

# Maranaos parental involvement essay



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Chapter I THE PROBLEM Introduction Maranao is the term used for the people of Lanao, a predominantly Muslim region in the Philippines island of Mindanao. They are famous for their artwork, sophisticated weaving, wood and metal craft, and their epic literature. The word Maranao, also spelled Maranaw, means “ People of the Lake,” referring to the indigenous people who inhabited the lands around Lake Lanao whose principal city is Marawi. The Maranaos are part of the thirteen Moro ethnic groups, who constitute the sixth largest Filipino ethnic group.

The Maranao, were the first inhabitants of the shores of Lake Lanao and they still inhabit this region. Almost all Maranaos are Muslims, but a few groups residing in the hills around Lake Lanao are committed to a version of Islam that is fused with traces of pre-Islamic traditions. The expansion of Islam in Mindanao created a differentiation between the native peoples, those who became Muslim were named “ Moros” by the Spaniards and those who did not are called today “ Lumads”.

Together with the Illanun and Maguindanao, the Maranao are one of three indigenous Muslim groups native to the island of Mindanao in the southwestern part of the Philippines; this tribal group shares in a generalized Southeast Asian culture but has its own cultural identity. The Maranao, is adapting to modern society without completely losing their ethnic identity and like any other indigenous group they try to face up or confront the modernizing influences of the present. They strive to live in their own domain as their ancestors have lived for nearly five thousand years as they struggle to return to their culture, tradition and practices.

Conceptual Framework The concepts cited herein revolve around the legal basis that school administrators, teachers and staff must be sensitive to cultural and social diversity among families and recognize that all parents, custodial and non-custodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law (Dr. Doris D. Tulio, 2008. ) There is a big difference between Maranaos residing today in Zone 10, Barra, Opol, Misamis Oriental with the Maranaos residing in Marawi. Maranaos in Zone 10, Barra, Opol, Misamis Oriental are more open with the environment of the society they are living with today as compared to Maranaos residing in Marawi due to the fact that they are closer to their religious hometown (Dr. Abdullah Madale, 2011). Maranaos segmentalize with other people especially Christians in terms of their relationship, behavior, attitudes like friendliness, manner of dressing, suspicious feelings, etc. Somehow, the environment influences them and affects or impacts them.

Moreover, many Maranao women residing in Zone 10, Barra, Opol, Misamis Oriental, feel the safety of their homes by walking around even late at night. However, despite being open to changes, they remain as Maranaos and still holding to their traditions and mores. To illustrate the concepts of the study, a schematic diagram is drawn on the next page. The box on the left side is the independent variable. It contains the extent of involvement of Maranao parents in their children's welfare as to school related activities and includes the fathers only, mothers only, both parents, child and others.

The box on the right side is the dependent variable. It contains the school related activities and includes academic activities, religious activities, non -

academic activities and extra-curricular activities. Below the box of the independent variable is the table of intervening variables. It contains the demographic factors like age as of last birthday, age of marriage, number of years married, highest educational attainment, occupation, income per month, total number of children and number of school children. Areas of school – related activities ? Academic ? Religious ? Non-academic ? Extra-curricular Extent of involvement Mother only ? Father only ? Both parents ? Child only ? Others

INTERVENING VARIABLE

1. Age as of last birthday
2. Age of Marriage
3. Number of years married
4. Highest educational attainment
5. Occupation
6. Income per month
7. Total number of children
8. Number of school children

FIGURE 1: A Schematic Diagram showing the interplay of the variables of the study.

Statement of the Problem This study endeavours to determine the extent of Maranao parents' involvement for their children's welfare as to school – related activities in Zone 10, Barra, Opol, Misamis Oriental. Specifically, it seeks to determine the following questions: 1.

To what extent do Maranao parents involve themselves concerning their children's welfare as to school related activities? 2. Is there a significant relationship between fathers and mothers as to their extent of involvement for their children's welfare as to school – related activities such as: a. Academic activities b. Religious activities c. Non – Academic activities d. Extra-curricular activities 3. Is there a significant relationship between fathers and mothers as to their extent of involvement for their children's welfare as to school – related activities when grouped according to the following demographic factors: a.

Age as of last birthday b. Age of Marriage c. Number of years married d. Highest educational attainment e. Occupation f. Income per month g. Total number of children h. Number of school children Hypotheses of the Study

The null hypotheses formulated direct the analyses of this study are expressed as follows: 1. There is no significant relationship between fathers and mothers as to their extent of involvement for their children's welfare as to school – related activities such as: a. Academic activities b.

