
International Forum
Vol. 24, No. 1
June 2021
pp. 173-192

FEATURE

**Parents' Perceptions of Their Involvement
in Curriculum Development at Secondary
School: A Case Study in the Philippines**

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Abstract. *Curriculum development is a collaborative work that implies the involvement of different stakeholders. While parents are one of the stakeholders of learners' education, they do not participate in curriculum development even at the school level. This lack of parents' participation has negative impacts on teaching and learning and the future of learners. Parents are recognized as important stakeholders of the school curriculum. This case study explored parents' perceptions of their curriculum development involvement in a selected private high school in the Philippines. Individual semi-structured interviews were used in collecting data from the parents. The data collected were analyzed according to Saldana's model. This process consisted of organizing and preparing data, coding data, generating categories, providing thick descriptions of themes, and interpreting the findings. The five themes were (a) parental involvement in children's education, (b) parental absence in curriculum committee, (c) parent perceptions of the taught curriculum, (d) barriers to parental involvement, and (e) parents' opinions. The result indicated that parents contribute financially and attend meetings organized by the school for the children's education. However, they are not involved in school curriculum development. Implications and recommendations are provided in this study.*

Keywords: curriculum development, parental involvement, case study, Philippines, curriculum committee, children's education

Introduction

The development of a school curriculum is a process that engages the collaboration of different stakeholders. Pinar (2003) asserted that the “national curriculum decision making requires wide participation of all involved: students, teachers, parents, publishers, teacher trainers, employers, and so on” (p. 13). Similarly, Brady and Kennedy (2003) agreed that learners, parents, and teachers are recognized as stakeholders who have the first interest in the school curriculum. Additionally, Voogt, Pieters, and Handerzalts (2016) assert that a collaboratively designed school curriculum positively impacts two sides—professional development and curriculum implementation.

Specifically, parents play a crucial role in the education of children and school curriculum development. According to Ornstein and Hunkins (2018), “educators must recognize that parents and other community members can be resources for creating dynamic curricula” (p. 247). Additionally, Moreira (2003) asserted that curriculum and program organization must be local and appropriate to each institution to make its integration easy in the social settings. This is possible if the perspectives of learners, instructors, and parents are integrated into the curriculum. Notably, the literature reveals several positive features and great benefits of high participation of students, parents, instructors, and school leaders in curriculum decision making (Robert, 2003). Furthermore, there is an agreement that parents and community involvement in schools is a good thing for the success of learners (Halstead & McInerney, 2015). Unfortunately, despite the above statements, the involvement of parents in school matters has considerably dropped as learners move into middle and senior high schools (Makgopa & Mokhele, 2013; Mncube, 2009; Okeke, 2014; Ornstein & Hunkins, 2018).

Moreover, despite the significant role of parents in their children’s lives, their involvement in the school program is often ignored (Chindanya, 2011). This study aimed to explore parents’ perceptions of their school curriculum involvement at the secondary school level. It also described the roles parents play at the school level and discovered the barriers to parental involvement in the school curriculum. Finally, this study pointed out some ways to address the issues and proposed effective ways to involve parents in curriculum-making. Findings are helpful for school administrators, teachers, and students regarding the improvement of the curriculum.

Review of Related Literature

The involvement of different stakeholders in curriculum development is crucial for the instruction delivered at school. This involvement implies an effective collaboration among different stakeholders in making decisions regarding the school

curriculum. Several researchers investigated how parents are involved in their children's education at the school level (Chindanya, 2011; Đurišić & Bunijevac, 2017; Kimaro & Machumu, 2015). This section analyzes, summarizes, and criticizes previous research conducted on parents' involvement in children's education at the school level.

Parents as Curriculum Stakeholders

Parents play essential roles in the education of their children at school. Halstead and McInerney (2015) asserted that though the practices of involving parents depend on parents, institutions, and the type of societies, "it should be accepted practice that if a parent has a child attending a school, the parents' voice should matter" (p. 326). Furthermore, involving parents does not only mean having a part in teacher-parent associations or parent-teacher organizations. Parents play a role in the school curriculum by participating in school extra-curricular activities, assisting in the development of children, and participating in school administration decisions (Çağdaş, Özel, & Konca, 2016).

