



EXTENT OF PARENTAL INVOLVEMENT IN SCHOOL ACTIVITIES: BASIS FOR SCHOOL-HOME PARTNERSHIP PROGRAMS

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ABSTRACT. School-home partnership programs are designed to increase parental involvement in school activities and improve communication between parents and teachers. These programs typically involve providing parents with information about their child's progress in school, as well as opportunities to participate in school activities. The average weighted mean, according to the data, is 3.04, which indicates that parents participate a moderate amount in school events and programs. It is suggested to school administrators 63 times, ranking fourth, that they establish school regulations that are thought to be good for education. Education-related suggested action areas received 48 as their frequency and were rated fifth. Another issue was the PTA's underwhelming engagement in school events and programs, which had 86 as its frequency and ranked second. A program for school-home partnerships is being proposed to improve school-home partnerships to achieve quality, accessible, relevant, and liberating continuous education as well as to strengthen school-home partnerships to implement programs and activities effectively and efficiently. Implementing the suggested school-home collaboration program will increase parents' involvement. By getting involved in their child's education, parents can play a vital role in their child's development. School-home partnership programs can help to facilitate this involvement and improve communication between parents and teachers.

KEYWORDS: PARENTAL INVOLVEMENT IN SCHOOL ACTIVITIES, SCHOOL-HOME PARTNERSHIP PROGRAMS

Introduction

One way to invest in children and at the same time have the support of all members of society is through parental involvement. A strong home-school relationship is important

not only for children's outcomes during the early childhood years but its benefits to last for a lifetime. According to Sapungan and Sapungan 3, parents' commitment to their children's learning process gives plenty of

opportunities for children to become successful and that parent involvement can assist children for them to take significant roles in society in the future. Thus, if parents and families are actively involved in teaching children, the school can easily make changes and improvements for the learners.

There is compelling evidence that parental involvement has a positive effect on children's achievement. In the timeless words of Henderson and Berla⁴ «When schools work with families to support learning, children tend to succeed not just in school, but throughout life». Most parents care about their children's welfare and well-being. The tiny minority of parents who appear not to care are those who at the time are overwhelmed by stressful life events and financial pressures, and whose own experience of schooling was too negative for them to overcome fears and anxieties about school and teachers.

Generally, parents want to do what they believe to be in their children's best interests. Teachers can communicate to the parents everything about the development of the pupils. Most importantly, children have better academic and social outcomes when their parents and teachers work together. Parents' involvement is very important since it is stated that education is the «key investment that can break Filipinos' seemingly endless cycles of poverty, and provides the people, particularly the youth with more opportunities».

Parents' involvement is an important aspect of education and that does not happen by itself. Without cooperation between the parents and the teachers, the child cannot be sufficiently educated. The parent and the teacher each have a special and important role

to play in the education of the children. Involving parents in the care and schooling of their children helps them, the teachers, and the children.

Parents know more about their children, how they behave in school, and how they interact with other people. Teachers can communicate to the parents everything about the development of the pupils. Consequently, there is a great need for the school-home team up in educating the school children.

Since this relates positively to the student's achievements, parents should participate in their children's education. Parents should help their children succeed in school. The evidence is clear that parental encouragement, activities, interest at home and participation in schools and classrooms affect children's attitudes and inspirations. Parents are now urged to be equal partners in education.

Parents' involvement in education is vital. Few of the parents joined in the school activities. Parents who attended are almost the same, same faces as they say. Parents in this school took the school for granted.

They seemed to disregard the importance of education in the future of their children. Some parents themselves let their children become absent from school. They failed to monitor their children's schooling for personal reasons. And because parents are not very involved in school activities and programs, the performance of the school is affected.

The researcher conducted this study to determine the extent of parental involvement in school activities and programs and the gaps and issues that parents encountered in

their involvement. As stated, it is vital that they collaborate and therefore there is a need for parents to participate in school activities and programs.

Research method

This study determined the Extent of Parental Involvement in School Activities and Programs at San Rafael Integrated School. The descriptive survey method of research is considered the most appropriate research design used in this study. Best (1991) clarifies that the descriptive method described, analyzed, and interpreted data and its correlation or relationship. The approach is appropriate for this study because it involves the involvement and inquiries about the school activities and programs.

The survey questionnaire and unstructured interview were utilized to gather the primary and secondary data needed in this study. The results were tabulated, analyzed, and interpreted with the use of appropriate statistical tools and measures.

The use of the method enabled the researcher to describe and assess the extent of parental involvement in school activities and programs. The main instrument used in gathering data is the survey questionnaire. This was supplemented with analysis and unstructured interviews.

