School administration management initiatives: Its potential to enhance parental engagement in schools' development

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Abstract

This study explores the level of parental engagement in school administration management initiatives. Recognizing that active parental engagement is crucial for enhancing student outcomes and fostering a supportive educational environment, the research examines various initiatives implemented by school administrators and challenges related to parental engagement. The study aims to develop interventions that enhance parental engagement. This study utilized a quantitative method using a descriptive-inferential design focused on parental engagement with school administration initiatives and programs from the 22 elementary schools with 21 school heads, 147 teachers, and 5 SPTA Officers of Capalonga District in School Year 2023-2024. The findings reveal that parents prioritize activities like report card distribution, HRPTA meetings, and recognition ceremonies, with action research ranked lowest. Social activities like Christmas parties are also highly valued, while Nutrition Month sees less engagement. For school-community programs, "Brigada Eskwela" and SPTA meetings rank highest across groups, while outreach programs rank lowest. Parental engagement in academic activities is generally rated as "Moderately Engaged," with parents scoring higher in engagement than teachers and school heads. Notably, significant differences were found between the perceptions of parents, teachers, and school heads regarding academic and school-related activities, while no significant difference was found for community programs. Barriers to parental participation include work-related issues, lack of financial resources, and weather conditions, with cultural differences and lack of trust in the school cited as the least significant problems.

Keywords: Parental engagement, school administration management initiatives, and school development

1. Introduction

Parental engagement is vital in shaping a child's academic success and overall school experience, particularly in elementary education, where foundational skills and attitudes toward learning are developed. However, many schools face challenges related to low levels of parental involvement that lead to low academic performance, increased dropout risks, behavioral issues, and weakened school-community relationships, ultimately affecting student success. Recognizing this, the Department of Education (DepEd) in the Philippines has issued policies such as DepEd Order No. 013, s. 2022, which provides guidelines for Parent-Teacher Associations (PTAs) to strengthen school-home collaboration. Additionally, Republic Act No. 11908 (Parent Effectiveness Service Program Act) reinforces the government's commitment to empowering parents with skills to support their children's education. These legal frameworks highlight the importance of parental engagement in enhancing student outcomes and ensuring inclusive, quality education, as aligned with the Education Act of

1982 and the Philippine Constitution (Article XIV, Section 2), which mandates the state to promote and support parental involvement in schools.

Despite the increasing recognition of the importance of parental engagement in schools, there exists a notable gap in the understanding of the direct impact of school administrative initiatives on enhancing such involvement, especially concerning school development in the 22 elementary schools of Capalonga District with a total number of enrollments of 5,868 for S.Y. 2023-2024. The studies of Grassini (2023), Doygunel and Koprulu (2022), and Darbishire et al. (2023) emphasize the critical role of school administration in shaping educational success and highlight the evolving responsibilities of administrators, there is limited empirical evidence on how specific administrative initiatives directly contribute to improved parental engagement. Additionally, as pointed out by Zhou and Bowers (2020), socioeconomic and cultural factors can act as barriers to effective parental involvement, presenting challenges that school administrations need to address. Furthermore, the integration of technology in education, discussed by Ilomäki and Lakkala (2018) and Kong (2019), is a potential avenue for enhancing parental engagement. However, the literature lacks a comprehensive understanding of how school administrations can strategically leverage these technological advancements. The gap in the current body of knowledge underscores the need for in-depth research to evaluate the effectiveness of various school administrative initiatives and their impact on fostering meaningful parental engagement, particularly within the broader context of school development (Milosavljević Đukić et al., 2022; Walsh and Gibson, 2019). Closing this gap will not only contribute to the scholarly discourse on educational management but also provide practical insights for elementary schools in Capalonga District seeking to implement initiatives that positively influence parental involvement and contribute to overall school development.

This study was then conducted to determine the level of parental engagement as perceived by parents, school heads, and teachers on the school administration initiatives in Capalonga, Camarines Norte. The results of this study were used as a basis for the development of an intervention to enhance parental engagement in school initiatives.

