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## Parent and School Partnership in the Public Schools in Sariaya East District Division of Quezon

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### Abstract

**Aim:** This research explored the practices and challenges of parent-school partnerships in the public schools of Sariaya East District, Division of Quezon, to enhance the well-being of pupils. Specifically, it examined participants' perspectives on parent-school partnerships, the objectives behind creating such partnerships, current practices and challenges, and the support provided for school programs and activities.

**Methodology:** Employing a qualitative research design with a phenomenological approach, the study gathered in-depth insights through semi-structured interviews with ten (10) teachers, ten (10) parents, and nine (9) school heads. The data were gathered through semi-structured interviews, ensuring a deep exploration of participants' lived experiences and perspectives. Data were analyzed using thematic analysis, ensuring validity through expert validation and triangulation methods. Ethical considerations, including informed consent, confidentiality, and data privacy were strictly adhered to, aiming to provide an understanding of the various processes of parent-school collaborations in promoting pupil well-being.

**Results:** The key findings of the study highlighted the importance of collaboration, communication, and active engagement among parents, teachers, and principals in parent-school partnerships. Parents emphasized support and guidance, while teachers and principals stressed the need for effective communication and unified efforts. Challenges such as time and financial constraints and practices promoting effective engagement were identified.

**Conclusion:** Active participation and supportive guidance from all stakeholders were crucial for building a collaborative school community. Participants aimed to enhance effective parent-school partnerships through consistent communication, collaboration, and empowering parents as educational partners to achieve student success. Effective parent-school collaboration, exemplified by practices such as regular parent-teacher conferences and inclusive decision-making processes, was hindered by time and financial constraints. However, consistent communication and active parental involvement could significantly improve the quality of education. Strategic leadership and inclusive support from parents, teachers, and principals were essential for promoting a supportive school environment that promotes pupils' well-being and development.

**Keywords:** PUP Open University, Master in Education Management, Challenges, Parent-School Partnership, Programs and Activities

### INTRODUCTION

Children's educational foundations are essential for their long-term well-being and development. A strong foundation provides resources for future success, with proper educational goals and parental support playing crucial roles. Collaboration between parents and schools is a crucial component of a child's education. Nipales (2022) asserts that the partnership between educators and parents has the potential to enhance children's scholastic achievement, character development, social growth, and work ethic. Interpersonal communication can enhance students' motivation in their academic pursuits.

Globally, the benefits of parent-school collaborations are well-documented. Epstein (2020) notes that such partnerships in American schools enhance curriculum and school atmosphere, support families, develop leadership

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skills, and assist teachers. European research by O'Toole et al. (2019) emphasizes understanding social, cultural, and familial influences on children's learning, with the home learning environment playing a crucial role. Similarly, Rasool et al. (2021) found that in Asia, children's academic achievement correlates positively with parental attitudes and behaviors at home.

In the Philippines, the 1987 Constitution emphasizes the importance of youth in nation-building, encouraging their interest in public affairs and promoting nationalism and patriotism. Children are regarded as valuable resources, and their development and well-being heavily depend on moral supervision and support from parents or guardians. To be specific, the Republic Act 9155 Section 1.2 Principles, no. 4, mandates parental and community engagement in education, highlighting the importance of collaborative efforts in achieving educational goals. This law also emphasizes the need for schools to actively promote and facilitate parental involvement in all aspects of a child's education, aiming to create a supportive learning environment. Despite its importance, widespread adoption of these practices remains a concern, such as building the school community, assisting parents, including them in the educational process, and encouraging better communication. Workshops and resources are designed to educate parents and educators on responsibilities and effective communication tactics, generating a feeling of understanding and support (Jorgenson, 2022). The Department of Education Philippines recently issued DepEd Order No. 13, also known as the Omnibus Guidelines on the Regulation of Operations of the Parent-Teacher Associations (PTA), on March 18, 2022. This order aims to foster a cooperative and productive relationship between teachers, parents, and the community when implementing school programs for students' well-being. This order sought to define the PTA's responsibilities to benefit learners. This includes promoting collaboration between parents and teachers, participating in discussions regarding the well-being of the learners, contributing to the development and implementation of school programs, and other related activities.

