ENGAGEMENT LEVEL OF SCHOOL'S STAKEHOLDERS ALONG CURRICULAR ACTIVITIES

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Abstract

This study investigates the engagement levels of stakeholders in curricular activities at Malbug National High School, located in Cawayan, Masbate, Philippines, throughout the 2022-2023 academic year. Employing a descriptive-survey-analytical method, the research aims to comprehensively understand various facets, including the demographic profiles of respondents, types of curricular activities attended, responsiveness to school initiatives, challenges encountered, and proposed solutions. With a total of 150 participants comprising parents, students, and teachers, the study employs statistical analyses to glean insights from the collected data.

The findings elucidate the demographic distribution of respondents, revealing a predominance of female adolescents who require substantial guidance from both parental figures and educators. The research meticulously examines the diverse curricular activities participated in by stakeholders, ranging from classroom interactions to parent-teacher conferences and seminars, shedding light on their perceived significance and effectiveness in fostering engagement within the school community. Furthermore, the study delves into the levels of responsiveness exhibited by stakeholders, pinpointing key areas where prompt involvement and attentiveness are crucial for effective engagement in school initiatives.

Moreover, the study uncovers a myriad of challenges faced by stakeholders, including stress management, communication barriers, and technological limitations, which impede their active participation in curricular activities. In response to these challenges, the research proposes a set of recommendations aimed at mitigating obstacles and enhancing engagement. These recommendations advocate for the maintenance of guidance for adolescents, the implementation of stringent attendance policies for parent-teacher meetings, and the creation of tailored collaborative learning environments to address students' diverse needs. By underscoring the importance of stakeholder participation and proposing strategies to bolster engagement, the study seeks to contribute to the improvement of the overall educational experience and the cultivation of positive relationships within the school ecosystem.

Keywords: Curricular Activities, Educational Challenges, Parent-Teacher

Collaboration, Secondary Education, Stakeholder Engagement, Student Responsiveness

Introduction

The level of engagement in schools can often be influenced by various familial circumstances, including lack of family support, long distances to travel between home and school, overwhelming household chores, insufficient food provision, and early labor, all of which can impact learners' performance. As highlighted by Sunil Karande & Madhuri Kulkarni (2005), education stands as a critical aspect of human resource development, and poor school performance not only affects a child's self-esteem but also places significant stress on parents. Factors contributing to underperformance include medical issues, below-average intelligence, specific learning disabilities, attention deficit hyperactivity disorder, emotional challenges, and socio-cultural home environments.

Moreover, Mahrukh Khan (2022) emphasizes the pivotal role of education in shaping an individual's life, serving as the foundation for personal growth and goal setting. However, numerous obstacles hinder academic success, affecting children's physical and psychological well-being. Failure to address these challenges can lead to a decline in academic performance and personal development, ultimately impacting the nation's future. Anthonia O. Obeta (2014) underscores the impact of inadequate educational materials, parental attitudes, and socio-economic status on students' academic performance, highlighting the need for parental involvement and support.

Despite efforts such as the K to 12 Basic Education Program in the Philippines, significant challenges persist, particularly among marginalized families. President Ferdinand Marcos, Jr., acknowledging the country's lagging performance in science and mathematics, pledged to enhance STEM education. However, concerns persist, with Vice President Duterte (2022) urging a renewed focus on academic recovery post-pandemic. Meanwhile, the Alliance of Concerned Citizens (2022) criticizes the educational system's emphasis on competency lists over holistic learning, urging a balance between academic rigor and student well-being. Evidently, there is a pressing need to address these multifaceted challenges to ensure equitable access to quality education for all learners.

Statement of the Problem

This research aimed to determine the engagement level of school's stakeholder along curricular activity and specifically it seeks to answer the following:

1. What is the profile of the respondents in terms of:
   1.1. Age; and
   1.2. Sex?

2. What particular curricular activities in school that stakeholders attended in terms of;
   2.1. Students
      2.1.1. Students' classroom activity;
         2.1.1.1. Interactivity;
         2.1.1.2. Problem – Based Learning; and

2.1.1.3. Quiz?
2.1.2. Parents
  2.1. 2.1. General Parent-
Teacher Association meeting; and
  2.1.2.2. Homeroom Parent -
Teacher Association meeting?
2.1.3. Teachers
  2.1.3.1. Teachers
   Seminar/workshop;
  2.1.3.2. Parent- Teacher
   conference; and
  2.1.3.3. Students classroom
activities?

