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## Understanding the Nature of Participation of Parents in the School Parent-Teacher Association (SPTA)

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### Abstract

**Aim:** The Parent-Teacher Association (PTA) is recognized as a key organization in enhancing and developing schools. However, a lack of parental cooperation has revealed a significant gap in participation. This study aimed to understand the nature of parental involvement and the challenges parents face within the School Parent-Teacher Association (SPTA) at Magarao National High School.

**Methodology:** A descriptive-qualitative methodology was used in the study. Ten (10) individuals participated in the study, including seven (7) parents and three (3) teachers. They were chosen through a purposive sampling technique.

**Results:** The findings showed that respondents participated by attending SPTA meetings, providing financial support, volunteering, monitoring their children's academics, and fulfilling government program requirements as beneficiaries. Challenges included balancing family, work, and financial responsibilities, with work schedules, caregiving duties, and financial constraints limiting their involvement. Poor communication and lack of transparency in SPTA reporting also discouraged participation.

**Conclusion:** Parents participated in various SPTA activities. However, challenges such as time constraints, financial difficulties, and poor communication limited their involvement. Addressing these issues can improve parental engagement. Thus, it is recommended to enhance parental involvement in the SPTA, the intervention plan should include offering incentives like raffles, setting clear meeting agendas, and improving communication between advisers and parents to foster collaboration and create a more inclusive environment.

**Keywords:** Parent Participation, School Parent Teachers Association, and Challenges in Participation

### INTRODUCTION

The Parent Teachers Association (PTA), and School Parent Teachers Association (SPTA) generally refer to the same concept, though their usage can vary based on organizational preferences. PTA is the most commonly used term globally, referring to an organization composed of parents, teachers, and school staff who collaborate to support and enrich students' educational experiences. In contrast, School PTA specifically emphasizes that the PTA operates within the context of a particular school, highlighting the local or specific nature of the PTA's activities and responsibilities within that educational institution. The association is a vital organization that connects parents, teachers, school leaders, and the whole community. It serves as an avenue for collective dialogue, enabling parents and teachers to voice their concerns, share perspectives, and actively participate in decision-making processes along with school administrators and other stakeholders. It is made up of parents, guardians, and teachers who volunteer their time and resources to help the school. They work together to make sure everyone understands each other and cooperates. The goal of the organization is to make sure all children get the best education possible by working together with everyone involved in the school.

In the international context, the PTA plays a similar role in fostering communication and cooperation between parents and the school. It works as a platform for parents and teachers to address academic and social issues, ensuring that students' needs are met. The PTA is a vital part of building a supportive school community, allowing parents to engage in the decision-making process that affects their children's education. Additionally, the



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association enhances the educational experience of students by providing resources, support, and advocacy, often funding educational programs or resources that the school may not otherwise be able to afford.

Moreover, at the national level, DepEd Order 54, s. 2009 supports the PTA as a group that helps organize and address school issues. The PTA ensures parents cooperate in school programs and aids in building strong connections with the community. It follows all DepEd policies and guidelines to ensure proper functioning, and parents' active involvement strengthens the overall success of the association and its initiatives.

Furthermore, in local setting the School Parent-Teacher Association (SPTA) serves as a forum for discussing school-learner-related problems and their solutions while ensuring parents' full cooperation in efficiently implementing school programs. This collaborative effort has a positive impact on students and school programs. Regular meetings and open forums create a community spirit, helping build trust and encouraging more active participation from parents. The SPTA also organizes events such as fundraising and extracurricular activities, benefiting the school's resources and environment. Additionally, it advocates for the school by working with local authorities and other organizations to secure additional resources and raise awareness of the school's needs.

Thus, PTAs are vital organizations in schools, whether in international, national, or local settings. Their primary role is to promote effective communication between parents, teachers, and school leadership, foster a supportive and inclusive community, and enhance students' educational experiences. An active PTA can lead to improved student performance, increased parental involvement in school activities, better communication between home and school, and enhanced teacher morale. Parent-teacher conferences offer an important opportunity to discuss students' academic progress, keep parents informed about school operations, upcoming events, behavioral concerns, and other relevant matters. This engagement not only contributes to the improvement of the school but also ensures that parents' voices are heard.