Religious activities c. Non – Academic activities d. Extra-curricular activities 2. There is no significant relationship between fathers and mothers as to their extent of involvement for their children's welfare as to school – related activities when grouped according to the following demographic factors: a. Age as of last birthday b. Age of Marriage c. Number of years married d. Highest educational attainment e. Occupation f. Income per month g. Total number of children h. Number of school children Importance of the Study

The descriptive results of this study will contribute to the information on involvement and participation of Maranao parents on their grade school children's activities in Zone 10, Barra, Opol, Misamis Oriental. The researcher believes that the findings will: 1. Provide important information on involvement and participation of Maranao parents on their grade school children's activities relating to family management and decisions making in both Maranao and Christian communities. 2. Serve as a guide towards self-awareness among Maranao spouses residing elsewhere other than Zone 10, Barra, Opol, Misamis Oriental.

These will give them insights on how to resolve conflicts and problems on decision making concerning their children. Knowledge on decision making like involvement and participation in their grade school children's activities will help broaden their understanding, involvement and respect for their respective families. 3. Furnish a ready reference to grade school guidance counselors and elementary teachers on their pupils' social problems in school that need the cooperation of parents, counseling and other types of clinical intervention.

For teachers, they will be guided as to who of the spouses should be approached to make decisions regarding their children's social activities and other school problems. 4. Aid family life educators who would like to enrich programs for Maranao families. 5. Contribute to the discipline of family members and development specifically on the parents' involvement in deciding on their children's welfare as to school related activities. 6.

Provide a baseline data for future researchers who may want to do further investigation on involvement and participation of Maranao parents towards their grade school children's activities. Scope and Delimitation This study is limited to the involvement and participation of Maranao parents on their grade school children's activities in Zone 10, Barra, Opol, Misamis Oriental, through a survey of one subdivision only, now known politically as Zone 10, before known as Vamenta Estate Subdivision. The survey covers only families where parents are both Maranaos.

The study also concerns itself only with the monthly activities of Saint Jude Thaddeus Academy, referred to in this study as SJTA. This will be conducted

during the fourth quarter of the year 2011. This study could help SJTA in administering their school better. It could also be used by teachers and administrators as a guide on who to approach among parents of children make the final decisions on involvement on their children's activities and only on certain types of school related activities. Definition of Terms

To provide a better understanding of the terms used in this study, all ambiguous terms were defined operationally and conceptually as follows:

Maranao – from the word “Ranao” meaning lake; they are the natives of the provinces of Lanao del Sur and Lanao del Norte and the cities of Marawi and Iligan in Mindanao, Philippines. They are followers of Islam, the religion founded by Prophet Muhammad (peace be upon him). They are also called “People of the Lake” or “Lake Dwellers”. Maranao parents – the Maranao father and mother or legal guardian of pupils studying in Saint Jude Thaddeus Academy, Zone 10, Barra, Opol, Misamis Oriental.

Islam – Muslim religion: a monotheistic religion based on the Words of God as revealed to Prophet Muhammad (peace be upon him) during the 7th century.

Muslim – followers of Islam: or to areas, cultures, or activities in which followers of Islam are involved. Involve – cause somebody to participate in or to make somebody a part of, or make somebody take part in, an event or ongoing process. (involvement, noun) Welfare – well being in general; good, interest, health, benefit, success, protection, security and happiness of children.

Grade school – primary school: an elementary or primary school offering grades 1 to 3 or up to grade 6. Activity – something somebody does:

something that somebody takes part in or does (often used in the plural form, activities) Religious activity – any activity relating to religion: relating to belief in religion, the teaching of religion, or the practice of a religion; religious freedom Academic activity – any activity that is educational: relating to education, educational studies, an educational institution, or the educational system.

Non-academic activity – any activity that is not educational: not relating to education, educational studies, an educational institution, or the educational system. Cocurricular activity – any activity that is not on official curriculum: not forming part of the official curriculum but complementing it.

Extracurricular activity – any activity in education that is outside normal curriculum: done or happening outside the normal curriculum of a school, college, or university.

Decision – something somebody has chosen to do or something that somebody chooses or makes up his or her mind about, after considering it and other possible choices; firmness in choosing something: the ability to choose or decide about things in a clear and definite way without too much hesitation or delay; process of choosing: the process of coming to a conclusion or determination about something. Reside – live somewhere: to have a home in a particular place; (present participle residing).