3. How responsiveness of stakeholders
is important to the schools'
curricular activities in terms of;
3.1. Parents;
  1.1.1 Prompt attentiveness
   when attending
   conference
  1.1.2 Involvement in the
   parent-teacher
   conference; and
  1.1.3 Helping the children in
   their assignments?
3.2. Student;
  3.2.1. Views on specific areas
   of interest
  3.2.2. Respond to the
   discussions and activities;
   and
  3.2.3. Provide explanations to
   the topic?
3.3. Teachers
  3.3.1. Providing reassurance
   that the task is
   manageable
  3.3.2. Helping the learners
   focus his/her attention;
   and
  3.3.3. Structuring the task to
   help students decide what
   steps should be taken?

5.3.4.

4. What are the problems met by the
stakeholders in attending curricular
activities in terms of;
4.1. Parents
  4.1.1. Dealing with stress
  4.1.2. Hard time to balance
   work and family; and
  4.1.3. Poor communication?
4.2. Students
  4.2.1. Short attention span
  4.2.2. Tardiness; and
  4.2.3. Inability of coping – up
   the topic?
4.3. Teachers
  4.3.1. Slow Internet
   Connection
  4.3.2. Irrelevance issues; and
  4.3.3. Poor interest of students?

5. What are the possible solutions may
be offered by the respondents to
solve the problems and to build a
positive relationship in terms of;
5.1. Parents
  5.1.1. Comment on their child's
   progress;
  5.1.2 Connect on neutral
   territory; and
  5.1.3. Grant grace and assume
the best for their child?
 5.2 Students
  5.2.1. Believe they will do great
   things;
  5.2.2. Be authentic of what they
   feel and
  5.2.3. Have fun while learning?
 5.3. Teachers
  5.3.1. Tell the parents what their
   child studying;
  5.3.2. Inform the parents of
   their child achievements;
   and
  5.3.3. Inform parents of their
   child's strength and
   weaknesses?

Assumptions

The research questions were formulated because of this study presumed that:

1. Most of the respondents belong to adolescence stage which requires guidance from the parents.

2. There are particular curricular activities in school that stakeholders attended among students, parents, and teachers.

3. There are level of engagement based on responsiveness is evident among the parents, students, and teachers.

4. There are problems met by the stakeholders in attending curricular activities among parents, students, and teachers.

5. There are possible solutions may be offered by the respondents to solve the problems and to build relations between teachers and learners, teachers and parents and parents and learners.

Scope and Delimitation

The study aimed to assess the engagement level of stakeholders during curricular activities at Malbug National High School, as perceived by parents, students, and teachers during the school year 2021-2022. It examined various aspects, including the profile of stakeholders in terms of school, age, and gender, the curricular activities conducted by the school, the encountered problems of stakeholders, the level of engagement based on stakeholders' responsiveness, and the possible solutions proposed by respondents.

Furthermore, stakeholders were purposively selected to respond to survey questionnaires in two different schools from different barangays and towns. The research focused on analyzing the survey questionnaire results obtained from the school's stakeholders, serving as the basis for determining the level of engagement in various activities across different schools.

Significance of the Study

This study aims to determine the engagement level of school stakeholders along school curricular activities. It holds significance for various groups and authorities:

Osmeña Colleges. The results will provide students with information about the engagement level of school stakeholders concerning the new curriculum, aiding in their understanding of the educational environment.

Malbug National High School. The findings will greatly assist the school in evaluating the engagement status of stakeholders, including learners, parents, and teachers, with the goal of increasing responsiveness among them.

Department of Education. The study can strengthen the Department of Education's Curriculum Policy by identifying ways to enhance the engagement of school stakeholders, thereby improving the overall educational experience.

Learners. The study's results will ensure the implementation of responsive learning strategies in classroom settings, promoting student engagement with the school curriculum and encouraging active participation in various activities.

Parents. The study's findings will raise awareness among parents about the importance of engagement in their child's education, potentially leading to improved emotional and academic well-being. It may also encourage increased participation in parent-teacher meetings.