In the Division of Quezon's Sariaya East District, the effectiveness of parent-school partnerships still needs improvement. Existing projects and programs could significantly impact learners' performance if stronger collaboration were established. This is evident during parents' assemblies, conferences, and their support for academic performance and school activities. Strengthening parental engagement is crucial for developing children's educational foundations and achieving better learning outcomes.

Despite the recognized importance of parental involvement, challenges remain. Alieva (2023) points out that uncertainty in parental engagement can have negative consequences. Differences in parents' and teachers' perspectives, lack of clear standards, and insufficient resources are significant challenges. Additionally, cultural and language barriers can hinder effective communication. These issues highlight the need for clear guidelines and better training for teachers to promote successful parent-school partnerships, benefiting learners' engagement and development.

The purpose of this study was to investigate the connection between parents and schools, emphasizing the variables and practices that influence children's general well-being. Developing strong parent-school connections is critical for improving children's academic achievement and overall well-being. Nonetheless, problems such as insufficient communication, cultural differences, and inadequate support systems may occasionally impede collaboration. Despite the presence of PTAs and other parental involvement initiatives, this study explores current practices and obstacles to provide suggestions that may help principals, parents, and teachers improve these interactions. By promoting research continuance and mobility, the study aims to address these challenges effectively, ensuring sustained efforts in enhancing parent-school partnerships (Chua, 2024; Oestar & Marzo, 2022). This will result in increased communication and support for their educational environments, as well as better coordination of efforts to meet children's emotional and intellectual needs. The findings may influence policies and programs aiming at increasing parental participation, benefiting children's general development and academic achievement. The insights gained could help parents, teachers, and school administrators improve or strengthen partnerships, further enhancing the academic performance and overall well-being of the learners.

## Objectives

The purpose of this study was to explore the participants' experiences with the parent-school partnership in the public schools in Sariaya East District, Division of Quezon.

Specifically, the study answered the following research questions:

1. What is the perspective of participants toward parent-school partnerships?
2. What objectives do participants intend to achieve in their involvement in parent-school partnerships?



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3. What are the current practices and challenges experienced by the participants in the efficient and effective implementation of parent-school partnerships?

4. How do participants support the school programs and activities toward efficient and effective parent-school partnerships to promote the well-being of the learners?

## METHODS

### Research Design

The study employed qualitative research methods to investigate parents' and educators' joint efforts in identifying and addressing children's educational needs. Tenny et al. (2022) contend that qualitative research offers important insights into real-world problems by emphasizing participants' experiences and perspectives above numerical data. This kind of research encourages the generation of new ideas and the extension of existing data analysis by focusing on the underlying causes of behaviors and interactions.

Using a phenomenological approach, the researcher explored people's own experiences. Gallagher (2022) and Qutoshi (2020) describe phenomenology as the study of how people see and comprehend their surroundings from their unique viewpoints. To determine the underlying relevance of these interactions, data must be collected and analyzed simultaneously. This technique was utilized to get a more thorough understanding of the opportunities and problems that exist in the relationship between parents and schools. It included investigating the practical issues that parents and teachers encounter while promoting their children's learning and development.

### Population and Sampling

Data sources for this study were gathered from the nine (9) schools in the Sariaya East District in the Division of Quezon according to its population identified as small, medium, and big. They were comprised of ten (10) teachers, ten (10) parents, five (5) PTA Officers, and five (5) Non-Officers in Sariaya East District, Division of Quezon.

The primary key informants in this instance were the school heads of Sariaya East District. Parents were the study's particular target group for evaluating how parent-school cooperation improves children's welfare. The participants were chosen from among the several Sariaya East District schools. The qualitative data was derived from the interview findings.

### Instrument

This study utilized semi-structured interviews to get in-depth information from the process. There was a prepared guide questions for the interview and to accommodate further investigations on the topic being asked, questions may be asked from the participants. The interview approach was utilized in the research, which was a qualitative technique in which questions were asked methodically to collect comprehensive data. Interviews provide a venue for the direct sharing of information via question-and-answer engagements.

The research instrument was composed of four (4) main questions: the perspectives, objectives in their involvement, practices and challenges, and support on school activities and programs on the parent-school partnership. These questions were modified into twelve interview questions then the questionnaire's questions were translated into Filipino. Also, the self-made interview guide questions were checked and validated by three experts, which include the following: two Master Teachers and a School Head. Their comments and suggestions were considered for the improvement of the final instrumentation. These questions were modified.

