



# HOME-SCHOOL PARTNERSHIP TO ENHANCE PARENTAL INVOLVEMENT IN SCHOOL ACTIVITIES

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## Abstract :

This study assessed the parental involvement in school activities in Calipayan Elementary School, Santa Ignacia South District, Tarlac Province during the school year 2023-2024 through quantitative-descriptive research design. The quantitative-descriptive research design was used to present the extent of parental involvement along the following dimensions: promotion of parenting skills, school communication to parents, promotion of parental volunteering, assistance to parents' involvement in student learning at home, participation of parents in school decision making, and collaborating with community. It was also used to look into the barriers to parental involvement and how serious are they. Based on the findings, an action plan was proposed to enhance parental involvement in school activities in Calipayan Elementary School. The sources of data in the study were the teachers in Calipayan Elementary School. They provided pertinent data needed in the study through the survey questionnaire in response to the sub-problems raised in the study. Weighted mean was utilized in the study to treat the data statistically.

Summary of Findings: 1.0 Extent of Parental Involvement Along Various Dimensions Along promotion of parenting skills, the parents were involved to a "great extent" with overall weighted mean of 3.97. Along school communication to parents, the parents were involved to a "great extent" with overall weighted mean of 3.99. Along promotion of parental volunteering, the parents were involved to a "moderate extent" with overall weighted mean of 3.45. Along assistance to parents' involvement in student learning at home, the parents were involved to a "great extent" with overall weighted mean of 3.55. Along participation of parents in school decision making, the parents were involved to a "great extent" with overall weighted mean of 3.53. Along collaborating with community, the parents were involved to a "great extent" with overall weighted mean of 4.08. 2.0 Barriers to Parental Involvement "Very serious" barriers to parental involvement were: Parents have not enough time to devote to every child (WM=4.08); parents feel they lack knowledge of the subject areas (WM=3.83); parents have hesitation to teach their children because they lack skills about teaching technology (WM=3.75); parents feel they are not the right type of person to be on a committee of PTA or School Board (WM=3.67); and parents feel they do not have the skills or knowledge required to contribute to formal bodies (WM=3.58). "Moderately serious" barriers to parental involvement were: Parents feel that children need time for relaxation (WM=3.42); children resist homework/educational activities in favor of playing/going out with friends/watching TV (WM=3.33); parents are aware that their presence in the child's school or classroom could make it difficult for their child to be independent from them (WM=3.17); fear that children would be embarrassed to see their parents in school (WM=3.08); parents feel that active involvement and assistance is beyond the call of duty (WM=2.83); parents are simply not aware of where their help is required (WM=2.67); parents are eager to be active participants at the school but the chances to do so are few (WM=2.83); teachers are not as welcoming as they could be and do not encourage parents to be more involved (WM=2.83); there is a sense that the PTA and/or School Board are dominated by some people (WM=2.75); parents feel that there is no point in attending PTA meetings to voice an opinion (WM=3.33); and parents perceive such meetings to be of little interest to them and overly formal in structure (WM=2.83). The overall weighted mean was 3.25 for descriptive equivalent of "moderately serious." 3.0 Proposed Home-School Partnership A home-school partnership was proposed to enhance parental involvement in Calipayan Elementary School.

Based on the analysis of the findings, the following conclusions were drawn: 1. Generally, parents were involved to a great extent along promotion of parenting skills, school communication to parents, assistance to parents' involvement in student learning at home, participation of parents in school decision making, and collaborating with community. 2. Barriers to parental involvement include the parents having not enough time for the children, the feeling of lack of knowledge to help the children in their school work and hesitation of parents to teach their children because they lack skills to teach technology. 3. The proposed home-school partnership to enhance parental involvement focused on communication, connecting learning at home and at school, building community and identity, recognizing the role of the family, consultative decisioning, and collaborating beyond the school.

Based on the conclusions drawn, the following recommendations were offered: 1. The proposed home-school partnership should be considered for implementation to enhance parental involvement in school activities. 2. An institutional program for

parents must be in place on how to cope with the characteristics and developmental changes as well as the academic needs of their children. 3. Further research is needed to explore the effects of parental involvement in education. 4. Students should be aware of their crucial role in creating opportunities for parents to participate in their school activities which would result to consistent expectation that both their parents and teachers would guide them in their school activities.

