



PARENTAL INVOLVEMENT IN SCHOOL ACTIVITIES: BASIS FOR INTERVENTION STRATEGIES

CATHYLEE P. GARCIA

Institute of Graduate and Professional Studies
Lyceum-Northwestern University
Dagupan City

Abstract: This study sought to assess the parental involvement in school activities of the learners in Doclong 1st Elementary School, San Clemente District, Tarlac Province to encourage parents' participation during the school year 2023-2024 through the quantitative-descriptive research design. The quantitative-descriptive research design was used to present the various means of communication the school used to involve the parents in school activities. It was also utilized to determine the extent of involvement of parents in their children's education as perceived by the teachers in terms of communication, parenting, student learning, volunteering, school decision-making and advocacy, and collaboration with community. The study further looked into the barriers to parental involvement and how serious are they. Based on the findings of the study, intervention strategies were proposed to address the barriers to parental involvement. The sources of data were the 7 teachers in Doclong 1st Elementary School who provided pertinent data to answer the sub-problems raised in the study through online data gathering. Weighted means were utilized to treat the data statistically.

Summary of Findings: 1.0 Means of Communication Used by the School to Involve Parents in School Activities Schools communicate with parents relative to school activities to a "great extent" in terms of school newsletter and report cards with WM of 4.06 and 4.42, respectively. Schools communicate with parents to a "moderate extent" through school council meetings, PTA and other school association meetings, school sign, phone conversation, word of mouth, and home visit with WM that ranged from 2.82 to 3.44. Schools communicate with parents to a "slight extent" in terms of meeting the parents through open house, school webpage and E-mail with WM of 2.13, 2.06 and 2.44, respectively. The overall WM was 3.11 which indicates the schools communicate with parents relative to school activities to a "moderate extent." 2.0 Extent of Involvement of Parents in their Children's Education Out of eight items in terms of communication, three were to a "great extent," another three to a "moderate extent" and two were to a "slight extent" with overall WM of 3.42 (moderate extent). In terms of parenting, two items were to a "great extent" and four items were to a "moderate extent" with overall WM of 3.74 (great extent). In terms of student learning, two items were to a "great extent" and three items were to a "moderate extent" with overall WM of 3.65 (great extent). Out of eight items in terms of volunteering, five items were to a "moderate extent" and three items were to a "slight extent" with overall WM of 2.94 (moderate extent). In terms of school decision-making and advocacy, two items were to a "moderate extent" while four items were to a "slight extent" with overall WM of 2.67 (moderate extent). In terms of collaboration with community, two items were to a "great extent" and another two items were to a "moderate extent" with overall WM of 3.76 (great extent). The overall weighted mean was 3.36 which indicates that involvement of parents in their children's education as perceived by teachers was to a "moderate extent." 3.0 Barriers to Parental Involvement "Very serious" barriers to parental involvement were parents not having enough time, parents feel they lack knowledge, hesitation of parents to teach their children, and parents feel they are not right for a PTA with WM of 4.46, 4.41, 3.75, and 3.51, respectively. "Moderately serious" barriers to parental involvement were children need relaxation, children prefer to play, children not independent, children would be embarrassed, beyond call of duty, parent not aware of required help, chances to participate are few, and teachers are not welcoming with WM that ranged from 2.95 to 3.46. The overall weighted mean was 3.54 which indicates the barriers to parental involvement were "very serious". 4.0 Proposed Intervention Strategies Intervention strategies were proposed to address the barriers to parental involvement and improve the participation of parents in school activities.

Based on the findings of the study, the following conclusions were drawn: 1. Generally, schools communicate with parents relative to school activities to a moderate extent which indicates that the school activities relative to communication are adequate. 2. Generally, parents are involved in their children's education to a moderate extent which indicates their participation in school

activities are just enough. 3. Barriers to parental involvement are parents have not enough time to devote to every child, parents feel they lack knowledge of the subject areas, parents lack skills about teaching methodology and parents feel they are not right to be on a committee. 4. The proposed intervention strategies can improve the participation of parents in school activities.

Based on the findings of the study and conclusions drawn, the following recommendations were offered: 1. The proposed intervention strategies should be considered for implementation to improve the participation of parents in school activities. 2. An institutional program for parents must be in place on how to cope with the developmental changes as well as the academic needs to their children. 3. Parents, schools and communities all need to work together to create an environment that facilitates the healthy development of children. 4. Further research should be conducted to validate the findings of the study.