2. Methodology

This study utilized a quantitative method with a descriptive-inferential research design. The researcher employed a descriptive study to assess parents' level of engagement in the school administration management initiatives in terms of academic activities, school-related activities, and school-community programs, Division of Camarines Norte.

The researcher utilized a survey questionnaire divided into three sections. The first part was the Program Initiated by the School Administration. The second part was the level of Engagement of Parents in the Initiatives/Programs containing a 4-point Likert scale. For the last section, respondents were requested to indicate any challenges they faced while carrying out school initiatives. The research instruments were adopted by Barrameda (2021).

The study centered on a specific population drawn from the 22 elementary schools of Capalonga District. The chosen sample for this research consisted of 21 school heads, 147 teachers, and 5 SPTA Officers who represented the parent population in every school. School heads were 21 because the 2 schools in Capalonga District were Clusters.

3. Results and Discussion

3.1. School Administration Management Initiatives

Regarding parents' involvement in the development of academic activities in school, three indicators: Distribution of report cards periodically, HRPTA meetings, and recognition and graduation ceremonies are almost universally rated high by the parents (110), teachers (147), and school heads (21). Parents, teachers, and

school heads all agree that the lowest-ranked activity is action research. Parents rated these activities with a frequency of (10). Teachers also acknowledge this, with a frequency of (26). Similarly, school heads rated these activities with a frequency of (3). The consistently low ranking and frequency of this activity implies that action research is viewed as the least valuable approach to fostering parental engagement among all the groups. This result corroborated the findings of Pangilinan (2019) that school programs such as parent conferences encourage parental involvement to monitor child performance.

Table 1. Parental Engagement in School Administration Management Initiatives in terms of Academic Activities

Indicators	Parents		Teachers		School Heads	
	Frequency	Rank	Frequency	Rank	Frequency	Rank
1. Periodical Distribution of Report Card	110	2	147	2	21	2
2. HRPTA meeting	110	2	147	2	21	2
3. Innovation	52	5.5	61	6	9	6
4. Recognition and Graduation	110	2	147	2	21	2
5. Disciplinary Measures	73	4	115	4	17	4
6. Drop-out Prevention	52	5.5	100	5	14	5
7. Action Research	10	7	26	7	3	7

Regarding school-related activities, parents carry out the Christmas party for children and parents more frequently, with 110 observations in the first rank among all the school-related activities. Teachers (142) also list the Christmas party for children and parents first. On the other hand, the activity with the least prominence given by parents is the culminating activity of Nutrition Month, with a total number of 63. Closely, teachers are also least involved in this activity, contributing a frequency of 85. On the other hand, school heads rank the same activity last with the lowest frequency of 10. This implies that schools' initiatives in Nutrition and health programs are less engaged. However, this result refutes the findings of Large et al. (2023) that schools should be a high priority the nutrition-related activities due to their potential benefits in enhancing students' well-being and achievements.

Table 2. Parental Engagement in School Administration Management Initiatives in terms of School-Related Activities

Indicators	Parents		Teachers		School Heads	
	Frequency	Rank	Frequency	Rank	Frequency	Rank
1. Culminating Activity of Reading Month	89	3	121	5	19	4
2. School Disaster Risk Reduction Program	77	4	129	3	20	3
3. School-Based Feeding Program	106	2	140	2	21	1.5
4. Christmas party for children and parents	110	1	142	1	21	1.5
5. Culminating Activity of Nutrition Month	63	6	85	6	10	6
6. Sport Culminating Activity	64	5	125	4	16	5

In terms of school-community programs, for parents, the activities "Brigada Eskwela" and "SPTA meeting" provided the same results for the first rank, each with a frequency of 109. The last rank for parents is the "Outreach Program," with a frequency of 16, showing it is the least engaged by parents. Teachers also rank "Brigada Eskwela" as the top program, with the highest frequency of 146. According to teachers, the program with the lowest engagement is the "Outreach Program," with a frequency of 45, similar to the parents' ranking. School heads share the same perception for the first rank as parents, with both "Brigada Eskwela" and "SPTA meeting" having similar results of each having a frequency of 21. The program that ranks last for school heads is also the "Outreach Program," with a frequency of 5, highlighting its lesser impact or engagement level compared to other programs. This result implies that community engagement exists between schools and stakeholders when it comes to securing the safety of the school environment. This result corroborated with the study of Oyando et al., (2023) indicating that the "Brigada Eskwela," program requires more involvement of stakeholders and proper implementation of the schoolwork plan.