**Key Words:** home-school, partnership, parental involvement

## INTRODUCTION

Home-school partnerships involve collaborative working relationships between families and schools. They can support learners in more productive and consistent work and behavior which in turn can improve learners' interest, motivation and engagement in learning both at home and at school. Families and schools recognize their shared interest in and responsibility for children and collaborate to create shared goals, share information and enhance opportunities for children's learning. They create constructive connections between home and school settings that promote positive educational and social outcomes.

According to Castillon and Bonotan (2018), while family engagement and involvement are key to developing strong home-school partnerships, they are not equivalent to partnership. Family members may dedicate their time and effort towards their children's education by participating in activities within the school setting such as parent-teacher conferences, volunteer work at attending school functions or field trips, or by supporting their child's learning by practicing key concepts within everyday activities. But it is important to note that these activities are solely focused on family support for the school. A home-school partnership, by contrast, involves genuine collaboration and coordination between families and schools on key issues relevant to both the school's and the family's goals for their children's education, and involves two-way systems of support that cross both home and school settings.

Home-school partnerships involve teachers finding opportunities for learners and/or families to share knowledge and skills gained through home and family experiences and teachers using learners' home experiences to devise meaningful and relevant learning activities. They also involve schools providing resources such as books that are identified as important by particular groups of families and schools supporting parents to engage with their children's learning.

Teachers and parents must be a teaching team with similar goals and purposes. With parents and teachers working together, learners' scholastic achievement is enhanced. Thus, home and school are two places where the child is able to acquire knowledge. These places are very significant to the child's life as they have a lot of contributions in the child's future. Both of these two places have the abilities to protect, teach, support, and influence the child (Pascua & Dulos, 2020).

The school, specifically, the teacher is the one who makes strategies and objectives for the learners to have significant knowledge that can be useful for them to be a globally competitive citizen and soon can make a better future for the country. The teacher assesses the learners' development and needs. These features and strengths of the school are very important in learners' academic performance. However, the school is not the only institution that can give all the needs of the learners. Children reap benefits when parents are highly involved in their children's school.

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.

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.

Parents play a major factor in making the educational experience of their children positive. Students need the presence of their parents in their schooling, especially as they deal with the demands of society, peer pressure and changes in adolescence. Increasing parental involvement in children's schooling is that such involvement is positive for children.

In the research conducted by Leander and Fabella (2020), the authors state that most students at all levels want their families to be more knowledgeable partners about schooling and are willing to take active roles in assisting communications between home and school. They further point out that when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life.

Aside from child-oriented books at home, Brossard as cited by Cancino (2022) revealed that parental involvement is very important for remote learning to happen and succeed. As a result, all policy decisions that form remote learning should be considered in order for parents to be able to implement and assist their child in learning. Higher student achievement, better interest in academics and homework, and reduced dropout rates have all been linked to parental involvement in the education of their children.

The cognitive development of every children is heavily influenced by their parents, thus, for the child to succeed, the connection between the parents and school must be retained most especially during the child's primary school years (Bartolome, 2017). In some countries, researchers revealed that the involvement of parents in the education of their children have a significant effect on students' academic achievement in school. This was further elaborated by Enteria and Tagyam (2020) who stated that those parents who are more interested on the education of their children and actively attending school's programs, activities and conferences with their children performed better academically and are more disciplined.

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.

Garcia and De Guzman (2020) stated that the best tips for school success is to make sure that parents and teachers are working together as allies. Sometimes, though, it may seem that there's a chalk line drawn down the middle of the child's life. At home, a parent knows best his own child from head to toe – his academic potentials, social skills, innate attitude to mention a few, while a teacher may know only a tip of an iceberg about who the child really is. Academically, perhaps, a child's potential may surface, as well as her social development with peers. Home and school environment combined may create a fuller understanding of a student; thus, a teacher can identify where to tap to benchmark a child's performance level.

Cognizant of the aforesaid situations, the researcher felt the need of conducting a study to assess parental involvement in the academic performance of learners in Calipayan Elementary School, Santa Ignacia South District, Tarlac Province during the school year 2023-2024.

### Statement of the Problem

This study assessed the parental involvement in the school activities of Calipayan Elementary School, Santa Ignacia South District, Tarlac Province during the school year 2023-2024.