Keywords: parental involvement, intervention strategies, barriers

I. INTRODUCTION

One of the goals of education is promoting children's achievement. The key reason for increasing parental involvement in children's academic lives has been generally that of enhancing children's achievement. As children make the way into adulthood, enhanced achievement provides children with important opportunities in pursuing higher education and ultimately a choice of careers that can afford a high quality of life.

There are a number of causes why parental involvement may enhance skills among children (Cancino, 2022). First, when parents are involved in children's academic lives, they may gain useful information about how and what children are learning in school. Such information may help children build cognitive and metacognitive skills. Second, when parents are involved in children's academic lives, parents may gain accurate information about children's abilities. This information may enable parents to assist children to foster maximal skill development among the latter. Third, parents may provide children with opportunities to learn from practice and instruction. Fourth, Epstein and Beaker as cited by Bonilla (2022) suggest that parental involvement in school is valuable because when teachers see parents involved, they give the children of these parents more attention toward developing their skills.

Parental involvement has always been an essential component of every teacher-student-school academic endeavor. Parents, who have been considered as one of the stakeholders of the school community, play tremendous roles in the child's educational and environmental transformation; thus, the intensity or extent of participation that parents have in their child's education and school, more often, have to be realized.

Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance and success in education. Children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives (Jabar, 2020).

Parental involvement in school activities has always been a major concern of every teacher in the teaching-learning process. Many parents whose children are currently enrolled would be quite passive in their child's education. After enrolling their children they are no longer visible in the school premises even during meetings and gatherings. Seemingly, the burden of child education has become the sole responsibility of the teachers.

Many parents whose children are currently enrolled in a particular school, are enormously concerned, more often being active to assist in their child's classroom, communicating constantly with their child's teachers, assisting with their homework, getting involved with school projects, and discussing their child's individual academic strengths and weaknesses with teachers.

Several schools, both private and public sectors, have programs designed at intensifying parental participation such as boys and girls scouting, school-community socio-economic projects, disaster volunteer task force, and school-community work brigade. However, increasing parental involvement remains a tough challenge among school administrators and their teachers despite clear programs, concerted efforts and strong motivation (Garen, 2021).

Most schools acknowledge how important parental involvement is. However, they set up programs and policies to maximize parental involvement. Cahapay (2021) considered parental involvement as a neglected garden. Schools should be accessible to families and they should foster a partnership which does not only include one-way communication, rather should establish a partnership that is on-going, consistent, progressive, collaborative, and beneficial.

In order to establish a good parental involvement program, teachers should be trained on how to deal with parents, too, since teachers' practice were the strongest predictor of parental involvement while other predictors were parental beliefs, perceptions, aspirations, and ease of communication with school.

According to Bartolome and Mamat (2020), to establish a good parental involvement program, several issues should be addressed by the school administrators and teachers. Since teachers are not trained to deal with parents, engaging with them became one of their greatest challenges. The issues on changing school policies and poor outreach program and at times the lack of opportunities given for parents to participate in school activities have led to communication breakdown between the school and the parents.

For a child to succeed, parents exert a lot of influence on their child's cognitive development in the early years and thus, the contact between home and school should be maintained, especially during the primary school years. Although family background appears to be a powerful determinant of parental involvement, most parents, if duly encouraged, are able to devote extra time and effort to assisting with their children's education, both in the home and school settings. Parent support and participation are well defined if the principal, teachers and parents go hand in hand in achieving the progress of the pupils and of the total school community.

Basically, parents' involvement in their child's learning process offers many opportunities for success. According to the Center for Child Well-Being as cited by Albiso (2022), parental involvement in their children's learning not only improves a child's morale, attitude and academic achievement across all subject areas, but it also promotes better behavior and social adjustment. It further says that family involvement in education helps children to grow up to be productive, responsible members of the society.

This means that if parents are involved in educating their children, it is a tantamount to saying that the school is proactive in implementing changes or development among the students. As parents' involvement is increased, teachers and school administrators also raise the chance to realize quality reform in education.

School administrators and teachers are continuously frustrated in an age where parental involvement increasingly seems to be on the decline despite the effort exerted by the school heads and teachers, and the Department of Education (DepEd) through the orders and memoranda in the local counterparts.

Unfortunately, a fraction of this disappointment rests on the fact that the community often places sole blame on the teachers and school heads, when in reality, there is a natural incapability if parents are not mindful of their obligations. It had been observed that some schools are influenced by parental involvement at a certain degree. The schools with more parental involvement are almost always the higher performing schools both in academic and non-academic undertakings. Consequently, the administration and the teachers have become more motivated, more committed, and more active to support the initiatives of the parents.