However, despite the significant contributions of the PTA, there remain challenges in parental participation, with some parents still not actively involved in the SPTA.

This study was designed to understand the nature of parental participation in the SPTA and identify the challenges that hinder their involvement. By examining the nature of parental participation within the School Parent-Teacher Association (SPTA), the study aims to identify effective strategies for increasing parent involvement, thereby strengthening the connection between the school and families. This increased engagement is expected to foster a more supportive atmosphere, ultimately leading to improved outcomes for students.

## Objectives

This study aimed to understand the nature of participation and challenges experienced by parents in the School Parent-Teacher Association (SPTA).

Specifically, this study addressed the following questions:

1. How do parents describe the nature of their participation in the School Parent-Teacher Association?
2. What are the challenges experienced and solutions provided to address them?
3. What intervention plan may be proposed as an input to strategies for development of SPTA? This

## METHODS

### Research Design

This study employed a qualitative research approach, utilizing a descriptive research design to explore the nature of parent participation and the challenges affecting their involvement in school-related activities, specifically within the context of the School Parent-Teacher Association (SPTA). A qualitative approach allows an in-depth understanding of participants' experiences, attitudes, and perceptions. On the other hand, descriptive research design helps systematically describe the issues and patterns observed in real-world settings. By focusing on participants' lived experiences, this method provides a rich, detailed account of the factors influencing parental engagement. According to Creswell (2017), qualitative descriptive research is effective in addressing complex social issues, making it suitable for investigating community-based educational concerns.

### Population and Sampling

The participants in this study consisted of seven (7) parents and three (3) teachers from Magarao National High School. The participants were purposefully selected and engaged in interviews. The criteria for selecting the participants as valid sources of information were as follows: For parent participants: 1) they had to be either the



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biological parent or legal guardian of students enrolled at Magarao National High School for the academic year 2023-2024; 2) they had to be members of the School Parent-Teacher Association (SPTA) for two consecutive school years, attending meetings and participating in the association's activities, regardless of whether they held officer positions in the SPTA, and 3) they were expected to share their experiences of being involved in the SPTA. For teacher participants: 1) they had to be current members of the teaching staff at Magarao National High School; 2) they had to serve as subject teachers or class advisers at any grade level, with or without experience as officers of the SPTA, and 3) they had to be willing to engage in discussions and share their insights on the topic. To safeguard the confidentiality of the participants' identities, each was assigned a pseudonym. Parents were designated as Participant 1 to Participant 7, while teachers were labeled as Teacher 1 to Teacher 3

### Instrument

Semi-structured interviews were conducted to collect data and to let participants freely share their thoughts and experiences. This method encouraged detailed responses. After participants answered, the researcher asked follow-up probing questions to clarify their responses and explore their thoughts further. This helped to uncover deeper insights and understand their perspectives better. The semi-structured format allowed flexibility. Although there was a set list of questions, the researcher could adapt the conversation as needed, introducing new questions based on the participants' answers. According to Gill et al. (2008), eliciting feedback from participants is invaluable as it highlights areas that need further examination. This approach provides both the interviewer and participants with the freedom and flexibility of an open forum, allowing for deeper analysis and exploration of the topics under discussion.

Likewise, the questions were translated into the vernacular, which was reviewed, assessed, and edited by the expert to ensure clarity of understanding regarding the questions asked, thereby ensuring accuracy in the responses

### Data Collection

Before commencing, the researcher sought the approval of the Dean of the Graduate School to conduct the study and secured a permit to conduct interviews. Then, the researcher sought the approval and endorsement of the Department of Education Region V through the School Division Superintendent to conduct the study at Magarao National High School. Correspondingly, a meeting with the school principal was held to discuss the study in detail. Shortly thereafter, a letter to seek approval to conduct the study was completed, along with consent and confidentiality forms.

After permission to conduct the study was granted, and participants were purposefully selected, interview areas depended on the convenience of the participants. Individual interview sessions were conducted, and data were collected, recorded, and stored in a secure file. The data were then gathered, read, analyzed, and categorized for like ideas and themes.