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

1. To what extent does Calipayan Elementary School involve parents along the following dimensions:
  - 1.1 Promotion of parenting skills;
  - 1.2 School communication to parents;
  - 1.3 Promotion of parental volunteering;
  - 1.4 Assistance to parents' involvement in student learning at home;
  - 1.5 Participation of parents in school decision making; and
  - 1.6 Collaborating with community?
2. What are the barriers to parental involvement and how serious are they?
3. What home-school partnership can be proposed to enhance parental involvement in Calipayan Elementary School?

### 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 assessed the parental involvement in school activities in Calipayan Elementary School, Santa Ignacia South District, Tarlac Province during the school year 2023-2024 through quantitative-descriptive research design.

The quantitative-descriptive research design was used to present the extent of parental involvement along the following dimensions: promotion of parenting skills, school communication to parents, promotion of parental volunteering, assistance to parents' involvement in student learning at home, participation of parents in school decision making, and collaborating with community. It was also used to look into the barriers to parental involvement and how serious are they.

Based on the findings, a home-school partnership was proposed to enhance parental involvement in school activities in Calipayan Elementary School.

#### Sources of Data

The sources of data in the study were the teachers in Calipayan Elementary School. They provided pertinent data needed in the study through the survey questionnaire in response to the sub-problems raised in the study.

#### Instrumentation and Data Collection

The main data-gathering tool of this study was a constructed questionnaire which focused on parental involvement in school activities in Calipayan Elementary School, Santa Ignacia South District, Tarlac Province. The questionnaire consists of two parts. Part I dealt with the extent of parental involvement in school practices along the dimensions of promotion of parenting skills, school communication to parents, promotion of parental volunteering, assistance to parents' involvement in student learning at home, participation of parents in school decision making, and collaborating with community; and Part II looked into the barriers to parental involvement.

Upon completion of the questionnaire, it was presented to the researcher's adviser. All suggestions were incorporated to improve the instrument. The researcher personally administered the questionnaires for easy retrieval. After the accomplished questionnaires were retrieved, the responses were tabulated and interpreted based on appropriate statistical tools.

#### Tool for Data Analysis

The following tool was utilized to treat the data statistically:

##### 1. Weighted Mean

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

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 weighted mean for each sub-problem is shown below:

Point Values	Statistical Limits	Descriptive Equivalent (DE)	
		For Sub-Problem No. 1	For Sub-Problem No. 2
5	4.50 – 5.00	Full Extent (FE)	Highly Serious (HS)
4	3.50 – 4.49	Great Extent (GE)	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 results of data gathered and the discussion of the interpretation of data.

**Extent of Parental Involvement Along Various Dimensions**

This section presents the extent of parental involvement along the following dimensions: promotion of parenting skills, school communication to parents, promotion of parental volunteering, assistance to parents’ involvement in student learning at home, participation of parents in school decision making, and collaborating with community to answer sub-problem number 1.

The data are presented in Tables 1A, 1B, 1C, 1D, 1E, and 1F.

**Promotion of Parenting Skills**

The parents are a child’s life support system. The most important support a child can receive comes from home. From making sure that students arrive at school rested, fed, and ready to learn, to setting high learning expectations and nurturing self-esteem, parents sustain their children’s learning. When the school recognizes parent roles and responsibilities, it communicates a clear message to parents that they are an important part in maintaining a high-quality education for their children.

Table 1A presents the data.

**TABLE 1A**  
**Parental Involvement Along Promotion of Parenting Skills**

INDICATORS The school ...	WM	DE
1. Facilitates communication of the importance of positive relationships between parents and their children in the latter’s learning	4.42	GE
2. Links parents to programs and resources within the community that provide support services to families	4.08	GE
3. Reaches out to all families, not just those who attend parent meetings	3.83	GE
4. Establishes policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community’s cultural and religious diversity	3.67	GE
5. Provides an accessible family information and resource center to support parents and families with training, resources, and other services geared toward children’s learning	3.75	GE
6. Encourages school personnel to demonstrate respect for families and the family’s primary role in the rearing of children to become responsible adults	4.08	GE
<b>OVERALL WM</b>	<b>3.97</b>	<b>GE</b>
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 1A, in general, the public elementary school teachers promote parenting skills as shown by the overall weighted mean of 3.97 interpreted as to a “great extent.”. They communicate to the parents the importance of their relationship with their children in the latter’s learning (WM=4.42). With the assistance of the schools, families are provided with support services, family programs and resources within the community (WM=3.83).