There are many reasons to involve parents in school curriculum development. Wong (2012) pointed out two reasons to involve parents. First, parents' involvement in the school program is crucial because their knowledge and experiences support and impact the decisions they make for their children's education. Second, when parents are involved, their talents and visions significantly contribute to the benefits of children's education. Concerning parental involvement, Xaba (2015) found that parents are involved in school activities when they attend meetings, participate in institutional programs, and other activities required by their children's school.

Regarding parental involvement in children's education, Meador (as cited in Sapungan & Sapungan, 2014) confirmed that the promotion of parental involvement in their children's education is the foundation of genuine school reform. The authors found that children whose parents give their time and provide value to education have a successful achievement in schools. The more parental involvement increases, the more excellent quality education reform instructors and school administrators attain. Correspondingly, Sad and Gurbuzturk (2013) argued that parents' consideration as a constant and major part of the school curriculum is a must, and students' success at school is expectedly guaranteed when school instruction is supported by parental involvement at home.

Parents' Involvement in Curriculum Development

Literature on parental involvement in school activities and its impact on students' achievement is available. Kimaro and Machumu (2015) found that conferences and physical contacts between instructors and parents were perceived as the fundamentals of the communication systems that promote schools to attain their goals, rules and improve attitudes and attendance rates. Similarly, Đurišić, and Bunijevac (2017) described the curriculum-enrichment model founded on the belief that "parents have valuable expertise to contribute and the interaction between parents and teachers will enhance the curriculum and the educational objectives of the school. Parent involvement in this model focuses primarily on curriculum and instruction within schools" (p. 148). According to Moore (2015), a strong and finished curriculum documentation involves parents and learners' participation. These stakeholders' suggestions should be included in the process of curriculum decisions made locally.

Benefits of parental involvement. The involvement of parents in children's education yields several advantages. According to Đurišić, and Bunijevac (2017), parents' involvement offers a significant opportunity for institutions to improve their current programs by engaging parents in the education process. Additionally, parental involvement promotes students' success, enhances parent-teacher satisfaction, and improves the school climate. According to Henson (2015), "parents are now discovering that they have a stake in determining the learning strategies selected to increase their children's achievement level, as well as the content being taught" (p. 25), and their involvement influences students' learning positively. Importantly, parental involvement is not something that is done to parents. It is rather what parents and the school do collectively and collaboratively to ensure adequate and effective policymaking and implementation, discipline, funding, facilities, and staffing for children's success (Olibie, 2014).

Ways to involve parents. There are several ways to involve parents in school curriculum development. To begin with, the governments have a significant impact on parental involvement in the school curriculum. For example, Xaba (2015) asserted that in the 1987 Education Act of the law of Zimbabwe, the government-mandated schools to pay careful attention to parents' involvement in the school curriculum. Similarly, in Australia, government and non-government school leaders design policies and parental involvement procedures in the school curriculum in all the states and territories. Additionally, in Estonia and Finland, the government has established laws to support children's development and parental involvement in kindergarten schools (Kikas et al., 2011).

Interestingly, in Tanzania, Kihumbe (2015) found that parental involvement in school curriculum development in pre-primary school is done through voluntary services such as cleaning the school environment, planting trees, and playing with children. Parents' financial support is another way parents get involved in the school curriculum by paying tuition and fees and covering other expenses. In the Philippines, Bartolome and Mamat (2020) discovered that parental involvement in school activities is limited to the interaction between parents and teachers and school administrators, in-school engagement, and organized learning supports from home. However, the findings showed that effective implementation of parental involvement is needed, and it requires the contribution of all other educational stakeholders. There is silence on how parents involve in school curriculum development.

Barriers to Parental Involvement in Curriculum Development

Researchers found many barriers to parental involvement in school curriculum development. For instance, interviewing school principals on parental involvement in the school curriculum, Olibie (2014) found that school principals consider parents as non-curriculum professionals and do not contribute to the field. Additionally, principals affirmed that parents could not contribute to curriculum delivery because the central government develops the guidelines for curriculum delivery without indicating how parents can get involved.

