



## PARENT-TEACHERS ASSOCIATION: ITS CONTRIBUTION TO SCHOOL DEVELOPMENT

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**ABSTRACT:** According to Vulkelich (2003), the most important involvement of parents is in the education of their children. Teachers are more involved in the academic work of the children and must see to their academic growth, strength, and soundness. Parents are active in this area. To enable the parents to really participate and allow them to appreciate the learning imparted to the children, let the teachers and parents meet and discuss the academic development of the children through regular meetings so that they can also understand the difficulties which some children face. According to Morfaw (2013), parents can see the importance of following up their children at home because they know the difficulties which their children are encountering at school. This study attempted to assess the extent of involvement of the Parent-Teachers Association Officers in the implementation of programs and projects of Saint Joseph's College of Baggao, Inc. This study made use of the descriptive correlation design. This design was used to gather information about the involvement of PTA in school programs and projects from the teachers and PTA officers themselves and to determine the extent of parent's involvement in school. This was appropriate to use because it describes the condition as it is in its present state at the time of study. The researcher used the questionnaire that served as primary tool for gathering data. There were only two groups of respondents, the 120 PTA officers and 42 teachers, for a total of 162 respondents. In gathering the data needed, the questionnaire survey, was used. The questionnaire was the primary tool used for data gathering. The questionnaire was adopted from the study of Ma. Angelica Gazmen (2016), regarding the PTA involvement in school programs and projects; its basis for school improvement. The study used statistical tools to answer the questions posed in the study. For the profile of the respondents, the frequency count and percentage were used. Weighted mean was used to quantify the assessment of the two groups of respondents on the implementation of PTA on projects and programs on the identified areas. A three-point scale was utilized to interpret the obtained weighted means. An arbitrary scale was used to analyze the problems encountered by the PTA in the implementation of programs and projects in the school. The T-test was used to compare the



assessment of the two groups of respondents relative to the extent of involvement of PTA officers and the extent of implementation of programs and projects in the school. The Pearson  $r$  was used to correlate the profile variables of the PTA officer-respondents and their extent of involvement in the implementation of programs and projects. To quantify the problems encountered by the respondents on the implementation of programs and projects of the PTA, Rank distribution was utilized. In the light of the findings of the study, it can be concluded that active involvement and participation of parents, and a strong partnership between the school and the community must be strengthened so that the vision, mission, and objectives of the school can be achieved. The primary goal therefore of the administrators is to build a strong and harmonious relationship between the home, the community, and the school. Problems and issues will arise in the implementation of programs and projects of the school if parents and the school will not work together. Therefore, a strong and active partnership between the home and the school through parent-teacher association can build up productive and socially aware citizens from the school. Based on the findings, the researcher strongly recommends that the PTA should be encouraged to sponsor educational shows and symposium for the student development, involved in the Greening Programs of the school like the "BrigadaEskwela" and "Improving MRF" before the start of the school year.

**KEYWORDS:** PTA, school involvement, Brigada Eskwela, Greening program, fiscal development, descriptive design, student development, school development,

## INTRODUCTION

Parents play a vital role in the education of their children especially involving them in the activities and programs of the school because they are the first and most important teachers. They are the key factors in the success of their children. Parents have the duty to educate their children in their homes and in schools as well. The family is the basic institution that prepares the child for his/her future role in nation building. It serves as a laboratory where the child learns to get along with people. Therefore, there is a need for a better and closer relationship among parents, families, and community to have an active



school-community education for the children. Parents should provide them with moral and spiritual guidance, inculcate in them honesty, integrity, self-discipline, self-reliance and being thrifty. That is why schools have the Parent-Teachers Association (PTA) composed of parents of the students and teachers teaching in the school. From the PTA, officers are selected to stand as representatives of the entire parents.

On its own, the school cannot exist alone. The school needs the help of the government on terms of funding. The challenges of delivering quality education are becoming heavier. So much is required from the school improvement of facilities, qualifications of teachers, stronger community linkages, strengthened and enrich quality of instruction and many more are required from the school administrators, teachers, and the non-teaching personnel. It is for the above reasons that schools need an active Parent-Teacher Association.

Parents need to be involved in school activities as mandated in the Dep Ed Order No. 54, s. 2009 - Pupil and Student Participation in the Parents-Teachers Associations (PTAs) that the Parents-Teachers Associations (PTAs) are encouraged to involve all stakeholders in the schools to ensure effective implementation of responsive programs, projects and activities. It is also stated that every elementary and secondary schools shall organize Parent-Teacher Associations for providing a forum for the discussion of issues and their solutions related to the total school programs and to ensure the full cooperation of parents in efficient implementation of such programs. With this, the PTA must provide mechanisms to ensure proper coordination with the members of the community to provide an avenue for discussing relevant concerns, aid, and support to the school for the promotion of common interest (Gazmen, 2016). She also mentioned that the existence of PTA has proven to be potential instrument in the solution of many problems.

The involvement of the parents in the school is very important in the development and achievement of one's child. The importance of parental involvement within their children's education is reinforced within current national and regional policy for parents, children, and young people(<http://www.belb.org.uk/Documents/284.pdf>).