### Data Analysis

After gathering the relevant data of the study through the responses of the participants, data analysis followed utilizing a Thematic Analysis, as described by Braun and Clarke (2006), was employed to analyze the qualitative data. This method focuses on identifying patterns or themes in the data to address research questions and provide meaningful insights. The analysis followed Braun and Clarke's six-phase framework. First, the researcher familiarized herself with the data by reading transcripts, listening to audio recordings, and noting initial observations. Second, initial codes were generated to organize the data into meaningful segments. Third, the researcher grouped these codes to identify preliminary themes. Fourth, the themes were reviewed and refined. Fifth, the final themes were clearly defined and clarified. Lastly, the findings were written up and contextualized with relevant literature.

Data saturation was reached as recurring themes and consistent responses emerged. The diverse backgrounds and experiences of the participants, which included parents and teachers involved in SPTA activities, enriched the data. This diversity enhanced the depth and quality of the findings, ensuring a comprehensive understanding of the research topic.

### Ethical Consideration

As part of the preliminaries, participants were given a copy of the Participant Information and Informed Consent Form. They underwent a semi-structured interview, were asked open-ended questions, and were observed to discuss the nature and extent of their involvement in the research. Their answers were collected, coded, and



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aggregated with others, ensuring that their responses remained identifiable to them while adhering to the non-disclosure agreement.

In this study, minimal risk was presented, as participants were audio-recorded during the interview. Potential risks considered included participants feeling uncomfortable with the research questions or follow-up inquiries, lack of interest, and the risk of breaching confidentiality. Participants had the option to stop the interview without penalty if they felt uncomfortable. The identities of selected participants and the data gathered during the interviews were treated with utmost confidentiality and anonymity.

## RESULTS and DISCUSSION

This section presents the analyses and interpretation of data obtained from the participants of the study. The information is presented in themes with interpretation and implication. The presentation is organized based on the order of the problems in the statement of the problem

### 1. Nature of parents' participation in SPTA

#### Themes

*Attend meeting*

*Financial Support*

*Involvement in volunteer activities*

*Monitor the academic performance of the children*

*Meet the requirements of the Government Program*

Based on the responses from the participants, the nature of parents' participation in the SPTA consists of five key themes: attending meetings, providing financial support, participating in volunteer activities, monitoring their children's academic performance, and meeting the requirements of government programs.

#### 1.1 Attend Meeting

Attending meetings called by the School Parent Teachers' Association (SPTA) is the main participation of the parents, they feel that going to these meetings is important. They believe that being present during the meeting shows their commitment and involvement in their children's education and well-being. The following are the sample of transcription:

*Participant 1: When you attend SPTA meetings, you learn about the school's concerns and what students need.*

*Participant 3: I go to SPTA meetings. Students are more engaged in school when they know their parents support them.*

*Participant 9: I attend meetings as part of my role as an officer and as a parent.*

The study revealed that parents view attending SPTA meetings as a key responsibility that helps them stay informed about school activities and supports their children's education. This suggests that encouraging regular parent participation in these meetings is essential for fostering a well-informed and supportive school community.

According to Kely, N. E., & Wakabayashi, T. (2020), parent attendance at school meetings is a key aspect of engagement, as these meetings provide opportunities for building relationships, enhancing communication, and involving parents in school activities.

#### 1.2 Financial Support

Another way that parents participate in the SPTA, as noted by the participants, is through financial support. This financial assistance helps cover the costs of school extracurricular activities and other expenses that are not included in the Maintenance and Other Operating Expenses (MOOE) of the school. Below are some findings from the investigation.



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*Participant 1: As parents, we need to support the school by making financial contributions. These contributions are important for the school's needs.*

*Participant 2: Paying these contributions helps the school fund activities. For example, we need money from the School Parent-Teacher Association (SPTA) to support the Congressional Meet.*

*Participant 6: Parents' financial contributions are very important for the school's programs and projects. At the general PTA meeting, some parents disagreed with approving these contributions. However, I believe they understand it is necessary to support the students' well-being.*

Financial support is a significant form of parental participation in the SPTA. These contributions help fund school activities, programs, and projects that enhance students' educational experiences. The implications of these findings are substantial. SPTA funds play a crucial role in improving educational resources, such as upgrading school facilities, acquiring new learning materials, and providing necessary equipment. This result is supported by DepEd Order No. 54, s. 2009, which permits and acknowledges the PTA to collect voluntary contributions from members for future initiatives and programs. Similarly, Bagui et al. (2022), highlight that some parents actively support their schools by making financial donations and providing essential school equipment. According to the study, these contributions are a key way in which parents help address various needs within the school.

