    1.6. Latest Performance Rating
    1.7. Length of Experience
    1.8. In-Service Trainings Seminars Attended relative to their functions?
2. What are the multifaceted roles performed by the teachers in the classrooms along with the following parameters:
    2.1. Controller
    2.2. Prompter
    2.3. Resource
    2.4. Assessor
    2.5. Organizer
3. What are the issues encountered by the respondents in the performance of the multifaceted roles in the teaching learning process?
4. Is there a significant difference on the perceptions of respondents on the issues encountered on the multifaceted roles in the teaching-learning process when grouped according to age, gender, civil status, present position and highest educational attainment.

METHODOLOGY

This study employed a descriptive survey design to examine the multifaceted roles of Grade 1 teachers in the teaching-learning process and the issues encountered in their performance in Pinukpuk District, Kalinga during the School Year 2025–2026. The design enabled the researcher to gather relevant data on existing conditions and describe the nature of teachers' roles and challenges in the classroom (Ardales, 1992).

Sampling Design

The respondents of the study were Grade 1 teachers in Pinukpuk District, Kalinga during the School Year 2025–2026. A complete enumeration sampling technique was used, wherein all 21 Grade 1 teachers were included as respondents. This approach ensured that all members of the target population were represented, thereby providing comprehensive and reliable data for the study.

Research Instrument

Data were collected using a researcher-made structured questionnaire supported by an unstructured interview. The questionnaire was developed based on a review of related literature and studies. It consisted of three parts:

Part I – Respondents' Profile (age, gender, civil status, educational attainment, position, performance rating, length of service, and trainings attended)
Part II – Multifaceted roles of teachers in the teaching-learning process, specifically as controller, prompter, resource, assessor, and organizer
Part III – Issues encountered by teachers in performing their multifaceted roles

Responses were measured using a five-point Likert scale to determine the level of proficiency and the extent of issues encountered. The instrument underwent validation and try-out to ensure clarity and reliability before administration.

Statistical Design

The study utilized the following statistical tools for data analysis:

a) Frequency and Percentage – used to describe the profile of the respondents
b) Weighted Mean – used to determine the level of proficiency in teachers' multifaceted roles and the extent of issues encountered
c) Chi-Square Test – used to determine significant differences in respondents' perceptions when grouped according to profile variables at a 0.05 level of significance

All data gathered were tallied, tabulated, and analyzed to facilitate interpretation and support the findings of the study.

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RESULTS AND DISCUSSIONS

Table 2

Frequency and Percentage Distribution of Respondents by Age

Age	Frequency	Percentage
26 - 30	11	52.38
31 - 35	6	28.57
36 - 40	3	14.29
41 - 45	1	4.76
Total	**21**	**100.00**

It can be gleaned on the table that there were 11 or 2.38 percent for age bracket 26-30; 6 or 28.57 percent each for 31-35, 3 or 14.29 percent for age bracket of 36-40 years old; and 1 or 4.76 percent for age brackets 41-45.

This implies that Public Elementary School teachers are still young. However, it can be noted that there is only 1 teacher who is under the age bracket of 41-45 which means that the respondents will still perform their roles as effective adherence of the qualities of the teachers by utilizing multimedia.

Table 3 presents the frequency and percentage distribution of respondents by gender.

Table 3

Frequency and Percentage Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	7	33.33
Female	14	66.67
Total	**21**	**100.00**

It is manifested on the table that there were 14 or 66.67 percent female respondents and 7 or 33.33 percent for male counterpart.

Analysis of the data reveals that there more female teachers than male. This proves once again that teaching is more of a woman's world. Likewise, this means that female teachers dominated in Pinukpuk District, Pinukpuk Kalinga.

Table 4

Frequency and Percentage Distribution of Respondents by Civil Status

Civil Status	Frequency	Percentage
Single	8	38.09
Married	13	61.91
Total	**21**	**100.00**

It is noticeable on the table that there were 8 or 38.09% for single while 13 or 61.91% for married as to the distribution of respondents in terms of civil status.

Civil status is often associated with the employees' job performance in terms of two considerations. The married group is linked on the sense of responsibility. Being married they are said to be bringing along with them their experiences in terms of responsibility as having their own family and they used this scenario in treating the students like their own children. However, in terms of time the single group has the sense of giving out their full considerations because they are not indulging much in household responsibilities.