Teachers. The study will provide teachers with a sense of purpose and responsiveness to the school curriculum, enabling them to employ effective techniques and strategies tailored to diverse learners, ultimately impacting student performance positively.

Researchers/Future Researchers. The study's results will serve as a valuable reference for future research, particularly for those interested in similar topics, enriching the body of knowledge in the field of education.

Community. The study will help the community become more aware of and responsive to the needs of the school, fostering a supportive educational environment.

Contribution to Knowledge. The study's findings will contribute significantly to the existing knowledge base. Copies of the manuscript will be provided to Osmeña Colleges' graduate school to enhance the library collection, benefiting graduate students and researchers alike.

Gap Bridged by the Study

As revealed in the related literature review, numerous research studies have delved into the positive aspects of student participation in school curricular activities and examined the relationship between teachers, parents, and students. However, these studies have often focused on parental involvement and its impact on students' academic performance without thoroughly exploring the underlying causes of problems that affect the responsiveness of learners and parents.

Moreover, there is a lack of investigation into the factors contributing to the challenges faced by low-performing students. For instance, students may struggle due to the distance between their homes and schools, resulting in long and tiring walks that leave them physically and mentally exhausted. Additionally, parents often work tirelessly to support their families, leaving their children with extensive household responsibilities, further exacerbating their fatigue.

Furthermore, the burden of overloaded activities across all subjects poses additional challenges to student learning. Many students, particularly those in poverty-stricken and underserved areas of the Philippines, suffer from these circumstances, which significantly impact their academic performance.

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Theoretical Framework

The study is anchored on various theories of learning, each providing insights into the research topic.

Firstly, the Engagement Theory of learning (Kearsley & Schneiderman, 1999) emphasizes meaningful student engagement in learning activities through interactions with others and the use of technology. This theory promotes collaborative work, project-based learning, and authentic learning experiences, fostering creativity and intrinsic motivation among students. Practical applications of this theory include making learning relatable, enhancing creativity, promoting student contribution, and utilizing technology to facilitate engaged learning. By focusing on active cognitive processes and meaningful learning environments, this theory is particularly relevant in the context of 21st-century education.

Secondly, Vygotsky's Theory of Sociocultural Cognitive Development posits that a child's cognitive development is shaped by social interactions, guided by more knowledgeable individuals within their community (Vygotsky, 1896-1934). Learning is viewed as a social process, where children learn from those with greater understanding, such as parents, teachers, or peers. This theory emphasizes the role of culture in cognitive development and highlights the importance of guided learning through social interaction.

This study aims to address and bridge this gap by shedding light on the underlying causes of the challenges faced by students and parents, particularly in impoverished communities. By identifying and understanding these obstacles, future research can develop targeted interventions and support mechanisms to improve student engagement and academic outcomes.

Lastly, Situated Learning Theory (Lave & Wenger, 1991) asserts that learning occurs within authentic contexts and activities, often unintentionally. It suggests that students learn best in collaborative group settings and when activities are based on real-life experiences. Learning is viewed as a process of participation in a community of practice, where learners transition from the periphery to the center as they gain expertise. This theory underscores the importance of context, novice-learner interaction, and the gradual development of expertise within a community.