### 1.3 Involvement in volunteer activities

Parent participation involves volunteering at school activities. This includes helping in classrooms, cleaning and improving school grounds, organizing activities, and participating in events. Here are some of the statements of the participants:

*Participant 2: Like the WINS program evaluation, parents have tasks to keep the school clean. I joined this program, and our school won an award.*

*Participant 3: I volunteered for school activities during Brigada-Eskwela to show my support for my children.*

*Participant 4: I brought fencing materials and helped build the fence for the children's safety. I also assisted with the school's beautification project.*

The WINS program, or "WASH in Schools," is an initiative by the Department of Education (DepEd), as noted by the participant. The willingness of parents to contribute in various areas highlights the importance of community involvement. Schools often rely on parents, volunteers, and community members to support projects that go beyond their available resources. These contributions are aimed at improving the school as a whole, rather than focusing on one specific area. This demonstrates a strong commitment to volunteerism and a desire to create a lasting impact.

Aguilon et al. (2023) emphasize that when parents actively volunteer in their children's schools, they show their dedication to education and help foster a positive learning environment.

### 1.4 Monitor the academic performance of the children

Academic performance is closely connected to the level of parental involvement. When parents actively engage in their children's education, they foster a supportive learning environment that enhances academic success. Below are some responses from the participants.

*Participant 2: In SPTA meetings, I find out how my child is doing in class.*

*Participant 3: After the quarterly meetings, we receive grades so parents can track their children's progress.*

*Teacher 1: Most parents who attend these meetings have children who do well in class, and they are very supportive.*

Research findings indicate a strong connection between parental involvement in school programs and the academic success of children. Parents who actively participate in school activities and maintain regular communication with teachers tend to have children who perform better academically. This suggests that parental involvement in educational activities is crucial for children's school performance.



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According to Woltran (2023), students with engaged parents typically earn higher grades, display better behavior, and have improved attendance, all of which enhance their likelihood of pursuing higher education.

### 1.5 Meet the requirements of the Government Program

The Pantawid Pamilyang Pilipino Program (4Ps) encourages parent participation in schools by requiring beneficiaries to engage in school-related activities. Parents must attend meetings, orientations, and parent-teacher conferences to stay involved in their children's education. Below are samples of the transcription.

*Participant 3: As members of the 4Ps program, we must attend meetings. We need to work with the school, especially when it comes to paying the PTA fees.*

*Participant 5: When we get our payout from the 4Ps, the Municipal Leader reminds us that paying our school fees is important.*

*Participant 7: Right now, it is easier for parents to pay because of the 4Ps..*

The financial assistance offered by the program alleviates economic pressure, allowing parents to fulfill their obligations, including contributions to the Parent-Teacher Association (PTA). This program not only benefits the families receiving aid but also enhances schools by encouraging greater parental involvement. This initiative is supported by DepEd Memorandum No. 110, series of 2009, which outlines the national implementation of the Pantawid Pamilyang Pilipino Program (4Ps) and emphasizes its role in promoting parental engagement in education.

## 2. Challenges in Parents' Participation

As to the challenges that hinder parents' participation the following themes emerged:

### Themes

*Work-related & Household duties*

*Conflict Schedule*

*Financial difficulties*

*Misinterpretation of 'No Collection Policy / Voluntary Contribution'*

*Lack of Transparency*

### 2.1 Work-related & Household duties

One significant factor preventing parents from participating in School Parent-Teacher Association activities or other school events is their work commitments. The statements shared by the participants:

*Participant 2: I noticed that some parents don't come to these meetings. They often say it's because of work.*

*Participant 4: I try to attend the meetings, but sometimes I can't because I have a job and children to take care of.*

*Participant 5: This is especially true for those of us who farm, either planting or harvesting rice. If we don't work, we have no food and no income.*

Research indicates that economic constraints significantly limit parental involvement in school activities. Financial struggles often force parents to prioritize their livelihood, which can reduce their engagement in school matters. This suggests that schools should implement more flexible engagement programs that accommodate the schedules of working parents. Such adjustments would help parents remain involved and keep them informed and connected to their children's education, despite their busy lives.

