



# IMPROVING PARENTS' PARTICIPATION IN SCHOOL ACTIVITIES THROUGH PROJECT AWHAG AT THIS TIME OF PANDEMIC

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**Improving Parents' Participation in School Activities Through Project AWHAG  
at this Time of Pandemic**

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## **Abstract**

The pandemic has affected not only the teaching and learning process but also the parents' participation in activities set by the schools. In the case of Balabag Elementary School, teachers noted the declining number of parents who participate in school activities. This has posed challenges to the school as the parents are the only ones allowed to go to school to collect and submit academic requirements of the students. This issue led the researchers to solve the problem that gave birth to Project AWHAG-a mechanism that is geared toward increasing the participation rate of the parents in school activities. This study seeks to document the lived experiences of eight teachers as they embark on their activities in gathering the parents for the benefit of their learners. Utilizing the Action Research method, this study involved teachers as key informants and Focus Group Discussion. The following themes were identified in research question regarding how Project AWHAG help improve parents' participation in school activities and programs during this time of pandemic: convenient dissemination of information, intensified parents' involvement and sustained support and partnership from stakeholders; outlined core ideas were limitations of the intervention platforms, uninterested parents and financial constraints; partnering with additional stakeholders and leverage by using the school online platform.

*Keywords:* parents' participation, communication, pandemic, modular, platforms

## Approval Sheet

This research entitled “**Improving Parents’ Participation in School Activities Through Project AWHAG at this Time of Pandemic**”, prepared and submitted by Marjun B. Rebosquillo, Joel A. Cartajena & Reann S. Encarnacion, is hereby recommended for approval.

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## **Chapter I**

### **Introduction**

#### **Context and Rationale**

The COVID-19 pandemic had vastly affected the landscape of education. Throughout the world, 140 million learners have been delayed with their education, and 27 million of this are Filipino students (United Nations International Children's Emergency Fund, 2021). With the closures of schools and implementation of new normal education, parent's involvement has become vital in the success of the education of their children (Varkey Foundation, 2020). In the study of Riberio et al., (2020) in Portugal, it was found out that there is a need for a significant investment of time and involvement in school for the parents especially with their children's learning at home due to the pandemic. However, not all parents were positively involved in schools even before the pandemic which lead now to the struggles of schools on keeping them at pace with the new normal learning delivery modalities.

Prior to pandemic time, parents' participation in our school had already declined which is evident in their attendance and involvement in our school programs and activities. Based on the data in the School Year 2018-2019 and 2019-2020, an average of 55% and 60% participation rate in the attendance were observed respectively from the logbook of attendance during the General PTA board meetings, Tagbo/ Bayanihan/ Brigada activities and programs.

Much more, during the peak of the pandemic that transformed the delivery in education through distance learning modalities such as modular, online, Television and Radio-based Instruction, parents' participation in the distribution and retrieval of modules had decreased from 80% in the first quarter into 61% by second quarter of the school year 2020-2021. Thus, it concerns our teachers and school head because parents'

participation in our school activities is a key factor both for our learners' scholastic achievement and school's success, and this decreasing participation rate is very alarming.

In particular, there was also an instance where my schoolhead and I discussed the problem of the parents' participation in school's meetings. One time, my school head asked me, "It is already 9:00 in the morning, why are there still no parent-officers to come for our meeting? Did you inform them?"

This has made me think that I have to do something to solve this problem the soonest or the students will continue to suffer from the effects of the lack of attendance of parents. With this situation, I see the magnanimity of problems that might arise once this is not solved. If this continues, we will have more difficult situations in the future especially during the returning and getting of the learning kits that include modules, schedules, learning plans and others which are very necessary for the continuity plan of our educational system.

Looking into these concerns, the feeling of frustration for failure to gather participation of parents on most of our school activities made us conclude that we need to come up with strategies and methods which will aid us to the improvement of the parent's participation in school meetings, programs and activities. Hence, these thoughts have moved us to conduct this study in order to explore the lived experiences of teachers after the conduct of Project AWHAG, aiming to improve the participation of our parents in school activities.

### **Research Questions**

Our study explored and explained the lived experiences of my co-teachers with their implementation of Project AWHAG as an intervention program in improving the parent's participation on school activities at this time of pandemic in Balabag Elementary

School in Digos City, Province of Davao del Sur for the School Year 2020-2021.

Specifically, my study will seek to answer this question:

1. How does Project AWHAG help improve parents' participation in school activities and programs during this time of pandemic caused by COVID-19?
2. What are the challenges during the Implementation of Project AWHAG?
3. What are the limitations of the intervention program?

### **Proposed Innovation / Intervention / Strategy**

In our school, we implemented modular modality which required our parents to be participative in the retrieval and returning of the answered self-learning materials (SLMs) on schedule date and time. However, due to the observed problems of decreasing parents' participation, we have made an intervention called Project AWHAG to address this challenge.

Project AWHAG is a Bisayan term which means encouragement, and an acronym that stands for Aiming to Welcome our Hardworking parents Amidst pandemic through Good communications. The strategies are through printed letters, group chats or messenger, text messages or call, megaphone for announcement, and home visitation. This intervention is a combination of traditional and modern technology implemented by the teachers together with Barangay Officials and Parent-Teacher Association officers which is aimed to enhance the communication of teachers or the school to our dear parents in inviting them to participate in different activities particularly the retrieval and distribution of modules. This program was conducted for the whole third quarter of the school year 2020 to 2021 which will consist of eight weeks.

These are the steps we followed in the implementation of the program. First, the prepared letters are sent on Fridays during the retrieval and distributions of Self-Learning Modules (SLMs) or as need arises to all parents. Second, a Group Chat was created by

teachers to inform the parents regarding the activities in the school. Nonetheless, parents also took the opportunity to use the GCs as a channel to inquire and make follow-ups about their children and announcements.

Third, teachers utilized their mobile phones to text or inform their parents through short messaging services (SMS) especially those who are not members of their GC. Fourth, TRUMPAHIBLO strategy is implemented every Thursday through the use of megaphone and motorcycle to announce to the villages and strategic streets in the community. Fifth, Barangay and PTA officials were requested to join with the teachers during their home visitation to parents of learners who were not able to deliver their Learning Activity Sheets at least three times.

All of these approaches were established with a hope to increase parent's participation in our school activities especially in our distribution and retrieval of self-learning modules. It is directed by the idea that parents' participation practices at home or at school activities are influential to children's academic performance (Sandeep, 2017). True enough, this project on enhancing communication to improve parents' participation is anchored from the study conducted by Reese in 2021 which had found out that the use of communication through class website, newsletter and weekly email produced positive relationship to parental engagement and student achievement. Thus, our research focused on improving the parents' participation in our school activities through a systematic intervention program relative to enhanced communication.