Parent-teacher partnership makes tremendous impact on children's education. Conversely, the strong collaboration of parents with school authorities can create much improvements in both physical and academic performance of the school. Hence, school administrators have to boldly encourage parents to get involved and make contributions to help achieve the school's missions and goals.

Cognizant of the aforecited situations, the researcher conducted a study to assess parental involvement in school activities of learners in Doclong 1st Elementary School, San Clemente District, Tarlac Province from teachers' perspectives to encourage parents' participation during school year 2023-2024.

Statement of the Problem

This study sought to assess the parental involvement in the school activities of learners in Doclong 1st Elementary School, San Clemente District, Tarlac Province from teachers' perspectives to encourage parents' participation during the school year 2023-2024 as basis for proposed intervention strategies.

Specifically, it sought to answer the following sub-problems:

1. What means of communication are used by the school to involve parents in school activities and to what extent are they used?
2. What is the extent of involvement of parents in their children's education as perceived by teachers in terms of the following:
 - 2.1 Communication;
 - 2.2 Parenting;
 - 2.3 Student learning;
 - 2.4 Volunteering;
 - 2.5 School decision-making and advocacy; and
 - 2.6 Collaboration with community?
3. What are the barriers to parental involvement and how serious are they?
4. What intervention strategies can be proposed to address the barriers to parental involvement?

METHODOLOGY

This chapter presents the methods and procedures employed in this study which involve the research design, the sources of data, instrumentation and data collection, and tools for data analysis.

Research Design

This study sought to assess the parental involvement in school activities of the learners in Doclong 1st Elementary School, San Clemente District, Tarlac Provinceto encourage parents' participation during the school year 2023-2024 through the quantitative-descriptive research design.

The quantitative-descriptive research design was used to present the various means of communication the school used to involve the parents in school activities. It was also utilized to determine the extent of involvement of parents in their children's education as perceived by the teachers in terms of communication, parenting, student learning, volunteering, school decision-making and advocacy, and collaboration with community. It was further used to look into the barriers to parental involvement and how serious are they.

Based on the findings of the study, intervention strategies were proposed to address the barriers to parental involvement.

Sources of Data

The sources of data were the 7 teachers in Doclong 1st Elementary School, San Clemente District, Tarlac province who provided pertinent data to answer the sub-problems raised in the study.

Instrumentation and Data Collection

The main data-gathering tool of this study was a constructed questionnaire which consists of three parts: Part I focused on the means of communication used by the school to involve parents in school activities; Part II determined the extent of parental involvement in their children's education in terms of communication, parenting, student learning, volunteering, school decision making and advocacy, and collaboration with community; and Part III looked into the barriers to parental involvement and how serious are they.

Upon completion of the questionnaire, it was presented to the researcher's adviser. Suggestions were incorporated to improve the instrument.

The researcher personally administered the questionnaire for easy retrieval. The responses were tabulated and interpreted based on appropriate statistical tools.

Tools for Data Analysis

The following tools were utilized to treat the data statistically:

1. Weighted Mean

This was used to answer sub-problem numbers 1, 2 and 3.

The formula is:

$$WM = \frac{\sum fx}{N}$$

Where:

WM = Weighted Mean

$\sum fx$ = the sum of the products per column

N = the number of respondents

The interpretation of the average weighted mean for each sub-problem is shown below.

Point Values	Statistical Limits	Descriptive Equivalent (DE)	
		For Sub-Problem Nos.1 & 2	For Sub-Problem No.3
5	4.50 – 5.00	Full Extent (FE)	Highly Serious (HS)
4	3.50 – 4.49	Great Extent (FE)	Very Serious (VS)
3	2.50 – 3.49	Moderate Extent (ME)	Moderately Serious (MS)
2	1.50 – 2.49	Slight Extent (SE)	Slightly Serious (SS)
1	1.00 – 1.49	Not At All (NAA)	Not a Problem (NP)

RESULTS AND DISCUSSION

This chapter presents the data gathered and their analysis and interpretation to answer the sub-problems raised in the study.

Means of Communication Used by the School to Involve Parents in School Activities

This section presents the means of communication used by Doclong 1st Elementary School, San Clemente District, Tarlac Province to involve the parents in school activities to answer sub-problem number 1. The data are presented in Table 1.

