



## Parents' Involvement to Schools' Programs and Activities among Select Archdiocesan Schools: A Basis for an Enhanced PTA Program

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### Abstract

This study explores parental involvement in school programs and activities within Archdiocesan schools during the academic year 2023-2024, aiming to inform the development of an enhanced PTA program. Using a descriptive-correlational design with 192 participants, the research examines how PTAs collaborate in various roles, such as financiers, observers, and others, to support and improve school initiatives. The results indicate a relatively high level of parental participation, showing a correlation between degrees of involvement and employment position. The findings suggest well-rounded participation across different roles, where parents contribute financially, actively observe their children's progress, volunteer their time and skills, and, in some cases, hold decision-making power, while others stay informed as interested observers. Recommendations for parents, school administrators, and the TASS superintendent are provided to strengthen program implementation through an improved PTA program. The study underscores the importance of a strong parent-teacher partnership in fostering well-rounded and socially responsible citizens.

**Keywords:** Collaboration, Parental involvement, School Programs and Activities, Archdiocesan Schools, PTA Program

### 1. Introduction

Parents play a fundamental role in a child's growth and development, serving as their first educators by teaching essential life skills such as walking, talking, writing, reading, and counting (Gazmen, 2016). They are responsible for their children's overall well-being, ensuring that they attend school, have their needs met, and receive unwavering support throughout their educational journey (Bartolome et al., 2017). Once children enter formal education, teachers take on the responsibility of guiding them toward their goals, nurturing their development, and providing the necessary resources for success. However, for effective learning to take place, parents must continue to play an active role, both at home and in school, in their children's education. This ongoing involvement is underscored by law, which mandates that parents remain accountable for their children's educational progress (DepEd Memorandum No. 54, s. 2009). As the foundational unit of society, the family is key in preparing children for their future roles in nation-building, and while teachers provide formal education, parents must ensure their children engage fully in their studies (Van Der Wal, 2020; Epstein et al., 2009).

However, many parents, particularly those in rural areas, face significant challenges in balancing work commitments with their involvement in their children's education, which has led to a decrease in participation, especially during the COVID-19 pandemic (Gazmen, 2016; Villegas, 2018). In some cases, parents with limited educational backgrounds find it difficult to assist their children with schoolwork, further complicating their involvement (Amendt, 2008). Additionally, work obligations often prevent parents from attending school meetings, activities, and programs, despite their desire to support their children's education (Cortez, 2018).

Schools, meanwhile, cannot function effectively without the involvement of key stakeholders, particularly parents. A collaborative relationship between schools, the community, and parents is essential for smooth operations and the successful implementation of school initiatives (Yonson, 2016). The Parent-Teacher Association (PTA) plays a

crucial role in this collaboration, acting as one of the school's strongest partners in organizing and supporting projects and activities. Research emphasizes the importance of parental involvement in early childhood education, as parents lay the foundation for future academic success by teaching basic skills such as feeding, walking, reading, and coloring (Van Der Wal, 2020; Bartolome et al., 2017). This foundation is further strengthened through collaboration between schools and parents.

The PTA, as outlined in the Education Act of 1982 and supported by DepEd Memorandum No. 54, s. 2009, is a vital mechanism for involving parents in the educational process. It facilitates discussions, shares information, and actively supports the school's initiatives (Cortez, 2018). Additionally, the Family Code emphasizes the natural right and duty of parents to care for and raise their children, underscoring that civic consciousness can only be cultivated through shared responsibility between teachers and parents (Gazmen, 2016). Therefore, fostering strong parent-school partnerships is essential for the holistic development of children and the success of school programs.

### **Statement of the Problem**

This study aimed to assess the involvement of parents in schools' programs and activities among selected Archdiocesan schools for the Academic Year 2023-2024, serving as a basis for enhancing the PTA program. Specifically, the study sought to answer the following questions:

1. What is the profile of the respondents in terms of age, sex, marital status, highest educational attainment, employment status, and gross monthly income?
2. Which school programs and activities are most participated in by the respondents, including Brigada Eskwela, Intramurals/Sports Activities, Sponsored Mass, Homeroom PTA Meetings, Academic Contests (TASS Academic Cup, Math Bowl, Science Fair, Communication Arts Festival, etc.), Fund Raising Activities, Cultural Activities, BSP/GSP Scouting, Tree Planting, Symposiums, TAASSA Meet, Christmas Party, Foundation Days, Family Day/Parents' Day, Recollections/Retreats, and Guidance and Counselling Activities?
3. What is the extent of the respondents' involvement in the schools' programs and activities?
4. Is there a significant relationship between the extent of respondents' involvement in school programs and activities and their profile variables?
5. What are the enabling and hindering factors affecting the respondents' involvement in the schools' programs and activities?
6. What action plan can be developed to enhance the Parents-Teachers Association programs and activities in the Archdiocesan Schools?

### **Hypothesis**

There is no significant relationship between the respondent's profile variables and their involvement in schools' programs and activities.

### **Scope and Delimitation of the Study**

Teachers, administrators, and parents from the selected schools that are directly under the management of the Tuguegarao Archdiocesan Schools System were specifically included in the study. The researcher used a questionnaire as an instrument consisting of the personal information of the PTA and teachers and their extent of involvement in the programs and activities of the school.