Table 5

Frequency and Percentage Distribution of Respondents as to Their Highest Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelors' Degree	17	80.95
M.A.Ed.	4	19.05
Total	**21**	**100.00**

As seen on table, the Bachelors' Degree holders were dominant with 17 or 80.95 percent responding. It is worth noting however that 4 or 19.05 percent out of the 21 respondents could managed to finish their Master of Arts in Education (M.A.Ed).

The result implies that Public Elementary School teachers of Jones West District, Jones , Isabela, is composed of a resilient work potency as indicated by the continuing professional development. It is also good to note that 4 have finished a master's degree.

In an interview conducted with the respondents, majority of them claimed that they had finished the academic requirements for the M.A.Ed. but had to stop due to financial constraints. They had to sacrifice their education, to allow their children to finish their

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career. However, they claimed of their desire to finish their studies in the future.

Table 6

Frequency and Percentage Distribution of Teacher-Respondents as to Their Present Position

Present Position	Frequency	Percentage
Teacher I	17	80.95
Teacher II	0	00.00
Teacher III	4	19.05
Total	**21**	**100.00**

On the present position, 17 or 80.95 percent of the respondents claimed they were classified under Teacher I, 4 or 19.05 percent claimed under Teacher lII. It could be noted that the teaching position raises an issue. They need to complete their academic requirements in Master's program in order to be promoted.

This implies that among the respondents is composed of feeble labor force as indicated by their position. As gleaned in the table, Teacher III position dominated among the teachers.

Table 7

Frequency and Percentage Distribution of Respondents as to Their Latest Performance Rating

Educational Attainment	Frequency	Percentage
Outstanding	15	71.43
Very Satisfactory	6	28.57
Total	**21**	**100.00**

It is evident on the table above that 15 or 71.43 percent of the respondents received "Outstanding" performance rating, 6 or 28.57 obtained a "Very Satisfactory" performance rating.

The result implies that out of 21 respondents, 71.43 percent obtained the outstanding performance rating, it means that subject teachers strictly adhered to the level of proficiency of the Philippine Professional Standards for Teachers (PPST).

Table 8

Frequency and Percentage Distribution of Respondents by Length of Service

No. of Years in Service	Frequency	Percentage
1- 5	19	90.47
6-10	1	4.76
11- 15	1	4.76
16 - 20	0	0.00
21 -25	0	0.00
26- 30	0	0.00
Total	**21**	**100.00**

As revealed on the table, those with 1-5 years of stay in the job were dominant with 19 or 90.47 percent of them. Both 6-10 and 11-15 years obtained 1 or 4.76 percent respondents. This means that all the Public Elementary School teachers are still new in the teaching position. This is in line with their teaching position and educational qualifications.

Table 9

Frequency and Rank Distribution of the Level of In-Service Trainings Attended by the Teacher-Respondents

Level of In-Service Trainings	Frequency	Rank
International	1	4
National Level	11	2
Regional Level	15	1
Division Level	4	3

The above table indicates that all the respondents were in attendance to seminars of various levels. There were 15 who attended the regional level, 11 joined in the national level, 4 participated in the division level, and 1 respondent who attended in the international level.

This means that the respondents were able to enhance their engagement to actively embrace a continuing effort in attaining proficiency and professional growth and development.

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II. INFORMATION PROPER

Table 10
Perception of the Parental Involvement in the Public Elementary School Scheme in terms of General Parents' Involvement

Indicators	Level of Awareness		
	Wt. Mean	Q.D.	Rank
1. Parental involvement is essential for my child's educational success	4.21	FA	9
2. Parent/teacher conferences shall be attended regularly	4.32	FA	3
3. Parent meetings at school must be prioritized.	4.30	FA	4
4. Parents shall visit child's classroom and/or school.	4.55	FA	1
5. Parents shall volunteer in their child's classroom and/or school.	4.22	FA	8
6. Parents shall attend extra-curricular activities at or related to school.	4.25	FA	6
7. Parents may consider and know their child's friends.	4.28	FA	5
8. Parents have regular contact with my child's teacher(s).	4.15	A	10
9. Parents shall find a tutor for their child if they needed extra help.	4.24	FA	7
10. Parents help children with homework.	4.38	FA	2
Average Weighted Mean	**4.29**	**Fully Aware**	

Table 10 presents the perception of the parental involvement in the Public Elementary School Scheme as perceived by the teachers. It clearly shows that in terms of general parents' involvement, the teachers were fully aware. This means that parents have a great contribution on how to help their children realizing their dreams and enhancing their skills and potentials.