Schools likewise reach out to all families, not just those who attend the parent meetings (WM=3.83). To support and respect family responsibilities, school policies that recognize the variety of parenting traditions and practices within the community’s cultural and religious diversity are established (WM=3.67). The schools also provide an accessible family information and resource center to support parents and families with training resources, and other services geared toward children’s learning (WM=3.75). Furthermore, the school heads encourage teachers to demonstrate respect for families and the family’s role in the rearing of children to become responsible adults (WM=4.08).

The results of the inquiry on promotion of parenting skills suggest that the schools essentially equip the parents with information that enhance their parenting skills and institute programs and policies geared towards such endeavor. Schools can offer support and assistance to parents to ensure that they can create positive home environments that enable students to thrive and grow as learners. Educators can also encourage parents to promote family literacy by spending time reading with children and setting a positive example of reading which often inspires a love for reading in children. Assisting parents to build a strong home environment helps pupils develop respect for parents and positive personal values.

**School Communication to Parents**

Communication is the foundation of a solid partnership. When parents and educators communicate effectively, positive relationships develop, problems are more easily solved and students make greater progress.

Table 1B presents the data.

**TABLE 1B**  
**Parental Involvement Along School Communication to Parents**

INDICATORS The school ...	WM	DE
1. Holds conferences at least twice a year with follow-ups as needed and at times when parents can attend	3.42	ME
2. Encourages immediate contact between parents and teachers when concerns arise	4.33	GE
3. Provides a school notebook/diary that gives the parent instructions for facilitating homework and incomplete schoolwork	3.25	ME
4. Asks the teachers to communicate with parents regarding positive student behavior and achievement not just regarding misbehavior or failure	4.25	GE
5. Advises the teachers to distribute student work for parental comment and review on a regular basis	3.75	GE
6. Requires report cards and regular progress reports be sent, or given, to parents	4.42	GE
7. Urges teachers to schedule a home visit to all children during the year	4.17	GE
8. Provides parents with clear information on class level achievement expectations, school activities, school policies, discipline procedures, assessment tools, and school goals	4.33	GE
<b>OVERALL WM</b>	<b>3.99</b>	<b>GE</b>
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)		

Table 1B shows that as a whole, the teachers are practicing two-way communication with parents to a “great extent” with overall weighted mean of 3.99. The following indicators were all described as to a “great extent.” At the end of every periodic grading period, teachers hold meetings with the parents during card giving (WM=4.42) and notices are sent to parents when their children do not attend classes. Likewise, home visits are conducted (WM=4.17) when misbehaviors occur and the parents are notified. The school encourages such communication immediately when concerns arise (WM=4.33) especially in feeding the parents not only of misbehaviors but also positive pupil conduct and achievement (WM=4.25). The school also provides information on student achievement expectations, activities, policies, discipline procedures, assessments, and school goals (WM=4.33). Teachers are also advised to distribute student work for parental comment and review on a regular basis (WM=3.75).

The following indicators were described as to a “moderate extent.” Direct communication between the school and parents exist through holding of conference at least twice a year (WM=3.42) However, it was found that there are only a handful of teachers who require students to allocate a notebook (WM=3.25) where school information, homework instructions and incomplete school work remind parents.

Two-way communication between the school and the home is vital to learner success. Schools should encourage parents to attend at least one parent-teacher conference during the school year and parents need the opportunity to communicate concerns and issues with educators.

Lack of parental involvement may be due to lack of helpful information to parents. Emails, phone, letters, newsletters, and personal contacts can be made by schools to reach out to parents. If schools communicate with parents regularly and consistently using various means, the gap between school and parental involvement will be reduced.

**Promotion of Parental Volunteering**

Parents are welcome in the school, and their support and assistance are sought. When parents volunteer, both families and schools reap benefits that come with it. Volunteers express greater confidence in the schools where they have opportunities to participate regularly. Consequently, they provide much needed support to educators and administrators already taxed in their attempts to meet academic goals and student needs.

Table 1C presents the data.