The central governments have a part in hindering parental involvement in curriculum. In Tanzania, for example, Kihumbe (2015) found that the government, through the department of education, does not provide any room for parent and teacher participation in curriculum development. Furthermore, though "curriculum making is essentially a collective process that should involve all key stakeholders in the process" (pp. 51-52), Tanzania's curriculum development is not participatory. Curriculum changes are communicated from the top leaders, such as the ministry of education, without proper explanations of how curriculum changes were introduced. Another barrier to involving parents in school curriculum development in Tanzania is the fear of expenses because calling different stakeholders, including parents, to participate in curriculum change requires a substantial financial budget.

In a study conducted on parental involvement in the school curriculum in Nigeria, Olibie (2014) found that parents are involved in schools' curriculum implementation only to a small extent. Parents are only involved in discussing textbooks, requesting extra lessons for students, contributing to educational film shows, ensuring the students do their take-home assignments, etc. Similarly, Lei and Zhou (2012) found a low parental involvement in decisions on student placement

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courses and textbook selections. There is also low attendance in meetings where parents would ask specific questions on the school curriculum. They do not participate in informal opportunities to talk with and get to know about subject syllabi and make appointments as needed to discuss students' academic progress or concerns.

Studies revealed how parents make great contributions to children's education, especially in curriculum development (Bartolome et al., 2017; Bartolome & Mamat, 2020; Chindanya, 2011). However, to the best of the investigator's knowledge, very few studies or none seem to have investigated the parents' perceptions of their involvement in curriculum development in international schools hosting learners from all over the world. Additionally, while researchers focused on parental involvement in children's education in the Philippines at the kindergarten (Bartolome & Mamat, 2020) and elementary school (Bartolome et al., 2017) levels in general, there is a need to explore the parents' perceptions of their involvement in curriculum development at all levels. The current research sought to answer the following questions:

1. How are parents involved in school curriculum development at the secondary school level?
2. What are the parents' perceptions of their involvement in school curriculum development?
3. What are the barriers that hinder parental involvement in school curriculum development?
4. What are the aspirations and opinions of parents regarding their involvement in school curriculum development?

Methodology

This section provides the methodological process used in conducting this qualitative study. Research design, research setting, sampling procedures, data collection, and data analysis methods are described in this section. It also describes trustworthiness, the researcher's reflexivity, and ethical considerations.

Research Design

A single case study was employed to explore parents' perceptions and opinions regarding their involvement in the school curriculum development. A case study consists of describing and analyzing deeply and intensively a single unit or bounded system (Merriam, 1998, 2009; Merriam & Tisdell, 2016). Additionally, it is used to understand a situation deeply and its meaning for the involved people (Merriam,

1998). According to Creswell and Poth (2018), a case study can be an existing reality such as a human being, a diminutive assembly, an association, or a company.

Interestingly, Yin (2018) underscored that “case study research is likely to be appropriate for “how” or “why” questions” (p. 27) to get a complete understanding of a complex problem. The school where the current study was conducted provided an appropriate environment for the case. The case of this study consists of parents whose children attend a selected international secondary school in the Philippines. These are non-citizen Filipino parents residing on the campus of the school. Furthermore, no studies were conducted on parents’ perceptions of their involvement in an international curriculum their children consume. This bounded system of the case consists of the school administrators, teachers, and learners of the school.

Research Setting

This qualitative study was conducted in one selected international private high school. It is a faith-based secondary school. As an international institution, the school hosts learners from different parts of the world, namely, learners are specifically from Africa, Asia, Oceania, Europe, and America. Importantly, the school offers two different curricula. One is from the Northern American division, while the second is from the Philippine Department of Education. This faith-based institution is located in Cavite, Calabarzon Region, in the Philippines.