Supporting this, Kiral (2019) noted that parents often struggle to fulfill their responsibilities due to economic challenges and family-related issues. Additionally, Kunda's (2023) study highlighted that demanding work schedules greatly hinder parents' ability to actively participate in their children's education..

### 2.2 Financial difficulties

The School Parent-Teacher Association (SPTA) plays a vital role in funding programs and initiatives that enhance the quality of education and support the efficient operation of the school. However, the association's ability to achieve its goals and effectively support school projects has been hampered by low levels of parental participation in providing financial contributions to the SPTA.



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- Participant 1:** *In my observation, the lack of budget is the reason why some parents do not attend meetings. When the SPTA or the school calls for a meeting, parents are aware that there is a contribution involved.*
- Participant 9:** *Some parents may feel discouraged from attending because they believe that participating in meetings will lead to additional expenses.*
- Teacher 1:** *Most of the time, parents pay after the school year ends, either upon receiving the report card or during enrollment for the next school year. We cannot force them to pay immediately, as some parents, especially those with multiple children enrolled, find it difficult to manage the contributions.*

The study indicates that the perception of financial burden impacts parental contributions. Participants' responses highlight the financial struggles faced by many parents, which significantly restrict their ability to engage with the School Parent-Teacher Association (SPTA). Financial hardship is a major concern; many parents avoid attending SPTA meetings because they fear being asked for financial contributions that they cannot afford.

To address these challenges, schools and the SPTA may need to explore new ways to financially support parents and encourage their involvement. This approach would ensure that all students benefit from a well-funded and actively engaged school community. Additionally, some parents face financial constraints that limit the time they can dedicate to their children, as they must prioritize earning money to support their families (Dorn, 2023).

### 2.3 Misinterpretation of 'No Collection Policy / Voluntary Contribution

The term "No Collection Policy / Voluntary Contribution" is often misunderstood. Below the statement shared by the participants

- Participant 3:** *Parents are not paying contributions anymore because of the "no collection policy" from the Department of Education (DepEd).*
- Teacher 3:** *I've noticed that when parents learn that payment to the School Parent-Teacher Association (SPTA) is voluntary, some do not pay. This is because they do not fully understand what "voluntary" means.*

The responses from participants highlight a common misunderstanding among parents regarding the "No Collection Policy / Voluntary Contribution" concept. Many parents mistakenly believe that they are not obligated to make any financial contributions. This misunderstanding has significant implications for the effectiveness of the School Parent-Teacher Association (SPTA), as it leads to lower financial contributions from parents. This, in turn, directly affects the SPTA's ability to fund essential school projects and programs.

According to DepEd Order No. 19, Series of 2008, the policy prohibits the collection of fees from students during enrollment and for the first month of classes. However, starting from the second month, contributions for authorized fees may be collected, but only on a voluntary basis..

### 2.4 Lack of Transparency

Transparent fund utilization and regular financial reporting are vital for building trust and ensuring parents comprehend how their contributions support school programs. Here are the participants' experiences.

- Participant 2:** *The SPTA Treasurer did not present the financial report well; they just read it aloud. I suggest they give parents a copy of the report or show it on a TV monitor during the meeting. This way, parents can better understand the report.*
- Participant 3:** *The financial report should be clearer. It should include the number of children or parents and a breakdown of expenses. This will help keep parents calm during the meeting.*
- Participant 4:** *Parents no longer receive accurate financial information, which discourages them from participating.*

The study raises concerns about the lack of transparency and poor management of financial contributions within the School Parent-Teacher Association (SPTA). Participants expressed frustration that financial reports are often presented inadequately, which undermines trust and cooperation between parents and the school. This lack of transparency discourages parental involvement and leads to disengagement from important school activities. When parents do not understand how their contributions are being used, they become less motivated to support the SPTA, directly affecting the school's ability to fund and implement programs that benefit students.