### Data Collection

This portion of the study detailed the data collection technique. The questionnaire design was the first step of data collection for the research. Based on the issue description, the researcher created a questionnaire. Following the study's design, the researcher developed a semi-structured questionnaire to gather information on participants' perspectives and experiences during qualitative research or clinical data collecting. The questionnaire was reviewed before the interview to check its formality and authenticity.

Before data collection, the researcher obtained ethical permission and consent from the Polytechnic University of the Philippines. The researcher also worked with the participating schools to create the list of names required for the sampling procedure and gather potential study participants.

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The interview strategy also enabled the researcher to get information from the study's informants quickly. According to the interview guidelines, their data is safeguarded by the Data Privacy Act of 2012. As a consequence, the interviews were conducted around twenty (20) to thirty (30) minutes. The researcher conducted the interview depending on the availability of the participants, and they gave recommendations for the structure of the interview.

After the interview, the researcher went onto the next stage of data collection. Participants' responses were compiled and made accessible for verification. The data were processed and assessed in preparation for the next stage.

### Data Analysis

The transcribed data from a recorded video of the Focus Group Discussion were collected, read, revisited, and categorized into ideas and themes to create clusters of meaning. Through this process, the researcher formulated the common meaning of the event, situation, or experience and attain a more profound understanding of the phenomenon. Directly related opinions are going to be emphasized to assess the similarity among the answers of the participants.

In order to answer the research questions, the data were analyzed utilizing Thematic Analysis. According to Maguirre and Delahunt (2017), Thematic Analysis is a process that involves finding patterns or themes in qualitative data. The purpose of thematic analysis is to find themes—that is, significant or intriguing patterns in the data—and then utilize those themes to discuss the research or make a point. A strong theme analysis goes much beyond just summarizing the data, it interprets and clarifies phenomena.

Various meanings were developed from significant responses to themes in the next stage of the analysis. Through this method, the researchers developed a common meaning of the event, situation, or experience and gained a deeper understanding of the phenomenon. The researchers would identify the various factors and gain more insight into the nature and purpose of the phenomenon.

### Ethical Consideration

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

## RESULTS and DISCUSSION

### 1. Perspective of Participants Toward Parents-School Partnership

#### Themes

*Collaborative Stakeholder Engagement*  
*Strengthening Parent-School Partnerships*

From the data, the perspectives of participants towards parent-school partnership revealed by the parents and teachers were categorized into two themes namely: Collaborative Stakeholder Engagement and Strengthening Parent-School Partnership.

#### 1.1 Collaborative Stakeholder Engagement

It presents the perspectives of parents on the partnership between parents and schools, emphasizing the importance of collaboration, communication, and support in enhancing the educational experience and development of students. The following are the samples of the transcription:

**Participant 1- “Ang relasyon sa pagitan ng mga magulang at paaralan ay nagkakaisa sa mga proyekto ng paaralan ang mga magulang”**

**Participant 2- Mayroon pong pagkakaisa at suporta**

**Participant 4 (Key Informant) – “By focusing on effective communication, parents’ involvement, mutual respect, shared goals, feedback, and celebration of achievements, parents and school can strengthen their partnership and create a supportive and enriching educational environment for children.”**



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The code of Collaboration and Unity of Stakeholders highlights the necessity of a unified effort between parents and schools, emphasizing that working together significantly benefits students. Research indicates that collaborative partnerships between parents and schools lead to improved academic achievement and social development for students (Epstein, 2020). Effective collaboration involves shared responsibilities and joint efforts, ensuring that both parents and schools are committed to enhancing educational outcomes (Goodall & Montgomery, 2014). When parents and schools unite in their efforts, they create a more supportive and enriching environment that facilitates student success.

### 1.2 Strengthening Parent-School Partnerships

The perspectives of teachers regarding the parent-school partnership, focusing on the importance of collaboration, communication, and support between parents and schools in enhancing children's education. The codes extracted from the narratives include Stakeholders' Collaboration and Unity, Communication and Participation in Educational Activities, and Stakeholders' Support and Relationship Building.