Further, it shows that parents shall visit child's in the classroom and/or school to extend support among their children which obtained the highest mean of 4.55 which signifies "fully aware" while "parents have regular contact with my child's teacher(s)" obtained the lowest mean of 4.15 which connotes "aware" as perceived by the teachers.

On the other hand, Parents help children with homework obtained the mean of 4.38, Parent/teacher conferences shall be attended regularly obtained the mean of 4.32;

Parent meetings at school must be prioritized obtained the mean of 4.30; Parents may consider and know their child's friends obtained the mean of 4.28; Parents shall attend extra-curricular activities at or related to school obtained the mean of 4.25; Parents shall find a tutor for their child if they needed extra help obtained the mean of 4.24, Parents shall volunteer in their child's classroom and/or school obtained the mean of 4.22 ; and Parental involvement is essential for my child's educational success obtained the mean of 4.21.

In general, the indicators under the general parents' involvement obtained the general weighted mean of 4.29 which signifies "fully aware." This means that teachers are fully aware in terms of the general point of view in relation with the parents' involvement.

Table 11
Perception of the Parental Involvement in the Public Elementary School Scheme in terms of School-Based Involvement

Indicators	Level of Awareness		
	Wt. Mean	Q.D.	Rank
1. Participate in planning classroom activities with the teacher	4.24	FA	9
2. Attendance of parent workshops or training offered by my child's school	4.25	FA	8
3. Participation in planning school trips for my child	4.78	FA	3
4 Volunteer of parents' child's in the classroom	4.57	FA	5
5. Participation of parents in fundraising activities at my child's school	4.67	FA	4
6. Participation of parent and family social activities at my child's school	4.35	FA	7
7 Parents hear teachers tell my child how much they love learning	4.38	FA	6
8. Parents talk with other parents about school meetings and events	4.84	FA	1
9. Parents talk with people at their child's school about training or career development opportunities for myself	4.82	FA	2
10. Parents meet with other parents from their child's classroom outside of school	4.22	FA	10
Average Weighted Mean	**4.51**	**Fully Aware**	

As gleaned from the table 10, it clearly discloses the level of awareness of the teachers in term of parents' school-based involvement. It shows that teachers are fully responsive in relation with the participation of the parents in the school-based involvement.

As reflected in the table, Parents talk with other parents about school meetings and events obtained the highest mean of 4.84 while Parents meet with other parents from their child's classroom outside of school obtained the lowest mean which signifies that teachers are "fully aware" that parents are observed very active in the school-based involvement through collective efforts of the parents.

Further, parents talk with people at their child's school about training or career development opportunities for myself obtained the mean of 4.82; Participation in planning school trips for my child 4.78; Participation of parents in fundraising activities at my child's school 4.67, Volunteer of parents' child's in the classroom 4.57; Parents hear teachers tell my child how much they love learning 4.38; Participation of parent and family social activities at my child's school 4.35; Attendance of parent workshops or training offered by my child's school 4.25; and Participate in planning classroom activities with the teacher 4.24. Indeed, all the indicators were rated "fully aware" as perceived by the teachers.

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In addition, the general weighted mean was 4.51 which signifies "fully ware."