## **2. Literature Review**

DepEd Order No. 54, s. 2009, mandates parental involvement in school activities through PTAs and encourages schools to engage all stakeholders in the development and implementation of responsive programs, projects, and activities. The order requires every elementary and secondary school to establish PTAs to provide a forum for discussing issues and finding solutions related to school programs, ensuring the full cooperation of parents in implementing these initiatives. Gazmen (2016) emphasizes the PTA's role in addressing various challenges, stating that schools cannot operate effectively without external support from parents and other stakeholders. The PTA is often described as the "strongest arm" of the school, responsible for representing the views of parents, fostering

collaboration, and providing a platform for exchanging information between parents and teachers. Research has shown that students with involved parents are more likely to achieve higher grades, attend school regularly, develop better social skills, and adapt more successfully to school environments. Moreover, the level of parental involvement in children's education is a more accurate predictor of student success than family income or social status (Gazmen, 2016; Van Der Wal, 2020).

Drawing from nearly 15 years of experience as a school adviser, the researcher acknowledges the importance of parental involvement in school programs and activities. Although some parents struggle to attend school events due to work commitments, many remain highly supportive of school initiatives. This study seeks to explore the relevance of PTA collaboration across schools under the Tuguegarao Archdiocesan Schools System (TASS), which includes nineteen schools, four of which are central to this research. TASS operates under the direction of the Archbishop and a designated superintendent to oversee Catholic schools within the Archdiocese of Tuguegarao, ensuring coordinated efforts in school programs, including Archdiocesan activities such as Pope's Day. The aim of the study is to examine how PTA involvement can enhance school projects and services, particularly in the schools affiliated with TASS, which include Lyceum of Alcala (LoA), Lyceum of Lallo (LoL), Our Lady of Victories Academy (OLOVA), and Saint Joseph's College of Baggao (SJCB). Through this research, mechanisms will be developed to strengthen PTA associations and foster greater collaboration between parents and teachers, ultimately improving the programs and services offered by these schools.

### 3. Methodology

The descriptive correlational design was used in this study. Descriptive correlational studies are particularly useful in situations where the researcher has no control over the dependent or outcome variable. As a result, this study design was chosen since it is concerned with the collecting of thorough and accurate information that characterizes an existing phenomena, in this case the collaboration of PTAs in order to improve school programs and activities. Correlation was used to assess whether there were any significant links between and among the data collected. A survey will also be conducted, with questionnaires being utilized to collect data to generalize the findings to a population that is representative of the sample group of participants. The respondents were the PTA officers and teachers of the selected schools of the Tuguegarao Archdiocesan School System which includes Lyceum of Alcala (LoA), Lyceum of Lallo (LoL), Our Lady of Victories Academy (OLOVA) and Saint Joseph's College of Baggao (SJCB). Seven (7) PTA officers of the different grade levels and six (6) teachers of each school will be the respondents of this study. A total of 168 PTA officers and 24 teachers, a grand total of 192 will be the respondents in this study.

**Table 1. Distribution of Respondents**

| Respondents                      | Parents | Teachers |
|----------------------------------|---------|----------|
| Lyceum of Alcala                 | 42      | 6        |
| Our Lady of Victories Academy    | 42      | 6        |
| Lyceum of Lallo                  | 42      | 6        |
| Saint Joseph's College of Baggao | 42      | 6        |
|                                  | 168     | 24       |
| Total                            | 192     |          |

To gather the necessary data, a questionnaire survey was employed as the primary tool for data collection. The questionnaire was adapted from Cortez's (2018) study entitled "Parental Involvement in Academic and Non-Academic Programs of Public Elementary Schools in Pili District," which served as a foundation for its development, but it was modified by the researcher to fit the current study's context. Prior to conducting the survey, the questionnaire was validated by six experts through a content validation process. The evaluation of the experts was analyzed using Aiken's V framework, following the guidelines provided by Polit and Beck (2006) and Polit et al. (2007). During the validation process, six validators assessed the relevance of the statements in each construct. Additionally, the study tool was piloted at Saint Joseph's College of Baggao (SJCB) with 20 parents who were not part of the study sample, using Cronbach's alpha analysis to determine reliability. The questionnaire for the

respondents was divided into four sections: Part I focused on the Parent-Teacher Association profile, covering age, sex, marital status, highest educational attainment, employment status, and gross monthly income; Part II listed the programs and activities offered by the school; Part III examined the extent of the respondents' involvement in the schools' programs and activities; and Part IV addressed the enabling and hindering factors affecting parental involvement in the schools' programs and activities. This study followed a systematic approach to data collection. The researcher first sought approval from the TASS Superintendent to conduct the study in selected TASS schools. Upon receiving approval, permission was then requested from the respective School Directors and Principals to conduct the study among Parent-Teacher Association (PTA) officers. Once the School Director granted approval, the Principals, through the advisers, identified the PTA officers and invited them to the school. The researcher personally distributed and administered the questionnaires to the parents. Prior to completing the questionnaires, the respondents were provided with informed consent forms, which were signed to ensure ethical compliance. Clear instructions were given on how to fill out the questionnaires, and the completed surveys were collected immediately after they were filled out. Teachers were also given their questionnaires personally, and these were retrieved upon completion. Throughout the process, strict ethical considerations were observed, including maintaining the confidentiality of respondents and ensuring that all communications and permissions were properly handled. The collected data were securely stored, respecting data privacy and compliance requirements. Once all data were gathered, they were collated, tabulated, and analyzed statistically. The following statistical tools were employed to address the research questions outlined in the first chapter. Frequency count and percentage were used to describe the profile of the respondents. To quantify the respondents' assessment of the extent of PTA involvement in the school's programs and activities, the weighted mean was applied.