TABLE 1
Means of Communication Used by the School to Involve Parents in School Activities

Indicators		WM	DE
• School newsletter		4.06	GE
• Meet the teacher/ open house		2.13	SE
• Report cards		4.42	GE
• School council meetings		3.44	ME
• PTA and other school association meetings		3.24	ME
• School webpage		2.06	SE
• Phone conversation		3.41	ME
• School sign		2.82	ME
• E-mail		2.44	SE
• Word of mouth		3.35	ME
• Home visit		2.85	ME
Overall WM		3.11	ME
Legend: WM=Weighted Mean			
Point Values	Statistical Limits	Descriptive Equivalent (DE)	
5	4.50-5.00	Full Extent (FE)	
4	3.50-4.49	Great Extent (GE)	
3	2.50-3.49	Moderate Extent (ME)	
2	1.50-2.49	Slight Extent (SE)	
1	1.00-1.49	Not at All (NAA)	

As presented in Table 1, schools communicate with parents relative to school activities in many ways. They communicate with parents to a great extent through the report cards and school newsletter as shown in the weighted mean of 4.42 and 4.06, respectively.

The purpose of a report card is to inform a child's parents of his or her academic progress during the school year. Many parents consider it the most important document that they receive from the school. Thus, it is imperative that the quarterly report card accurately reflects a learner's performance. Surveys of parents consistently prove that they read school newsletters and consider them a useful source of information. Parents indicate that classroom newsletters are even more helpful.

Other indicators that schools communicate with parents relative to school activities are through school council meetings (WM=3.44); PTA and other school association meetings (WM=3.24); phone conversation (WM=3.41); school sign (WM=2.82); word of mouth (WM=3.35); and home visit (WM=2.85) all with descriptive equivalent of “moderate extent”.

Extent of Involvement of Parents in Their Children's Education

This section presents the extent of involvement of parents in their children's education as perceived by teachers to encourage parents' participation in terms of communication, parenting, student learning, volunteering, school decision-making and advocacy, and collaboration with community to answer sub-problem number 2.

The data are presented in Tables 2A, 2B, 2C, 2D, 2E and 2F.

Communication

Table 2A presents the extent of involvement of parents in their children's education in terms of communication. Communication is the foundation of a social partnership. When parents and educators communicate effectively, positive relationship develop, problems are more easily solved, and students make greater progress.

TABLE 2A
Extent of Involvement of Parents in Terms of Communication

Indicators	WM	DE																		
• Holds conferences at least twice a year with follow-ups as needed and at times when parents can attend.	4.46	GE																		
• Encourages immediate contact between parents and teachers when concerns arise.	3.24	ME																		
• Provides a school notebook/diary that gives the parent instructions for facilitating homework and incomplete school work.	2.38	SE																		
• Asks the teachers to communicate with parents regarding positive student behavior and achievement not just regarding misbehavior or failure.	4.41	GE																		
• Advises the teachers to distribute student work for personal comment and review on a regular basis.	3.46	ME																		
• Requires report cards and regular progress reports be sent, or given, to parents.	3.75	GE																		
• Urges teachers to schedule a home visit to all children during the year.	2.24	SE																		
• Provides parents with clear information on class level achievement expectations, school activities, school policies, discipline procedures, assessment tools, and school goals.	3.38	ME																		
Overall WM	3.42	ME																		
Legend: WM=Weighted Mean <table> <tr> <th>Point Values</th><th>Statistical Limits</th><th>Descriptive Equivalent (DE)</th></tr> <tr> <td>5</td><td>4.50-5.00</td><td>Full Extent (FE)</td></tr> <tr> <td>4</td><td>3.50-4.49</td><td>Great Extent (GE)</td></tr> <tr> <td>3</td><td>2.50-3.49</td><td>Moderate Extent (ME)</td></tr> <tr> <td>2</td><td>1.50-2.49</td><td>Slight Extent (SE)</td></tr> <tr> <td>1</td><td>1.00-1.49</td><td>Not at All (NAA)</td></tr> </table>			Point Values	Statistical Limits	Descriptive Equivalent (DE)	5	4.50-5.00	Full Extent (FE)	4	3.50-4.49	Great Extent (GE)	3	2.50-3.49	Moderate Extent (ME)	2	1.50-2.49	Slight Extent (SE)	1	1.00-1.49	Not at All (NAA)
Point Values	Statistical Limits	Descriptive Equivalent (DE)																		
5	4.50-5.00	Full Extent (FE)																		
4	3.50-4.49	Great Extent (GE)																		
3	2.50-3.49	Moderate Extent (ME)																		
2	1.50-2.49	Slight Extent (SE)																		
1	1.00-1.49	Not at All (NAA)																		

As shown in Table 2A, involvement of parents in terms of communication were to a “great extent” when schools hold conferences at least twice a year with follow-ups as needed and at times when parents can attend with WM of 4.46. Schools also ask teachers to communicate with parents regarding positive student behavior and achievement not just regarding misbehavior or failure to a “great extent” with WM of 4.41. Report cards and regular progress reports are required to be sent or given to parents to a “great extent” with WM of 3.75.