Table 12
Perception of the Parental Involvement in the Public Elementary School
Scheme in terms of Home-Based Involvement

Indicators	Level of Awareness		
	Wt. Mean	Q.D.	Rank
1. Parents review their child's school work	4.28	FA	13
2. Parents keep a regular morning and bedtime schedule for their child	4.52	FA	10.5
3. Parents praise their child for his/her school work in front of the teacher	4.62	FA	6
4. Parents share stories with their child about when I was in school	4.58	FA	8
5. Parents take their child places in the community to learn special things (e.g., zoo, museum, etc.)	4.56	FA	9
6. Parents check to see that their child has a place at home where books or school materials are kept	4.78	FA	2
7. Parents talk about their child's learning efforts in front of relatives and friends	4.64	FA	5
8. Parents talk with their child about how much they love learning new things	4.60	FA	7
9. Parents bring home learning materials for my child (tapes, videos, books)	4.50	FA	12
10. Parents maintain clear rules at home that their child should obey	4.80	FA	1
11. I spend time with my child working on reading/writing skills	4.76	FA	3
12. Parents spend time with their child working on creative activities (like singing, dancing, drawing, and storytelling)	4.74	FA	4
13. Parents spend time with my child working on number skills	4.52	FA	10.5
Average Weighted Mean	**4.61**	**Fully Aware**	

Table 12 clearly divulges the level of awareness of the teachers in term of parents' Home-based involvement. It shows that teachers are fully receptive in relation with the participation of the parents in the home-based involvement. Parents maintain clear rules at home that their child should obey obtained the highest mean of 4.80 while Parents review their child's school work obtained the lowest mean which signifies that teachers are fully mindful about the roles of the parents in their respective home. Likewise, the average weighted mean was 4.61. This means that parents are the role model on how to give instructions in their corresponding home.

Parents check to see that their child has a place at home where books or school materials are kept; I spend time with my child working on reading/writing skills; Parents spend time with their child working on creative activities (like singing, dancing, drawing, and storytelling); Parents talk about their child's learning efforts in front of relatives and friends; Parents praise their child for his/her school work in front of the teacher; Parents talk with their child about how much they love learning new things; Parents share stories with their child about when I was in school; Parents take their child places in the community to learn special things (e.g., zoo, museum, etc.) obtained the means of 4.78,4.76, 4.74, 4.64, 4.62, 4.60, 4.58, and 4.56, respectively. This means that the teachers rated all the indicators "fully aware." On the other hand, Parents spend time with my child working on number skills and Parents keep a regular morning and bedtime schedule for their child were both obtained the mean of 4.52. Also, Parents bring home learning materials for my child (tapes, videos, books) obtained the mean of 4.50.

Table 13
Perception of the Parental Involvement in the Public Elementary School
Scheme in terms of Home-School Conferencing

Indicators	Level of Awareness		
	Wt. Mean	Q.D.	Rank
1. Parents attend conferences with the teacher to talk about my child's learning or behavior	4.78	FA	1
2. Parents schedule meetings with administrators to talk about problems or to gain information	4.58	FA	8
3. Parents talk to their child's teacher about his/her daily school routine	4.76	FA	2
4. Parents talk to their child's teacher about the classroom rules	4.74	FA	3
5. Parents talk with their child's teacher on the telephone/ cellphone	4.54	FA	9
6. Parents talk to the teacher about how their child gets along with his/her classmates in school	4.52	FA	10
7. The teacher and parent write notes to each other about the child or school activities	4.50	FA	11
8. Parents talk to their child's teacher about their child's accomplishments	4.72	FA	4
9. Parents talk to their child's teacher about his/her difficulties at school	4.60	FA	7
10. Parents talk with their child's teacher about school work he/she is expected to practice at home	4.68	FA	6
11. Parents talk with their child's teacher about our personal and family matter	4.70	FA	5
Average Weighted Mean	**4.65**	**Fully Aware**	

Table 13 presents the level of awareness of the teachers in term of parents' Home-School Conferencing. It shows that teachers are fully open and cognizant in relation with the participation of the parents in the home-school conferencing.

As gleaned in the table, the teachers' level of awareness in terms of home-school conferencing obtained the general weighted mean of 4.65 which defines as "Fully Aware." It is notable that Parents attend conferences with the teacher to talk about my child's learning or behavior obtained the highest mean of 4.78 while The teacher and parent write notes to each other about the child or school activities obtained the lowest mean of 4.50.