**Table 2. A four-point scale was utilized to interpret the resulting weighted means.**

|      |  |      |                   |
|------|--|------|-------------------|
| 3.26 |  | 4.00 | Very Great extent |
| 2.51 |  | 3.25 | Great extent      |
| 1.76 |  | 2.50 | Moderate extent   |
| 1.00 |  | 1.75 | Little extent     |

**Table 3. An arbitrary scale was used to analyze the enabling and hindering factors of PTA on programs and activities. The descriptive values are shown below.**

|      |  |      |              |
|------|--|------|--------------|
| 3.26 |  | 4.00 | Very serious |
| 2.51 |  | 3.25 | Serious      |
| 1.76 |  | 2.50 | Less Serious |
| 1.00 |  | 1.75 | Not at all   |

Pearson r was employed to determine the correlation between the profile variables of the PTA respondents and their extent of involvement in the schools' programs and activities. To quantify the programs and activities in which the PTA members were most involved, rank distribution was utilized.

#### 4. Results and Discussions

**Table 4a Frequency and Percentage Distribution of Respondents to Age**

| Age Range | Frequency | Percentage |
|-----------|-----------|------------|
|-----------|-----------|------------|

| Age Range    | Frequency | Percentage |
|--------------|-----------|------------|
| 21-25        | 7         | 8.9%       |
| 26-30        | 1         | 0.9%       |
| 31-35        | 2         | 6.7%       |
| 36-40        | 9         | 5.5%       |
| 41-45        | 1         | 6.1%       |
| 46-50        | 2         | 1.5%       |
| 51 and above | 0         | 0.4%       |
| Total        | 92        | 100%       |

The data in Table 4a shows that the mean age of the respondents is 38.06. Of the respondents, 49 (25.5%) fall within the age bracket of 36-40 years old, while 17 (8.9%) are in the 21-25 age range. This indicates that the majority of respondents are in their middle age, suggesting that they are likely to adapt more easily to social values in a flexible manner at this stage of life.

#### 1.2. Gender

**Table 4b**  
**Frequency and Percentage Distribution of Respondents to Gender**

|        | Frequency | Percentage |
|--------|-----------|------------|
| Male   | 58        | 30.2       |
| Female | 134       | 69.8       |
| Total  | 192       | 100        |

As shown in Table 4b, out of 192 respondents, 134 (69.80%) are female and 58 (30.20%) are male, indicating that the majority of respondents are female. This suggests that females are more actively involved in school activities, such as those organized by the PTA, compared to males. This finding aligns with the study by Gazmen (2016), which noted that some fathers are less able to attend school activities because they often lack babysitters to care for their children when their wives are unavailable, thus taking on caregiving responsibilities at home.

**Table 4c. Frequency and Percentage Distribution of Respondents to Marital Status**

|           | Frequency | Percentage |
|-----------|-----------|------------|
| Married   | 142       | 74         |
| Widowed   | 9         | 4.7        |
| Separated | 17        | 8.9        |
| Guardian  | 13        | 6.8        |
| Others    | 11        | 5.7        |
| Total     | 192       | 100        |

As indicated above Table 4c, of the 192 respondents, 142 (74%) are married, while only 9 (4.70%) are widowed. This suggests that the majority of respondents are married and have families, indicating a higher level of participation from individuals in stable family units compared to those who are widowed or separated

**Table 4d. Frequency and Percentage Distribution of Respondents to Highest Educational Attainment**

|                      | Frequency | Percentage |
|----------------------|-----------|------------|
| Elementary Graduate  | 10        | 5.2        |
| High School Graduate | 22        | 11.5       |
| College Graduate     | 118       | 61.5       |
| Masters Graduate     | 29        | 15.1       |
| Doctoral Graduate    | 3         | 1.6        |
| Others               | 10        | 5.2        |
| Total                | 192       | 100        |

As shown in Table 4d, 118 respondents (61.5%) are college graduates, while 3 respondents (1.6%) have completed a doctoral degree. This suggests that the majority of respondents have a college education. The data further imply that college graduates are more likely to hold positions within the association, given their higher representation. However, additional analysis, such as examining the specific roles or positions held by respondents with different educational backgrounds, would provide a more comprehensive understanding of the association's structure and workforce dynamics.

**Table 4e. Frequency and Percentage Distribution of Respondents to Employment Status**

|                | Frequency | Percentage |
|----------------|-----------|------------|
| Work full time | 116       | 60.4       |
| Work part time | 29        | 15.1       |
| Retired        | 1         | 0.5        |
| Unemployed     | 46        | 24         |
| Total          | 192       | 100        |

As shown in Table 4e, 116 respondents (60.4%) are employed full-time, while 1 respondent (0.5%) is retired. This indicates that the majority of parents surveyed are employed full-time, suggesting that they likely have demanding schedules due to work commitments. The small presence of retired individuals implies that some respondents may have more flexible schedules, allowing them to dedicate additional time to activities such as serving as PTA officers alongside other interests. Overall, this suggests that many respondents are balancing their professional careers with their responsibilities within the PTA, highlighting their commitment and dedication to their roles despite their busy schedules.