## CHAPTER 2 REVIEW OF RELATED LITERATURE

Traditionally, parental involvement in education included contribution to their children's home-based activities (helping with home-work, encouraging children to read, and promoting school attendance) and school-based

activities (attending Parent-Teachers' Association meetings, parent-teacher conferences, and participating in fun raising activities). Hixson (2006) explained that involvement of parents and families in decision making is often cited as one of the most important ways to improve public schools.

Parental involvement makes an enormous impact on the student's attitude, attendance, and academic achievement and promotes better cooperation between parents and school. It also allows parents and teachers to combine efforts to help the children succeed in school. Man was formed for society according to William Blackstone (1765), a British jurist. The family is the most basic and ancient of all institutions and it remains the fundamental social unit in every society (Baliao and Loriga, Society and Culture, 2004).

According to Charles Cooley (1920), every man learns to identify from and through the eyes of others, starting with the members of the family in which he was born. Each family has to decide daily, whether to involve themselves or not, to participate or not, depending on the beliefs and values they uphold and embrace. Dr. Florentino T. Timbreza, (2009) author of Filipino values today, cited in his book that we are what and who we are because of our values, insofar as we live, act, work, behave, think, judge and make decisions according to our system of values. Dr. Epitacio S.

Palispis (1995), in his book Introduction to Values Education, mentioned that the family serves as the first and foremost school where every child learns the major lessons in life. Basic values are learned from parents. Betty Nery Gohel (2011), in her unpublished masteral thesis entitled " Decision Making Patterns Of Maranao-Christian Marriages Regarding Child Related Concerns

In Marawi City”, she said “ that decision making has always been a way of life most importantly among married men and women. To live in harmony, couples should come to terms with their decisions that are acceptable to both of them and to the members of their family.

This process, is not however, easy. In almost all families, the decisions whether major or minor can sustain and enhance the quality of life. Some families that are intact involve both the husband and wife and its members to decide on certain matters. But cultural and traditional practices have a hand on the decision making patterns because of their value system. ”

According to Paolucci, Hall and Axin (1976) the particular values held by family members play an integral part in shaping family decisions because values shape perception and influence the selection of reaching goals.

Epstein (1995) for example sets the stage by defining parent involvement as families and communities who take an active role in creating a caring educational environment. She further asserts that parents who are involved with their children’s education are those who consistently demonstrate good parenting skills, communicate with the school staff, volunteer their time in the school, help their children learn at home, take an active role in school-related decision making, and who regularly collaborate with the school community.

Christensen and Cleary (1990) suggest that parents’ active involvement results in greater recognition of teachers’ skills, better teacher evaluations from their principals, enhanced parental understanding of the inner workings of the school, and higher school ratings in effectiveness and program

success. Additionally, in schools where student achievement was reported, Loucks (1992) found that parent involvement was a significant factor in both accelerated and sustained student academic performance.

In further supporting the need for close teacher/parent relationships, so vital to successful parent involvement programs, Rosenthal and Sawyers (1996) presented a collaborative, solution-based approach that teachers could use to attract parents' cooperation in creating effective, family-friendly schools. They found that barriers to effective and collaborative educational systems included a lack of teacher preparation in systemic interpersonal skills, a lack of family-friendly school programs, and teacher difficulties in focusing on family and educational strengths.

In addition, Thompson (1993), utilizing eight member schools of the League of Schools Reaching Out, found that given patience, hard work, supportive leadership, and informed facilitation, the two streams of parent and teacher empowerment can come together for improved student academic achievement. Referring to Green (1992) in her opinion on Chicago School Reform, Thompson suggested that the professionalism of teachers in contrast to parents and community members who have not been formally trained as educators "is bound to provide an underlying tension in the reform process" (Green, 1992, p. 3-14). Staff development activities took on new relevance once teachers better understood the seriousness of teacher/parent relationships. It is well established that parental school involvement has a positive influence on school-related outcomes for children. Consistently, cross-sectional (Grolnick & Slowiaczek, 1994) and longitudinal (Miedel & Reynolds, 1999) studies have demonstrated an

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association between higher levels of parental school involvement and greater academic success for children and adolescents.

This is where the present study becomes more imperative in the sense that for the Ghanaian school child to achieve a meaningful academic success parental involvement in pupils home work becomes very crucial or key in pupils academic performance. It is therefore interesting to note that parental school involvement is thought to decrease as children move to Junior and Senior high school, in part because parents might believed that they cannot assist with more challenging high school subjects. (Eccles & Harold, 1996).