*Participant 1: "Ang positibong ugnayan na ito ay nagdudulot ng malawakang benepisyo sa pag-unlad at pagtututo ng mga mag-aaral."*

*Participant 3: "Malinaw na komunikasyon, malawak na pang-unawa at pakikiisa sa mga programa sa paaralan para sa kaulanrang pang- edukasyon ng bawat mag-aaral."*

*Participant 5: "Clear and consistent communication, mutual respect, and active involvement from both parents and school staff are vital."*

*Participant 6: This partnership is based on mutual respect, open communication, and collaboration, and greatly enhances the educational experience."*

This suggests that when parents are actively involved in school activities and support their children's learning, it creates a cohesive environment conducive to academic success. Collaboration also promotes a sense of community within the school, reinforcing the shared responsibility of nurturing students' growth.

Collaboration between parents and schools is important for enhancing student development and academic success. Research emphasizes that when parents are actively engaged in their children's education, it significantly benefits student learning outcomes (Mestry & Grobler, 2017). This collaboration promotes a cohesive environment within the school community, where shared responsibilities lead to improved educational experiences and outcomes for students.

Findings revealed that perspectives of parent-school partnerships, parents emphasized the need for support and guidance in the parent-school partnership. Teachers pointed out the necessity of collaboration and unity among stakeholders and effective communication and participation in school activities. Principals focused on the need for ongoing stakeholder communication and enhanced partnerships, stressing the importance of support and relationship building.

## 2. Objectives of Participants in their Involvement in Parent-School Partnership

As to the objectives in their involvement in Parent-School Partnership, the following themes were revealed: Enhancing Effective Parent-School Partnerships and Collaborative Parent-School Relationships to Enhance Educational Outcomes

### Themes

*Enhancing Effective Parent-School Partnerships*  
*Collaborative Parent-School Relationships to Enhance Educational Outcomes*



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## 2.1 Enhancing Effective Parent-School Partnerships

It presents the objectives of parents in creating parent-school partnerships, highlighting various motivations and strategies they employ to support their pupil's education. The narrative extracts from the participants reveal codes such as Stakeholders' Cooperation, Consistent Stakeholders' Communication, and Strengthened Stakeholders' Partnerships. The overall theme emerging from these codes is Promoting Effective Parent-School Partnerships. The following are samples of the transcription:

*Participant 1: "Layunin ko ang makipagtulungan sa paaralan hindi para sa kapakanan nang aking anak para na din ikabubuti nang ibang mag-aaral."*

*Participant 5: "The primary goals are to enhance student achievement, create a supportive learning environment, and promote a sense of community."*

*Participant 7: "Pagdalo sa mga pagtitipon sa loob ng paaralan at pakikinig sa mga guro sa maaring solusyon sa anumang problema o sitwasyon ng bata sa loob ng paaralan, ang pakikipag-ugnayan sa guro ay isang paraan ng pakikipagtulungan ng mga magulang sa paaralan."*

*Participant 10: "Ang layunin ng aking pakikipagtulungan sa paaralan ay upang mas mapaunlad ang paaralan para sa kinabukasan mga mag-aaral."*

Building a strong partnership between parents and schools is fundamental to creating a supportive and effective educational environment. This partnership is characterized by mutual respect, shared goals, and a commitment to student success. When parents and schools work together, they create a nurturing environment that supports the holistic development of students, encompassing academic, social, and emotional growth. Research indicates that strong parent-school partnerships contribute to higher academic achievement, better student behavior, and increased satisfaction with the school experience (Paccaud et al., 2021). Encouraging parents to take an active role in school activities helps to create a more vibrant and engaged school community, benefiting all students.

## 2.2 Collaborative Parent-School Relationships to Enhance Educational Outcomes

It presents in the objectives of teachers in creating parent-school partnerships, as derived from their narrative extracts. The codes identified from the teachers' narratives include Effective Communication and Engagement, Collaboration and Support for Student Development, and Utilizing Technology for Stronger Partnerships. These codes encapsulate the teachers' emphasis on maintaining open lines of communication, promoting a collaborative environment, and leveraging technology to enhance the partnership between parents and the school, all aimed at improving educational outcomes for students following are samples of the transcription:

*Participant 2: "May mabuting pakikisama sa bawat magulang at naglalaan ng malawak na pang-unawa sa bawat sitwasyon o kalagayan ng mga mag-aaral depende sa pangangailangan ng bawat bata."*

*Participant 5: "The primary goals are to enhance student achievement, create a supportive learning environment, and promote a sense of community. We aim to address any academic or behavioral issues by working together early."*

*Participant 6: "When parents and schools collaborate, they can create a powerful support system for students that helps them succeed in school and life."*

*Participant 8: "Upang matugunan ang pangangailangan ng mga mag-aaral tulad ng paggamit ng makabagong technology sa pag-aaral."*

This collaboration ensures that educational initiatives are well-supported and that students benefit from a unified approach to their education, enhancing their overall development and prospects.