Schools that successfully engage families in the school activities and programs have a strong culture of family engagement year-round tailored to the distinct communication styles and needs of their school communities. (<http://schools.nyc.gov/NR/rdonlyres/F864BE3B-7BD5-4479-8E00-E3E6F4165D29/0/HowtoIncreaseFamilyEngagement.pdf>). That is why schools should design a program that enable the parents to be involved.

A Parent-Teacher Association (PTA) is an organization composed of parents, teachers and staff working together to facilitate participation and involvement in school programs and projects. PTA takes an active role in the development of programs, activities, and trainings, advocating and operating school buildings and projects, and working on policy that supports the educational needs of children. It also helps family engagement and strong partnerships between schools and the communities they serve. The Parent Teacher Association was founded on February 1897 at the United States of America by Alice McLellan Birney and Phoebe Hearst. Their original vision was to discuss issues affecting their children, but it rapidly waved out into a common organization at state, national and local levels that serve the nation's children for their education, home, environment, health, and safety ([www.pta.org.uk/](http://www.pta.org.uk/) PTA-UK]). According to Ornstein and Levine, (1984) also as cited by Gazmen (2016) that together they shared a vision that would “create an extraordinary movement” of dedication and determination to create a better place for countless children. In the United States, PTA's strength has helped institute countless positive changes and inoculation programs to the welfare of the children and school. Nwakwo (1983) as cited by Ekundayo and Alonge (2012), that the task of school administration includes planning and policy making, provision and maintenance of fund and facilities, improvement of instructional programs and maintenance of school-community relationships. Indeed, PTA is a great help in the development of the school. The establishment of PTA is not only beneficial to the students but to the institution and for the solution of school problems (Gazmen, 2016).

School involvement, which refers to participation in parent-teacher organizations (PTOs) or associations (PTAs), community involvement, volunteer work, and so on, has shown a positive association with academic achievement. (Keith, T.Z. et.al.,1993). According to Shute, V.J. et.al.(2001), Parents appear to have an important opportunity to influence their



children's academic achievement though the influence may not be as great as traditionally believed.

According to Vulkelich (2003), the most important involvement of parents is in the education of their children. Teachers are more involved in the academic work of the children and must see to their academic growth, strength and soundness. Parents are active in this area. To enable the parents to really participate and allow them to appreciate the learning imparted to the children, let the teachers and parents meet and discuss the academic development of the children through regular meetings so that they can also understand the difficulties which some children face. According to Morfaw (2013), parents can see the importance of following up their children at home because they know the difficulties which their children are encountering at school.

Researchers found that students with involved parents get higher scores, enroll in higher-level programs and have good attendance, stronger social skills and better behavior. This was true regardless of income or background. Research has also found that schools with strong community support perform better overall and have lower dropout rates and higher quality programs.

In Timagos' (2017) study entitled "Parental Involvement its Relation to the 7 Developmental Domains of the Kindergarten Pupils", revealed that there is a significant difference between the level of parental involvement of parents and guardians along school communication and school participation.

Gazmen (2016) in her study, "Parent-Teacher Association of Baggao East District and Its Contribution to School Development", found out that harmonious and good relationship between the home and the school is the primary goal to implement programs and projects. That there is a need to build a strong PTA for productive citizens from the school population. She also found out in the assessment on the extent of Involvement of PTA on the Programs and Projects of the school, that PTA officers are "sometimes" involved only on



pupil development and school-community relations, and “often” involved in the fiscal development and physical facilities development.

Findings revealed in the study conducted by Balaba, M. & Dela Rama, J. (2015) on Teachers’ and Parents’ Perceptions and Involvement in the Parents-Teachers Associations (PTAs) for Students’ Academic and Social Development that the Parent Teacher Association was functional in the Division of Misamis Oriental. It has been said that the children whose parents are convoluted in their education have an above degree of academic performance than children whose parents are convoluted to a lesser degree. It also showed that the students’ social and emotional well-being, only teacher relationship with parents, and their role in their students’ development have a significant relationship with it.

The findings of the study of Eziuzo (2013) on the “Contributions of Parents-Teachers’ Association to Secondary School Management in Nigeria: Principals’ Perceptions” have some implications for educational management and policy. One of such implications is that the PTA appears to have made little contributions to the provision of bore holes, sponsorship of seminars and enlightenment programs, equipping of libraries with books, provision of office equipment and stationeries, procurement of land for the school, sustenance of power supply, and provision of school vehicle. This implies that the PTA has not performed quite impressively in school plant management in secondary schools. Therefore, the PTA could be more useful to schools if they expand their attention to these areas of school plant management.

Taguinod (2013) in his study, “Parent Teacher Association: Its Role in School Improvement in the Third Congressional District, Division of Cagayan”, assessed the level of performance of PTA officers in their roles in school improvement as assessed by the four groups of respondents. He found out that very high level of development-orientedness of the PTA officers can be attributed to their strong desire to assist in the continuous improvement of the school. He also found out that their level of performance along the different indicators of institutional development had a satisfactory level.