Furthermore, Parents talk to their child's teacher about his/her daily school routine obtained the mean of 4.76; Parents talk to their child's teacher about the classroom rules 4.74; Parents talk to their child's teacher about their child's accomplishments 4.72; Parents talk with their child's teacher about our personal and family matter 4.70; Parents talk with their child's teacher about school work he/she is expected to practice at home 4.68; Parents talk to their child's teacher about his/her difficulties at school 4.60; Parents schedule meetings with administrators to talk about problems or to gain information 4.58; Parents talk with their child's teacher on the telephone/ cellphone 4.54; and Parents talk to the teacher about how their child gets along with his/her classmates in school 4.52. It is noteworthy to disclose that teachers are very receptive and fully aware about the involvement of the parents in terms of home-school conferencing. The findings manifest that parents need to have a regular conference and dialog in order to monitor the students' performance even they are already in the Public Elementary School. Moreover, as reflected in the table, parents attend conferences with the teacher to talk about my child's learning or behavior in order to identify the students' progress and identify any issues and concern about the status of the students in school.

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Table 14
Extent of the parents' participation on students' academic achievement as perceived by the Public Elementary School Teachers

Indicators	Level of Extent		
	Wt. Mean	Q.D.	Rank
a. attending PTA/PTO meetings regularly	4.80	FE	*1*
b. attending parent-teacher conferences	4.60	FE	*7*
c. arranging conferences with your child's teacher	4.78	FE	*2*
d. helping child with homework assignments	4.76	FE	*3*
e. taking child on field trips and vacations	4.56	FE	*8*
f. buying books and other educational materials for child to use at home	4.54	FE	*9*
g. taking child to library	4.52	FE	*10*
h. reading to child on a regular basis	4.74	FE	*4*
i. calling teacher about child's progress	4.62	FE	*6*
j. offering to be a parent tutor, aide, parent volunteer, assistant teacher, assistant librarian or other such job	4.70	FE	*5*
Average Weighted Mean	**4.66**	**Fully Extent**	

Table 14 shows the extent of the parents' participation on students' academic achievement as perceived by the Public Elementary School Teachers. It shows that the average weighted mean was 4.66 which signifies "fully extent" as shown in the table. It means that parents' participation on students' academic achievement has full extent as professed by the teachers.

Moreover, attending PTA/PTO meetings regularly obtained the highest mean of 4.80 while taking child to library obtained the lowest mean of 4.52. This clearly means that parents are very active in attending meetings to monitor the students' academic achievement. On the other hand, taking the child to the library with the parents are no longer applicable.

In addition, helping child with homework assignments obtained the mean of 4.78; helping child with homework assignments 4.76; reading to child on a regular basis 4.74; offering to be a parent tutor, aide, parent volunteer, assistant teacher, assistant librarian or other such job 4.70; calling teacher about child's progress 4.62; attending parent-teacher conferences 4.60; taking child on field trips and vacations 4.56; and buying books and other educational materials for child to use at home. All the indicators were rated "fully extent." This clearly shows that parents are the main authority to help the students to their academic achievement.

Table 15

The extent of adherence of the teachers that describe the ways the student's teacher communicated to the parents as perceived by the teachers

Indicators	Extent of Adherence		
	Wt. Mean	Q.D.	Rank
a. school registration	4.76	FA	*4*
b. reading progress letters and notes	4.74	FA	*5*
c. parent conference	4.78	FA	*3*
d. parent brochures or pamphlets	4.18	A	*11.5*
e. activity sheets	4.18	A	*11.5*
f. parent resource books	4.68	FA	*7*
g. parent workshops	4.70	FA	*6*
h. "calendar" of activities	4.22	FA	*9*
i. telephone/cellphone skills	4.82	FA	*1*
j. letters in before opening	4.56	FA	*8*
k. parent newsletters	4.20	A	*10*
l. home visits	4.80	FA	*2*
m. spontaneous notes and happy grams	4.12	A	*13*
Average Weighted Mean	**4.52**	**Fully Adhered to**	

Table 15 shows the extent of adherence of the teachers that describe the ways the student's teacher communicated to the parents as perceived by the teachers. The average weighted mean was 4.52 which connotes "fully adhered to" as rated by the Public Elementary School (SHS) teachers. This means that all the teachers are adhering to the possible means or any ways on how to communicate with the parents. Indeed, teachers' action on how to communicate with the parents displays utmost professionalism.