Teachers emphasize the importance of collaborative efforts between parents and schools to support students not only academically but also socially. By working together, educators and parents can ensure that educational initiatives are effectively implemented, providing students with a cohesive learning environment that promotes their overall development and prepares them for future challenges (Finn, 2019).





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For the objectives intended to be achieved in the parent-school partnership, the findings were parents aimed for stakeholder cooperation, consistent communication, and strengthened partnerships. Teachers focused on effective communication and engagement, collaboration, and support for student development, utilizing technology for stronger partnerships. Principals emphasized effective communication and transparency, parental involvement and empowerment, and creating a supportive and collaborative environment.

### 3. Practices and Challenges in the Implementation of Parent-School Partnership

As to the Practices and Challenges in the Implementation of Parent-School Partnership, the following themes were revealed: Promoting Effective Parent-School Engagement through Communication and Relationship Building and Promoting Effective Collaboration Between Parents and School.

#### Themes

*Promoting Effective Parent-School Engagement through Communication and Relationship Building*  
*Promoting Effective Collaboration Between Parents and School*

#### 3.1 Promoting Effective Parent-School Engagement through Communication and Relationship Building

The practices and challenges faced by parents in implementing a parent-school partnership. It includes narrative extracts from participants detailing their experiences, which are categorized with labels such as communication, advocacy, respect, collaboration, financial support, and challenges. From these labels, two main codes have been identified for practices such as Effective Communication and Advocacy, and Respectful and Collaborative Relationships. On the other hand, two primary codes have been derived for challenges such as Difficulty in Expressing Ideas and Differences in Opinion.

*Participant 1: "Bilang isang magulang karapatan kong magsalita nang saloobin ukol sa kapakanan nang aking mga anak".*

*Participant 3: "Upang mapanatili ang magandang relasyon sa administrasyon ng paaralan ay buong puso akong makikibahagi at susunod sa mga alitutin ng administrasyon".*

*Participant 1: , "Ang hamon na aking naranasan ukol sa pakikitungo sa mga guro ay kung paano ko maiipahayag ang akin mga saloobin ukol sa ikaunlad nang aking paaralan."*

*Participant 10: "Napakalaking hamon ay ang magbigay ng suhestiyon at maglabas ng sarili mong idea kapag may pagpupulong."*

*Participant 4: "Ang hindi pagkakaintindihan dahil sa mga maling opinyon o koro-koro."*

*Participant 3: "Ang pagkakaroon ng salungat na opinyon o desisyon kaugnay sa usaping programa at pananalapi ng paaralan,"*

It emphasizes the importance of communication and collaboration between parents and schools, which inherently includes managing and addressing differences in opinion. By encouraging open dialogue and shared decision-making, the model supports strategies for resolving conflicts and ensuring that diverse viewpoints are respected, thereby promoting a more inclusive and cooperative educational environment.

#### 3.2. Promoting Effective Collaboration Between Parents and School

The practices and challenges faced by teachers in implementing parent-school partnerships. It includes narrative extracts from teacher participants, each tagged with relevant labels. The labels have been synthesized into two general codes for practices Regular Communication Between Parents and Schools, and Active Parental Involvement. On the other hand, the labels have been synthesized into two general codes for the challenges such as Time Constraints for Effective Participation, and Financial Constraints in School Projects. Here are the following samples of transcription.