Participants and Sampling

In this qualitative case study, the researcher used purposeful sampling to get the information from selected participants who can provide the needed information to contribute to the research problem (Creswell, 2013). According to Creswell and Poth (2018), purposeful sampling “means that the inquirer selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study” (p. 158). Similarly, Trochim, Donnelly, and Arora (2016) underscored that purposive sampling depends on the kind of participants a researcher looks for. It is usually used according to the specific kind of individuals. In this study, eight parents were purposefully selected as participants for the realization of the research. Some criteria were set before selecting parents who participated in this study. First, a parent should be a master’s or doctoral degree holder. Second, having a child or children attending the selected international school was into consideration. Last, their children should be attending or have attended the school for two years or more. Based on the above criteria, three women and five men who spent more than four years in the school’s settings were selected. They were from Africa, Latino-America, and Oceania.

Data Collection Procedures

Different instruments were used in the data collection for this case study. Semi-structured interviews were used in this study. Aurini, Heath, and Howells (2016) assert that as an investigating instrument, interviews grant a researcher the possibility to explore the ideas more deeply and understand the participants' points of view. In this study, individual interviews were held for the length of 15-25 minutes according to the participants' appointments. All the interviews were conducted face to face and were recorded because all the interviewees granted permission for recording. During the interview, the researcher also took some notes as essential documents during the data analysis.

Data Analysis Procedures

Data analysis in qualitative studies is fulfilled in such a way the researcher reports patterns that data generate (Daniels, 2012). Additionally, data analysis requires the researchers to prepare and organize data for analysis and make codes and categories through which themes are deducted for thick description (Creswell, 2013). Similarly, Flick (2014) argued that qualitative data analysis is an exercise of coding, categorizing, assigning meaning to oral or visual material, and making an interpretation of material to explain what the material stands for.

In this research study, data analysis started as soon as the first pieces of information were collected. The collected data was analyzed based on Creswell's (2014) process from the specific to the general meaning. This process consisted of making codes, categories, and themes (Saldana, 2013; 2016). Specifically, this research process consisted of transcribing the interviews, making codes, categories, and themes with thick descriptions of results and findings. The code attributed as PP in the theme description stands for *parent-participant*, followed by a number designating the participant and the page number from the transcription.

Trustworthiness

One of the criteria to evaluate the credibility of qualitative research results is trustworthiness (Dahler-Larsen, 2018). Similarly, problems of credibility, consistency, dependability, and transferability are the major concerns in qualitative research (Eisner, 1998; Merriam, 1998). Additionally, Merriam (1998) asserted that trustworthiness answers the questions of how the study findings concur with the reality and the degree to which the findings can yield the same result when replicated. To ensure the trustworthiness in this study, credibility was especially done through member checks and peer examination. To increase the transferability of the findings,

the results of this study were contrasted with previous studies to allow readers to decide the usability of this study's findings in their context.

Researcher's Reflexivity

The reflexivity of the researcher plays a significant role in the research process. Creswell and Creswell (2018) claim that "inquirers explicitly identify reflexively their biases, values, and personal backgrounds, such as gender, history, culture, and socioeconomic status (SES) that shape their interpretations formed during a study" (p. 183). To reveal my biases, it is important to note that I have been a teacher at secondary schools for some years. Unfortunately, in the different schools I worked for, parents were not involved in any discussion regarding the curriculum to teach their children though they were invited to contribute financially and disciplinarily. Recognizing my stand, I opted to listen to the participants' perceptions and opinions and verify their ideas with the literature. This effort allowed me to identify how parents have a part in the school activities and discover how they can participate in the school curriculum development.

Ethical Considerations

Qualitative research requires the researcher to anticipate ethical issues in the research process and set strategies to address them. Importantly, ethical issues do not occur only during data collection (Creswell, 2016; Creswell & Poth, 2018). They also arise at the beginning of the research, during data collection, data analysis, and interpretation of the results (Creswell, 2016). In this study, the following ethical considerations were made: The conduct of this study was first approved by the institution's administrative committee. Second, the research materials were approved by the institution's Ethics Review Board (ERB) according to the policies of the institution (Anderson & Corneli, 2018). Next, the participants signed the informed consent form for their agreement to participate in this study. Additionally, they were not forced to participate, and they could withdraw from the study at any time. Finally, the participants were assured of adequate anonymity and confidentiality.