## **Chapter II Method**

### **Participants and/or other Sources of Data and Information**

The participants of our study were the public elementary teachers of Balabag Elementary School situated at Digos Occidental District, Digos City, Davao del Sur, who struggled with the participation of their parents in school activities especially in the retrieval and distribution of modules. There were 7 females, and 1 male teacher at the school. These participants were the prime mover of learning through modular modality at this time of pandemic caused by COVID-19.

The school in which our participants are located is in the uphill area of Digos City where most of our parents are focused on farming and other agricultural works. The school has only one class per grade level. There are eight teachers and one school head. Seven of the teachers are class advisers and the other one is an academic teacher. Three of the teachers are residents of the school community while the other five are living from different Barangays of the city. All the participants were asked to sign the informed consent forms as they signify their voluntary involvement in the study.

Moreover, our participants were selected purposively because of their value and relevance to the problem of the study (Creswell & Plano Clark, 2011). We have common problems on how to improve our parents' participation in our class and school activities, particularly those meetings and programs on receiving and distribution of learning kits. Our teachers experienced almost non-attendance of parents who participated during the said events which leave us frustrated, to whom are going to inform and impart our plans? We also shared the same dilemma on what we were going to do with our remaining learning kits that has not been taken by some of our parents. These findings are discussed informally during our casual gatherings, and formally during our school personnel meetings which are being recorded in our journals and minutes.

## **Data Gathering Methods**

Teachers aim to provide quality education to students. However, due to the pandemic, parents' participation has been a key factor to educational success especially with their support to our various school activities that bridge to the learning of their children. Knowing that not all our parents were capable of participating and getting involved in our activities like the retrieval and distribution of modules, my goal was to design an intervention program that aimed to improve their participation and involvement. As a result, action research was implemented in order to investigate this intervention practice which hope to address the educational problem at hand (Lufungulo, Kalinde & Mambwe, 2021). Further, the following strategies were used to collect data for this study:

### **PRE-IMPLEMENTATION STAGE**

Prior to the implementation of our intervention program, I requested permission from my school head through a request letter to administer my program based on the preliminary remarks I obtained from my experience and my co-teachers complaints and data with their parents' participation on returning and retrieving modules, and other school activities.

After receiving approval, I informed our Schools Division Superintendent through another request letter and process through submission of a research proposal to [depeddigoscity.org](http://depeddigoscity.org) to carry out my intervention. Following that, all of our teacher-participants were given informed permission papers to get voluntary acceptance from themselves. Following the permission, I started the study's execution with an orientation for my key participants at the school head's office.

Specifically, during the orientation, we identified the number and names of parents who are not participating well in our class and school meetings, receiving and retrieval of learning kits, and other activities based on the attendance of each adviser from the second

quarter on a weekly basis. From that data, we had a baseline for the intervention program. The functions of Barangay officials, particularly our chairperson on the committee on education, and PTA officers was also discussed.

We needed their commitment in helping us deliver our communication letters and information to some parents who live in far land areas, and other parents who are recorded to be truant in participating school activities while maintaining health protocols. The teachers will contact and tap the help of our Barangay and PTA officers at times when parents cannot deliver and retrieve their modules and will accompany us during home visitation if parents' participation becomes so reluctant for at least 3 consecutive weeks.

Throughout the program's implementation, ethical concern and secrecy were respected. Pseudonyms were employed to identify each participant in order to keep their real identities and backgrounds hidden. Information, records, and other papers were kept secure in a locked cabinet where only the researcher had access. In addition, before the completion of this research, participants were given the opportunity to review and check their replies and data.

Finally, the intervention program, including the illustrated methods of communication and home visitation were validated and consulted by our public schools' district supervisor in the district, as well as our division research focal person.

#### **DURING IMPLEMENTATION STAGE**

My intervention approach consisted of eight weeks in the third quarter of School Year 2021-2022, with the use of enhanced and systematized communication and home visitation methods. Prior to undergoing the intervention program participants, I ensured that our teachers had already acquired the knowledge and skills to implement Project AWHAG. Hence, another meeting was conducted to review the process and steps of the intervention program.

During the intervention program's regular conduct, the first approach was the use of text messages and calls every Wednesday of the week to inform our parents about retrieval and distributions of learning kits. Our regular distribution and retrieval of modules happen on a Friday every week throughout the Third Quarter. Planned meetings, programs and other activities will also be communicated to parents in the same manner by the advisers. If the parents could not reply, the teachers will try to contact them by calling them. Parents can also contact or inform their teachers if they have concerns and questions through calls and texts. In this way, we can connect to our parents while maintaining health and safety standards.

Second, group chats and messenger were also used as our media for transpiring our announcements and information about school activities. We all know that most of our parents already have their Facebook account, and it is good to benefit from it because most of them are oriented and much dependent on social media nowadays. Advisers created their own group chats before the third quarter started for each grade level section and accommodated the members which are parents of the same class.

The teacher also explained to their parents that the group chats will be utilized only for school matters like announcements of activities, meetings, and programs. Proper etiquette in using the group chats was advised. Respecting each opinion and ideas was a must. Every Thursday of the week, the teacher will post an announcement in their group chats with regards to retrieval and distribution of learning kits, and with school meetings and activities that arise in the future. Same with text messages and calls, group chats and messengers can also be used by the parents to connect with their teachers.

Third, the printed letters that informed our parents through a written document with the planned school activities like receiving and retrieval of modules, meetings and other programs were also attached to the learning kits being retrieved by the parents every Friday of the week. Formal letters, text messages, calls and group chats were used as



well in informing our Parent-Teachers Association officers when there are scheduled PTA meetings. As the secretary of the board, I also asked the assistance of our public information officer to disseminate or deliver our important announcements.

Fourth, the “Trumpahibalo” is a Bisayan term defining the terms Trumpa which means megaphone and Pahibalo means to announce. It was used like Recoreda in going and traveling to strategic places along the roads and pathways where most of our parents reside in order to announce the scheduled school activities. Two teachers rode on a motorcycle while bringing the megaphone and traveling to our school community every Thursday afternoon or as need arises. Their tasks were to inform through megaphone the upcoming school events. Health protocols were also maintained, and formal letter to the Barangay Officials requesting them to allow us to travel and announce within the Barangay premises were provided.

Lastly, the modified home visitation approach was applied wherein the class adviser together with the PTA officer or/and the Barangay Councilor checked the parent’s whereabouts and concerns at their home in times they cannot return or retrieve the modules of their children for at least three consecutive weeks. It happened only during weekdays wherein the PTA officer and Barangay Councilor are or are available.

### **POST IMPLEMENTATION STAGE**

The selection procedure of our teacher-participants, and the outcomes of the data they provided in second quarter and third quarter from their parents’ participation after the intervention program, were all documented and gathered. These parents’ participation percentage were necessary to provide a simple graphical display for data interpretation.