**TABLE 1C**  
**Parental Involvement Along Promotion of Parental Volunteering**

INDICATORS The school ...	WM	DE
1. Surveys parents regarding their interests, talents, and availability for possible voluntary involvement in school programs and activities	2.42	SE
2. Ensures that parents who are unable to volunteer in the school building are given the options for helping in other ways, eg. Information dissemination, outsourcing, etc.	3.83	GE
3. Organizes an easy, accessible program, like feeding program, for utilizing parent volunteers, providing ample instructions on volunteer procedures, guidelines and protocol	3.42	ME
4. Develops a system for contracting all parents to assist the school as the year progresses	3.25	ME
	3.17	ME

5. Designs opportunities for those with limited time and resources to participate in school activities by addressing transportation, work schedule needs, and so forth	4.25	GE
6. Shows appreciation for parents' participation, and value their diverse contributions	4.17	GE
7. Ensures that volunteer activities by parents are meaningful and built on volunteer interests and abilities	3.08	ME
8. Capitalizes on the expertise and skills of individual parent in the delegation of functions in school programs and activities		
<b>OVERALL WM</b>	<b>3.45</b>	<b>ME</b>
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)

With a general assessment rating of 3.45 described as to a “moderate extent,” the school is observed actively involving the parents in volunteering works in school activities and programs as shown in Table 1C. These volunteering spirit can be seen in schools especially during the start of the school year in Brigada Eskwela. For their assistance, the schools show appreciation (WM=4.25). However, for those who are unable to physically volunteer in schools, options for helping in other ways like information dissemination and fundraising (WM=3.83). The school ensures the parents that the activities are meaningful and built on their interests and abilities (WM=4.17). These indicators were all described as to a “great extent.”

Those described as to a “moderate extent” are as follows: The school perceptively see the benefits in tapping the expertise and skills of the parents (WM=3.08), thus, it designs a system for contacting the parents (WM=3.25). School programs like feeding and deworming seek assistance and approval of the parents. The school organizes programs for parent volunteers that provide ample instructions, procedures, guidelines and protocol (WM=3.42) on volunteering works.

Involving parents in children’s education has positive results. Teachers might solicit parent volunteers to help in the classroom with special projects, class field trips or other supporting roles. Parents can be a gold mine of talents and skills, which can help educators significantly in the process of teaching the young learners. If educators poll parents at the beginning of the school year to learn their knowledge and abilities, as well as availability, everyone can benefit from parental volunteerism.

**Assistance to Parents’ Involvement in Student Learning at Home**

The vast majority of parents are willing to assist their students in learning but are not sure what assistance is most helpful and appropriate.

Table 1D presents the data.

**TABLE 1D**  
**Parental Involvement Along Assistance to Parents’ Involvement in Student Learning at Home**

INDICATORS	WM	DE
1. Encourages the teachers to inform parents of the expectations for students in each subject at each grade level	4.42	GE
2. Advises the teachers to provide information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers	4.08	GE
3. 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	3.33	ME
4. 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	3.67	GE
5. Recommends to teachers to assist parents in developing or planning a personalized education plan for their children	2.25	SE
<b>OVERALL WM</b>	<b>3.55</b>	<b>GE</b>
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)

Helping parents connect to their children’s learning enables parents to communicate in powerful ways that they value what their children achieve. In general, Calipayan Elementary School assists parents in helping their children learn at home with overall weighted mean of 3.55 described as to a “great extent.” as shown IN Table 1D. The school sees to it that the parents are involved in their children’s studies by informing parents of the learning expectations (WM=4.42); providing information on how they facilitate learning at home (WM=4.08). From time to time, seminars and workshops are held to inform parents on important issues like bullying, information in understanding how learners can improve skills, get help when needed, meet class expectations and perform well on assessments (WM=3.67).

These findings indicate that the school head and teachers view parents as partners in facilitating children’s learning and assist them acquire skills and information in creating a home environment conducive to learning.

Majority of parents are willing to assist their pupils in learning but are not sure what assistance is most helpful and appropriate. Helping parents connect to their children’s learning enables parents to communicate in ways that they value what their children achieve. When they are treated as partners and given relevant information by people with whom they are comfortable with, parents put into practice the involvement strategies they already know as effective, but have been hesitant to utilize.

Moreover, parental effectiveness is further enhanced when the school provides orientation and training opportunities for parents to learn effective ways to support their child’s educational needs including information about how parents can support student behaviors such as punctuality and regular attendance that are closely tied to student success in school.

Although many parents may not be certain how to help their children with assignments, with guidance and support from teachers they can become actively involved in home learning activities, have an opportunity to teach, be models, and guide their children. Learners need a positive environment for home learning. Educators can help parents learn how to supervise homework, set up an effective place for learners to work, communicate expectations for homework and support children as they work on school work at home. Learners often develop a more positive attitude about homework and improve test scores with an effective home learning environment.

**Participation of Parents in School Decision Making**

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 parent/teachers association.

Table 1E presents the data on participation of parents in school decision making.