Results

This study aimed to explore the perceptions of parents on the curriculum offered to the school their children attend, discover how parents are involved in curriculum development, and the roles they play in the matter of curriculum at the school level. Semi-structured served as an instrument for data collection. Participants described how they perceive the taught curriculum and the roles of parents in curriculum

development. The study results are summarized in five major themes, and a thick description is provided in the sub-sections below.

Theme 1: Parental Involvement in Children's Education

Parental involvement entails parents' participation in different school activities or works to benefit the children's learning and development. Furthermore, parents must engage actively in their children's education, especially knowing what their children are learning from school. In this study, participants showed how they are involved in this particular school to help their children achieve knowledge. Their perceived roles towards the schools and their children are described below.

Roles of parents at the school level. Parents play significantly different roles in the education of their children at the school level. At this particular school, parents are more involved in activities unrelated to the school curriculum development. They play their roles through several activities in different ways. First, all the interviewees asserted that their major roles consist of supporting the school financially. In this perspective, they regularly pay school fees, provide funds for activities such as field trips, and pay for other school materials their children need, as the school administration requires. Second, their role is seen in assisting their children in academic achievement. Checking what children have learned every day and assisting them in fulfilling their course assignments and homework are examples of parents' activities (PP. 1, 3, 6, & 8). In line with this, one of the participants stated: "as a parent, obviously I have to participate financially, paying for their school fees and everything, and for their field trips. I make sure they are there, so I give financial support and also I help them with their assignments" (PP. 2, p. 5). Furthermore, participants asserted that they play their roles in checking whether their children are at school or home after classes. Such parental involvement provides parents with information on children's works from the classroom and finds a way to help them.

Parent-teacher meetings. Another activity in which parents are involved in is the meeting that fosters collaboration between teachers and parents. Notably, the opportunity of getting to know about their children's learning and achievement is offered when the school calls for parental meetings when the results are out. Further, they attend a meeting organized by the school once a quarter, which means four meetings per year. The topics discussed in such meetings are related to the learners' behavior and misbehavior and the disciplinary measures (Pp. 2, 3, 6, & 8). Surprisingly, these meetings, usually called room teacher meetings, involve one teacher and a parent of the child. Participants expressed how, though important, these meetings are very limited and do not provide the full information they need for their children. One of the participants expressed:

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The only meetings that we have had are parent-teacher conferences which are held once a term but some terms they do not do them. And those meetings to me as a parent are not sufficient because you only see . . . but you meet the class teacher. They call them the homeroom advisors for the class, and the teacher does not have all the information according to different subjects. Some meetings are there, but they are not informative. (PP. 2, p. 5)

Parents play essential roles in the education of children. In addition to their responsibilities of supporting the school financially and getting involved in activities organized by the school, they should have a voice in developing the curriculum taught to their children. The next theme provides information on how parents lack voices in the curriculum development at the school level.

Theme 2: Parental Absence in Curriculum Committee

As expressed by the participants in this study, generally, parents do not participate in curriculum development. They are ignored in the school curriculum development activities. At this school especially, participants highlighted the total absence of parents in the school curriculum committee. Specifically, some of the participants expressed:

I have been here, and my children have been in this school for five years. I have never been invited to such meetings. I have never heard about such meetings. So according to me, the parents do not have much to do in school curriculum development. (PP. 2, p. 6)

Another participant stated,

I am here for already six years. I have never been called for that so I am assuming that maybe they have better ways of making the school curriculum rather than involving the parents. We do not have parental representatives to tell us about the curriculum our children are following. (PP. 2, p. 8)

With regard to the above statement, the school has excluded parents in the matter of curriculum development. Two participants highlighted that they were school board members at the selected school as students' parents. However, in the school board, discussions of curriculum development for the children have been missing. The main areas of discussion have been financial issues, the hiring of teachers, and other educational problems. The curriculum is not their main concern (PP. 2 & 3).

Furthermore, in the school board, the delegates of parents are told about other activities of the school such as construction (building), school fees to be paid, disciplinary measures, religious activities, among others.