Similarly, informal responses, narratives through the group chats, text messages and journal of our teachers were logged for monitoring. This helped us in assessing our parents’ participation on a regular basis throughout the intervention program. Lastly, focus

group discussion was conducted at the end of the program as an enabling mechanism to explore further the effect of Project AWHAG.

### **Data Analysis Plan**

In analyzing the data prior and after the intervention program, there were data being considered as the primary data which are the results of the focus group discussion that are clustered through themes and emerging core ideas that derived from the transcribed responses (Anderson & Spencer, 2002; Colaizzi, 1978). Also, the FGD with teacher-participants were conducted to verify their views, insights, and impact of the intervention being applied (Nyumba, Wilson, Derrick, & Mukherjee, 2017). These primary data are the major points which validated and verified the effectiveness of the intervention straight from the mouth of the teacher-participants.

Moreover, secondary or supporting data was taken through a comparison of number of parents who attended the conference or activities in school. Bar graph was utilized to determine the Level of Parents' Participation before and after the implementation of the intervention. This numerical or supporting data is a vital support.

### **Chapter III**

#### **Discussion of Results and Reflection**

This section presents the result of the study and the discussion of the findings about the experiences of the teachers during the implementation of Project AWHAG in helping improve the Parents' Participation in School Activities and Programs during the time of pandemic. Moreover, the results of the Focus Group Discussion which explored the experiences of the teachers during the implementation of the Project AWHAG is discussed in this chapter. Consequently, secondary data anchored from monitoring forms are being presented through a graph in the last part of this section to support and validate the findings.

#### **How does Project AWHAG help improve parents' participation in school activities?**

A Focus Group Discussion was conducted to answer this question. There are three core ideas emerged as part of the first theme in the successes or positive results attributed by teacher-participants during the conduct of Project AWHAG. These are *Convenient Dissemination of Information, Intensifies Parents' Involvement, and Sustainable Support and Partnership from Stakeholders*.

**Table 1. Thematic Map on the Successes during the Implementation of Project AWHAG**

- 
- Convenient Dissemination of Information
  - Intensified Parents' Involvement
  - Sustained Support and Partnership from Stakeholders

#### **Convenient Dissemination of Information**

It was observed by the participants during the implementation of Project AWHAG that information dissemination is faster and more convenient for them and to the parents' end as well. Commonly, teacher-participants' responses were:

*“Katong mga parent nga dili naga anhi diri, tapos ang mama kay naa sa abroad unya apil sa group chat sa klase, e-follow-up sa mama ilang bana pinaagi sa GC. Mao to maka attend ang papa.” (Participant F-001)*

Those parents that do not really come to school, then it happened that the mother who worked abroad is a member of the GC in a class, the mother now informs the father. Thus, he was able to attend activities/ programs.

*“Ako sir, sa GC ok sya kay ma inform ang mga ginikanan nga dili kayo naga anhi basta as long as naa silay load, naa silay cellphone.” (Participant A-002)*

For me, having GC is okay because I can inform the parents especially those parents who seldom come here in school, as long as they have cell phones.

These responses of our participants evidently show uniformity that information dissemination has been convenient and way faster. Moreover, it was also noted that our participants had seen and experienced its good effect compared to the traditional way of informing which is solely sending of written letters to the parents.

*“Pinaagi sa GC, mas paspas ang pagpasa sa information kay mas sila man ang mag sige og storya. So, ang pagpahibalo mas dali. Kay sauna baya no, lisud kay sulat lang usahay dili jud mabasa.” (Participant E-003)*

Through GC, information dissemination in this way is much faster because the husband and wife communicate more often. Before it was hard, we wrote letters to the parents but sometimes they failed to read it.

It was observed that easy, direct and quicker as to information dissemination were experienced by most of our participants. Also, despite the pandemic, teacher-participants were able to reach out to the households of our parents through TRUMPAHIBALO.

*“Ang kagawapo sa katong sa trumphibalo, kay kita na ang muduol sa ilaha para mapahibalo sila.” (Participant A-007)*

One nice thing about TRUMPAHIBALO is that we are the ones who go near them to inform them.

## Intensified Parents' Involvement

After the teacher-participants informed the parents through Project AWHAG, it was evident in their statements that the parents became more motivated to get involved with the school's activities and programs activity. General statements were:

*"Nindot pod sya para sa akua kay nakahuman man akoang bata tungod kay giadtuan sa ilang balay, gi follow-up ang ginikanan kaluoy sa Ginoo nahuman jud niya iyang pagka Grade-2." (Participant C-004)*

For me, it is nice because I have one pupil who was able to proceed to Grade 3. I home visited her, did some follow-up to the parents, and by God's grace she was able to finish and passed Grade 2.

*"Pero sa ako ok jud ko, kay naa man unta koy bata nga pabalikon, pero kaluoy sa Ginoo, na promote man siya kay gituman man ang gisaad sa mama nga e follow-up kung mahimo e summer class pa pra matabangan ang bata." (Participant C-005)*

In my case, it is really okay because I have one pupil that I have decided to retain. But by God's grace, she got promoted because the parents did their promise to do follow-ups on her, even asking me that her child be enrolled in summer class to help her cope with the lessons.

It was also noted that low and pessimistic expectations do not come to reality because greater impact to parent's awareness were produced. Parents were more attentive and participative according to the statements of our participants.

*"Diba sauna wala tay bata, dili baya ta mag-expect nga daghan ang makabalo pero tungod atong AWHAG nidaghan jud ang attendance nato jud." (Participant C-010)*

Because we don't have any pupils, we didn't really expect that many will know and attend different programs of the school. However, due to Project AWHAG, the parents' attendance increases in number.

*"Pero mas epektibo ni sya nga nay ingon ani, kay ang katong uban nga willing, kapag ma-inform sila kay muanhi man jud." (Participant G-008)*

But it is more effective to have this Project AWHAG because those who are willing will really come to school.

These significant responses showed that the participants had been constantly communicating with the parents through Project AWHAG Intervention which boosted the parents' interest to get more involved in their child's performance and to the school's activities and programs. This finding is coherent to one of the studies which implied that improved communication between parents/teachers/schools showed increased parental involvement and engagement to school programs and activities conducted (Wang & Sheikh-Khalil 2013). Hence, schools and teachers need to be innovative and dynamic in creating opportunities for the parents to be supportive with the learning modalities implemented. Relative to this, as teachers, we have to design communication strategies that are suitable, responsive and adaptive in this change of time.

### **Sustained Support and Partnership from Stakeholders**

One of the main goals of Project AWHAG is to strengthen partnership between and among stakeholders that will pave the way in the improvement of parent's participation in school activities and programs. Specifically, they act as bridges for information to be successfully delivered particularly to those who live far and do not have any means to communicate to the school other than personally coming to school.