Overall, these theoretical frameworks provide valuable perspectives on learning, emphasizing the importance of engagement, social interaction, and authentic experiences in educational settings. They offer insights into how students learn and how educators can create conducive learning environments to facilitate meaningful learning experiences.
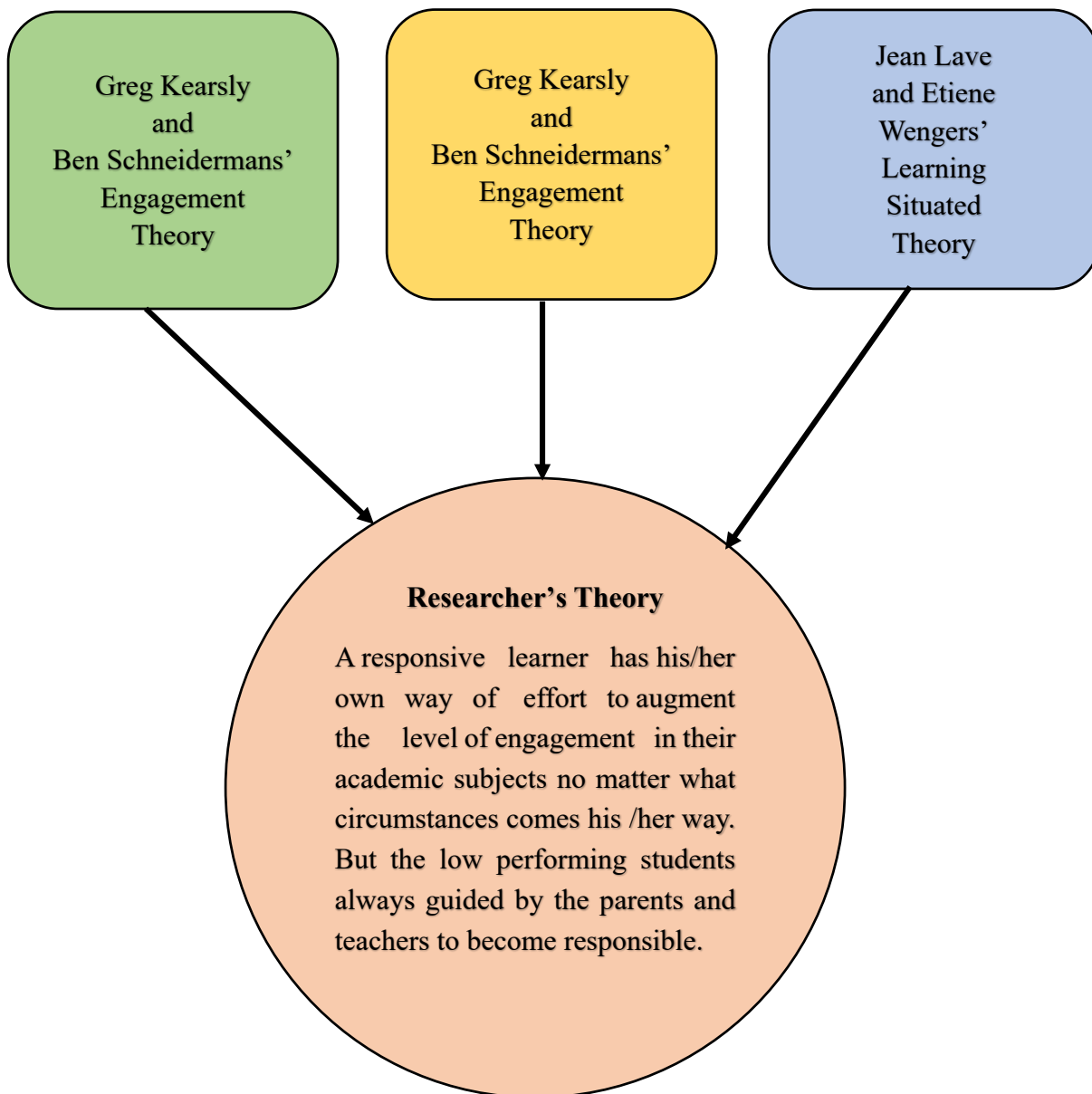
Figure 1
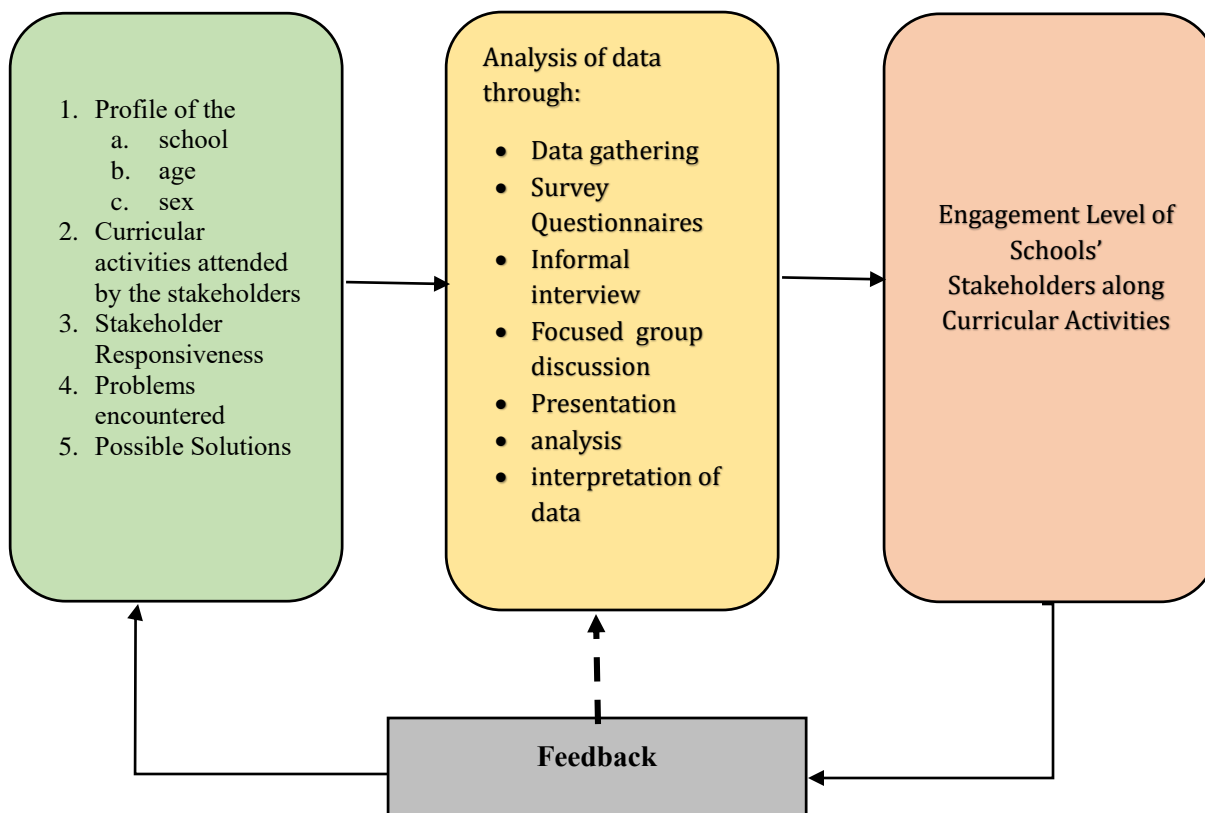**Theoretical Paradigm of the Study**