Abrigo (2012) in his study “Performance of Parent-Teacher Associations (PTAs) in the Institutional Development of Public Elementary Schools in the Division of Tuguegarao City” found out that both parents and teachers agreed that PTA assistance was very evident in the areas of fiscal management, school community relations and physical facilities development. His respondents perceived that the role of PTA was largely financial support making fiscal development in the topmost rank followed by community relations. He also found out that there was a poor PTA assistance in the areas of pupil development and curriculum development because the three groups of respondents apparently accepted that these areas were not solely the responsibilities of the school but also the PTA officials and parents.

Parental Involvement is an integral part of a successful educational Framework. Studies have identified parental engagement – as a critical factor affecting the success of individual students and the school environment itself.

The parents of the children enrolled at Saint Joseph’s College of Baggao, Inc. need an active Parent Teacher Association (PTA). With a set of active, involved and committed PTA officers and members who journey with School Administrators, Faculty Members/non-teaching personnel and students, the PTA officers and members easily help address the issues that are important to the school.

When the PTA officers and members closely work with the school administration in strengthening, improving, developing the school, a good quality of education is ensured. The PTA officers and members strive for full funding, quality teachers and capabilities for school to survive and to thrive.

The active involvement of the parents and guardians of the children in all the programs and projects of the school inspire and encourage the school administrators, teachers and non-teaching personnel and most of all the students, to do their best in school. With cooperative and supportive administrators and teachers, the parents become equally enthusiastic in getting involved in the school’s programs, projects and activities.



## **STATEMENT OF THE PROBLEM**

This study attempted to assess the extent of involvement of the Parent-Teachers Association Officers in the implementation of programs and projects of Saint Joseph's College of Baguio, Inc. Specifically, it sought to answer the following questions:

1. What is the profile of the PTA officers in terms of:
  - 1.1. Age
  - 1.2. Gender
  - 1.3. Civil Status
  - 1.4. Highest Educational Attainment
  - 1.5. Occupation
  - 1.6. Religion
  - 1.7. Length of service in the PTA
2. How do the teachers and PTA officers themselves assess their extent of involvement on the programs and projects of the school along the four areas of concern:
  - 2.1. Student Development
  - 2.2. Fiscal Development
  - 2.3. Physical Facilities Development
  - 2.4. School-Community Relations
3. Is there a significant difference between the assessment of the two (2) groups of respondents on the extent of their involvement on the programs and projects of the school relative to the above areas?
4. Is there a significant relationship between the profile variables of the PTA Officer respondents and their extent of implementation of school programs and projects?
5. What problems are encountered by the respondents in their involvement of school programs and projects?
6. In what areas of concern are the respondents less involved?
7. What measures can be proposed to enhance the involvement of the respondents in school programs and projects and to address the identified problems?

## **HYPOTHESIS**

This study was guided by the following hypotheses that:



1. There is no significant difference between the assessment of the two groups of respondents on the extent of involvement of the PTA on the programs and projects of the school relative to the above areas.
2. There is no significant relationship between the profile variables of the PTA officer respondents and their extent of involvement of the PTA in the implementation of school programs and projects.

## **RESEARCH METHODOLOGY AND STATISTICAL TOOLS**

This study made use of the descriptive correlation design. This design was used to gather information about the involvement of PTA in school programs and projects from the teachers and PTA officers themselves and to determine the extent of parent's involvement in school. This was appropriate to use because it describes the condition as it is in its present state at the time of study. It aimed to gather information about the present conditions, status or trend and deals with what is prevailing. Acero and Leuterio (2006) explained that the descriptive research deals with the relationships between variables, the testing of hypothesis, and the development of generalizations, principles or theories that have universal validity. It is concerned with functional validity. This design or method requires a detailed analysis of the various aspects of themselves and their relationships. On the other hand, the correlational method was used to determine the relationship of the PTA involvement and the characteristics of the PTA officers and school development.

The researcher used the questionnaire that served as primary tool for gathering data. There were only two groups of respondents, the 120 PTA officers and 42 teachers, for a total of 162 respondents. In gathering the data needed, the questionnaire survey, was used.

The questionnaire was the primary tool used for data gathering. The questionnaire was adopted from the study of Ma. Angelica Gazmen (2016), regarding the PTA involvement in school programs and projects; its basis for school improvement. This was validated by the researcher before she conducted the study. Two sets of identical questionnaires were prepared for the respondents, the PTA officers with profile variables and the other set was for the teachers. However, there were changes, and modifications made in the profile of the



PTA officers. It consists of three parts, part I contains the items of the data on Parent Teacher Association profile in terms of age, gender, civil status, occupation, highest educational attainment, religion, length of membership in PTA, part II provides for the Assessment on Involvement of PTA in School Development in terms of Student's Development, Fiscal Development, Physical Facilities Development and School-Community Development and part III contains the issues and problems encountered by PTA Involvement.