**Table 4f. Frequency and Percentage Distribution of Respondents to Gross Monthly Income**

|                  | Frequency | Percentage |
|------------------|-----------|------------|
| below 5,000      | 25        | 13         |
| 6000-10,000      | 76        | 39.6       |
| 11,000-20,000    | 41        | 21.4       |
| 21,000-30,000    | 19        | 9.9        |
| 31,000-40,000    | 20        | 10.4       |
| 41,000-50,000    | 4         | 2.1        |
| 51,000 and above | 7         | 3.6        |

|       |     |     |
|-------|-----|-----|
| Total | 192 | 100 |
|-------|-----|-----|

As shown in the Table 4f, out of 192 respondents, 76 (39.6%) have an income of ₱5,001-₱10,000, while only 4 (2.1%) have an income of ₱41,000-₱50,000. This indicates that the majority of respondents fall within the lower income range, with only a small proportion earning higher incomes. This suggests that the surveyed population predominantly consists of individuals with moderate to lower incomes, with fewer respondents falling into the higher income brackets.

**Table 5. Rank Distribution on the lists of Schools' Programs and Activities which parents most actively participated in**

| Lists of Schools' Programs and Activities                                    | Frequency | Rank |
|--|-----------|------|
| 1. Brigada Eskwela   | 152       | 2nd  |
| 2. Intramurals/Sports Activities   | 102       | 6th  |
| 3. Sponsored mass  | 99        | 7th  |
| 4. Homeroom PTA Meetings   | 170       | 1st  |
| 5. Academic Contest (TASS Academic Cup, Math Bowl, Science Fair, Com. Arts ) | 68        | 10th |
| 6. Fund Raising Activities   | 82        | 9th  |
| 7. Cultural Activities   | 47        | 15th |
| 8. BSP/GSP Scouting  | 36        | 16th |
| 9. Tree Planting   | 62        | 13th |
| 10. Symposiums   | 48        | 14th |
| 11. TASSAA Meet  | 83        | 8th  |
| 12. Christmas Party  | 108       | 5th  |
| 13. Foundation Days  | 123       | 3rd  |
| 14. Family Day/Parents' Day  | 117       | 4th  |
| 15. Recollections/Retreats   | 63        | 12th |
| 16. Guidance and Counselling Activities                                      | 65        | 11th |

As reflected in Table 5, the most frequently participated school programs and activities by the PTA include Homeroom PTA meetings, followed by Brigada Eskwela, Foundation Days, Family Day/Parents' Day, and Christmas parties. The least participated activity is BSP/GSP Scouting. This ranking provides valuable insight into the respondents' levels of engagement in various PTA programs. Homeroom PTA meetings appear to be the most attended, suggesting that they are seen as essential or highly beneficial by respondents. These meetings likely address key parental concerns, providing a vital platform for direct communication between parents and teachers, allowing for updates, discussions on student progress, and collaborative problem-solving aimed at student success. Brigada Eskwela, which focuses on improving the school environment, fosters a sense of parental involvement and ownership, as parents contribute directly to enhancing the learning space. This aligns with Cortez's (2018) findings, which show that schools implement this program to ensure facilities are ready for the new school year. Additionally, activities like Foundation Days, Family Days, and Christmas parties serve a social purpose, fostering community among parents, teachers, and students, which strengthens the school's culture and creates a more positive learning experience. Cortez (2018) also supports this, noting that parents tend to participate in these activities as they often have sufficient and available time for such events. On the other hand, BSP/GSP Scouting showed the lowest participation rate, suggesting a potentially lower interest or relevance among parents. This may be due to a lack of familiarity with the program's goals, its perceived benefits for children, or the alignment of scouting activities with parental priorities, which might lean toward more academically focused or grade-related



programs. The time commitment required for regular scouting meetings and activities could also be a deterrent for busy parents. Additionally, concerns about costs associated with uniforms or registration, as well as logistical challenges such as location and scheduling, may further limit participation. Understanding which programs and activities are most and least popular enables PTA organizers to better allocate resources and prioritize initiatives that are highly valued and impactful for their members, ensuring that future efforts meet the needs and interests of the parent community effectively.

1. Assessment of the parents and teachers on the Extent of Involvement of parents to schools' programs and activities along the six dimensions

**Table 6a. Mean Assessment of the respondents on the Extent of Involvement of parents to schools' programs and activities as Financer**

| Items   | Mean | Descriptive Interpretation |
|---|------|----------------------------|
| 1. Raise funds through campaigns for school projects and activities   | 3.15 | Great extent               |
| 2. Give rewards and awards to outstanding teachers and students   | 2.92 | Great extent               |
| 3. Provide allowances for transportation and snacks of children who participated in different school contests | 3.16 | Great extent               |
| 4. Purchase equipment on a priority bases   | 2.49 | Moderately extent          |
| 5. Give funds or support to those who attended seminars, workshops, and conferences                           | 3.05 | Great extent               |
| Average Mean  | 2.95 | Great extent               |

Table 6a is regarding the involvement of parents as financial supporters. The highest mean score of 3.16, categorized as "great extent," was for the item "Provide allowances for transportation and snacks for children who participate in different school contests." This suggests that parents are highly supportive when it comes to financing their children's participation in school contests. In contrast, the lowest mean score of 2.49, classified as "moderate extent," was for the item "Purchase equipment on a priority basis," indicating that parents are less involved in contributing to the purchase of school equipment. The analysis shows that parents are more inclined to provide financial support for their children's immediate needs, such as transportation and snacks during contests, demonstrating a high level of involvement. However, their support for broader school needs, such as purchasing equipment, is more moderate. The overall mean score of 2.95 suggests that parents are generally supportive as financiers for school-related expenses, particularly when it comes to their children's direct needs. However, there is potential for increased involvement in other areas, such as contributing to school resources and equipment. This indicates that while parents play an active financial role in some aspects, there remains room for improvement in broader school support initiatives.