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This finding aligns with the Department of Education (2022), which states in Section 28 that PTAs are required to install bulletin boards to display financial and accomplishment reports for transparency and accountability. Additionally, the California State PTA (n.d.) notes that mismanagement of funds in PTAs can lead to serious legal consequences and a loss of trust among members.

### 3. Possible solutions to address the challenges

The following themes emerged from the participants' responses as possible solutions to address the challenges:

#### Themes

*Provide incentives and raffle during meeting*  
*Transparency in reports*  
*Participation of Class adviser*  
*Parents Orientation Meeting*  
*Officers Training*

#### 3.1. Provide incentives and a raffle during the meeting

Introducing a fun incentive, such as a raffle or small game, can significantly enhance parental participation by making the meeting more engaging. The following are samples transcription:

*Participant 1: I have a child in elementary school, where they hold raffle activities that encourage parents to be more involved and attend meetings.*

*Participant 3: There should be additional activities for parents, such as a raffle during the meetings.*

*Participant 4: The SPTA should offer giveaways or rewards during parents' meetings, such as for early attendees. This would encourage parent participation and increase attendance.*

Based on the responses from parents, the study indicates that parental involvement in school activities is significantly influenced by the presence of fun and engaging incentives, such as raffles or giveaways. Parents view these activities as motivating factors that not only encourage attendance but also help create a more positive and welcoming atmosphere during meetings. Specifically, parents are more likely to participate actively when they feel their presence is valued and when the meetings offer more than just the typical agenda. These findings suggest that the School Parent-Teacher Association (SPTA) should allocate resources toward these activities, as they have been shown to foster a sense of community and belonging.

Abu (2019) explored effective strategies for enhancing parent attendance at PTA meetings. His research highlighted the importance of using incentives and engaging activities to attract parents and sustain their involvement.

#### 3.2 Transparency in reports

Transparent reporting plays a crucial role in fostering trust, ensuring accountability, and encouraging informed decision-making. Within a school organization, financial transparency not only strengthens community relationships but also reflects a commitment to honesty and openness.

*Participant 1: During meetings, the financial aspects should be explained more thoroughly to parents.*

*Additionally, posting financial reports on campus would help inform parents about how their money is being used.*

*Participant 2: A clear financial report should be provided during the SPTA meeting.*

Participants emphasized the importance of providing clear explanations of financial matters during meetings to foster trust and accountability. They suggested practical solutions, such as posting financial reports on campus and distributing printed copies during meetings, to enhance accessibility and understanding. The findings highlight the necessity for schools to prioritize transparency in financial reporting as a fundamental practice to build trust and



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accountability. Regular financial updates during meetings, along with making information readily available on campus, can significantly improve parental engagement and satisfaction.

This aligns with DepEd Order No. 13, Series of 2022, specifically Section 28, which focuses on transparency and accountability. The order mandates that Parent-Teacher Associations (PTAs) establish a bulletin board outside their office and create a... social media platform to ensure clear communication with parents.

### 3.3 Participation of Class adviser

Class advisers act as a vital link between the school and parents, enhancing communication and building relationships that can foster greater engagement.

*Participant 2: Class advisers should ensure that parents attend meetings. The class adviser plays a crucial role in encouraging students to remind their parents about these meetings.*

*Teacher 2: The primary influence on parents comes from the class adviser, rather than solely from the SPTA. Parents should become active at the homeroom level by participating in homeroom projects. This is a key way to encourage their involvement and contributions.*

The statements highlight the essential role that class advisers play in engaging parents with school activities. Both parents and teachers agree that class advisers serve as important links between the school and families. They encourage students to remind their parents about key meetings, which helps to ensure parental attendance. This emphasizes the vital role teachers have in fostering a collaborative environment that promotes parental involvement, ultimately leading to student success.

Yulianti et al. (2020) found that invitations from teachers significantly influence parental involvement in schools. Their study revealed that when teachers actively invite parents to participate, there is an increase in engagement with school-based activities, including volunteering and participation in decision-making processes..

### 3.4 Parents Orientation Meeting

Parent orientation is crucial for helping parents understand the school's policies and, more importantly, their role as members of the School Parent-Teacher Association in supporting both their child's education and the school's growth. A parent orientation program allows parents to gain a better understanding of their children, the school, and the overall educational system, all aimed at promoting the child's holistic development (Jha, 2022).