**TABLE 1E**  
**Parental Involvement Along Participation of Parents in School Decision Making**

INDICATORS		WM	DE
<b>The school ...</b>			
1. Seeks and encourages parental participation in decision-making that affects students		3.33	ME
2. Encourages the formation of PTA and/or other parent groups to identify and respond to issues of interest to parents		4.42	GE
3. 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		3.25	ME
4. Enables parents to participate as partners when setting school goals, developing or evaluating programs and policies, or responding to performance data		3.08	ME
5. Treats parental concerns with respect and demonstrate genuine interest in developing solutions		4.25	GE
6. Provides training for teachers and parents on collaborative partnering and shared decision making		2.83	ME
<b>OVERALL WM</b>		<b>3.53</b>	<b>GE</b>
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 can be seen in Table 1E, the school involved parents in school decision making to a “great extent” with overall weighted mean of 3.53. The school does this to a “great extent” by forming parent organization that aims to identify and respond to issues of interest to parents (WM=4.42); and by including parents on advisory committees that tackle such area as policy budget, school reform initiatives, and safety (WM=3.33) and in setting school goals, evaluating programs, and in responding to performance data (WM=3.08) but to a “moderate extent.” When there are school projects, the PTCA is tapped to assist the teachers and school administrators. In these endeavors, the school treats parental concerns with respect and demonstrate genuine interest in developing solutions to school problems to a “great extent” (WM=4.25). To elicit noteworthy parental participation in decision making, the school provides trainings on collaborative partnership partnering and shared decision making to a “moderate extent” (WM=2.83). It can be deduced from the above-mentioned findings that the school accommodates the parents’ ideas, opinions and suggestions in their decision and policy making proceses.

In this regard, the school where parents are involved in decision making and advocacy have higher levels of student achievement and grater public support. School programs that actively emlist parent participation communicate that parents are valued as full partners in the education of their children. Parents and teachers depend on shred authority in decision-making systems to foster parental trust, public confidence and mutual support of each other’s efforts in helping learners succeed. The involvement of parents is crucial in collaborative decision-making processes on issues from curriculum to discipline policies and overall school reform measures.

**Collaborating with Community**

Community-based collaboration requires commitment to share decision making and the allocation of human, physical and financial resources. When communities do not develop a pattern of collaboration, they diminish community development potential. Without collaboration, lack of direction, win-loss behaviors, lack of commitment, and poor planning result.

Table 1E presents the parental involvement in school practices in collaborating with community.

**TABLE 1F**  
**Parental Involvement Along Collaborating with Community**

INDICATORS The school ...	WM	DE
1. Distributes information to parents regarding cultural, recreational, academic, health, social, and other resources that serve families within the community	4.08	GE
2. Develops partnerships with local business and service groups to advance student learning and assist schools and families	3.83	GE
3. Fosters student and family participation in community service	4.17	GE
4. Collaborates with community agencies to provide family support services and adult learning opportunities, enabling parents to fully participate in activities that support education	4.25	GE
<b>OVERALL WM</b>	<b>4.08</b>	<b>GE</b>
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 shown in Table 1F, Calipayan Elementary School, in general, involves parents in collaborating with the community to a “great extent” as shown in the overall weighted mean of 4.08. The school establishes linkages with local business and service groups (WM=3.83) and with community agencies (WM=4.25) that advance student learning. They provide parents with information on cultural, recreational, academic, health, social, and other resources available to families within the community (WM=4.08). In return, the school encourage students and family participation in community service (WM=4.17).

Schools can work cooperatively with communities for activities that strengthen and develop strong learners. Recreational, cultural and athletic programs can provide important opportunities for learners. Schools can promote and endorse these community activities to show parents the value and importance of these programs. Learners receive expanded exposure to different experiences and opportunities which could assist them with choices in future education and careers.

Schools and parents may work together in order to promote and effectively increase educational opportunities for children. When schools and communities form partnerships, both make gains that outpace what either entity could accomplish on its own. Providing all learners with equal access to quality education is a primary goal. It is vital that all partners, i.e. parents, educators, businesses and communities, have the opportunity to provide input and offer resources to meet this goal. Developing cooperative efforts and providing access to resources will ensure improved academic achievement for all learners, as well as quality schools.

**Barriers to Parental Involvement**

This section presents the barriers to parental involvement and how serious are they as perceived by the teachers to answer sub-problem number 2. The data are presented in Table 2.