**Table 6b. Mean Assessment of the of the respondents on the Extent of Involvement of parents to schools' programs and activities as Volunteer**

| Items  | Mean | Descriptive Interpretation |
|--|------|----------------------------|
| 1. Attends and Participates in PTA meetings and actively contributes to discussions.         | 3.4  | Very Great extent          |
| 2. Assists teachers with classroom activities, such as reading sessions or art projects.     | 2.92 | Great extent               |
| 3. Monitors the attendance and consult teachers about the standing of students in the school | 3.13 | Great extent               |
| 4. Engages in community outreach programs organized by the school                            | 2.87 | Great extent               |
| 5. Joins Brigada Eskwela and participate in the school's greening program                    | 3.31 | Very Great extent          |



|              |      |              |
|--------------|------|--------------|
| Average Mean | 3.13 | Great extent |
|--------------|------|--------------|

As shown in the Table 6b, the item "Attends and participates in PTA meetings and actively contributes to discussions" has the highest mean score of 3.4, categorized as "very great extent." This suggests that parents are highly committed to attending PTA meetings and engaging actively in discussions, demonstrating a strong sense of volunteerism and support for the school community. Such active participation is commendable, as it reflects a high level of involvement, collaboration, and dedication to the school's success. In contrast, the item "Engages in community outreach programs organized by the school" has the lowest mean score of 2.87, categorized as "great extent." While this still indicates a reasonable level of involvement, there is room for improvement in terms of parental participation in community outreach initiatives. By addressing potential barriers to participation and emphasizing the importance of community engagement, the school can encourage greater parental involvement in these programs, which would further strengthen its connection with the broader community and enhance the impact of its outreach efforts. The overall mean score of 3.13, or "great extent," suggests that parents volunteer to a considerable degree in most areas, though there are opportunities to increase their involvement in specific initiatives, such as community outreach.

**Table 6c. Mean Assessment of the of the respondents on the Extent of Involvement of parents to schools' programs and activities as Observer**

| Items  | Mean | Descriptive Interpretation |
|--|------|----------------------------|
| 1. Observes how educational programs are implemented in the school   | 3.15 | Great extent               |
| 2. Pays attention to the conduct of programs and activities of the school  | 3.26 | Very Great extent          |
| 3. Offers feedback on the quality of educational services.   | 3.07 | Great extent               |
| 4. Identifies areas where programs or services could be improved.  | 3.01 | Great extent               |
| 5. Assesses whether the programs and services align with the values and expectations they have for the child's education | 3.13 | Great extent               |
| Average Mean   | 3.12 | Great extent               |

Table 6c shows that under parents' involvement in school programs and activities as observers, the item "Pays attention to the conduct of programs and activities of the school" has the highest mean score of 3.26, classified as "very great extent." This finding suggests that parents are highly attentive to how the school implements its programs and activities, reflecting their strong interest in their children's education. By closely monitoring school events, parents stay informed and engaged in their children's educational experiences, demonstrating their commitment to understanding and supporting the school's efforts. On the other hand, the item "Identifies areas where programs or services could be improved" received the lowest mean score of 3.01, categorized as "great extent." This indicates that while parents are observant of school activities, there may be a gap between their observations and their active participation in suggesting improvements. Parents might be closely following school programs but may not feel empowered or motivated to offer feedback for improvement. This could imply either satisfaction with the status quo or uncertainty about how to communicate their concerns or suggestions. The lower mean score for identifying areas for improvement may suggest that some parents are noticing issues but may be hesitant to voice their critiques or suggestions. Overall, the mean score of 3.12, or "great extent," indicates that parents are significantly involved in observing various aspects of the school's educational programs and services. This level of engagement is encouraging, as it demonstrates parents' active interest in how educational initiatives are delivered. When parents take an active role in observing school programs, they gain valuable insights into their effectiveness and impact on their children's learning experiences. Such involvement fosters more informed discussions between parents and school administrators, which can ultimately lead to improvements in educational practices and better student outcomes.