Theme 3: Parent Perceptions of the Taught Curriculum

Parents freely expressed their perceptions of the curriculum taught at this particular secondary school. According to the parents' views and perceptions, the school provides more free time to students than time for learning. For example, students are more oriented to games and leisure rather than studies. Parents perceived the curriculum in this school or in the country as constructed to give more space to entertainment and games than intellectual activities. One of the participants expressed his views on how entertainment and social activities have more value than academic training in the following statement:

I used to see that my child was not very serious with education because of the work he was given he was able to finish at school. Meaning like that the curriculum was not really tailed to make this child busy. I realized that the curriculum was more on playing, too much playing. My son is very good at basketball. This is one thing I can say he learned from here because this curriculum was so much on outside games, outside activities and not really on like brain development of our child. (PP. 3, p. 9)

Concerning school activities, requirements, and time spent in school work after class, most participants expressed their worries about what their children do after classes. Comparing their children attending different schools, parents expressed their shock that the selected school is not making their children busy intellectually (PP. 3 & 6). The children have more free time at school and home. Highlighting the fact that the curriculum is mainly leisure-centered and free time-oriented, another participant stated:

Here, my kids are always talking. Okay, after twenty minutes of class, we just have free time. We are walking around or sitting down on the sofa in the classroom, talking, using cell phones. I do not understand why. Maybe it is because time here. They manage time in different ways. So, they have a lot of free time. It is like sending my children to someone who is taking care of them but not necessary teaching them. (PP. 6, p. 18)

The results of such a curriculum that focuses much on games and outside class activities are daunting. The participant revealed that due to non-satisfaction with what the school offers to the children based on the curriculum, some parents made a

choice to take out their children from the school and send them to other schools (PP. 3 & 6). One participant stated,

Children are being taken away. This year alone high school students who have been to Hong Kong are over ten from this campus at once. If you ask the parents of the children, they do not have money; they are paying through their nose. They have found here it's lacking. (PP. 8, p. 27)

Importantly, the participants in this study highlighted the real necessity of involving parents in the school curriculum since the school is an international institution with a diversity of students from different educational systems in the world.

Theme 4: Barriers to Parental Involvement

In the previous section, parental perceptions of the taught curriculum were described. This particular section provides some barriers that hinder the involvement of parents in curriculum development at the school level. These barriers are classified into two sub-sections: The structure of the school and the international state of the school.

School structure. The structure of the school is one of the barriers to parental involvement in school curriculum development. All eight participants expressed that they are on the receiving end when it comes to the school's curriculum development. Without knowing the philosophy of the school, the curriculum is dictated to them and their children. Whether they like it or not, they need to comply. Additionally, participants underscored that parents have to accept the school leaders' policies in terms of what is to be taught to their children. One participant highlighted that school administrators "*assume that maybe they have better ways of making the school curriculum rather than involving the parents*" (PP. 3, p. 8). Furthermore, there is no much interaction between school and parents of children. School smoothly runs according to their structure (PP. 1, 2 & 6). Additionally, there is ignorance of other stakeholders who do not recognize the important role parent would play and do not understand the impact of parents on their children. Thus, parents are not called to make any insights regarding the school curriculum development.

The internationality of the school. Being an international school where children from different parts of the world with different education systems meet to get knowledge, engaging parents in curriculum development is challenging. Participants expressed the difficulties of many nations at the school and wondered what education system they may adopt (PP. 5, 6, & 7). This is a big challenge since all the people value the education system from their country of origin. However, seven of the participants argued that adopting only Philippine education standards

set by the Department of Education would work better than delivering a North American curriculum with few parts of the Philippine's curricula to their children.

Theme 5: Parental Opinions and Thoughts

Parents consider their voice in curriculum development as a small sound crying in the wilderness of schools. They wish they could have a voice in the curriculum committee at the school level. The participants of this study have suggested some reasons and ways of parental involvement.

Reasons to involve parents. There are many reasons for involving parents in the school curriculum committee. For example, participants argued that parents spend more time with their kids than teachers or schools do. Second, parents know their kids much better and have their proper aspirations for them. Third, living in the 21st century, parents would have some orientations that prepare their children to handle future problems. Therefore, parents want to participate in school curriculum design and development for a better future for their children (PP. 1, 2, 3, 6 & 8).