In spite of this challenge few parents stop caring about or monitoring the academic progress of their children within the high school age, and parental involvement continues to be an important predictor of school outcomes through adolescence. A research on parental involvement in children's homework by Hoover-Dempsey, K. V. , Battiato, A. , Walker, J. M. T. , Reed, R. P. , DeLong, J. M. , ; Jones, K. P. (2001) focused on understanding why parents become involved in their children's homework, what strategies they employ, and how such involvement contributes to student learning.

The review supported theoretical arguments that parents choose to become involved in homework because they believe they should be involved, believe their involvement will make a positive difference in their children's learning, and perceive that their involvement is invited, expected, and valued by school personnel (Hoover-Dempsey ; Sandler, 1995, 1997). The review suggest that parents engage in a wide range of activities in this effort; from establishment of basic structures for homework performance to a more

complex efforts focused on teaching for the understanding and helping students develop effective learning strategies.

This is why we believe conducting such a study among Ghanaian pupils is pertinent in present era where parents seem not to have adequate time helping their kids in their home work. Other scholars such as LaParo, Kraft-Sayer ; Pianta, (2003) documented that parents' involvement can have either a positive or negative impact on the value of homework. Parent-school relationships do not occur in isolation, but in community and cultural contexts. One of the biggest challenges schools have today is the increasing diversity among students (Lichter, 1996).

Demographic characteristics such as socioeconomic status, ethnicity, and cultural background, and other parental characteristics are systematically associated with parental school involvement. Overall, parents from higher socioeconomic backgrounds are more likely to be involved in schooling than parents of lower socioeconomic status. A higher education level of parents is positively associated with a greater tendency for them to advocate for their children's placement in honours courses and actively manage their children's education (Baker ; Stevenson, 1986).

Involvement in school sometimes varies across ethnic or cultural backgrounds as well. Often, teachers who are different culturally from their students are less likely to know the students and parents than are teachers who come from similar cultural backgrounds; culturally different teachers are also more likely to believe that students and parents are disinterested or uninvolved in schooling (Epstein ; Dauber, 1991). Evidence from the work of

Hill ; Craft, (2003) suggest that parents who volunteered at school, valued education more than other parents.

And this belief about parents' values was in turn associated with the teachers' ratings of students' academic skills and achievement. Apart from demographic factors, parents' psychological state influences parental school involvement. Depression or anxiety present barriers to involvement in schooling. Studies consistently show that mothers who are depressed tend to be less involved than non depressed mothers in preparing young children for school and also exhibit lower levels of involvement over the early years of school (Hill ; Craft, 2003).

From the above it more likely that among Ghanaian parents such problems are evident. The issue is if Ghanaian parents tend to exhibit such problems it is more likely to impact on pupils' performance negatively. Self-perceptions and poverty exert direct effects on parents' mental health and self-perceptions through increased stress resulting from the struggle to make ends meet. Parents' own experiences as students shape their involvement in their children's schooling.

As a parent prepares a child to start school, the parent's memories of his or her own school experiences are likely to become reactivated and may influence how the parent interprets and directs the child's school experiences (Taylor, Clayton, & Rowley, in press). As this brief review suggests, homework can be an effective way for students to improve their learning and for parents to communicate their appreciation of schooling. Because a great many things influence the impact of homework

achievement, expectations for homework's effects, especially in the earlier grades, must be realistic.

Homework policies and practices should give teachers and parents the flexibility to take into accounts the unique needs and circumstances of their students. That way, they can maximize the positive effects of homework and minimize the negative ones. According to Rice and Tucker (1986) the person assigned to make decisions is one of the outcomes of family decision making. Patterns of family relations that emerge in making and executing decisions in the family are: dominance decision making which is used if one person or part of a group has more influence than others do.

Another is egalitarian decision making which is the resolution of each decision by a group. A couple, for instance who cooperatively decide about household chores or furniture purchases are demonstrating this form of shared power. It may be time consuming as Rice and Tucker (1986) mentioned but it helps family members to clarify standards and to explore individual differences. In this type of pattern, the husband and wife decide family activities, and they execute them together (Gutierrez 1966). The last is the autonomic decision making which is the delegation of separate spheres of influence to individuals.

It is sharing power through decision process, although the extent of their influence varies substantially in the different elements of the decision making process. . Areas and concerns of family life where decision making is given attention in the study of Filipino families of regular marriages include choice of residences, schooling and discipline of children, house

improvements, choice of vocation, recreation places, and choice of appliances (Mendez, et al 1924). Other concerns like family investments or business and household budgeting (Porio, et al, 1981) were included.