**Table 6d. Mean Assessment of the of the respondents on the Extent of Involvement of parents to schools' programs and activities as Collaborator**

| Items  | Mean | Descriptive Interpretation |
|--|------|----------------------------|
| 1. Partners of the school in the conduct of school programs or activities                      | 3.22 | Great extent               |
| 2. Supports the school programs and activities   | 3.43 | Very Great extent          |
| 3. Discusses problems concerning pupils or school management and how they correct every matter | 3.2  | Great extent               |
| 4. Regular parent-teacher conferences to discuss student progress.                             | 3.25 | Great extent               |
| 5. Joins planning sessions involving parents and school staff to design programs               | 3.08 | Great extent               |
| Average Mean   | 3.24 | Great extent               |

As revealed in Table 6d, the item "Supports the school programs and activities" received the highest mean score of 3.43, categorized as "very great extent." This suggests that parents are highly involved in supporting various initiatives and events organized by the school, contributing positively to the overall educational environment and student experience. Such high levels of parental support help foster a strong sense of community and collaboration within the school, benefiting both students and staff. On the other hand, the item "Joins planning sessions involving parents and school staff to design programs" has the lowest mean score of 3.08, categorized as "great extent." This indicates that while parents are involved in collaborative activities, there is room for improvement in joint planning sessions, where greater collaboration between parents and school staff could enhance program design and implementation. The overall mean score of 3.24 suggests that, on average, parents' involvement in collaborative activities is perceived as relatively positive. This finding aligns with Cortez's (2018) study, which also found that parents were involved in supporting school programs and activities, discussing challenges with students or school administration, and working collaboratively to resolve issues.

**Table 6e. Mean Assessment of the of the respondents on the Extent of Involvement of parents to schools' programs and activities as Decision Maker**

| Items   | Mean | Descriptive Interpretation |
|---|------|----------------------------|
| 1. Reviews school policies with opportunities for parent input                  | 2.98 | Great extent               |
| 2. Evaluates and selects extracurricular programs.                              | 2.92 | Great extent               |
| 3. Discusses and decides regarding health and safety protocols.                 | 3.28 | Very Great extent          |
| 4. Involves in decision-making processes within the PTA structure.              | 3.31 | Very Great extent          |
| 5. Participates in decision-making regarding community outreach and engagement. | 3.1  | Great extent               |
| Average Mean  | 3.12 | Great extent               |

Table 6e shows that the item "Involves in decision-making processes within the PTA structure" has the highest mean score of 3.31, categorized as "very great extent." This indicates that parents are actively engaged in the decision-making processes of the PTA, which is a positive reflection of a collaborative and participatory approach to governance within the organization. On the other hand, the item "Evaluates and selects extracurricular programs" has the lowest mean score of 2.92, or "great extent." While parents are involved in evaluating and selecting extracurricular programs, this involvement is not as extensive as in other areas. Strengthening their participation in this aspect could lead to more effective and well-aligned extracurricular offerings that better meet the needs and preferences of the school community. These results offer valuable insight into how decision-making processes within the PTA are perceived. It appears that parents are highly involved in internal PTA decision-making but may be less engaged in evaluating extracurricular programs. The overall mean score of 3.12, or "great extent," suggests that parents' involvement as decision makers is generally viewed positively. Their substantial engagement in decision-making processes ensures that a diverse range of perspectives is considered, helping to align decisions with the interests and needs of both parents and the broader school community.

**Table 6f. Mean Assessment of the respondents on the Extent of Involvement of parents to schools' programs and activities as By-stander**

| Items  | Mean | Descriptive Interpretation |
|--|------|----------------------------|
| 1.Attends school meetings, conferences, and events as an audience member                     | 3.28 | Very great extent          |
| 2.Receives information and updates from the school without active participation              | 3.06 | Great extent               |
| 3.Adheres to school policies and guidelines without direct involvement in their development. | 2.98 | Great extent               |
| 4.Attends parent-teacher conferences to receive updates on a child's progress                | 3.3  | Very great extent          |
| 5.Contributes to school fundraisers without actively leading or organizing them              | 2.91 | Great extent               |
| Average Mean   | 3.11 | Great extent               |

As shown in the Table 6f, the item "Attends parent-teacher conferences to receive updates on a child's progress" has a mean score of 3.3, categorized as "very great extent." This suggests that parents are highly engaged in attending these conferences, reflecting their strong interest in staying informed about their child's academic performance and development. The high mean score indicates that attending parent-teacher conferences is a common and important practice for parents, demonstrating their active involvement in their child's education. On the other hand, the item "Contributes to school fundraisers without actively leading or organizing them" has a mean score of 2.91, or "great extent." This implies that while parents may not take on leadership roles in organizing fundraising events, they still contribute significantly, whether through donations, volunteering, or other forms of support. Their participation in these activities, even without leadership responsibilities, plays a meaningful role in the success of school fundraisers. The overall mean score of 3.11 indicates that, as bystanders, parents contribute positively and meaningfully to school activities. Their involvement, even in less direct or leadership capacities, is seen as valuable and impactful, contributing to the overall success and dynamics of the school community.

**Table 6g. Summary Table on the Assessment of the respondents on the Extent of Involvement of parents to schools' programs and activities**

| Extent of Involvement of Parents as to | Mean | Descriptive Interpretation |
|--|------|----------------------------|
| Financer                               | 2.95 | Great Extent               |
| Volunteer                              | 3.13 | Great Extent               |
| Observer                               | 3.12 | Great Extent               |
| Collaborator                           | 3.24 | Great Extent               |
| Decision Maker                         | 3.12 | Great Extent               |
| Bystander                              | 3.11 | Great Extent               |
| Over-all Mean                          | 3.11 | Great Extent               |

Table 6g highlights the extent of parental involvement in various aspects of their children's schools, with a scale indicating that higher numbers reflect greater involvement. The overall mean score of 3.11, categorized as "Great Extent," suggests that, on average, parents are highly engaged in their children's schools across all the listed categories. This level of involvement indicates that parents are deeply invested in their children's education, actively participating in more than just attending school functions. There appears to be a strong collaborative relationship between parents and teachers, with schools likely establishing effective channels for parental involvement in areas such as financing, volunteering, and decision-making. This finding is supported by Yonson

(2016), who found that parents show high levels of involvement in both academic and extracurricular activities. Parents are willing to extend their full support not only to their children but also to the school, reinforcing the positive impact of their engagement on the overall school community.