Fortunately, the participants had built partnerships with their respective PTA presidents, the barangay officials, and Civilian Volunteers Organizations (CVO) to help them in their endeavor to reach every parent. We have seen how our participants were being helped-out by these stakeholders, how they supported and carried out the intervention program which led our participants to be successful in creating this avenue for the parents. To prove this statement, teacher-participants responses were collated as:

*“Nindot sad jud nga mo tap sa PTA President, CVO and Barangay Officials kay giadto namu tong isa ka bata nako sa sudlonon ug layo nga dapit kay naglisod lage sa klase unya walay kuha-kuha sa*

*modules, ang papa kay nianhi jud sa eskwelahan pagkasunod adlaw.”*  
(Participant B-006)

It is good that we tapped the PTA Presidents, CVO and Barangay Officials because when we went to one of my pupil's house in a remote area to inform and check the parents with regards to the performance of their children and non-retrieval of modules, the parents came to school the very next day.

Clearly, all have worked together, hand in hand, for good. Sustainable support and partnership from different stakeholders truly make a difference in which can be observed in this response:

*“Ang parents ug stakeholders kay mas daghan jud karun ang nagtinabangay, compare sauna.”* (Participant H-011)

Due to project AWHAG, the aid of stakeholders and parents' participation really increases now compared to before.

In reference to the significant results from the thematic analysis, it was evident that utilizing Project AWHAG had a positive impact on the parents' participation in school activities at this time of Pandemic. Moreover, the result was a clear indicator that the intervention conducted was effective. Hence, sustaining the enhanced communication between parents and school would lead to better parents' involvement and yield positive performance of our learners.

### **Challenges during the Implementation of Project AWHAG**

Subsequently, three core ideas surfaced in the second theme of Challenges during the Implementation of Project AWHAG. These are Limitations of the Intervention Platforms, Uninterested Parents and Financial Constraints of the Parents.

Second Theme:

**Table 2. Thematic Map on the Challenges during the Implementation of Project AWHAG**

- 
- Limitations of the Intervention Platforms
  - Uninterested Parents
  - Financial Constraints

### **Limitations of the Intervention Platforms**

Looking at the other side of the coin, teacher-participants have observed and experienced challenges relative to the implementation of Project AWHAG. Some of them expressed their dilemmas and conflict encountered particularly on the events and situations that were beyond of their control especially with the limitations of the intervention platforms and media. Some of our participants' responses were:

*“Usahay, dili maayo ang pagpasabot sa ginikanan sa ditalye ilabina sa projects or programs kung sa GC lang. Ang uban lahi ang pagsabot, ug ang uban kay dili ma-inform kay dili tanan apil sa GC.”*  
(Participant F -012)

Sometimes, parents do not fully understand the information disseminated thru GC like projects and programs. Some parents misinterpret and misunderstand the information and others were not informed because they were not members of the GC.

*Para sa akoo, ang disadvantage sa iyaha kay katong mga ginikanan nga walay cellphone ug walay internet load kay dili jud sila mainform. Mao na siyay limitation sa GC.* (Participant A-013)

The disadvantage resides on parents who don't have android phones, or those who don't have internet load because they will not be informed. That is the limitation of the GC.

More so, teacher-participants had challenges on the availability and quality of information that our parents literally heard when we had our rounds for TRUMPAHIBALO. Our participants claimed that:

*“Ang problema lang sa trumpanhibalo kay ang uban ginikanan na naa sa layo ug suok na dapit kay dili makadungog ug ang uban na*



*naa sa daplin sa dalan kay pass by lang nila madunggan usahay.”*  
(Participant A-015)

Problems with TRUMPAHIBALO is that some parents in far land and remote areas could not hear the information and other households along the way could not absorb the information well because the sounds had just passed by them.

*“Wala man kayoy struggles, kana rang mag-ulan kay mag dali-dali jud, dili na matarong og pagpahibalo.”* (Participant H-016)

I didn't encounter many struggles, only when the weather is not good or it is raining because we have to disseminate the information hurriedly resulting in not properly disseminated information.

Also, our teacher prompted the need for budget during the round of TRUMPAHIBALO as he said:

*“Need sya og transportation, pang gas kay mag suroy-suroy baya mi sa mga balay-balay, ang uban lagyo baya.”* (Participant A-021)

We need a budget for gas or for transportation in order to mobilize from house to house or street to street, and some are far flung areas.

Evidently, on concerns of availability of gadgets and internet connection, there were no solutions other than teachers will provide other means so that parents will be reached out. These scenarios led to teachers sending written and printed letters to the parents which will be carried by their neighbors for information dissemination.

### **Uninterested Parents**

We cannot really expect that every parent will have the same energy and enthusiasm towards participating in schools' activities and programs even though all possible resources have already been utilized and all possible ways have already been done. The teacher-participants, with a heavy heart, have narrated their experienced such as:

*“Sa akong nakita, complete na ang nahatag nga information sa mga parents, bisang kahibalo na sila, naa japon uban parents na dili gihapon sila mo participate, dili sila interested, walay cooperation. Bisan pag nakabalo na sila mismo, bisan pag nakaatubang namo nag storya, inig abot sa time, wala jud niparticipate”. (Participant H-017)*

As I have witnessed, the information given to the parents was complete, but even knowing so, some parents still opted not to participate. They were not interested and didn't cooperate. Even though they knew already, you have talked to them face to face, when the time comes, still, they didn't come to school.

*“Kining Home visitation with PTA and Banrangay Officials kay para sa ako kay ok jud unta, pero ang end jud is ang ginikanan man gud jud ang mag decide. Pareha atong isa nako ka bata, kapila nako to sya gi home visit, pero lage ang papa sige og saad mag kuha og module pro sabado man sad muari unya Biyernes amoang sabot.” (Participant E-018)*

As for me, home visitation together with the PTA and Banrangay Officials is really good, but the end game of which is really the parents' decision. I have gone to their house many times and the father promised to cooperate but he came to the school on Saturday even though we agreed that he will come on Friday.

These feedbacks from our participants implied significant indicators that willingness and interest of the stakeholders play a vital role in the success of any projects and program in our school.

### **Financial Constraints**

Nonetheless, economic and financial factors are being considered as priority by many of our parents especially if school activities are in conflict with their work

and tasks at their farms and other sectors. These are evident as teacher-participants relayed that:

*“Tungod sa kakulangan sa kinabuhi noh, mag-uma pa sila, kulang pod sila’g time pagtudlo sa bata kay kakulangan sad sa kaalam nila dili nila ma follow-up.” (Participant G-019)*

Due to poverty and financial constraints, they still have to go to their farms, and they don’t have ample time and intellect to do follow-ups for their children.

*“Ang uban jud nga reason is ang ila jung panginabuhian, kasagaran.” (Participant H-020)*

Some reasons are really due to their work and livelihood. They need to earn money for their family.