Involvement of parents in terms of communication are to a “moderate extent” when immediate contact between parents and teachers are encouraged when concerns arise, advises teachers to distribute student work for personal comment and review on a regular basis and provides parents with clear information on class level achievement expectations, school activities, school policies, discipline procedures, assessment tools, and school goals with WM of 3.24, 3.46 and 3.38, respectively.

Parenting

In general, the public elementary school in Capas Central District promote parenting skills. Table 2B presents the extent of involvement of parents in their children's education in terms of parenting.

TABLE 2B
Extent of Involvement of Parents in Terms of Parenting

Indicators	WM	DE
• Facilitates communication of the importance of positive relationships between parents and their children in the latter's learning	3.24	ME
• Links parents to programs and resources within the community that provide support services to families	3.46	ME
• Reaches out to all families, not just those who attend parent meetings	4.41	GE
• Establishes policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community's cultural and religious diversity	3.38	ME
• Provides an accessible family information and resource center to support parents and families with training, resources and other services geared toward children's learning	3.46	ME
• Encourages school personnel to demonstrate respect for families and the family's primary role in the rearing of children to become responsible adults	4.46	GE
Overall WM	3.74	GE

Legend: WM=Weighted Mean		
Point Values	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Full Extent (FE)
4	3.50-4.49	Great Extent (GE)
3	2.50-3.49	Moderate Extent (ME)
2	1.50-2.49	Slight Extent (SE)
1	1.00-1.49	Not at All (NAA)

Parenting includes all of the activities that parents engage in to raise happy, healthy children who become capable learners. Unlike teachers whose influence on a child is relatively limited, parents maintain a lifelong commitment to their children. Activities that support this type of involvement provide information to parents about their child's development, health, safety, or home conditions that can support student learning.

Based on the perceptions of teachers, parental involvement in terms of parenting was to a "great extent" since schools reach out to all families, not just those who attend parent meetings and encourage school personnel to demonstrate respect for families and the family's primary role in the rearing of children to become responsible adults with WM of 4.41 and 4.46, respectively.

Communication is facilitated of the importance of positive relationships between parents and their children in the latter's learning to a moderate extent with WM of 3.24. Parents also link to programs and resources within the community that provide support services to families to a moderate extent with WM of 3.46. Schools establish policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community's cultural and religious diversity and provide an accessible family information and resource center to support parents and families with training, resources and other services geared toward children's learning with WM of 3.38 and 3.46, respectively.

Student Learning

Learning at home helps parents understand the educational process and their role in supporting student achievement. Parents play an integral role in assisting student learning. Table 2C presents the extent of involvement of parents in their children's education in terms of student learning.

TABLE 2C
Extent of Involvement of Parents in Terms of Student Learning

Indicators		WM	DE
• Encourages the teachers to inform parents of the expectations for students in each subject at each grade level		3.75	GE
• Advises the teachers to provide information regarding how parents can foster learning at home, give appropriate assistance, monitor homework and give feedback to teachers		3.38	ME
• Urges the teachers to regularly assign interactive homework that will require students to discuss and interact with their parents about what they are learning in class		4.41	GE
• Sponsors workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments		3.24	ME
• Recommends to teachers to assist parents in developing or planning a personalized education plan for their children		3.46	ME
Overall WM		3.65	GE
Legend: WM=Weighted Mean			
Point Values	Statistical Limits	Descriptive Equivalent (DE)	
5	4.50-5.00	Full Extent (FE)	
4	3.50-4.49	Great Extent (GE)	
3	2.50-3.49	Moderate Extent (ME)	
2	1.50-2.49	Slight Extent (SE)	
1	1.00-1.49	Not at All (NAA)	

Student learning pertains to providing ideas and information to parents about how they can best assist their children with homework and curricular-related decisions and activities. Teachers are encouraged to inform parents of the expectations for learners in each subject at each grade level; this they do to a "great extent" with WM of 3.75. Teachers are also urged to regularly assign interactive homework that will require learners to discuss and interact with their parents about what they are learning in class to a "great extent" with WM of 4.41.