*Participant 3: I believe it would be beneficial for parents to sign a document upon enrollment, acknowledging their obligations as members of the SPTA.*

*Participant 4: I need to have a clear understanding of my responsibilities both at school and with the SPTA. This includes knowing what fees I am required to pay and what items I should provide. By having this information, I can avoid confusion and be better prepared to meet my obligations.*

Clear communication is essential for building strong partnerships between parents and schools, especially within the School Parent-Teacher Association (SPTA). Parents need to understand their responsibilities, including the fees they must pay and the items they need to provide. When parents know what is expected of them, they can confidently meet their obligations and participate in school activities and meetings.

These insights show how effective communication can strengthen parental involvement. By clearly stating expectations and offering simple orientation programs, schools can create a transparent environment where everyone feels accountable. This approach helps address concerns and encourages parents to take an active role in their child's education and the school's growth.

An online article supports this idea, stating that "parental involvement is a major factor in student achievement" (Chen, 2024). It emphasizes that the No Child Left Behind (NCLB) Act promotes good communication between schools and parents as a key part of helping students succeed.

### 3.5 Officers Training

The Officers' Orientation is an important program that prepares members for their roles in the School Parent-Teacher Association. Officers will learn their specific duties and responsibilities during this orientation.



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*Participant 2: It is important to properly orient the officers so they understand their roles and avoid mistakes.*

*Participant 7: I am an officer in the SPTA, but my responsibilities are not clear. Still, I always attend the meetings.*

The Parent-Teacher Association (PTA) plays a significant role in enhancing parental involvement, but the effectiveness of communication and orientation for new officers can greatly impact this involvement. One key finding of the study is the necessity for comprehensive orientation programs designed for new officers. Participants emphasized that such training is vital for helping them understand their roles within the PTA, which ultimately reduces misunderstandings and mistakes. Many officers expressed uncertainty regarding their specific duties, revealing a notable gap in communication about expectations. This lack of clarity can hinder their ability to effectively fulfill their responsibilities. Based on these findings, the study recommends that schools implement well-organized orientation programs and provide ongoing support to PTA officers. This support could include workshops, clear role descriptions, and capacity-building training to help officers feel informed and confident in their duties.

Furthermore, the Department of Education (2022) has issued updated omnibus guidelines to regulate the operations of Parent-Teacher Associations (PTAs). These guidelines aim to align PTA functions with the broader goals of the Department of Education, ensuring streamlined processes in areas such as officer elections, the requirements and privileges of recognized PTAs, the conduct of General Assembly meetings, and the management of fundraising initiatives. Additionally, the guidelines outline the organization and structure of the School PTA, specifying the roles and responsibilities of both parents and teachers.

## Conclusions and Recommendations

The following results were disclosed after the data were analyzed: Parents engage in the School Parent-Teacher Association (SPTA) by attending meetings, providing financial support, volunteering for school activities, and monitoring their children's academic progress. This involvement reflects their commitment to enhancing their children's education and the school community. To further promote parent engagement, the school should prioritize open communication and provide regular updates on SPTA activities. This could include organizing programs that encourage parent participation, such as informative workshops to improve parents' skills in supporting their children's education. Recognizing and rewarding parents' contributions may also motivate greater participation, fostering a more collaborative school environment.

Several challenges hinder parents from participating in the SPTA, including work commitments, financial concerns, confusion regarding the no-collection policy and voluntary contributions, and a lack of transparency in SPTA reporting. To address these issues, the school can take proactive steps, such as scheduling meetings that accommodate parents' work hours, providing clear financial reports to build trust, conducting orientations to clarify policies, and training SPTA officers to improve their effectiveness.

To improve the development and effectiveness of the SPTA, the school must implement strategies that enhance parental involvement, communication, and leadership. Initiatives such as offering incentives to encourage meeting attendance and ensuring transparency in school processes will significantly boost engagement. The active involvement of class advisers in the SP can also strengthen the relationship between parents and teachers. Furthermore, forming partnerships with local businesses and community organizations can provide additional resources and support, ultimately contributing to a more collaborative and effective educational environment.

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