Beyond this challenge, the school and teachers were still catering late and delayed submission of modules by the parents. We understood the situation of our dear parents that they really need to attend first their obligations with their families, and sometimes they really come to school not aligned to their schedule and explain to us their circumstances which affected their participation in our retrieval and returning of modules.

### **Insights Gained during the Implementation of Project AWHAG**

With the desire of our teacher-participants to be actively involved in Project AWHAG and make the most out of it, they expressed some insights and suggestions which they would like to utilize more in the next activities amidst the challenges they experienced. Two core ideas were classified as part of the last and third theme which is Insights Gained during the Implementation of Project AWHAG. These are Partnering with Additional Stakeholders and Leverage by Using the School Online Platform.

**Table 3: Thematic Map on the Insights Gained during the Implementation of Project AWHAG**

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- Partnering with Additional Stakeholders
- Leverage by Using the School Online Platform

### **Partnering with Additional Stakeholders**

The participants are confident that their experiences with the implementation of Project AWHAG have brought them to the next level of informing and motivating the parents to participate in school's activities and programs. Generally, they shared their own views and realizations as to how the program can be developed to increase the number of participation among parents and other stakeholders. One of which is connecting with additional stakeholders who are much closer and knowledgeable about our parents' conditions and places. These observations were supported with our participants' responses such as:

“Mo tap ta og purok leaders other than the PTA President og Brgy. Officials. Kay mas dali man nila maadto og dali rasad sila makaila sa mga ginikanan.” (Participant H-022)

We will tap Purok or Village Leaders aside from the PTA Presidents and Brgy. Officials because they can easily recognize the parents and go to their house.

With this, more parents who are inattentive to school activities will be informed through their Purok or Village Leaders. Also, parents who are new in the community and living in remote areas which are unknown to teachers, PTA and Barangay Officials will be communicated through the Village Leaders because in some ways, they know better their Village members and new entrants.

### **Leverage by Using the School Online Platform**

Furthermore, teacher-participants relayed their suggestion to adopt and utilize the School Online Platform which is the Social Media Page or FB page. They analyzed that many of our parents who are inclined with online or internet and are following the events of our school through our FB page will have a faster opportunity to learn about school programs and activities. This realization is observed as one of our participants said that,

*“Ang mga pahibalo o unsa mang information ipaagi sad sa school’s FB Page then shared post sa tanang teachers kay makatabang sad siya in some way. Tanang activities and panghitabo sa eskwelahan is e post sad sa FB page sa school para ma-aware sad ang ginikanan na naga-follow sa atong page.” (Participant E-023)*

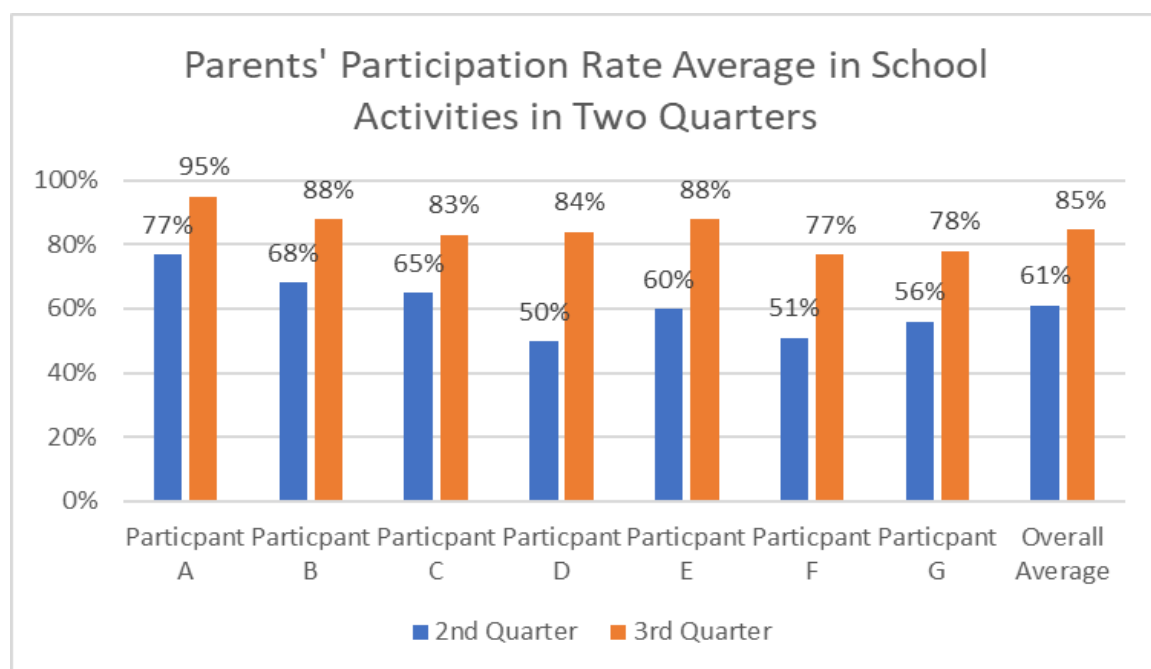
All the information must also be disseminated through the school’s FB page then all the teachers will share it in their respective FB account because it will really help in some way. All the activities and programs of the school will be posted for the awareness of its stakeholders especially those who follow our FB page.

All these recommendations and plans from our teacher-participants were valid proof that they definitely shared constructive insights with our aspiration to improve parents’ participation in school’s activities and programs, so much, that they desire to improve their process, outputs and other concerned areas.

### **Secondary Data**

Presented in Figure 1 is the supporting data anchored from the monitoring forms of parents’ attendance in the second and third quarter. This secondary data includes descriptive interpretation of the average attendance in two quarters and graphical presentation.

Figure1: Parents' Participation Rate Average per Teacher-participant in Two Quarters after Implementing Project AWHAG



Looking at the data from the second quarter of Parents' Participation Rate Average, parents displayed low involvement in school activities apparently at an average of 61%. This served as the main determinant that our parents need intervention to be involved in different school activities in order for their children to continue schooling despite the pandemic situation. Interventions on enhanced communications come in different ways, but they have in common the capacity to support our parents to be motivated to participate in school activities.

In contrast, it was obvious in the result of the third quarter that there was an increase in Parents' Participation Rate Average at 85% that can be attributed to the effect of the enhanced communication strategy as an intervention through Project AWHAG. This would significantly give the takeaway points on the importance of using proper communication media and approaches to be connected with parents. The researcher's findings agreed with the study manifested by Benson (2016) on parent-teachers

communication which concluded that it helped increase the parental involvement in schools and observed to be critical to student engagement and achievement.

## **Reflection**

As teachers, what is more important for us is to see our pupils learning and living the values of our lessons. And this can only be achieved if we teachers are assured that we deliver what is worth and ought to our dear children inside our class. However, the pandemic caused by COVID-19 changed our form of education in a literal way. This distance learning modality like our modular approach couldn't guarantee sweet success and feasible accomplishment. We teachers could not physically assess and determine whether our students are learning. Hence, we opted to tap and connect with our parents to do shared responsibility in educating our promising pupils.