Conceptual Paradigm

The conceptual model represents a system in three stages. Inputs are introduced to the system at the first box, the process occurs in the second box, and the output is generated in the third box. At the bottom of the three boxes is the feedback loop represented by a solid line connecting from the output back to the input, with a dotted line connected from the solid line to the process.

The inputs include the profile of respondents in terms of school, age, gender, specific curricular activities attended by stakeholders, responsiveness of stakeholders in school curricular activities, problems encountered by stakeholders in attending curricular activities, and possible solutions offered by respondents to address these problems and build relationships between stakeholders.

The processes involve the analysis of data through various methods such as data gathering, survey questionnaires, checklist completion, informal interviews, focused group discussions, presentation, and analysis and interpretation of data.

The outputs are the results of the process, indicating the engagement level of school stakeholders along curricular activities.

The feedback loop, located at the bottom of the three boxes, and the final product of the study, serve to collect information and insights that contribute to understanding the engagement level of school stakeholders along curricular activities, providing a basis for decision-making.

| 1. Profile of the
   a. school
   b. age
   c. sex
2. Curricular activities attended by the stakeholders
3. Stakeholder Responsiveness
4. Problems encountered
5. Possible Solutions | Analysis of data through:

• Data gathering
• Survey Questionnaires
• Informal interview
• Focused group discussion
• Presentation
• analysis
• interpretation of data | Engagement Level of Schools' Stakeholders along Curricular Activities |

Feedback

Findings

The data revealed the following findings

1. Profile of the Respondents

   1,1. On the distribution of the respondents as to the number and the percentage of the parents, students and teachers. There were 60 or 40% of the parents, 60 or 40% of the students and 30 or 20% of the teachers. In all, the total number of the respondents were 150 or 100%.The majority of the respondents were parents and students of Malbug National High School.