Activities to encourage learning at home provide parents with information on what children are doing in the classroom and how to help them with homework.

Volunteering

As presented in Table 2d, the extent of involvement of parents in terms of volunteering ranged from 2.24 (slight extent) to 3.48 (moderate extent).

Volunteering applies to recruiting and organizing help and support from parents for school programs and students' activities. There are basic ways that individuals volunteer in education. They may volunteer in the school or classroom by helping teachers and administrators as tutors or assistants. They may volunteer for the school; for instance, fundraising for an event or promoting a school in the community.

TABLE 2D
Extent of Involvement of Parents in Terms of Volunteering

Indicators	WM	DE
• Surveys parents regarding their interests, talents and availability for possible voluntary involvement in school programs and activities	3.38	ME
• Ensures that parents who are unable to volunteer in the school building are given the options for helping in other ways, e.g. information dissemination, outsourcing, etc.	3.46	ME
• Organizes an easy, accessible program, like feeding program, for utilizing parent volunteers, providing ample instructions on volunteer procedures, guidelines and protocol	3.24	ME
• Develops a system for contacting all parents to assist the school as the year progresses	3.38	ME
• Designs opportunities for those with limited time and resources to participate in school activities by addressing transportation, work schedule needs, and so forth	2.24	SE
• Shows appreciation for parents' participation, and value their diverse contributions	3.24	ME
• Ensures that volunteer activities by parents are meaningful and built on volunteer interests and abilities	2.38	SE
• Capitalizes on the expertise and skills of individual parent in the delegation of functions in school programs and activities	2.24	SE
Overall WM	2.94	ME
Legend: WM=Weighted Mean Point Values Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Full Extent (FE) 4 3.50-4.49 Great Extent (GE) 3 2.50-3.49 Moderate Extent (ME) 2 1.50-2.49 Slight Extent (SE) 1 1.00-1.49 Not at All (NAA)		

Parent volunteering in the classroom benefits students, parents, teachers, and the school. Parent volunteers offer a huge resource and support base for the school community.

School Decision-Making and Advocacy

Parents are full partners in the decisions that affect children and families. The intent is to give parents' voice in decisions that affect their children's education. Table 2E presents the extent of involvement of parents in their children's education in terms of school decision-making and advocacy.

TABLE 2E
Extent of Involvement of Parents in Terms of School Decision-Making and Advocacy

Indicators	WM	DE
• Seeks and encourages parental participation in decision-making that affects students	2.38	SE
• Encourages the formation of PTA and/or other parent groups to identify and respond to issues of interest to parents	3.24	ME
• Includes parents on all decision-making and advisory committees, and ensure adequate training for such areas as policy, budget, school reform initiatives, safety, and personnel	2.38	SE
• Enables parents to participate as partners when setting school goals, developing or evaluating programs and policies, or responding to performance data	2.24	SE
• Treats parental concerns with respect and demonstrate genuine interest in developing solutions	3.38	ME
• Provides training for teachers and parents on collaborative partnering and shared decision making	2.38	SE
Overall WM	2.67	ME
Legend: WM=Weighted Mean Point Values Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Full Extent (FE) 4 3.50-4.49 Great Extent (GE) 3 2.50-3.49 Moderate Extent (ME) 2 1.50-2.49 Slight Extent (SE) 1 1.00-1.49 Not at All (NAA)		

As presented in Table 2E, extent of involvement of parents in terms of school decision-making and advocacy ranged from 2.24 (slight extent) to 3.38 (moderate extent).

Decision-making refers to including parents in school decisions and to developing parent leaders and representatives. Parents participate in school decision making when they become part of school governance committees or join organizations such as the parent/teachers association which is encouraged to identify and respond to issues of interests to parents with WM of 3.24 (moderate extent). Parental concerns are also treated with respect and demonstrate genuine interest in developing solutions with WM of 3.38 for descriptive equivalent of "moderate extent."

Collaboration With Community

Community resources are used to strengthen schools, families, and student learning. Table 2F presents the extent of involvement of parents in their children's education in terms of collaboration with community.

When families and community members are involved in student learning, students improve their academic performance and gain advocates that promote their success, helping them feel more confident at school and in taking on more rigorous classwork.