However, the declining parents' participation triggered us to think outside the box in order to catch what is lost. Then, we linked again to our parents, but in a much systematic way through enhanced communication as an intervention to support our modular modality and other school activities. Project AWHAG definitely addressed our problem of decreasing parents' participation, and in return, improved the tenacity and involvement of parents to our school activities employed at this time of pandemic.

Nevertheless, Project AWHAG was not a perfect medicine for all areas of our problem. Some parents do not share common understanding as to the importance of their involvement in school especially with the retrieval and returning of the modules of their children, some of them acted indifferently. Also, media and platforms for communications do have limitations particularly parents who do not have gadgets and internet. Others are also weighing the importance of providing first the needs of the stomach of their children rather than vis-à-vis the needs of education.

These ups and downs in the implementation of this project didn't count as much as we felt satisfied and heartwarmed in our journey. Seeing how our parents truly manifested the willingness and the desire in their eyes for their children to learn and be educated, we teachers go beyond extra miles in order to provide them with the necessary materials for their children to utilize. Amidst the pandemic, we saw thriving parents, hand in hand with compassionate and hardworking teachers. In the end, both of us were important factors to the enhanced communication intervention which is critical to academic performance of our children.



## Chapter IV

### Plans for Dissemination and Utilization

The findings of this study shall be discussed especially our teachers who are having challenges on their parents' participation towards school activities. Similarly, advocacy campaign activities shall be conducted in order to disseminate the vitality of the program and raise awareness on how improving parents' participation through an intervention just like Project AWHAG can be developed.

Table 4: Specific activities for dissemination and utilization

Activities	Time Frame	Audience	Success Indicator
Conduct information dissemination on the Research Findings at our School	1 <sup>st</sup> week of July 2023)	All teachers of Balabag Elementary School	Positive Feedback from the teachers after the findings had been adapted
Giving of Brochures or Policy Brief about the Research	2 <sup>nd</sup> week of July 2023	Schools in Digos Occidental District and Division	Teachers received a copy of the brochure
Participate in Division Research forum	1 <sup>st</sup> week of August 2023	All invited teachers, school heads, supervisors and other leaders	Positive Feedback from the attendees about the findings had been adapted or disseminated
Participate in a Policy Brief Presentation to Stakeholders	2 <sup>nd</sup> week of September 2023	All invited LGU, NGO and other Stakeholders	Recommended for program or policy formulation
Participate in Regional Research Congress	1 <sup>st</sup> week of December 2023	All invited researchers	Positive Feedback from the attendees about the findings had been adapted or disseminated

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## ANNEXES

Table 5: Time Table/Gantt Chart for the implementation Project AWHAG

OBJECTIVES	ACTIVITY / STRATEGIES	TIME	PERSON INVOLVED	RESOURCES NEEDED	OUTPUT
to assess the qualification of the teachers' participants in the study	Meeting/ informal gatherings	Eight week of the Second quarter of school year 2021 - 2022	The teachers and school head	Internet connection, papers, notebooks and pens	List of qualified teachers' parents, minutes and journals
to orient the teachers' participants, school head, Barangay Officials and PTA officers about the AWHAG GINIKANAN intervention program	Orientation or lecture seminar	Tenth week of Second quarter of school year 2021- 2022	Research er, teachers' participants, school head, Barangay Officials and PTA officers	Multi-media ICT , Internet connection, papers, notebooks and pens	Minutes, journals and oriented participants
to improve the parents' participation in school activities through the implementation of AWHAG GINIKANAN intervention program by the teachers' participants	Enhanced communication from the school/ teachers to parents through :	Whole Third quarter period of school year 2021 - 2022	Researcher , teachers' participants , school head, Barangay Officials and PTA officers	Printers, papers, loads, internet connection, fuel, megaphone, motorcycle, and foods/ snacks	Printed letters, text messages, posted announcements, answered/ informed parents , journals, documented observations/ minutes, and recorded attendance
	Printed Letters	Every Friday of the week or as need arises			
	Group messages or messengers,	Every Wednesday			
	Barangay and PTA officers assistance,	As need arises			


	Text messages and calls and	Every Wednesday of the week			
	Trumpahibalo,	Every afternoon of Thursday in the week			
	School activities, meetings, programs,	As need arises			
	Retrieval and distribution of learning kits	Every Friday of the week			
to assess whether the AWHAG GINIKANAN help improve the parents' participation in school activities through the implementation of teachers' participants	Documentation Observations Informal interviews Conduct of In-depth interview guide questionnaires	Whole third quarter period of school year 2021 – 2022, and ending part of second quarter	Researcher, teachers' participants, school head, Barangay Officials and PTA officers	Printers, papers, loads, internet connection, journals, pens and foods/snacks	Printed letters, questionnaires, documented responses or observations, journals,


**Table 6: Cost Estimates/ Financial Report**


<b>Activities</b>	<b>Time/ Date</b>	<b>Persons Involved</b>	<b>Expected Output</b>	<b>Budget</b>
1. Conceptualization	October 2021	Researcher, School Admin, selected Math teachers	Initial Plan of the implementation of the project	Food – P1,000.00
2.Writing the Action Research Proposal	October to November 2021	Researcher	Action Research Proposal	Printing Materials and Internet load P3, 000.00
3.Presentation of the Proposal to School Admin	November 2021	Researcher and School Admin	Refined Research Proposal	Food – P1, 000.00
4.Finalization of the Proposal/ Project	November 2021	Researcher	Final Project	Printing Material P1, 500.00
5.Conference on the Project	November 2021	Researcher and school admin	Common understanding on the implementation of the project	Food – P2, 000.00
6.Identification of the Participants	January 2022	Researcher and participants	List of participants	
7.Orientation with the participants	January 2022	Researcher, selected teachers, PTA and Brgy. Officers	Agreement and implementation	Food and Communication P3, 000.00
8.Implementation of the Intervention Programs	February to April 2022	Researcher, participants, validation team	Research data	Food, Printing/ intervention Materials, fuel and loads P 8, 000.00
9.Data Analysis and interpretation of Data	June to August 2022	Researcher	Analyzed and interpreted data	Food and Printing Materials, P 1, 500.00
10.Writing the Manuscript	August 2022	Researcher	Initial Manuscript	Food, Printing materials, and storage device, P3, 500.00
11.Research Dissemination	September 2022	Researcher School Personnel	Research Dissemination	Food and Printing Materials P 3, 500.00
12.Submission of Final Report to DepEd	September 2022	Researcher	Final Output	Manuscript packaging and fuel

				P 2, 500.00
			<b>TOTAL</b>	<b>P 30, 500.00</b>

Prepared by:

  
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## Raw Data

**Research Question:** How do Project AWHAG help improve parents' participation in school activities and programs during this time of pandemic caused by COVID-19?