*Participant 1: "Pinaniniwalaan kong ang regular na komunikasyon, pagbabahagi ng mga layunin at mga plano sa pag-aaral, at paglikha ng mga pagkakataon para sa aktibong pakikilahok ng mga magulang sa mga gawain sa paaralan ay nakakatulong para sa pagpapabuti ng parent-home-school partnership at engagement."*



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*Participant 5: "I use various communication tools such as messaging (thru text or messenger), newsletters, and PTA meetings to keep parents informed. Social media and school apps are also utilized for instant updates and engagement. Personal calls and face-to-face meetings are arranged for more sensitive or urgent matters."*

*Participant 4: "Ang pagsasagawa nang makabuluhang pagpupulong na ginagawa sa paaralan at paghikayat sa mga magulang na maging aktibo sa mga aktibidad na ipinatutupad sa paaralan."*

*Participant 2: "Improving parent-home school partnerships and engagement is essential for promoting student success and creating a supportive learning environment."*

*Participant 3: "Oras, ito ang laging hamon sa bawat pagkakataon dahil bawat magulang ay may iba pang responsibilidad maliban sa pagsuporta at pakikipagtulungan sa paaralan."*

*Participant 3: Pinansyal ang karaniwang problema sa tuwing magkakaroon ng proyekto ang paaralan.*

For the Practices on the implementation of Parent-School Partnership; Effective communication ensures that parents are well-informed and can actively participate in their child's education, which positively impacts student outcomes.

Regular and effective communication is a cornerstone of successful parent-school partnerships. Research shows that consistent and transparent communication helps build trust and collaboration between parents and educators, leading to better student performance and a supportive learning environment (Ramanlingam & Maniam 2020). Schools that prioritize open lines of communication create a more inclusive atmosphere where parents feel valued and engaged in their child's education.

When parents are actively involved in their children's education, it leads to higher academic achievement, improved behavior, and enhanced social skills (Polat & Bayindir, 2020). Schools that engage parents in meaningful ways promote a sense of community and collaboration, which benefits both students and the educational institution as a whole.

While challenges in the implementation of Parent-School Partnerships; Norman (2023) suggests that schools that adapt to the needs of working parents see higher levels of engagement and partnership effectiveness. By acknowledging and addressing these challenges, schools can create more inclusive and accessible environments for all parents.

Durisic and Bunijevac (2017) emphasize that adequate resources are essential for promoting collaborative relationships between schools and parents. Schools can mitigate these challenges by seeking alternative funding sources, prioritizing budget allocations for parental engagement activities, and promoting community partnerships to support educational initiatives. By addressing financial constraints effectively, schools can enhance their capacity to engage parents and enrich the educational experiences of students.

For the findings in terms of practices and challenges in the implementation of parent-school partnerships, parents practiced effective communication and advocacy and maintained respectful and collaborative relationships, yet encountered challenges in expressing ideas and differences in opinion. Teachers made sure regular communication between parents and schools and promote active parental involvement but struggled with time constraints for effective participation and financial constraints in school projects. Principals emphasized effective communication between schools and parents and active parental engagement, facing challenges in addressing time and resource constraints.

#### 4. Support Toward School Programs and Activities

As the Support toward School Programs and activities the following themes were revealed, Enhancing Parental Engagement in School Community and Inclusive Support Programs and Activities

##### Themes

*Enhancing Parental Engagement in School Community*  
*Inclusive Support for School Programs and Activities*





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#### 4.1. Enhancing Parental Engagement in School Community

This explores how parents support school programs and activities through their active participation, meeting attendance, and collaboration with school initiatives. The codes are Meeting Attendance and Participation, Support for School Activities, and Communication and Collaboration with Teachers. The sample transcriptions are below.

**Participant 2:** "pag attend sa mga meeting tungkol sa kapakanan ng paaralan at mga bata pagsuporta at pakikisa nadin".

**Participant 3:** "sa pamamagitan ng aktibong pakikilahok sa mga aktibidad na kinakailangan ang suporta at presensiya ng mga magulang".

**Participant 7:** "Magbahagi ng tamang impormasyon at tamang kilos sa mga social media, pagbibigay ng suporta sa anumang aktibidad sa paaralan".

Providing emotional and social support to school activities and promoting positive behavior are essential roles for parents in supporting their children's educational journey. Research indicates that when parents engage positively in their child's school life, it correlates with improved academic achievement, reduced behavioral problems, and increased motivation among students (O'Toole et al, 2019). Emotional support, such as encouraging students and participating in school events, helps create a nurturing environment that enhances student well-being and engagement. Social support, including interactions with other parents and school staff, builds a sense of community and belonging, which is important for overall school success (Sedibe & Fourie, 2018). These supportive behaviors from parents contribute to a holistic approach to education, promoting both academic and socio-emotional development.