Edward M. Kuder (1938), American superintendent of schools in Mindanao and Sulu provinces, former adviser of the Commission on National Integration and the author of *Education for Muslim Development*, saw thousands of Muslim children under the present school system and have not seen any of them harmed by it, nor have seen any who became a Christian because of it. He thought that greater attention should be paid to revising the content matter of public school texts, including excerpts and quotations from the Holy Koran.

Rufino de los Santos (1966), author of *Muslim values: a challenge to education* said that the Maranaos can become performing Filipino citizens and still remain faithful Muslims. The school can bring this home to them. In a study carried out by Ian Butler, Margaret Robinson and Lesley Scanlan (2005), based on group discussions with 69 children and in-depth interviews with a further 48 children, all aged between 8 and 11, they found that: fathers did become involved in ‘bigger’ decisions, however, such as choice of family holiday.

Fathers also featured more prominently in decisions occupying the boundary between domestic and public, such as a child’s choice of friends, curfews and where children could go unaccompanied. Most of the children in the study appeared to assume that their parents (even those few who lived apart) were in agreement over their decisions and in the interpretation and

application of family rules. However, many children identified striking differences in the roles of their mothers and their fathers, usually along traditional gender lines. For most children, mothers, not fathers, were the most frequently consulted source of domestic authority.

Fathers, when they did engage with routine decision-making, tended to do so in relation to questions of discipline. In relation to such matters as bedrooms, clothes, and friends, children were prepared to risk confrontation and friction and even sometimes, to lie to their parents. Most children had a sense that increasing competence and opportunity for autonomous decision-making would come with increasing age. For some children, the point of transition would be moving to secondary school or becoming a teenager. Children regarded fathers as less actively involved in making domestic decisions, except where these affected the whole family or when decision-making concerned 'public' rather than simply 'domestic' matters. For most children it was mothers, rather than fathers, who were the most frequently consulted source of domestic authority. As children's rights to citizenship have strengthened over recent years, a strong presumption in favor of involving children in decisions on matters that directly affect them has developed in a number of areas of law, public policy and professional practice (for example, school councils and case conferences).

Yet surprisingly little is known about how far children's participation extend to their home lives and the routine business of everyday life. This study examined how and to what extent children were involved in shaping their own and their families' domestic lives. A review of the studies shows how Filipino mothers and fathers act differently even when both are exercising

their child-rearing responsibilities. The mother is still ranked as the primary caretaker of her children (Mendez and Jocano, 1979a; Licuanan, 1979; Lagmay, 1983; Minoza et. al. , 1984; UP-CHE, 1985).

Hollnsteiner (1979) noted that “...In the rural areas, the roles of family members are clearly prescribed ... in the urban or urbanized families, the roles and privileges are less clearly delineated, especially since the mother’s role has become multifaceted and less structured. ” Middle Socio-Economic Status (SES) working mothers (Sycip, 1982) still carried the greater bulk of the responsibility for the home and the children. Thus, a majority of the respondents experienced difficulty in combining and balancing their multiple roles of wife, mother, and worker. Child care time significantly affected the mother’s leisure time.

Gomez (1988) found that children of all ages experience longer child care hours from mothers and fathers. It was observed that over-protection was the most pervasive attitude that mothers exhibit towards their children (Espina, 1996). The Filipino father’s main role is that of family provider. His role as a child caretaker is considered only secondary. Father’s affection towards their children is limited to carrying them, talking, and playing with them (Licuanan, 1979). Lapuz (1987) described the Filipino father as a “... remote person...feeling awkward in getting close (to his sons)”.

Discipline is one aspect of child-rearing where fathers figure prominently; either on their own parental capacity or in concert with their wives (Porio, Lynch and Hollnsteiner, 1978; Licuanan, 1979; Lagmay, 1983; Minoza et. al. , 1984; UP-CHE, 1985; David, 1994). Fathers also tend to be more involved in

disciplining older children (David, 1994) and sons rather than daughters (Porio et. al. , 1978). With his role in his domain of discipline, the father – child relationship is characterized by authority, restriction, obedience and control. CHAPTER III METHODOLOGY

This chapter includes a discussion of the following methodology: a) Research Locale, b) Respondents and Sampling Design, c) Research Instruments, d) Validity and Reliability of the Instrument, e) Administration of the Instrument, f) Treatment of the Data. Research Locale As mentioned earlier, this study was conducted in Zone 10 Barra, Opol, Misamis Oriental among families where both parents are Maranaos. Figure below shows a Map of Vamenta Estate Subdivision, Zone 10 as it is politically called today and its relation to Barra, Opol, Misamis Oriental.