Further, telephone/cellphone skills obtained the highest mean of 4.82 which connotes "fully adhered to" while spontaneous notes and happy grams obtained the mean of 4.12 which indicates "adhered to" as perceived by the teachers. This implies that teachers are more convenient in using cellphone nowadays in dealing with the parents to talks issues and concerns about the performance of the students. On the other hand, sending notes and happy grams is no longer applicable this time.

In addition, home visits, parent conference, school registration, reading progress letters and notes, parent workshops, parent resource books, letters in before opening, and "calendar" of activities were rated "fully adhered to" with the means of4.80, 4.78, 4.76, 4.74, 4.70, 4.68,4.56, and 4.22, correspondingly.

Moreover, issuance of parent newsletters, giving activity sheets, and sending parent brochures or pamphlets were rated "adhered to" with the means of 4.20, 4.18 and 4.18, respectively.

The findings show that in terms of the ways of the teachers on how to communicate with the parents, using technology and initiating communication through cellular phones are more practical and operational this time.

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Table 16

The level of problems and issues in the parents' involvement as perceived by the Public Elementary School teachers

Indicators	Level of Seriousness		
	Wt. Mean	Q.D.	Rank
1. Parents' employment hours conflict with school.	3.21	MS	6
2. Parents travel extensively for work.	3.48	SS	4
3. Parents have young children at home.	3.16	MS	10
4. Parents have a number of children at different grade levels and/or schools.	3.54	S	2
5. Parents' child should be independent.	3.50	S	3
6. Parents do not feel welcome in their child's classroom and/or school.	3.18	MS	9
7. Parents' child does not want be in his/her classroom and/or school.	3.20	MS	7.5
8. Parents feel the teacher does not want them in the classroom.	3.28	MS	5
9. Parents do not understand their child's homework and so they cannot help.	3.20	MS	7.5
10. Parents do not know what is going on at school, they feel uninformed.	3.14	MS	11
11. Parents do not know the needs of the school.	3.80	S	1
Average Weighted Mean	**3.33**	**Moderately Serious**	

Table 16 shows the level of seriousness of the problems and issues in the parents' involvement as perceived by the Public Elementary School teachers. It shows that the average weighted mean was 3.33 which signifies "moderately serious" as perceived by the teachers.

Further, Parents do not know the needs of the school obtained the highest mean of 3.80 which connotes "serious" while Parents do not know what is going on at school, they feel uninformed obtained the lowest mean of 3.14 which signifies as "moderately serious" as perceived by the teachers.

In addition, Parents have a number of children at different grade levels and/or schools; Parents' child should be independent; and Parents travel extensively for work were rated "serious" with the means 3.54, 3.50, and 3.48, respectively. This means that parents encountered issues and problems about their involvement because of the large number of their children, letting their children to be independent and most of the time, parents have travel and encountered difficulties in travelling.

Moreover, the parents feel the teacher does not want them in the classroom obtained the mean of 3.28 while Parents' employment hours' conflict with school obtained the mean of 3.21.

On the other hand, parents' child does not want be in his/her classroom and/or school and parents do not understand their child's homework and so they cannot help were obtained the mean of 3.20.

Also, parents do not feel welcome in their child's classroom and/or school and parents have young children at home were obtained the means of 3.18 and 3.16, respectively.

Table 17

The benefits of parents' involvement in the academic aspects of students and in the school as perceived by the Public Elementary School teachers

Indicators	Level of Seriousness		
	Wt. Mean	Q.D.	Rank
1. Promotion of pupils' motivation	4.61	VB	1
2. Promotion of teachers' motivation	4.48	VB	4
3. Improved school attendance	4.16	B	5
4. Promotion of good behavior	4.54	VB	3
5. Payment of fees and levies in time	4.12	B	6
6. Provision of teaching and learning resources	4.58	VB	2
Average Weighted Mean	**4.42**	**Very Beneficial**	

Table 17 divulges the benefits of parents' involvement in the academic aspects of students and in the school as perceived by the Public Elementary School teachers. It shows that the average weighted mean was 4.42 which interpreted as "very beneficial." This means that through parents' involvement the academic aspects and the status of the school would be monitored. This implies that parents play a significant role on to increase the academic achievement of their children. On the other hand, parents have the responsibility to participate in the development of the school as one of the stakeholders.