2. Test of Significant Relationship Between the Extent of Involvement of Parents to Schools' Programs and Activities along the six dimensions

**Table 7. Test of Significant Relationship between the Profile of the Respondents and their the Extent of Involvement of Parents to Schools' Programs and Activities along the six dimensions**

|                                |                         | Financer | Volunteer | Observer | Collaborator | Decision-maker | By-stander | Decision  |
|--------------------------------|-------------------------|----------|-----------|----------|--------------|----------------|------------|-----------|
| Age                            | Correlation Coefficient | -0.057   | -0.024    | -0.061   | -0.041       | -0.11          | -0.058     | Accept Ho |
|                                | P-value                 | 0.429    | 0.743     | 0.4      | 0.572        | 0.129          | 0.422      |           |
| Gender                         | Correlation Coefficient | -0.089   | 0.048     | 0.022    | 0.04         | -0.014         | 0.002      | Accept Ho |
|                                | P-value                 | 0.222    | 0.511     | 0.764    | 0.578        | 0.846          | 0.98       |           |
| Marital Status                 | Correlation Coefficient | -0.043   | -0.105    | 0.047    | -0.03        | -0.032         | -0.02      | Accept Ho |
|                                | P-value                 | 0.55     | 0.146     | 0.521    | 0.68         | 0.656          | 0.782      |           |
| Highest Educational Attainment | Correlation Coefficient | -0.012   | -0.103    | -0.027   | -0.036       | -0.051         | -0.01      | Accept Ho |
|                                | P-value                 | 0.872    | 0.157     | 0.709    | 0.624        | 0.48           | 0.892      |           |
| Employment Status              | Correlation Coefficient | -.149*   | -.153*    | -.153*   | -.145*       | -0.083         | -0.079     | Reject Ho |
|                                | P-value                 | 0.039    | 0.034     | 0.034    | 0.044        | 0.25           | 0.278      |           |
| Gross Monthly Income           | Correlation Coefficient | 0.072    | 0.14      | 0.121    | .163*        | 0.028          | 0.088      | Accept Ho |
|                                | P-value                 | 0.319    | 0.054     | 0.095    | 0.024        | 0.697          | 0.222      |           |

As shown Table 7, there is a significant relationship between parents' involvement as financiers, volunteers, observers, collaborators, and their employment status, with correlation coefficients of -0.149 (P-value = 0.039), -0.153 (P-value = 0.034), -0.153 (P-value = 0.034), and -0.145 (P-value = 0.044), respectively. This suggests that parents who are more involved in activities such as financing, collaborating, observing, or volunteering are less likely to be employed, while those with higher employment rates tend to be less involved in these school activities. This may be because unemployed parents have more time to dedicate to school-related activities, such as volunteering, observing classrooms, collaborating with teachers, or participating in financing projects. In contrast,

employed parents, particularly those with demanding work schedules, may have less time available for such involvement. However, it is important to note that parents from higher-income families who are employed might still find ways to volunteer due to factors like flexible work schedules or access to better childcare options. Conversely, parents from lower-income families may be more likely to hold multiple jobs with limited flexibility, restricting their participation in school activities. Time-intensive activities, such as regular volunteering or attending long meetings, are more likely to be undertaken by unemployed parents, while employed parents may opt for less time-consuming forms of involvement, such as occasional attendance at PTA meetings.

Understanding these relationships can be valuable for schools and policymakers when designing programs or interventions that consider the impact of parental involvement on employment status and vice versa. Based on these findings, the null hypothesis is rejected for the dimensions of financier, volunteer, observer, collaborator, and employment status. On the other hand, there is no significant relationship between the dimensions of decision maker and bystander and the other profile variables. These demographic factors do not significantly influence whether parents take on decision-making roles or bystander positions in their involvement with school programs and activities. Therefore, the null hypothesis is accepted for these dimensions.

### 3. Enabling and hindering factors of the involvement of parents in the schools' activities and programs

**Table 8a. Enabling Factors of the Involvement of parents in the School's Activities and Programs**

| Enabling Factors                              | Mean | Descriptive Value |
|---|------|-------------------|
| 1. Positive School Environment                | 3.55 | Very serious      |
| 2. Clear Communication Channels               | 3.49 | Very serious      |
| 3. Parental Education and Awareness           | 3.48 | Very serious      |
| 4. Supportive School Leadership               | 3.53 | Very serious      |
| 5. Flexible Timing for Events                 | 3.47 | Very serious      |
| 6. Inclusive Decision-Making                  | 3.46 | Very serious      |
| 7. Diverse Range of Involvement Opportunities | 3.45 | Very serious      |
| 8. Recognition and Appreciation               | 3.6  | Very serious      |
| 9. Effective Use of Technology                | 3.5  | Very serious      |
| 10. Training and Workshops                    | 3.38 | Very serious      |
| Average Mean                                  | 3.48 | Very serious      |