Table 3. Parental Engagement in School Administration Management Initiatives in terms of School-Community Program

Indicators	Parents		Teachers		School Heads	
	Frequency	Rank	Frequency	Rank	Frequency	Rank
1. Brigada Eskwela	109	1.5	146	1	21	1.5
2. Gulayan sa Paaralan	88	3	119	4	19	4
3. Income Generating Project (IGP)	48	6	60	6	8	6
4. Family Day	51	5	87	5	17	5
5. SPTA meeting	109	1.5	133	3	21	1.5
6. Gender Development Program	71	4	137	2	20	3
7. Outreach Program	16	7	45	7	5	7

3.2. Level of Engagement of Parents in the Initiatives/Programs

In the level of parental participation in academic activities shown in Table 4, the Teachers and school heads both agree on the highest-ranked indicator, "Parents actively take steps to understand their child's academic strengths and areas for improvement," with a weighted mean of 3.12, interpreted as Moderately Engaged (ME). This indicates that teachers observe parents making significant efforts to understand their child's academic needs. School heads also acknowledged this statement, with a weighted mean of 3.38, interpreted as Always Engaged (AE). This highlights that school heads see parents as highly engaged in understanding their children's academic profiles.

The highest-ranked indicator for parents is "Parents actively attend parent-teacher interactions to discuss their child's academic progress," with a weighted mean of 3.43, interpreted as Always Engaged (AE) emphasizing the importance of parent-teacher interactions to stay informed about their child's academic performance.

Parents, teachers, and school heads, all agree on the lowest-ranked indicator, "Parents play an active role in establishing rules at home, particularly regarding the schedule for completing homework. Parents rated this statement the lowest, with a weighted mean of 2.90, interpreted as Moderately Engaged (ME). This indicates that while parents do engage in setting homework rules, they are less consistent compared to other activities.

Table 4. Level of Engagement of Parents in terms of Academic Activities

Indicators	Parents		Teachers		School Heads	
	WM	I	WM	I	WM	I
1. Parents actively take steps to understand their child's academic strengths and areas for improvement.	3.31	AE	3.12	ME	3.38	AE
2. Parents allocate time to support their child's learning at home.	3.14	ME	2.76	ME	2.81	ME
3. Parents play an active role in establishing rules at home, particularly regarding the schedule for completing homework.	2.90	ME	2.65	ME	2.24	SE
4. Parents actively attend parent-teacher interactions to discuss their child's academic progress.	3.43	AE	2.79	ME	3.24	ME
5. Parents teach and encourage their children to develop a habit of studying the lesson regularly.	3.05	ME	3.03	ME	2.52	ME
6. Parents provide their children with opportunities to think critically, make decisions, and develop under their guidance.	2.92	ME	3.03	ME	2.29	SE
Overall Weighted Mean	3.12	ME	2.88	ME	2.75	ME

Rating Scale: **Descriptive Interpretation:**
3.25 – 4.00   Always Engaged (AE)
2.50 – 3.24   Moderately Engaged (ME)
1.75 – 2.49   Slightly Engaged (SE)
1.00 – 1.74   Not Engaged (NE)

The result shows that parents in Capalonga, Camarines Norte were moderately engaged in academic activities. This result confirms the study of Shaked (2022) that parental involvement prioritizes academic activities. The results imply to increase parental engagement schools should encourage academic activities.

In terms of school-related activities shown in Table 6, Parents, teachers, and school heads all agree on the highest-ranked indicator "Parents utilize social media to easily stay informed about educational activities and provide support accordingly". Parents rated these statements the highest with a weighted mean of 3.58, interpreted as Always Engaged (AE), highlighting their active use of social media to stay updated and involved in school activities.