Ways to Involve parents in curriculum development. Some mechanisms to involve parents in the school curriculum committee are proposed. First, some parents should represent others since all the parents cannot be part of the school curriculum committee. With this, there will not be any complaints from parents. Second, the forum where all parents are invited is also a way of involving parents. Not only do parents take part in the forum but also teachers. Third, since it is not easy to have all the parents coming in a forum, a survey is another effective way to reach parents and express their views and visions (PP. 1, 2, 3, & 6). In line with these findings, Gordon, Taylor, and Oliva (2019) underscored that "stakeholders participate in curriculum development by serving as advisory councils, responding to surveys, providing data and evidence about their children, and serving as resource persons" (p. 90). The above mechanisms are thought to be ways parents may have a part in the school curriculum development.

Discussion and Implication

The participants in this study revealed the lack of consideration of parents in the school curriculum development. Parents' roles and interventions in their children's education at the school level are limited to a certain number of activities. Paying school fees, contributing money for other extra school activities and events, and helping the children do their assignments at home are examples of parents' roles. These findings corroborate the results from the study conducted by Đurišić and Bunijevac (2017). They found that helping children do their assignments and

accompanying them in other school activities encourages kids learning at home and provides parents with some information on the achievement of children.

On the other hand, parents communicate with the school through meetings organized by the school quarterly. However, all the meetings organized are related to disciplinary issues, achievements of students, and the behavior of children. These meetings are very limited and do not include topics related to the school curriculum and its development.

Parents consider many factors to be the primary reasons for their lack of involvement in curriculum development at the school level. First, parents are ignored in decision making especially for curriculum development. Not only are they voiceless but also, they are not even invited to discuss the matter of curriculum development or talk about what to teach to learners. Second, parents are on the receiving end and follow fully the structure established by the school administration (PP. 5, 6 & 8). Last, while the administration makes all the school decisions, parents view the curriculum as a set policy indicating the directions for teachers and parents (PP. 2 & 3). The findings of this study are corroborated by the research conducted by Đurišić and Bunijevac (2017), who found that parents' roles are limited to receiving information and instruction about their children while the administration makes all the school decisions. Similarly, Bartolome Bartolome et al. (2017) corroborate the findings of this study by stating that school programs and activities should not rely upon the established structures for the holistic education of children since school education alone cannot meet the needs of the changing world.

Conclusion and Recommendations

The involvement of parents in school curriculum development is crucial at the school level. Developing a school curriculum is a work of collaboration among different stakeholders. The participation of parents as stakeholders is crucial. The students' future is not only in the hand of school administrators and teachers but also in the hands of their parents and the whole community. The importance and need to involving parents in curriculum development have been highlighted. In corroboration with the results of this study, Đurišić and Bunijevac (2017) stated that "parental involvement provides an important opportunity for schools to enrich current school programmes by bringing parents into the educational process" (p. 149). Surprisingly, the current study has revealed the lack of involvement of parents in the curriculum development at the school level. There is a lack of parental involvement and the absence of representation of parents in the school curriculum committee regarding curriculum development. Parents consider themselves as ignored by the school in the matter of school curriculum development.

Parents' suggestions regarding the curriculum are to be taken into consideration. The school curriculum should be developed in the sense that children are appropriately engaged in developing their critical thinking and activities that let the students exercise their mental faculty rather than let them merely be involved in games and relaxing activities. In order to develop such a curriculum, school administrators should consider the following: First, engage parents in the matter of school curriculum development through parental representatives in the school curriculum committee. Second, use surveys to reach all the parents of the students and analyze their suggestions. Finally, given that parents know their kids better than administrators and teachers do, their voice and contributions in curriculum development should not be ignored.

Future studies should be conducted in the quantitative perspective by extending the study with a large sample and different schools to discover different factors behind parental involvement in school curriculum development. Furthermore, researchers may conduct similar studies in public elementary and secondary schools to identify the extent to which parents are involved in school curriculum development. Finally, researchers may consider applying similar research in different settings engaging parents or other stakeholders.

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