TABLE 2F
Extent of Involvement of Parents in Terms of Collaboration With Community

Indicators	WM	DE
• Distributes information to parents regarding cultural, recreational, academic, health, social, and other resources that serve families within the community	3.75	GE
• Develops partnerships with local business and service groups to advance student learning and assist schools and families	3.46	ME
• Fosters student and family participation in community service	4.46	GE
• Collaborates with community agencies to provide family support services and adult learning opportunities, enabling parents to fully participate in activities that support education	3.38	ME
Overall WM	3.76	GE
Legend: WM=Weighted Mean Point Values Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Full Extent (FE) 4 3.50-4.49 Great Extent (GE) 3 2.50-3.49 Moderate Extent (ME) 2 1.50-2.49 Slight Extent (SE) 1 1.00-1.49 Not at All (NAA)		

Collaborating with the community pertains to identifying and integrating community services and resources to support and strengthen schools, students and their families. As gleaned from Table 2F, information is distributed to parents regarding cultural, recreational, academic, health, social, and other resources that serve families within the community for WM of 3.75 and fosters student and family participation in community service for WM of 4.46 which translate to "great extent."

Barriers to Parental Involvement

This section presents the barriers to parental involvement and how serious are they to answer sub-problem number 3. The data are presented in Table 3.

TABLE 3
Barriers to Parental Involvement

Indicators	WM	DE
• Parents have no enough time to devote to every child especially in families with more than one child.	4.46	VS
• Parents feel that as children have been at school all day, they need time for relaxation.		
• Children resist homework/educational activities in favor of playing/going out with their friends/watching TV, etc.	3.41	MS
• Parents feel they lack knowledge of the subject areas making it difficult for them to help with homework.	3.35	MS
• Parents have hesitation to teach their children because of their lack of skills about teaching methodology.	4.41	VS
• Parents' presence in the child's school or classroom could make it difficult for their child to learn to be independent from them.	3.75	VS
• There is a fear that their children would be embarrassed to see their parent(s) at school	3.40	MS
• Parents feel that active involvement and assistance is beyond the call of duty.	3.46	MS
• Parents are simply not aware of where their help is required	3.38	MS
• Parents are eager to be active participants but chances are few.	3.35	MS
• Teachers are not as welcoming as they could be and do not encourage parents to be more involved.	2.95	MS
• Parents feel that they are not the right type of person to be on a committee of PTA	3.06	MS
	3.51	VS
Overall WM	3.54	VS
Legend: WM=Weighted Mean Point Values Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Highly Serious (HS) 4 3.50-4.49 Very Serious (VS) 3 2.50-3.49 Moderately Serious (MS) 2 1.50-2.49 Slightly Serious (SS) 1 1.00-1.49 Not a Problem (NP)		

As shown in Table 3, barriers to parental involvement ranged from moderately serious to very serious with weighted means that ranged from 2.95 to 4.46. Those which were perceived to be "very serious" are the following: (1) Parents have no enough time to devote to every child especially in families with more than one child (WM=4.46); (2) Parents feel they lack knowledge of the

subject areas making it difficult for them to help with homework (WM=4.441 (3) Parents have hesitation to teach their children because of their lack of skills about teaching methodology (WM=3.75); and (4) Parents feel that they are not the right type of person to be on a committee of PTA and that they are unable to identify with the other members (WM=3.51).

Barriers to parental involvement considered as “moderately serious” are the following; Parents feel that as children have been at school all day, they need time for relaxation (WM=3.41); children resist homework/educational activities in favor of playing/going out with their friends/watching TV, etc. (WM=3.35); and at primary school level, parents are aware that their presence in the child’s school or classroom could make it difficult for their child to learn to be independent from them (WM=3.40).

Other “moderately serious” barriers to parental involvement include the fear that the children would be embarrassed to see their parents at school or that they could be teased or bullied as a result of it within their peer group (WM=3.46). Parents also feel that active involvement and assistance is beyond the call of duty (WM=3.38). It is seen as the responsibility of the school and the teachers to educate their children during the hours that their children are at school. Parents are simply not aware of where their help is required because the school has not advertised the opportunities adequately (WM=3.35).

Parents are eager to be active participants at the school, helping in the classroom and playground, yet the chances to actually do so are few and far between at the particular school attended by their child (WM=2.956). Parents also feel that teachers are not as welcoming as they could be and do not encourage parents to be more involved (WM=3.06). There is a sense among parents that some teachers are too busy and would rather parents do not interfere.