#### Statistical Tools

The study used statistical tools to answer the questions posed in the study. For the profile of the respondents, the frequency count and percentage were used. Weighted mean was used to quantify the assessment of the two groups of respondents on the implementation of PTA on projects and programs on the identified areas. A three-point scale was utilized to interpret the obtained weighted means. An arbitrary scale was used to analyze the problems encountered by the PTA in the implementation of programs and projects in the school. The T-test was used to compare the assessment of the two groups of respondents relative to the extent of involvement of PTA officers and the extent of implementation of programs and projects in the school. The Pearson r was used to correlate the profile variables of the PTA officer-respondents and their extent of involvement in the implementation of programs and projects. To quantify the problems encountered by the respondents on the implementation of programs and projects of the PTA, Rank distribution was utilized.

## RESULTS AND DISCUSSIONS

**Table 1a: Frequency and Percentage Distribution of Parent-Teachers Association Officers As to Age**

Age Range	Frequency	Percentage
21-30	10	8.33
31-40	43	35.83
41-50	56	46.67
51-60	11	9.17
<b>Total</b>	<b>120</b>	<b>100.00</b>

**Mean Age = 41.03**



As shown in the table, 56 or 46.67% of the PTA officer respondents are within the age range of 41-50 years old while 10 or 8.33% are under the age range of 21-30 years old. The mean age of the PTA officers is 41.03. This implies that majority of the PTA officer respondents are in their early middle age. This implies that being in this stage, they can still adopt easily to social values in flexible ways.

**Table 1b: Frequency and Percentage Distribution of Parent-Teachers Association Officers As to Gender**

Gender	Frequency	Percentage
Male	36	30.00
Female	84	70.00
Total	120	100.00

As reflected in the Table above, out of 120 PTA officer respondents, there are 84 or 70% females and 36 or 30.00% males. This means, PTA officers is female dominated. This implies that females are more involve than male in school activities like the PTA, because males are more busy in the farm to attend to their animals and farm products. This finding of very few fathers attending to school activities supports the study of Gazmen (2016) when she stated that some fathers do not have baby sitters who would take care of their children when they are out with their wives.

**Table 1c: Frequency and Percentage Distribution of Parent-Teachers Association Officers As to Civil Status**

Civil Status	Frequency	Percentage
Married	94	78.33
Widowed	16	13.33
Separated	10	8.33
Total	120	100.00

As gleaned on the table above, out of 120 respondents, 94 or 78.33 % are married and only 10 or 8.33% are separated. Clearly, there are more married PTA officer respondents than widowed and separated since the mean age of the respondents is already 41.03.



**Table 1d: Frequency and Percentage Distribution of Parent-Teachers Association Officers As to Highest Educational Attainment**

Highest Educational Attainment	Percentage	Percentage
Elementary undergraduate	2	1.67
Elementary graduate	9	7.50
High school graduate	55	45.83
College graduate	37	30.83
Masters	10	8.33
Doctoral	7	5.83
Total	120	100.00

As revealed in the table above, 55 or 45.83% are High school graduates; and 2 or 1.67% are elementary undergraduate. This implies that most of the respondents finished high school. The above data imply that the high school graduates are those who mostly occupy the position in the association, since when there are meetings called for, they are usually the ones who respond.

**Table 1e: Frequency and Percentage Distribution of Parent-Teachers Association Officers As to Occupation**

Occupation	Frequency	Percentage
Government Employee	36	30.00
Private employee	19	15.83
Self-employed	31	25.83
Not employed	34	28.33
Total	120	100.00

As shown in Table 1e, there are 36 or 30.00% who are Government employees like teaching in public schools, LGU employees and other government agencies; 19 or 15.83% are working in private like teaching in private schools, working in private agencies, pharmacists, and clinics. The above data imply that these PTA officers have varied occupations based on their educational attainment.



**Table 1f: Frequency and Percentage Distribution of Parent-Teachers Association Officers As to Religion**

Religion	Percentage	Percentage
Roman Catholic	106	88.33
Methodist	7	5.83
Born Again	7	5.83
Total	120	100.00

As shown in the table, 106 or 88.33% are Roman Catholics; while 7 or 5.83% are Methodist and Born Again. This implies that most of the PTA officers are Roman Catholics considering that the school is a catholic institution, although there is no policy that prohibits other people with other religion to enroll.

**Table 1g: Frequency and Percentage Distribution of Parent-Teachers Association Officers As to Length of Service**

Length of Membership in PTA	Percentage	Percentage
1-3 years	85	70.83
4-6 Years	35	29.17
Total	120	100.00

*Mean Length of Service: 2.88*

As revealed in the table, 85 or 70.83% of the PTA respondents have been officers of the association for 1 – 3 years, while 35 or 29.17 have been officers 4 – 6 years in the PTA. The mean length of service is 2.88 years which implies that some of them are re-elected considering that their term of office is 2 years. This implies that the PTA officers are familiar with the programs and projects of the association. Their more than two years of being an officer has given them the opportunity to know the issues and concerns of the association although some are still inactive and passive in their involvement along school development.