**TABLE 2**  
**Barriers to Parental Involvement**

INDICATORS	WM	DE
1. Parents have not enough time to devote to every child especially in families with more than one child	4.08	VS
2. Parents feel that as children have been at school all day, they need time for relaxation.	3.42	MS
3. Children resist homework/educational activities in favour of playing/going out with their friends/watching tv, etc.	3.33	MS
4. Parents feel they lack knowledge of the subject areas making it difficult for them to help with homework.	3.83	VS
5. Parents have hesitation to teach their children because of their lack of skills about teaching technology.	3.75	VS
6. 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.	3.17	MS
7. There is a fear that their children would be embarrassed to see their parent(s) at school or that they could be teased or bullied as a result of it within their peer groups.	3.08	MS
8. Parents feel that active involvement and assistance is beyond the call of duty. 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.	2.83	MS
9. Parents are simply not aware of where their help is required because the school has not advertised the opportunities adequately.	2.67	MS
10. 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 then particular school attended by their child	2.83	MS
11. Teachers are not as welcoming as they could be and do not encourage parents to be more involved. There is a sense amongst parents that some teachers are too busy and would rather parents do not interfere.	2.83	MS
12. Parents feel that they are not the right type of person to be on a committee of PTA or School Board and that they are unable to identify with the other members.	3.67	VS
13. There is a sense that the PTA and/or School Board are dominated by some people. Parents are aware that on some areas the same people are re-elected year after year, and this leads to an assumption that the committee is not willing to accept new members.	2.75	MS

14. Parents feel very intimidated by the thought of involving themselves in these formal bodies because they believe that they would be require to stand up and speak in front of other people. They also feel that they do not have the skills or knowledge required to be able to contribute usefully.	3.58	VS
15. Parents feel that there is no point in attending PTA meetings to voice an opinion as they feel that the committee members have already made their decision and their suggestions would not be taken into account.	3.33	MS
16. Parents perceive such meetings to be of little interest to them and to be overly formal in structure, that is, too formal and boring.	2.83	MS
<b>OVERALL WM</b>	<b>3.25</b>	<b>MS</b>
Legend: WM = Weighted Mean		
<u>Point Values</u>	<u>Statistical Limits</u>	<u>Descriptive Equivalent (DE)</u>
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)

Table 2 shows that generally, the existence of barriers in the school’s initiatives to involve parents in the school activities were “moderately serious” as can be deduced from an overall assessment rating of 3.25. However, there were 5 out of 16 indicators with descriptive equivalent of “very serious”. These include the following: Parents have not enough time to devote to every child especially in families with more than one child (WM=4.08); parents feel they lack knowledge of the subject areas making it difficult for them to help with homework (WM=3.83); parents have hesitation to teach their children because of their lack of skills about teaching technology (WM=3.75); parents feel that they are not the right type of person to be on a committee of PTA or School Board and that they are unable to identify with the other members (WM=3.67); and parents feel that they do not have the skills or knowledge required to be able to contribute usefully in the formal bodies (WM=3.58).

The remaining indicators were all described as “moderately serious” with “Parents feel that as children have been at school all day, they need time for relaxation” with highest weighted mean of 3.42 in this category and “Parents are simply not aware of where their help is required because the school has not advertised the opportunities adequately” with the lowest weighted mean of 2.67.

Strategies for overcoming barriers to parental involvement in schools include overcoming time and resource constraints, providing information and training to parents and school staff, restructuring schools to support family involvement, bridging school-family differences, getting external supports for partnerships, meeting families’ basic needs, providing flexible times and places for parental involvement, and helping staff communication with parents.

The invention of new technologies has made it easier for schools to reach out to parents through emails, cell phones and internet websites, however the use of traditional methods in communication such as home visit and teacher-parent conference have been found to be effective wqays for schools to communicate with parents, but his have been limited in use by schools because of time constraints.

Some ideas to help schools and families work collaboratively include creating a formal policy including specific golas for parents and teachers working together, identifying barriers that are specific to the schools and locality, assessing, evaluating and improving the current programs, and involving the community at large.

**Proposed Home-School Partnership**

This section presents the proposed home-school partnership to enhance parental involvement in Calipayan Elementary School to answer sub-problem number 3.

The proposed home-school partnership focused on the six dimensions of parental involvement which are promotion of parenting skills, school communication to parents, promotion of parental volunteering, assistance to parents’ involvement in student learning at home, participation of parents in school decision making, and collaborating with community.