Summary

Statement of the Problem:

1. What are the different school activities and programs that parents are involved in?

2. What is the extent of involvement of parents in the different school activities and programs?

3. What are the contributions of parents in the implementation of school activities and programs?

4. What are the gaps and issues encountered by parents in their involvement in school activities and programs?

5. What school-home partnership program can be proposed to improve the involvement of parents in school activities and programs?

Findings

Based on the data gathered, analyzed, and interpreted the following findings were revealed:

1. On the School Activities and Programs where Parents are Involved

Distribution and retrieval of self-learning modules was the school activity that obtained the highest frequency which is 102 which comprises 100% of the respondents and ranked 1st. Brigada Eskwela is ranked 2 with 101 as its frequency. Rank 3 was the Gulayan sa Paaralan which had a frequency of 99, followed by PTA conference, Communal Work, and Early Learners' Registration which obtained 97 as their frequency and rank number 5.

2. On the Extent of Involvement of Parents in school activities and programs

The study revealed that the top five school activities and programs where parents are involved were; distribution and retrieval of self-learning modules with a weighted mean of 4.32, Brigada Eskwela, 4.07, early registration, 3.90, PTA conference, 3.87 and

communal work, 3.75. The average weighted mean is 3.04 which means that the extent of parents in school activities and programs is moderate.

3. On the contribution of parents in the implementation of school activities and programs

Attending meetings and conferences was the top contribution of the parents with a frequency of 98 followed by providing the needs of their children, particularly instructional materials with 87 as its obtained frequency and ranked 2nd in the list. Assisting in disseminating information was in the 3rd rank which has 72 frequency obtained. Suggested to school officials to enact school regulation considered beneficial to education has 63 frequency and ranks 4th. Suggested action areas relative to education got 48 as its frequency and ranked 5th.

4. On the gaps and issues encountered by the parents in their Involvement in School Activities and Programs

The parents identified the lack of time to perform their functions due to personal concerns as the major problem with a frequency of 100. Another problem was the poor participation of the PTA in school activities and programs which has 86 as its frequency and ranks 2nd. Lack of funds to finance school projects, 65, lack of coordination of PTA and school administrators, 58 and weak linkage between the school and parents, 56 were other gaps and issues perceived by the parents and rank 3rd, 4th, and 5th respectively.

5. A School-Home Partnership Program can be proposed

A school-home partnership program is proposed to strengthen the school-home

partnership in achieving quality, accessible, relevant, and liberating continuous education and to enhance the school-home partnership for effective and efficient activities and program implementation.

Conclusions

In light of the aforementioned findings of the present study, the following conclusions were deduced:

1. There are school activities and programs in which the parents are directly and actively involved.

2. There are contributions that parents rendered in the implementation of school activities and programs. These include attending meetings and conferences, providing the needs of their children, particularly instructional materials, assisting in disseminating information, suggesting to school officials to enact school regulations considered beneficial to education, and suggesting action areas relative to education.

3. There are gaps and issues encountered related to the involvement of parents in the implementation of school activities and programs. Foremost of these problems are lack of time to perform their functions due to personal concerns, poor participation of PTA in school activities and programs, lack of funds to finance school projects, lack of coordination of PTA and school administrators, and weak linkage between the school and parents.

4. A school-home partnership program is proposed to strengthen the school-home partnership in achieving quality, accessible, relevant, and liberating continuous education and to enhance the school-home partnership for effective and efficient activities and program implementation.

c. INDEPENDENT LEARNING
PRACTICES OF THE LEARNERS: BASIS
FOR SCHOOL INTERVENTION

Recommendations

Based on the conclusions drawn, the following recommendations are hereby offered:

1. A participatory evaluation of actual parental involvement be conducted for the evidence on the role of the program in encouraging the different types of involvement.

2. Parental involvement be strengthened to create continuity across community resources and school linkage and capacity-building activities.

3. Parents be informed or consulted about school activities/ projects which need their involvement. Thus, consultation and collaboration between the school personnel and parents be conducted to improve their involvement in school activities and programs.

4. The proposed school-home partnership program be implemented to intensify the involvement of parents in the activities and programs of the school, and the school shall adopt a checklist evaluation tool to monitor the progress of the plan.

5. Future research on the following topics be conducted.

a. THE LEVEL OF EFFECTIVENESS
OF PARENT LEARNING ACTION CELL
(PLAC) IN DEVELOPING THE SKILLS
OF HOME LEARNING FACILITATORS

b. COMMUNITY PARTNERSHIP
AND THE LEVEL OF
IMPLEMENTATION OF SCHOOL-
BASED MANAGEMENT