**Assessment of the Teachers and PTA Officers on the Extent of Involvement on the Programs and Projects of the School along the Four Areas of Concern**

**Table 2a: Mean Assessment of the Teachers and PTA Officers on the Involvement of PTA in School Development along Student Development**

Items	PTA officers		Teachers		As a whole	
	Mean	DS	Mean	DS	Mean	DS
1. Provide educational information and data related to specific lessons of students.	2.55	A	2.83	A	2.69	A
2. Cooperate with teachers in monitoring the attendance of students.	2.62	A	2.71	A	2.67	A
3. Give awards and rewards to outstanding students.	2.57	A	2.76	A	2.66	A
4. Sponsor free educational shows.	1.77	S	1.48	N	1.62	N
5. Help in co-curricular activities like dance troupe, choir and sports.	2.27	S	2.12	S	2.19	S
Category Mean	2.35	A	2.38	A	2.37	A

For the involvement of the PTA along student development, the PTA officers have assessed item number 2 or “cooperate with teachers in monitoring the attendance of students” highest with a mean of 2.62 or “always”. This implies that parents are monitoring the attendance of their children with the cooperation of the teachers in which they are always checking the attendance and immediately report to the parents if their children are not in school. Meanwhile, the teacher respondents have assessed item number 1 or “provide educational information and data related to specific lessons of students” highest with a mean of 2.83 or “always”. This implies that teachers are doing their best in providing educational information for the students to become better and improve their academic performance in school. PTA officers and teachers assessed item number 4 or “sponsor free educational shows” with the lowest mean of 1.77 and 1.48 or “never” respectively. This implies that PTA has never been given the opportunity to sponsor educational shows on



their own. The category of the PTA officers on student development is 2.35 or “always” which means that PTA are “always” involved in student development.

As a whole, among the items under student development, item number 1 or “provide educational information and data related to specific lessons of students” has the highest mean of 2.69 or “always” and item number 4 or “sponsor free educational shows” have the lowest mean of 1.62 with a descriptive value of “never”. This implies that from the over-all mean of 2.37, PTA officers are always involved in student development, hence a satisfactory performance along student development.

**Table 2b: Mean Assessment of the Teachers and PTA Officers on the Involvement of PTA in School Development along Fiscal Development**

Items	PTA officers		Teachers		As a whole	
	Mean	DS	Mean	DS	Mean	DS
Raise funds through campaigns for school projects and activities.	2.28	S	2.26	S	2.27	S
Set aside funds for the purchase of instructional materials needed in the classroom from annual budget.	1.88	S	2.33	S	2.11	S
Participate in the Cost-Sharing Program of the Local Government Unit for the construction of school projects.	2.16	S	2.17	S	2.16	S
Category Mean	2.11	S	2.25	S	2.18	S

As reflected above, PTA officers rated item number 1 or “raise funds through campaigns for school projects and activities” highest with a mean of 2.28 or “sometimes” while item number 2 “set aside funds for the purchase of instructional materials needed in the classroom from annual budget” has the lowest mean of 1.88 or “sometimes. This implies that parents are helping to raise funds for projects and activities of the school but not so much in purchasing instructional materials needed in the classroom. However, teacher respondents believed that the PTA were more involved in item number 2 with a mean of 2.33 or “sometimes but not so much in item number 3 with a mean of 2.17 or “sometimes”.



For Fiscal development, the PTA officers and teachers have a category mean of 2.11 and 2.25 or “sometimes” respectively. This implies that PTA are sometimes involved in the above projects and projects of the school.

The over-all mean of 2.18 reveals that the PTA officers and teachers were sometimes involved in fiscal development of the school.

This result is supported in the study of Eziuzo (2013) when he found out that the PTA appears to have made little contributions to the provision of bore holes, sponsorship of seminars and enlightenment programs, equipping of libraries with books, provision of office equipment and stationeries, procurement of land for the school, sustenance of power supply, and provision of school vehicle. He further noted that the PTA has not performed quite impressively in school plant management in secondary schools.

**Table 2c: Mean Assessment of the Teachers and PTA Officers on the Involvement of PTA in School Development along Physical Facilities Development**

Items	PTA officers		Teachers		As a whole	
	Mean	DS	Mean	DS	Mean	DS
Purchase needed equipment and materials based on the needed of the students and priority concern of the PTA.	2.25	S	2.19	S	2.22	S
2. Improvement of the Material Recovery Facilities (MRF).	1.68	S	1.57	N	1.63	N
3. Solicit donations of equipment and other facilities like TV, computer and projector, etc.	2.20	S	2.10	S	2.15	S
4. Assist in funding for the repair of desks, chairs, toilets, and the like.	2.24	S	2.17	S	2.20	S
5. Assist in monitoring construction, repair and/or rehabilitation of school buildings.	2.53	A	2.17	S	2.35	A
6. Joins BrigadaEskuwela before the School Year starts.	1.69	S	1.57	N	1.63	S
7. Participate in the school’s Greening Program.	1.64	N	1.60	N	1.62	N
Category Mean	2.03	S	1.91	S	1.97	S

As seen above, the PTA respondents assessed item number 5 or “assist in monitoring construction, repair and/or rehabilitation of school buildings” highest with a mean of 2.53 or “always”. This implies that PTA are ready to assist in the improvement of the school. Item



number 7 or “participate in the school’s Greening Program”, was noted lowest with a mean of 1.64 or “never”. This implies that PTA are not involved in the Greening program of the school. The teachers assessed item number 1 or “purchase needed equipment and materials based on the needed of the students and priority concern of the PTA” highest with a mean of 2.19 or “sometimes”. This means that PTA are concern in the needed equipment for the improvement of the facilities of the school. The teachers assessed item number 2 or “Improvement of the Material Recovery Facilities (MRF)” and item number 6 or “Joins Brigada Eskuwela before the School Year starts” lowest with a mean of 1.57 or “never”. This imply that PTA were not involved really during Brigada Eskwela and in the school’s greening program.