What are the positive experiences and outcomes you have gained from implementing Project AWHAG in your school?			
Significant Statements	Transcript	Core Ideas	Emerging Theme
(Participant F-001) Katong mga parent nga dili naga anhi diri, tapos ang mama kay naa sa abroad unya apil sa group chat sa klase, e-follow-up sa mama ilang bana pinaagi sa GC. Mao to maka attend ang papa.	Those parents that do not really come to school, then it happened that the mother who worked abroad is a member of the GC in a class, the mother now informs the father. Thus, he was able to attend activities/ programs.	Convenient Dissemination of Information	Successes during the Implementation of Project AWHAG
(Participant A-002) Ako sir, sa GC ok sya kay ma inform ang mga ginikanan nga dili kayo naga anhi basta as long as naa silay load, naa silay cellphone.	For me, having GC is okay because I can inform the parents specially those parents who seldom come here in school, as long as they have cell phones.		
(Participant E-003) Pinaagi sa GC, mas paspas ang pagpasa sa information kay mas sila man ang mag sige og storya. So, ang pagpahibalo mas dali. Kay sauna baya no, lisud kay sulat lang usahay dili jud mabasa.	Through GC, information dissemination in this way is much faster because the husband and wife communicate more oftentimes. Before it was hard, we wrote letters to the parents but sometimes they failed to read it.		
(Participant A-007) Ang kagawapo sa katong sa trum pahibalo, kay kita na ang muduol sa ilaha para mapahibalo sila.	One nice thing about TRUMPAHIBALO is that we are the ones who go near to them to inform them.		
(Participant A-009) At the same time, kung dli sila makaanhi pwede sila makapamalihug sa ilang	At the same time, if they really can't come to the activities/programs of the school, they can ask		



silingan, sa ilang ig-agaw og pag-umangkon.	favour from their neighbours or relatives.		
(Participant C-004) Nindot pod sya para sa akong bata tungod kay giadtuan sa ilang balay, gi follow-up ang ginikanan kaluoy sa Ginoo nahuman jud niya iyang pagka Grade-2.	For me, it is nice because I have one pupil who was able to proceed to Grade 3. I home visited her, did some follow-up to the parents, and by God's grace she was able to finished and passed Grade 2.	Intensified Parents' Involvement	
(Participant C-005) Pero sa ako ok jud ko, kay naa man unta koy bata nga pabalikon, pero kaluoy sa Ginoo, na promote man siya kay gituman man ang gisaad sa mama nga e follow-up kung mahimo e summer class pa pra matabangan ang bata.	In my case, it is really okay because I have one pupil that I have decided to retain. But by God's grace, she got promoted because the parents did their promised to do follow-ups on her, even ask me that her child be enrolled in summer class to help her cope with the lessons.		
(Participant G-008) Pero mas epektibo ni sya nga nay ingon ani, kay ang katong uban nga willing, kapag ma-inform sila kay muanhi man jud.	But it is more effective to have this Project AWHAG because those who are willing will really come to school.		
(Participant C-010) Diba sauna wala tay bata, dili baya ta mag-expect nga daghan ang makabalo pero tungod atong AWHAG nidaghan jud ang attendance nato jud.	Because we don't have any pupils, we didn't really expect that many will know and attend different programs of the school. However, due to Project AWHAG, the parents' attendance increases in number.		
(Participant B-006) Nindot sad jud nga mo tap sa PTA President, CVO and Barangay Officials kay giadto namu tong isa ka bata nako sa sudlonon ug layo nga dapit kay naglisod lage sa klase unya walay kuha-kuha sa modules, ang papa kay	It is good that we tapped the PTA Presidents, CVO and Barangay Officials because when we went to one of my pupil's house in a remote area to inform and check the parents with regards to the performance of their children and non-retrieval	Sustained Support and Partnership from Stakeholders	

nianhi jud sa eskwelahan pagkasunod adlaw.	of modules, the parents came to school the very next day.		
(Participant H-011) Ang parents ug stakeholders kay mas daghan jud karun ang nagtinabangay, compare sauna.	Due to project AWHAG, the aid of stakeholders and parents' participation really increases now compared before.		
(Participant H-020) Ang uban jud nga reason is ang ila jung panginabuhian, kasagaran.	Some reasons are really due to their work and livelihood. They need to earn money for their family.		

What are the negative experiences and challenges you have encountered during the conduct of Project AWHAG in your school?

Significant Statements	Transcript	Core Ideas	Emerging Theme
(Participant F -012) Usahay, dili maayo ang pagpasabot sa ginikanan sa ditalye ilabina sa projects or programs kung sa GC lang. Ang uban lahi ang pagsabot, ug ang uban kay dili ma-inform kay dili tanan apil sa GC.	Sometimes, parents do not fully understand the information disseminated thru GC like projects and programs. Some parents misinterpret and misunderstand the information and others were not informed because they were not members of the GC.	Limitations of the Intervention Platforms	Challenges during the Implementation of Project AWHAG

<p>(Participant A-013)</p> <p>Para sa akoo, ang disadvantage sa iyaha kay katong mga ginikanan nga walay cellphone ug walay internet load kay dili jud sila mainform. Mao na siyay limitation sa GC.</p>	<p>The disadvantage resides on parents who don't have android phones, or those who don't have internet load because they will not be informed. That is the limitation of the GC.</p>		
<p>(Participant A-014)</p> <p>Pero limited siya, parehas sa akoo nireklamo sila sa akoo kay uban wala sila kabalo kay wala silay cellphone, kung naa man katong keypad dili Android. Dili sad nako sila mapahibalo thru text kay wala man sad sila naghatag og number.</p>	<p>But it is limited, like in my case, some parents complained that they don't know about the information because they don't have android phones, instead they have keypad phones. I cannot also inform them thru text because they did not provide me with their number.</p>		
<p>(Participant A-015)</p> <p>Ang problema lang sa trumpahibalo kay ang uban ginikanan na sa layo ug suok na dapit kay dili makadungog ug ang uban na naa sa daplin sa dalan kay pass by lang nila madunggan usahay.</p>	<p>Problems with TRUMPAHIBALO is that some parents in far land and remote areas could not hear the information and other households along the way could not absorb well the information because the sounds had just pass by them.</p>		