   1.2. On the age of the respondents there were 60 or 40% within the age of 13 to 18 and rank 1 among the respondents. There were only 1 or 0.67% within the age of 19 to 24 and rank 5 among the respondents. There were 5 or 3.33% within the age of 25 to 29 and rank 4 among the respondents, There were 25 number of respondents or 16.67% within the age of 30 to 34 and of rank 3 among the respondents. There were 59 or 39.33% within the age of 35 and above of the respondents and of rank 2 as of the number of respondents or percentage. Overall the respondents were 150 or 100% of total respondents. On the sex of the respondents there were 97

female respondents or 64.67% got rank 1 and 53 male respondents or 35.33 got rank 2 for the total of 150 or 100% respondents of Malbug National High School.

2. Curricular activities that stakeholders attended.

   2.1. On the parents curricular activities the Genaral PTA meeting weighted mean got 4.55, the verbal interpretation is very important and rank 1 in attended parents' curricular activities. Homeroom PTA meeting weighted mean got 3.96 and the verbal interpretation is very important and rank 2 in attended parents curricular activities. The total weighted mean is 8.51 and the weighted mean is 4.26 and the verbal interpretation is very important.

   2.2. On the Students curricular activities the interactivity got weighted mean of 4. 82 , the verbal interpretation is very important and it is rank 2. The problem based got 4.03 weighted mean, verbal interpretation is important and it is rank 3. The quiz got 4.99 weighted mean, the verbal interpretation is very important

and it is rank 1. The overall weighted mean is 4.61 and the verbal interpretation is very important.

2.3. On the teachers' curricular activities, the teachers seminar workshop got weighted mean of 4.73 and rank 3 in teachers' curricular activities and the verbal interpretation is very important. The parent – teachers conference got weighted mean of 4.89 and rank 2 in teachers' curricular activities and the verbal interpretation is very important. The students classroom activities got weighted mean of 5 and rank 1 in teachers' curricular activities and the verbal interpretation is very important. All weighted mean got 4.87 and the verbal interpretation of very important.

3. Responsiveness of stakeholders to the school curricular activities.

3.1. On the parents' responsiveness to the curricular activities the prompt attentiveness when attending conference got 4. 13 and the verbal interpretation is important and under rank 1 in the parents responsiveness to the school. The involvement in the parent – teacher conference got 3.73 the verbal interpretation is important and rank 2 in the parents' responsiveness to the school. Helping the children in their assignments got 3.17, the verbal interpretation is neutral and rank 3 in the parents responsiveness to the school. The overall mean got 3,68

and the verbal interpretation is important in parents responsiveness to the school.

3.2. On the students responsiveness to the curricular activities the views on specific areas of interest got 4.17, important in verbal interpretation and rank 1 in students responsiveness to school curricular activities. In respond to the discussions and activities got 3.9, The verbal interpretation is important and rank 2 to the students responsiveness to the school. In provide explanations to the topic got 3.88, the verbal interpretation is important and rank 3 in the students responsiveness to the school curricular activities. The overall mean got 4.01 and the verbal interpretation is important to the students' responsiveness to the school curricular activities.

3.3. On the teachers responsiveness to the school curricular activities, providing reassurance that the task is manageable got 4.2, the verbal interpretation is important and rank 2 for the teachers responsiveness to the school curricular activities. Helping the learners focus his/her attention got 4.57, the verbal interpretation is very important and rank 1 to the teachers responsiveness to the school curricular activities. The structuring the task to help students decide what steps should be taken got 3.67, important in verbal interpretation and rank 3 in the responsiveness to the school curricular activities. The overall weighted mean is 4.15 and the verbal interpretation is important to the

teachers' responsiveness to the school curricular activities.

4. Problems met by the stakeholders in attending curricular activities.
    4.1. On the problems met by the parents, the dealing with stress got 3.67, frequently in verbal interpretation and rank 3 in problems met by the parents in attending curricular activities. Balancing work and family got 4. 95, always in verbal interpretation and rank 1 in the problems met by the parents in a curricular activities. Poor communication got 4.27, the verbal interpretation is always, frequently in verbal interpretation and rank 2 in the problems met by the parents in attending curricular activities.