As a whole, item number 5 has the highest mean of 2.35 with the descriptive value of “always” which is on the monitoring of construction, repair and rehabilitation of school buildings. This imply that PTA were involved in the improvement of the facilities of the school.

**Table 2d: Mean Assessment of the Teachers and PTA Officers on the Involvement of PTA in School Development along School-Community Relations**

Items	PTA officers		Teachers		As a whole	
	Mean	DS	Mean	DS	Mean	DS
1. Recognize and gives awards to teacher-retirees.	1.65	N	1.57	N	1.61	N
2. Joins in tree planting activities.	2.09	S	2.17	S	2.13	S
3. Join in all school activities and social gathering that promote school community relations.	2.48	A	2.60	A	2.54	A
4. Represent the school in community activities.	2.28	S	2.50	A	2.39	A
Category Mean	2.12	S	2.21	S	2.17	S

As revealed above, item number 3 or “join in all school activities and social gathering that promote school community relations” was rated highest with a mean of 2.48 and 2.60 or “always”. This implies that the PTA are always involved in all the activities of the school, because the school administration and faculty always invite them.



Both PTA officers and teacher respondents rated item number 1 or “Recognize and gives awards to teacher-retirees” lowest with a mean of 1.65 and 1.57 or never” respectively. This implies that the PTA were not involved in recognizing and giving awards to teacher-retirees. As a whole, the over-all mean of 2.17 reveal that the PTA are sometimes involved in the development of the school along school – community relations. This is because they were too busy in their work.

**Table 2e: Summary Table on the Assessment of the Teachers and PTA Officers on the Involvement of PTA in School Development**

PTA Programs and Projects	PTA Officers		Teachers		Over-All Mean	
	CM	DS	CM	DS	CM	DS
Student Development	2.35	A	2.38	A	2.37	A
Fiscal Development	2.11	S	2.25	S	2.18	S
Physical Facilities Development	2.10	S	1.91	S	2.17	S
School-Community Relations	2.12	S	2.21	S	2.18	S

From the table above, it reveals that the PTA and teacher respondents are always involved along Student Development with an over-all mean of 2.37 or “always” followed by fiscal development, school-community relations and physical facilities development with an over-all mean of 2.18, 2.17 and 2.01 or “sometimes” respectively. As a whole, the two groups of respondents have common assessment on the involvement of the PTA on school development which is “always”.

**Table 3: Test of Difference Between the Assessment of the Teachers and PTA Officers on the Involvement of PTA in School Development along Student Development**

Definition of Respondents		N	Mean	t	df	Sig (2-tailed)	Decision
Student Development	PTA Officers	120	2.3533	-.413	160	.680	Accept Ho
	Teachers	42	2.3810				
Fiscal Development	PTA Officers	120	2.1082	-1.788	160	.076	Accept Ho
	Teachers	42	2.2540				
Physical Facilities	PTA Officers	120	2.0341	1.751	160	.082	Accept Ho
	Teachers	42	1.9079				
School-Community Relation	PTA Officers	120	2.1229	-.956	160	.341	Accept Ho
	Teachers	42	2.2083				



The table above shows that there is no significant difference between the assessment of the two groups of respondents in all the four areas of concern. This implies that the assessment of the two groups of respondents on the extent of involvement of the PTA on the programs and projects of the school do not vary. This means therefore that the null hypothesis stated is accepted, at .05 level of significance.

**Table 4: Test of Relationship Between the Profile of the PTA Respondents and their Extent of Involvement on the Programs and Projects of the School along the Four Areas of Concern**

Profile / Extent of Involvement		Student Development	Fiscal Development	Physical Facilities	School-Community Relation
Age	Pearson Correlation	-.017	-.092	.022	.014
	Sig. (2-tailed)	.852	.316	.807	.881
	N	120	120	120	120
Gender	Pearson Correlation	.052	.085	.054	-.066
	Sig. (2-tailed)	.575	.356	.556	.472
	N	120	120	120	120
Civil Status	Pearson Correlation	-.101	.013	-.104	-.140
	Sig. (2-tailed)	.274	.892	.260	.127
	N	120	120	120	120
Occupation	Pearson Correlation	.081	.145	.009	.032
	Sig. (2-tailed)	.381	.113	.926	.732
	N	120	120	120	120
Highest Educational Attainment	Pearson Correlation	-.093	-.089	.103	.001
	Sig. (2-tailed)	.312	.332	.262	.995
	N	120	120	120	120
Religion	Pearson Correlation	-.009	.011	-.088	-.047
	Sig. (2-tailed)	.918	.903	.337	.613
	N	120	120	120	120
Length of service in PTA	Pearson Correlation	.095	.034	.180*	.355*
	Sig. (2-tailed)	.304	.716	.049	.000
	N	120	120	120	120

**\*.Correlation is significant at the 0.05 level (2 tailed)**



As shown above, there is a significant relationship between the PTA officers length of service in the association along the areas of physical facilities and school-community relations ( $r=.180$ ,  $\text{sig}=.049$  and  $r=.355$ ,  $\text{sig}=.000$ ) respectively, hence, the rejection of the null hypothesis at 0.05 level of significance. This means that only the profile variable of the respondents along the length of service in the PTA influences their involvement in physical facilities and their school-community relations. This means that the more service they render, the more they are involved. This is also one of the reasons why officers are re-elected due to their involvement in these areas.