SUMMARY

This study sought to assess the parental involvement in school activities of the learners in Doclong 1st Elementary School, San Clemente District, Tarlac Province to encourage parents’ participation during the school year 2023-2024 through the quantitative-descriptive research design.

The quantitative-descriptive research design was used to present the various means of communication the school used to involve the parents in school activities. It was also utilized to determine the extent of involvement of parents in their children’s education as perceived by the teachers in terms of communication, parenting, student learning, volunteering, school decision-making and advocacy, and collaboration with community. The study further looked into the barriers to parental involvement and how serious are they. Based on the findings of the study, intervention strategies were proposed to address the barriers to parental involvement.

The sources of data were the 7 teachers in Doclong 1st Elementary School who provided pertinent data to answer the sub-problems raised in the study through online data gathering.

Weighted means were utilized to treat the data statistically.

Summary of Findings:

1.0 Means of Communication Used by the School to Involve Parents in School Activities

- 1.1 Schools communicate with parents relative to school activities to a “great extent” in terms of school newsletter and report cards with WM of 4.06 and 4.42, respectively.
- 1.2 Schools communicate with parents to a “moderate extent” through school council meetings, PTA and other school association meetings, school sign, phone conversation, word of mouth, and home visit with WM that ranged from 2.82 to 3.44.
- 1.3 Schools communicate with parents to a “slight extent” in terms of meeting the parents through open house, school webpage and E-mail with WM of 2.13, 2.06 and 2.44, respectively.
- 1.4 The overall WM was 3.11 which indicates the schools communicate with parents relative to school activities to a “moderate extent.”

2.0 Extent of Involvement of Parents in their Children’s Education

- 2.1 Out of eight items in terms of communication, three were to a “great extent,” another three to a “moderate extent” and two were to a “slight extent” with overall WM of 3.42 (moderate extent).
- 2.2 In terms of parenting, two items were to a “great extent” and four items were to a “moderate extent” with overall WM of 3.74 (great extent).
- 2.3 In terms of student learning, two items were to a “great extent” and three items were to a “moderate extent” with overall WM of 3.65 (great extent).
- 2.4 Out of eight items in terms of volunteering, five items were to a “moderate extent” and three items were to a “slight extent” with overall WM of 2.94 (moderate extent).
- 2.5 In terms of school decision-making and advocacy, two items were to a “moderate extent” while four items were to a “slight extent” with overall WM of 2.67 (moderate extent).
- 2.6 In terms of collaboration with community, two items were to a “great extent” and another two items were to a “moderate extent” with overall WM of 3.76 (great extent).
- 2.7 The overall weighted mean was 3.36 which indicates that involvement of parents in their children’s education as perceived by teachers was to a “moderate extent.”

3.0 Barriers to Parental Involvement

- 3.1 “Very serious” barriers to parental involvement were parents not having enough time, parents feel they lack knowledge, hesitation of parents to teach their children, and parents feel they are not right for a PTA with WM of 4.46, 4.41, 3.75, and 3.51, respectively.
- 3.2 “Moderately serious” barriers to parental involvement were children need relaxation, children prefer to play, children not independent, children would be embarrassed, beyond call of duty, parent not aware of required help, chances to participate are few, and teachers are not welcoming with WM that ranged from 2.95 to 3.46.

3.3 The overall weighted mean was 3.54 which indicates the barriers to parental involvement were “very serious”.

4.0 Proposed Intervention Strategies

Intervention strategies were proposed to address the barriers to parental involvement and improve the participation of parents in school activities.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. Generally, schools communicate with parents relative to school activities to a moderate extent which indicates that the school activities relative to communication are adequate.
2. Generally, parents are involved in their children’s education to a moderate extent which indicates their participation in school activities are just enough.
3. Barriers to parental involvement are parents have not enough time to devote to every child, parents feel they lack knowledge of the subject areas, parents lack skills about teaching methodology and parents feel they are not right to be on a committee.
4. The proposed intervention strategies can improve the participation of parents in school activities.

RECOMMENDATIONS

Based on the findings of the study and conclusions drawn, the following recommendations were offered:

1. The proposed intervention strategies should be considered for implementation to improve the participation of parents in school activities.
2. An institutional program for parents must be in place on how to cope with the developmental changes as well as the academic needs to their children.
3. Parents, schools and communities all need to work together to create an environment that facilitates the healthy development of children.
4. Further research should be conducted to validate the findings of the study.
- 5.

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