As shown Table 8a, under the enabling factors for parental involvement in school activities and programs, the item "Recognition and Appreciation" has the highest mean score of 3.6, categorized as "very serious." This indicates a strong perception among respondents that recognizing and appreciating parents' contributions is crucial in fostering their continued engagement and participation in school-related activities. Recognition seems to be a key motivator that encourages parents to stay involved and feel valued within the school community. On the other hand, the item "Inclusive Decision-Making" has the lowest mean score of 3.46, also classified as "very serious," but ranked relatively lower among the enabling factors. While still considered important, this suggests that respondents view inclusive decision-making as slightly less significant than other factors in promoting parental involvement. This finding implies there may be room for improvement in ensuring that decision-making processes are more inclusive of parents and their perspectives, which could further enhance their participation. The overall mean score of 3.48, categorized as "very serious," reveals that parents view these enabling factors as crucial contributors to fostering their engagement and participation in various school-related initiatives. This underscores the importance of implementing strategies and practices that actively support and encourage parental involvement. Moreover, it highlights the recognition of the valuable role parents play in contributing to the success of school programs and activities, emphasizing the need for schools to create an environment that facilitates and values their input.

**Table 8b. Hindering Factors of the Involvement of parents in the School's Activities and Programs**

| Hindering Factors                           | Mean | Descriptive Value |
|---|------|-------------------|
| 1. Limited Resources and Time Constraints   | 2.29 | Less serious      |
| 2. Language and Cultural Barriers           | 2.16 | Less serious      |
| 3. Negative Past Experiences                | 2.07 | Less serious      |
| 4. Lack of Awareness                        | 2.14 | Less serious      |
| 5. Perceived Lack of Influence              | 2.09 | Less serious      |
| 6. Limited Communication Channels           | 2.06 | Less serious      |
| 7. Unwelcoming School Environment           | 2.03 | Less serious      |
| 8. Unsupportive School Policies             | 1.99 | Less serious      |
| 9. Overemphasis on Academics                | 2.11 | Less serious      |
| 10. Lack of support from the Administration | 2.10 | Less serious      |
| Average Mean                                | 2.10 | Less serious      |

Table 8b shows that the item "Limited Resources and Time Constraints" has the highest mean score of 2.29, classified as "less serious." This implies that parents perceive limited resources and time constraints as relatively minor hindrances to their involvement in school programs and activities. While these factors are acknowledged as challenges, parents seem to believe that the school is effectively managing resource limitations, and they do not view them as major barriers to their participation. The lower mean score suggests that other factors may pose more significant challenges to parental involvement. In contrast, the item "Unsupportive School Policies" has the lowest mean score of 1.99, also classified as "less serious." This indicates that parents view unsupportive school policies as a relatively minor factor hindering their involvement in school activities. Although these policies can still impact the overall environment for parental engagement, they are not seen as substantial obstacles to participation. Overall, the mean score for hindering factors is 2.97, categorized as "less serious." This suggests that while there are challenges to parental involvement, they are not perceived as insurmountable or significant barriers. Addressing these issues could potentially lead to further improvements in parental engagement. Parents do not view these factors as deterrents that would entirely prevent them from participating in school-related activities, indicating that with proper attention, these challenges can be mitigated to foster greater involvement.

## 5. Conclusion and Recommendations

In light of the study's findings, one can conclude that fostering active parental involvement—and strengthening the partnership between the school and the community—are essential for achieving the school's vision, mission and objectives. The results suggest that parents are generally engaged in various school activities; however, there are areas (such as inclusive decision-making and participation in some extracurricular programs) where improvements can be made. To ensure the success of the school's programs and activities, administrators must prioritize building strong, harmonious relationships between home, school and community. This is vital because collaboration is key to educational success, although challenges may arise along the way. The research emphasizes various potential obstacles that could hinder progress, such as limited resources and time constraints. Although these factors are often perceived as less serious, they can still impede advancement if the school and parents do not collaborate effectively (this is a crucial point). Furthermore, the relatively low participation in collaborative planning sessions suggests that parents may feel marginalized in decision-making processes. This situation highlights an opportunity for implementing more inclusive practices. Addressing these barriers will necessitate ongoing efforts to fortify the parent-teacher association (PTA) as an essential platform for collaboration. Ultimately, a robust and active partnership between home and school is indispensable for cultivating productive and socially aware citizens. By working together, schools and parents can foster a supportive environment that not only enhances student success but also nurtures a more engaged, informed and connected community. However, achieving this requires commitment from all stakeholders involved.

Based on these conclusions, it is recommended that schools strengthen their collaboration with parents by enhancing the role of the Parent-Teacher Association (PTA) as a platform for active participation. Schools should promote more inclusive decision-making processes, encouraging parents to take on greater roles in program

planning and evaluation, which will foster a deeper sense of ownership and involvement. Administrators should also address any potential barriers to parental involvement, such as time constraints, by offering flexible engagement opportunities that accommodate parents' schedules. Additionally, recognizing and appreciating parental contributions should continue to be a priority, as it significantly motivates continued participation. By pursuing these strategies, schools can cultivate a stronger partnership with the home and the community, ultimately contributing to the holistic development of students and the achievement of the school's goals.

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