    4.2. On the problems met by the students, the short attention span got 4.77, always in verbal interpretation and rank 1 in the problems met by the students in attending curricular activities. Tardiness got 4.43, frequently in verbal interpretation and rank 2 in the problems met by the students in attending curricular activities. The inability in coping up got 3.91, frequently in verbal interpretation and rank 3 in the problems met by the students in attending curricular activities. . Overall the mean got 4.37 and the verbal interpretation is frequently.

    4.3. On the problems met by the teachers were the internet connection got 4.63, always in verbal interpretation and rank 2 in the problems met by the teachers. Irrelevance issues got 3.83, frequently in verbal interpretations and rank 3 in the problems met by the teachers. The

poor interest got 4.93, always in the verbal interpretation and rank 1 in the problems met by the teachers. And the mean is 4.46 in all indicators and frequently in verbal interpretation.

5. Solutions offered by the respondents to solve the problems and to build positive relationships.
    5.1. On the solutions offered by the parents were comment on their child progress got 3.72, the verbal interpretation is frequently and rank 3 in the possible solutions offered by the parents. Connect on neutral territory got 4.03, frequently in verbal interpretation and rank 2 in the possible solutions. Grant grace and assume the best for their child got 4.93, always in the verbal interpretation and rank 1 in the possible solutions offered by the parents.. The overall mean got 4.23 and frequently in verbal interpretation in the possible solutions offered by the parents to solve the problems and to build positive relationships.

    5.2. On the solutions offered by the students were possible solutions in students believe that they will do great things got 4.87 the verbal interpretation is always and rank 1 in the possible solution offered by them, Be authentic of what they feel got 3.55, the verbal interpretation is frequently and rank 3 among 3 indicators. Have fun while learning the activities got 4.85, the verbal interpretation is frequently and rank 3 among the indicators. The overall mean is 4.42, and the verbal interpretation is always in the possible solution offered by the

students to solve the problems and to build a positive relationship.

On the solutions by the teachers were tell parents what their child studying got 3.87 weighted mean, Frequently in verbal interpretation and rank 3 in among the indicators. Inform the parents of their child achievements got 4.73, always in verbal interpretation and rank 2 among the 3 indicators. Inform the child's strength and weakness got 5, the verbal interpretation is always and rank 1 among the indicators. The overall mean got 4.53 and the verbal interpretation is always in the possible solutions offered by the teachers to solve the problems and to build a positive relationships.

Conclusions

Based on the findings the following conclusions were perpetrated:

1. Most of the respondents belong to the female adolescence stage which requires guidance from parents and teachers.
2. There are particular curricular activities in school that parents, students and teachers attended.
3. There are level of engagement based on responsiveness is evident among the parents, students and teachers.
4. There are problems met by the stakeholders in attending curricular activities among parents, students, and teachers.
5. There are possible solutions may be offered by the respondents to solve the problems and to build relationship between parents, students, and teachers.

Recommendations

Based on the conclusions derived from this study, the researcher recommended the following:
1. The adolescence stage from age 13 to 18, requires guidance from parents and teachers. Be maintained.
2. Strict implementation of parents clearance be imposed and strict policy on attendance during Parent – Teachers association meeting be mandated to increase the level of engagement. Give a different collaborative activities suited for the abilities of diverse students to improved their confidence before giving a quiz for assessment. The teachers, find ways to augment the engagement of the students for the diversre students by engaging them

in a collaborative activities. Be improved and maintained.
.3. The teachers laid out the step by step agenda that enable parents to know the purpose and prompt attentiveness when attending conference . Let the students' views the areas of interest by giving them differentiated instructions and helping the learners focus his/her attention. Be maintained and improved.
4. The parents find time to balance their works, family and attending child's school matter be pursued. The short attention span of the students be considered in order to know the alternative strategies of a teachers. Create interactive lessons that the students become alive to the

discussions and activities of the teachers. Let the students make the collaborative project based learning and other collaborative activities that suited to the topic and interest of a students.

5. The parents support their child all the way during the adolescence period to boost up their confidence. Grant grace and assume the best for their children to build a positive relationship between the parents and children. Let the students believe that they will do great things by helping them to understand their learning preferences. The teachers always inform parents of the child achievements and the weaknesses.

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