<p>(Participant H-016)</p> <p>Wala man kayoy struggles, kana rang mag-ulan kay mag dali-dali jud, dili na matarong og pagpahibalo.</p>	<p>I didn't encounter many struggles, only when the weather is not good or it is raining because we have to disseminate the information hurriedly resulting to not properly disseminated information.</p>		
<p>(Participant A-021)</p> <p>Need sya og transportation, pang gas kay mag suroy-suroy baya mi sa mga balay-balay, ang uban lagyo baya.</p>	<p>We need budget for gas or for the transportation in order to mobilize from house to house or street to street, and some are far flung areas.</p>		
<p>(Participant H-017)</p> <p>Sa akong nakita, complete na ang nahatag nga information sa mga parents, bisang kahibalo na sila, naa japon uban parents na dili gihapon sila mo participate, dili sila interested, walay cooperation. Bisan pag nakabalo na sila mismo, bisan pag nakaatubang namo nag storya, inig abot sa time, wala, wala jud niparticipate.</p>	<p>As I have witnessed, the information given to the parents was complete, but even knowing so, some parents still opted not to participate. They were not interested and didn't cooperate. Even though they knew already, you have talked to them in face to face, when the time comes, still, they didn't come to school.</p>	<p>Uninterested Parents</p>	

<p>(Participant E-018)</p> <p>Kining Home visitation with PTA and Banrangay Officials kay para sa ako kay ok jud unta, pero ang end jud is ang ginikanan man gud jud ang mag decide. Pareha atong isa nako ka bata, kapila nako to sya gi home visit, pero lage ang papa sige og saad mag kuha og module pro sabado man sad muari unya Biyernes amoang sabot.</p>	<p>As for me, home visitation together with the PTA and Banrangay Officials is really good, but the end game of which is really the parents' decision. I have gone to their house many times and the father promised to cooperate but he came to the school on Saturday even though we agreed that he will come on Friday.</p>		
<p>(Participant G-019)</p> <p>Tungod sa kakulangan sa kinabuhì noh, mag-uma pa sila, kulang pod sila'g time pagtudlo sa bata kay kakulangan sad sa kaalam nila dili nila ma follow-up.</p>	<p>Due to poverty and financial constraints, they have still to go to their farms, and they don't have ample time and intellect to do follow-ups for their children.</p>	Financial Constraints	
<p>(Participant H-020)</p> <p>Ang uban jud nga reason is ang ila jung panginabuhian, kasagaran.</p>	<p>Some reasons are really due to their work and livelihood. They need to earn money for their family.</p>		

What are the insights, recommendations and suggestions that you would like to share relative to the implementation of Project AWHAG?

Significant Statements	Transcript	Core Ideas	Emerging Theme
<p>(Participant H-022)</p> <p>Mo tap ta og purok leaders other than the PTA President og Brgy. Officials. Kay mas dali man nila maadto og dali rasad sila makaila sa mga ginikanan.</p>	<p>We will tap Purok Leaders aside from the PTA Presidents and Brgy. Officials because they can easily recognize the parents and go to their house.</p>	<p>Partnering with Additional Stakeholders</p>	<p>Insights gained during the Implementation of Project AWHAG</p>
<p>(Participant E-023)</p> <p>Ang mga pahibalo o unsa mang information ipaagi sad sa school's FB Page then shared post sa tanang teachers kay makatabang sad siya in some way. Tanang activities and panghitabo sa eskwelahan is e post sad sa FB page sa school para ma aware sad ang ginikanan na naga-follow sa atong page.</p>	<p>All the information must also be disseminated through the school's FB page then all the teachers will share it in their respective FB account because it will really help in some way. All the activities and programs of the school will be posted for the awareness of its stakeholders especially those who follow our FB page.</p>	<p>Leverage by Using the School Online Platform</p>	



Republic of the Philippines  
 Department of Education  
 Region XI  
 Division of Digos City  
 Digos Occidental District  
**BALABAG ELEMENTARY SCHOOL**  
 Balabag, Digos City  
School ID # 129747



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### INFORMED CONSENT FORM

Informed Consent Form for the Balabag Elementary School teachers who  
 are chosen to participate in my research entitled **“Improving Parents’  
 Participation in School Activities Through Project AWHAG at this Time of  
 Pandemic.”**

Name of Researchers : **Marjun B. Rebosquillo, Joel A. Cartajena and Reann A. Suelo**  
 Name of School : **Balabag Elementary School**  
 Address of School : **Balabag, Digos City**

This Informed Consent Form has two parts:

- **Information Sheet** *(to share information about the study with you)*
- **Certificate of Consent** *(for signatures if you choose to participate)*

#### **Part I: Information Sheet**

#### ***Introduction***

I am a Grade 5 Teacher of Balabag Elementary School. I am currently doing my action research entitled **“Improving Parents’ Participation in School Activities Through Project AWHAG at this Time of Pandemic”**. Before you decide as to whether or not you will participate in this research, you can ask me any clarification questions on this study.

#### ***Purpose of the Research***

The purpose of this study is to improve the parents’ participation in school activities through Project AWHAG intervention program. Many studies and articles around the world suggested on the improvement of parents’ participation through a key term of communication in form of delivering, informing, guiding and feedbacking the respective parents with the school’s plan and their children’s development. Thus, my research will focus on how will you be able to implement this systematic intervention program as one of the teachers’ participants.

### ***Participant Selection***

You are being chosen to take part in this research on the basis of your shared thoughts, recorded minutes and observations of your co-teacher s and school head. I feel that you are of great help in the realization of this study. This research also could make a significant difference in improving your parents' participation in school activities.

### ***Voluntary Participation***

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. The choice that you make will have no bearing on your teaching career status or on any school-related evaluations or reports.

### ***Procedures***

I am asking you to work with me in improving our parents' participation in school activities through Project AWHAG intervention program. We will have our implementation on the whole second quarter period of school year 2020 to 2021. Before and after the program will start and commend, there will also be several meetings.

During our conduct of the program, different tasks on enhancing communication to our parents will be asked from you to perform. You will keep your own documents and journal with regards to the program. Your experiences and responses of the program, and answers in the in-depth interview guide questionnaires will be recorded in my journal and you will be given feedback after. During the feed-backing you will be called one at a time making sure that the confidentiality of the details of your responses are strongly observed.

### ***Confidentiality***

This study may draw attention. I will not be sharing information about you to anyone outside. The information that I gathered from this study will be kept private. Any information about you will have a pseudonym on it instead of your real name. Only me will know what your pseudonym is. It will not be shared with or given to anyone.

### ***Sharing the Results***

The result of this study will be shared with you before it is made widely available to the public. You will receive a summary of the results if you wish to.



## Part II: Certificate of Consent


I have been chosen to participate in the study on "Improving Parents' Participation in School Activities Through Project AWHAG at this Time of Pandemic". I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered. I consent voluntarily to be a participant in this study

Print Name of Participant: \_\_\_\_\_  
Signature of Participant: \_\_\_\_\_  
Date: \_\_\_\_\_  
day/month/year

### Statement by the Researcher

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily. A copy of this Consent Form has been provided to the participant.

Print Name of Researcher: **MARJUN B. REBOSQUILLO**  
Signature of Researcher:   
Date: **4/12/ 2020**  
day/month/year