This result is supported by the study conducted by Balaba & Dela Rama (2015) when they found out that the students whose parents are involved are those who have a high performance in school. They also found out that the students' social and emotional well-being, teacher relationship with parents, and their role in their students' development have a significant relationship with it. On the other hand, there is no significant relationship among the profile variables of the PTA officers on the areas of student and fiscal development, hence the acceptance of the hypothesis earlier stated at .05 level of significance.

## **5. Problems and Issues Encountered by the PTA in the Implementation of Programs and Projects**

The following are the problems encountered in the implementation of programs and projects.

1. Tendency to throw the burden of work to teachers
2. Divided opinions and decisions by the body
3. Lack of time due to personal businesses
4. Insufficient funds for the projects to be put up
5. Lack of cooperation among stakeholders
6. Laziness of the PTA members
7. Lack of interest and support from the PTA members and PTA officers
8. Conflict of ideas and opinion regarding the programs and projects



9. Parents ignorance about the purpose of PTA
10. Poor PTA preparation for meetings
11. Existence of conflict among officers and members
12. Failure to coordinate with school administrators.
13. Poor attitude of teachers and administrators about the PTA

**6. Areas of Concern where the PTA is less involved:**

The PTA is less involved in physical facilities development, school-community development, and fiscal development.

Proposed measures to address the areas of concern where PTA is less involved.

The parents of SJCBI were equally enthusiastic in getting involved in school’s programs, projects and activities. The active involvement of the parents and guardians of the child in all the programs and projects of the school inspire and encourage the school administrators, teachers and non-teaching personnel but most of all the students, their children.

A proposed action plan was made to address some of the problems and issues met by the PTA officers in their involvement in the implementation of programs and projects. This will build a strong and harmonious partnership between the home and the school through Parent-Teachers Association.

***Action Plan to address some of the Problems/Issues met by the PTA officers in their involvement in the Implementation of Programs and Projects***

Area of Concern	Objectives	Strategies/ Activities	Persons involved	Resources	Time Frame	Budg et	Outcomes
<b>Physical Facilities</b>							
1. Purchase needed equipment and materials based on the needs of	-to help purchase equipment and materials needed by the	PTA should help in purchasing needed equipment and materials needed by the students	PTA Officers Members stakeholders	Parents Teachers PTA officers Members Administrator	Year round	15,000	Improved equipment and materials for



the students and priority concern of the PTA.	students			s			students
2. Improvement of the Material Recovery Facilities (MRF).	-to improve MRF in the school	PTA should help in improving MRF in the school	PTA Officers Members stakeholders	Parents Teachers PTA officers Members Administrator s	April - May	5,000	Improved MRF
3. Solicit donations of equipment and other facilities like TV, computer and projector, etc.	-to help and encourage other stakeholders for their donations necessary for learning	Encourage and motivate PTA in soliciting donations to other stakeholders for other equipment and other facilities needed for learning	PTA Officers Members stakeholders	Parents Teachers PTA officers Members Administrator s Bond papers Printer	Year round	1,500	Facilities and learning is improved
4. Assist in funding for the repair of desks, chairs, toilets, and the like.	-to assist in funding for the repair of facilities inside the classroom	Motivate PTA to help in funding for the repair of the facilities inside the classroom	PTA Officers Members Teachers	Parents Teachers PTA officers Members Administrator s Materials needed for the repair	Year round	1,500	Fixed desks, chairs and toilets inside the classroom
5. Assist in monitoring construction, repair and/or rehabilitation of school buildings.	-to assist in monitoring, construction, repair of school building	PTA should assist in the monitoring, repair and construction of school buildings	PTA Officers Members	Parents Teachers PTA officers Members Administrator s	Year round	1,500	Improved school buildings
6. Joins BrigadaEskuwela before the School Year starts.	-to encourage and help in the BrigadaEskwela of the school	PTA should have to join and participate in the Greening Program of the school	PTA Officers Members Stakeholders Faculty and	Parents Teachers PTA officers Members Administrator	May- June	1,000	School's environme nt Program will be observed