Moreover, promotion of pupils' motivation obtained the highest mean of 4.61 while payment of fees and levies in time obtained the lowest mean of 4.12. In addition, promotion of good behavior obtained the mean of 4.54; promotion of teachers' motivation obtained the mean 4.48 which connotes "very beneficial." But, the teachers rated "beneficial" with the mean of 4.16 in terms of improving school attendance.

The findings of the study divulge that through parents' involvement, the academic aspects and the school would be benefited. It means that parents are encouraged to participate and extend their full support in the operation of the school.

Table 18

T-test computation on the significant differences on the perception on level of problems and issues in the parents' involvement as perceived by the teachers when grouped into gender

	Gender	Mean	Description	t-value	p-value	Decision
Level of problems and issues in the parents' involvement	Male	3.90	Very Serious	-2.474	0.018	Reject Ho
	Female	4.26	Very Serious			

Table 18 shows the significant difference on level of problems and issues in the parents' involvement as perceived by the teachers when grouped by gender of the respondents. Results show that as to personal point of view in the level of problems and issues in the parents' involvement there is significant difference in terms of response of male and female respondents.

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Though both of them view personal view point as very serious, female respondents have higher preference than that of male with the means of 4.26 and 3.90, respectively.

Generally, the computed p-value of 0.018 is greater than the computed t-value of -2.474 denotes that the hypothesis is rejected. This disclosure implies that there is no significant difference on the level of problems and issues in the parents' involvement by the parents as perceived by the respondents when grouped according to gender.

However, the result implied that gender is not significant variable which distress the insight of the respondents on level of problems and issues in the parents' involvement.

Table 19
T-test on the Significant Differences on the level of problems and issues in the parents' involvement as perceived by the respondents when Grouped into Civil Status

	Civil Status	Mean	Description	F-value	p-value	Decision
Level of problems and issues in the parents' involvement	Single	4.04	Very Serious	7.298	.002	Reject Ho
	Married	4.17	Very Serious			

Table 19 shows the significant difference on the level of problems and issues in the parents' involvement when grouped by civil status of respondents. Results show that the level of problems and issues in the parents' involvement have significant difference when grouped by civil status of respondents. Though all of them have the same perception but the married teacher has higher mean compared to the single.

Further, the table reveals that the computed f-value of 7.298 is greater than the p-value of .002. This means that the presented null hypothesis is rejected based on the 0.05 level of significance. This implies that there is significant difference on level of problems and issues in the parents' involvement as perceived by the respondents when grouped according to civil status. The findings signify that civil status might not affect the perception of the respondents in the problems in the level of problems and issues in the parents' involvement. This means that regardless of the status, they can equally encounter problems related to the level of problems and issues in the parents' involvement.

CONCLUSION

Based from the results of the study, the following conclusions were drawn:

1. Teachers are fully aware in terms of the general point of view in relation with the parents' involvement. This means that parents are the role model on how to give instructions in their corresponding home.
2. Parents are very active in attending meetings to monitor the students' academic achievement. On the other hand, taking the child to the library with the parents are no longer applicable.
3. Parents play a significant role on to increase the academic achievement of their children. On the other hand, parents have the responsibility to participate in the development of the school as one of the stakeholders.
4. As to personal point of view in the level of problems and issues in the parents' involvement there is significant difference in terms of response of male and female respondents. On the other hand, regardless of the status, they can equally encounter problems related to the level of problems and issues in the parents' involvement.
5. Parents have the full potential on how to intensify their involvement in the academic aspect of their children. Moreover, parents' involvement needs to be increased in order to monitor the status of the students and the school.

RECOMMENDATION

Based from the findings, the following recommendations are presented:

1. The school shall strictly monitor the parents' involvement using a systematic tool for monitoring which includes important parameters.
2. The administrators and the teachers shall strategize local context of evaluation for the parents' participation from the different activities of the school.
3. An adequate and appropriate resource of information and knowledge should also be addressed and strongly supported by the school in order to increase the parents' involvement.
4. The parents shall include in the planning, monitoring and implementation of different activities in the school.
5. Reward mechanism and other form of motivation among the parents shall be employed.
6. The school shall allocate additional time for the home visits and other means of monitoring to determine the level of participation of the parents.
7. Similar study shall be considered using other variables to validate the result of the study.

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