#### 4.2 Inclusive Support for School Programs and Activities

The different ways teachers support school programs and activities. The participants' narrative extracts reveal various forms of support such as engaging in meetings and activities, promoting school initiatives, and motivating students and colleagues. The codes derived from these narratives are Active Participation and Involvement, Financial and Logistical Support, and Encouragement and Motivation. The sample transcriptions are below.

**Participant 1:** "Sinusuportahan ko ang mga programa at aktibidad ng paaralan sa pamamagitan ng aktibong pakikilahok sa mga pagpupulong at aktibidad ng paaralan, pagtulong sa pagpapalakas ng mga proyekto, at pagpapalaganap ng impormasyon at pag-aanyaya sa mga mag-aaral at mga magulang na sumali at magtulong-tulong."

**Participant 2:** "Buong pagsuporta hanggang sa makakaya ng may bukas palad at bukal sa puso para sa bata. Pagsuportang Pisikal, Pagsuportang Moral, Pagsuportang Pinansyal."

**Participant 8:** "Sinusuportahan ko ang mga programa at aktibidad sa paaralan at paggaganyak ng mga kalahok na mag-aaral. Pagsuporta sa mga kalahok na mag-aaral. Pagmomotivate, at pagbibigay ng opinyon o suhestiyon."

Encouragement and motivation provided by teachers play a significant role in student success and program effectiveness. As per Durisic & Bunijevac (2017), when teachers motivate students and colleagues, it promotes a positive school culture and enhances the overall educational experience. Encouraging words and supportive actions can boost morale, drive participation, and contribute to the sustained success of school programs and activities.

The importance of supportive relationships between teachers and students, including providing encouragement and motivation to promote student engagement. The focus on teachers actively motivating students and offering support aligns with the model's principle of enhancing educational outcomes through effective teacher-student interactions.

As the findings on the support towards programs and activities, parents contributed through meeting attendance and participation, support for school activities, and collaboration with teachers. Teachers provided active participation and involvement, financial and logistical support, and encouragement and motivation. Principals



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engaged in strategic communication and collaboration, resource allocation and financial support, and professional development and continuous improvement.

## Conclusions

Based on the summary findings, the following conclusions were formulated; Active participation and supportive guidance from all stakeholders were crucial for building a collaborative school community. Participants aimed to enhance effective parent-school partnerships through consistent communication, collaboration, and empowering parents as educational partners to achieve student success. Effective parent-school collaboration, exemplified by practices such as regular parent-teacher conferences and inclusive decision-making processes, was hindered by time and financial constraints. However, consistent communication and active parental involvement could significantly improve the quality of education. Strategic leadership and inclusive support from parents, teachers, and principals were essential for promoting a supportive school environment that promotes pupils' well-being and development.

Based on the findings and conclusions made, the following recommendations are hereby offered; Based on the perspectives on the parents-school partnership, schools may establish a dedicated parent liaison role to facilitate continuous support, guidance, and communication between parents, teachers, and principals to enhance the parent-school partnership. To promote the effective achievement of parent-school partnerships, the schools may develop and disseminate clear guidelines and communication channels for parent-school interactions. Schools may also provide training for both parents and teachers on effective collaboration techniques and the use of technology to facilitate ongoing communication. To improve the practices of collaboration and communication in support of school programs, schools may implement a strategic volunteer program that encourages parental involvement in various school activities. On the other hand, to address the challenges of time and financial constraints, schools may seek to secure funding and resources for programs that facilitate parental engagement, ensuring continuous professional development and strategic leadership for holistic school development.

## Recommendations

As the findings reveal about the support of the parent-school partnership it is recommended that schools explore motivational strategies such as offering flexible meeting times, providing care for pupils during events, and recognizing and rewarding parental involvement to encourage greater attendance. Additionally, schools may consider personalized invitations and highlighting the positive impact of their participation on student success to motivate parents to attend. Also, to involve parents with learners of special needs, schools may use inclusive practices by providing support and resources, such as specialized workshops and accessible communication methods. Creating dedicated support groups and involving parents in special meetings can promote a collaborative and inclusive environment for all stakeholders. Further studies may be conducted by future researchers with the following study such as investigating innovative strategies and best practices from other schools, districts, or division offices to inform policy recommendations and improve parental engagement in schools; and future studies could examine the role of digital tools and platforms in enhancing parent-school communication and collaboration.

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