**SUMMARY**

This study assessed the parental involvement in school activities in Calipayan Elementary School, Santa Ignacia South District, Tarlac Province during the school year 2023-2024 through quantitative-descriptive research design.

The quantitative-descriptive research design was used to present the extent of parental involvement along the following dimensions: promotion of parenting skills, school communication to parents, promotion of parental volunteering, assistance to parents’ involvement in student learning at home, participation of parents in school decision making, and collaborating with community. It was also used to look into the barriers to parental involvement and how serious are they.

Based on the findings, an action plan was proposed to enhance parental involvement in school activities in Calipayan Elementary School.

The sources of data in the study were the teachers in Calipayan Elementary School. They provided pertinent data needed in the study through the survey questionnaire in response to the sub-problems raised in the study.

Weighted mean was utilized in the study to treat the data statistically.

**Summary of Findings:**

**1.0 Extent of Parental Involvement Along Various Dimensions**

- 1.1 Along promotion of parenting skills, the parents were involved to a “great extent” with overall weighted mean of 3.97.
- 1.2 Along school communication to parents, the parents were involved to a “great extent” with overall weighted mean of 3.99.
- 1.3 Along promotion of parental volunteering, the parents were involved to a “moderate extent” with overall weighted mean of 3.45.

- 1.4 Along assistance to parents' involvement in student learning at home, the parents were involved to a "great extent" with overall weighted mean of 3.55.
- 1.5 Along participation of parents in school decision making, the parents were involved to a "great extent" with overall weighted mean of 3.53.
- 1.6 Along collaborating with community, the parents were involved to a "great extent" with overall weighted mean of 4.08.

## 2.0 Barriers to Parental Involvement

- 2.1 "Very serious" barriers to parental involvement were: Parents have not enough time to devote to every child (WM=4.08); parents feel they lack knowledge of the subject areas (WM=3.83); parents have hesitation to teach their children because they lack skills about teaching technology (WM=3.75); parents feel they are not the right type of person to be on a committee of PTA or School Board (WM=3.67); and parents feel they do not have the skills or knowledge required to contribute to formal bodies (WM=3.58).
- 2.2 "Moderately serious" barriers to parental involvement were: Parents feel that children need time for relaxation (WM=3.42); children resist homework/educational activities in favor of playing/going out with friends/watching TV (WM=3.33); parents are aware that their presence in the child's school or classroom could make it difficult for their child to be independent from them (WM=3.17); fear that children would be embarrassed to see their parents in school (WM=3.08); parents feel that active involvement and assistance is beyond the call of duty (WM=2.83); parents are simply not aware of where their help is required (WM=2.67); parents are eager to be active participants at the school but the chances to do so are few (WM=2.83); teachers are not as welcoming as they could be and do not encourage parents to be more involved (WM=2.83); there is a sense that the PTA and/or School Board are dominated by some people (WM=2.75); parents feel that there is no point in attending PTA meetings to voice an opinion (WM=3.33); and parents perceive such meetings to be of little interest to them and overly formal in structure (WM=2.83).
- 2.3 The overall weighted mean was 3.25 for descriptive equivalent of "moderately serious."

## 3.0 Proposed Home-School Partnership

A home-school partnership was proposed to enhance parental involvement in Calipayan Elementary School.

## CONCLUSIONS

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

1. Generally, parents were involved to a great extent along promotion of parenting skills, school communication to parents, assistance to parents' involvement in student learning at home, participation of parents in school decision making, and collaborating with community.
2. Barriers to parental involvement include the parents having not enough time for the children, the feeling of lack of knowledge to help the children in their school work and hesitation of parents to teach their children because they lack skills to teach technology.
3. The proposed home-school partnership to enhance parental involvement focused on communication, connecting learning at home and at school, building community and identity, recognizing the role of the family, consultative decisioning, and collaborating beyond the school.

## RECOMMENDATIONS

Based on the conclusions drawn, the following recommendations were offered:

1. The proposed home-school partnership should be considered for implementation to enhance parental involvement in school activities.
2. An institutional program for parents must be in place on how to cope with the characteristics and developmental changes as well as the academic needs of their children.
3. Further research is needed to explore the effects of parental involvement in education.
4. Students should be aware of their crucial role in creating opportunities for parents to participate in their school activities which would result to consistent expectation that both their parents and teachers would guide them in their school activities.

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