			Staff	s Cleaning materials Snacks			
7. Participate in the school's Greening Program.	-to participate in the schools' greening program	All stakeholders must join the cleaning program of the school			Year round	1,500	Promotion of Clean and Green Program
<b>School Community Relation</b>							
Recognize and gives awards to teacher retirees	-to recognize and let the teacher-retirees feel their worth	PTA should have a part in giving recognition and awards to teacher retirees	PTA Officers Members Stakeholders	Parents Teachers PTA officers Members Administrators Tokens Certificates	Year round	2,500	Recognition of teacher retirees were observed
Joins in tree planting	-to impart to the community the love for nature	All stakeholders must join in the tree planting activities within the school and in the barangay	PTA Officers Members Stakeholders Faculty and Staff students	Parents Teachers PTA officers Members Administrators Cleaning materials Snacks Plants/seedlings	Year round	2,000	Promotion of School Greening Program
Join in all activities and social gatherings that promote school community activities	-to strengthen social and community relations	All PTA officers and members should have an active participation in all activities to promote strong school-community relations	PTA Officers Members Stakeholders Faculty and Staff	Parents Teachers PTA officers Members Administrators	Year round	1,500	School community relations is improved



Represent the school in community activities	-to help each other doing community activities	PTA officers should lead the members to participate in every school and community activities	PTA Officers Members Stakeholders	Parents Teachers PTA officers Members	Year round	1,500	School community relations is strengthened
<b>Fiscal Development</b>							
Raise funds through campaigns for school projects and activities.	-to raise funds for school projects and activities	PTA should help in raising funds for school projects and activities	PTA Officers Members Stakeholders Donors Sponsors	Parents Teachers PTA officers Members Flyers TV ads	Year round	2,000	Fiscal Development in school projects and activities is improved
Set aside funds for the purchase of instructional materials needed in the classroom from annual budget.	-to allocate funds for instructional materials needed in the classroom	The school and PTA should allocate in the annual budget for the purchase of instructional materials needed in the classroom	PTA Officers Members Stakeholders	Parents Teachers PTA officers Members Instructional materials	Year round	2,500	Instructional materials are enhanced and funded
Participate in the Cost-Sharing Program of the Local Government Unit for the construction of school projects.	-to participate in the Cost-sharing Program of the LGU for the construction of school projects	The school and the PTA should participate in the Cost-Sharing Program of the LGU and other agencies	PTA Officers Members Stakeholders	Parents Teachers PTA officers Members	Year round	1,500	Linkages through programs with other agencies and LGU are strengthened
<b>Problems and Issues</b>							
Tendency to throw burden of work to teachers	-to provide a neutral forum for resolving conflicts	Give powerful functions to parents on student's discipline, assignments and	PTA Officers Members Teachers Principal	Principal School Director Teachers PTA officers	Year round	1,500	Parents accept their roles and responsibilities



		resolving conflicts that occur in school	Director				ities in school
Divided opinions and decisions by the body	-to create harmonious relationship among PTA	Regular Meetings with PTA officers Regular contact with the PTA officers PTA members should communicate and decide as one body for better relationship	PTA Officers Members Stakeholders	Parents Teachers PTA officers Members	Year round	1,500	Parents and PTA officers and members create a harmonious relationship with the school
Lack of time due to personal businesses	-to increase attendance during meetings and programs	Regular checking of attendance every PTA meetings Conduct forum with PTA officers, members, stakeholders on strategies to increase and improve attendance	PTA Officers Members Stakeholders	Parents Teachers PTA officers Members	Year round	1,500	Attendance during meeting is increased and improved
Insufficient funds for the projects to be put up	-to encourage parents in funding or donating some projects of PTA in school	The PTA and school should allot funds for projects of the PTA in school development	PTA Officers Members Stakeholders	Parents Teachers PTA officers Members	Year round	1,500	Sufficient Funds for PTA Projects
Lack of cooperation among stakeholders	-to initiate programs and activities of the parents	Parents and stakeholders should cooperate with the programs and activities set by	PTA Officers Members Stakeholders	Parents Teachers PTA officers Members	Year round	1,500	Full cooperation of parents and



		the school					stakeholders with the programs and activities of the school
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## CONCLUSIONS

In the light of the findings of the study, it can be concluded that active involvement and participation of parents, and a strong partnership between the school and the community must be strengthened so that the vision, mission, and objectives of the school can be achieved. The primary goal therefore of the administrators is to build a strong and harmonious relationship between the home, the community, and the school. Problems and issues will arise in the implementation of programs and projects of the school if parents and the school will not work together. Therefore, a strong and active partnership between the home and the school through parent-teacher association can build up productive and socially aware citizens from the school.

## RECOMMENDATIONS

Based on the foregoing findings, the researcher has the following recommendations:

- The PTA should be encouraged to sponsor educational shows and symposium for the student development.
- The PTA should be involved in the Greening Programs of the school like the “BrigadaEskwela” and “Improving MRF” before the start of the school year.
- The PTA should be encouraged to recognize and give awards to teacher retirees.



- The school should follow-up the school programs and projects that need more involvement if parents.
- The school should be involved PTA officers in the planning of the school's programs and projects.
- PTA officers and members must be encouraged to attend all meetings called upon by the PTA officers.
- PTA must be informed in the Fiscal Development and Physical Facilities Development of the school.
- School-community relations between and among the school administrators and PTA must be strengthened.
- Future researchers to conduct parallel studies along PTA involvement in school activities and programs using variables not included in this study.
- Active PTA officers and members must be recognized during recognition day.
- The proposed action plan must be immediately implemented.

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