Barra is the most populous barangay in the municipality of Opol with more or less ten thousand residents. Barra consisted of ten zones. The last numbered zone which is zone 10 is Vamenta Estate Subdivision. The samples used in this study were residents of zone 10 with children studying in SJTA, a Catholic grade school within the subdivision. Respondents and Sampling Design To ensure the validity and reliability in this study the respondents chosen were all residents of Zone 10 and both parents are Maranaos. The equal allocation sampling method was used in this study.

For the purpose, 15 couples were selected composed of fifteen Maranao Muslim husbands and fifteen Maranao Muslim wives. Table 1 shows the Research Population. Table 1. The Research Population Grade Level Wives Husbands Total Grade45510 Grade55510 Grade65510 151530 These 15

Maranao parents or a total of 30 individuals send their children to Saint Jude Thaddeus Academy (formerly known as Vamenta Estate Academy) a private Catholic school within the Vamenta Estate Subdivision, which offers elementary grades only.

The said school opened way back 1998 and has been in existence for fifteen years. It accepts enrollees, both Moslems and non-Moslems. However, due to the heavy migration of Maranaos, majority of the pupils or about 90% at the present school year here are Moslems. Table 2 – Demographic Profile of the Couples Demographic Profile FatherMother a. Age as of last birthday b. Age of Marriage c. Number of years married d. Highest educational attainment e. Occupation f. Income per month g. Total number of children h.

Number of school children Research Instrument This study utilized the close-ended and open-ended questionnaires. Questions that were asked by the researcher through questionnaires were given only as much as possible to families where parents are both Maranaos. Causal Comparative Method mainly used a questionnaire to gather pertinent data. Scheduled interviews were then conducted to support or negate the findings of the study. Focus Group Discussions was also undertaken to gather data to be used for this study. Validity and Reliability of the Instrument

To ensure the validity and reliability of the instrument used in this study, the prepared instrument was presented to a panel of experts and members of an advisory committee for correction, comments, and suggestions, after which, the instrument was tested for its reliability and validity on a number of teachers and staff of the SJTA of Zone 10, Barra, Opol, Misamis Oriental.

Thereafter, all the suggestions, comments, and recommendations for said instruments were finalized and incorporated in the final draft of the said instrument. The study has a quantitative-qualitative design, dominated by quantitative analysis.

The quantitative approach will essentially utilize data gathered from the questionnaire while the qualitative approach will focus on individual interviews of selected couples. The figure below will show both the quantitative-qualitative procedures applied in the study. Quantitative Approach Checklist Extent of Involvement Statistical Analysis on Children's Welfare as to School Related Activities Content Conclusions Recommendations Analysis Qualitative Approach Interview Administration of the Instrument Permission to conduct this study was first sought from the registrar of Saint Jude Thaddeus Academy, who acts as the director of the school.

Questionnaire for Parents is the main instrument used in soliciting information regarding the demographic profile and all the pertinent questions as to the extent of involvement of Maranao parents on their children's school related activities categorized as academic activities, religious activities, non - academic activities and extra-curricular activities. The content of the questionnaire was tried out and validated among fifteen (15) Maranao Muslim spouses within Zone 10, Barra, Opol, Misamis Oriental. The researcher administered the questionnaire to the respondents through the teachers.

Explanations on some items were provided and the revisions made. The instruments were then distributed by the teachers to students of SJTA. The said instruments were then collected by their teachers from the pupils. The Interview Schedule consisted of open-ended questions administered to gather other pertinent data to support the findings of the survey. Both husband and wife of the selected families were interviewed during their free time either separately or together. Treatment of the Data The statistical tools applied on the data gathered, were approximately chosen on the basis of the questions formulated in the study.

Quantitative Approach. To find out the profile of the respondents, the weighted mean will be applied in problem one (1). The formula is:  $WM = \frac{\sum F M}{N}$  To find out the significant difference between the four classified school related activities, the Pearson R will be used in problem two (2).  $r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{N(\sum x^2) - (\sum x)^2} \sqrt{N(\sum y^2) - (\sum y)^2}}$  In problem three (3), chi-square will be used to determine the extent of intervention of the demographic factors in the relationship between the father and the mother's extent of involvement on their children's school related activities.  $X = (0, - E, ) E$