Teachers also acknowledged this, with a weighted mean of 3.28, interpreted as Always Engaged (AE). Indicating their observation of parent's consistent engagement through social media. Similarly, school heads rated this indicator with a weighted mean of 3.33, interpreted as Always Engaged (AE), emphasizing the importance of social media as a key tool for maintaining parental involvement in educational activities. The result collectively underscores the significant role of social media in fostering effective communication and collaboration between schools and parents.

Teachers and school heads agreed on the lowest-ranked indicator "Parents value and acknowledge the contributions of their fellow parents in school-related activities". Teachers rated this statement the lowest, with a weighted mean of 2.84, interpreted as Moderately Engaged (ME), highlighting peer contributions as less prioritized by parents as teachers' observation. School heads also acknowledged this, with a weighted mean of 2.48, interpreted as Slightly Engaged (SE). This reflects a view that parents are less engaged in acknowledging and valuing their peers' contributions compared to other activities.

The lowest-ranked indicator for parents is "Parents take pride in participating in school events and functions that have an appositive impact on the school community," with a weighted mean of 3.12, interpreted as Moderately Engaged (ME). This indicates that while parents do engage in setting homework rules, they are less consistent compared to other activities.

The result shows that parents highly value and effectively use social media to keep updated and involved in school activities. This result corroborated with the study of Gonzalez, (2020) parents support the high ranking of social media as a key tool for engaging parents.

Table 5. Level of Engagement of Parents in terms of School-Related Activities

Indicators	Parents		Teachers		School Heads	
	WM	I	WM	I	WM	I
1. Parents actively support the school's programs aimed at enhancing parental learning, growth, and skill development.	3.17	ME	3.03	ME	3.10	ME
2. Parents take pride in participating in school events and functions that have a positive impact on the school community.	3.12	ME	3.03	ME	2.95	ME
3. Parents demonstrate their involvement in the school's development through volunteering and contributing to school-related activities.	3.16	ME	2.88	ME	3.05	ME
4. Parents actively engage in intensive interactions with teachers and other parents at school, leading to a deeper understanding of their child's development.	3.30	AE	2.89	ME	2.76	ME
5. Parents value and acknowledge the contributions of their fellow parents in school-related activities.	3.13	ME	2.84	ME	2.48	SE
6. Parents utilize social media to easily stay informed about educational activities and provide support accordingly.	3.58	AE	3.28	AE	3.33	AE
Overall Weighted Mean	3.24	ME	2.99	ME	2.94	ME

Rating Scale: **Descriptive Interpretation:**
3.25 – 4.00   Always Engaged (AE)
2.50 – 3.24   Moderately Engaged (ME)
1.75 – 2.49   Slightly Engaged (SE)
1.00 – 1.74   Not Engaged (NE)

Related to school community programs shown in Table 6, Parents and school heads rated two indicators the highest, "Parents actively participate in various school programs, including the Drug Abuse Prevention Program, GAD Program, and Child Protection Program" and "Parents actively participate in decision-making related to community programs, demonstrating their engagement in planning and decision processes. Parents rated both indicators, with a weighted mean of 3.15, interpreted as Moderately Engaged (ME): This indicates that parents value their involvement in both program participation and decision-making processes. School heads also rated these two indicators equally highest, both with a weighted mean of 2.86, interpreted as Moderately Engaged (ME), which implies that school heads perceive parents' engagement in these programs and decision-making as significant.

Teachers rated "Parents actively participate in various school programs, including the Drug Abuse Prevention Program, GAD Program, and Child Protection Program" the highest, with a weighted mean of 3.11, interpreted as Moderately Engaged (ME). This reflects teachers' recognition of parents' active participation in these essential school programs.

Parents and teachers both agree on the lowest ranked indicator "Parents take the initiative to organize groups that contribute to the realization of the school's goals and aspirations in the education sector" the lowest, with a weighted mean of 2.69, interpreted as Moderately Engaged (ME). This indicates that parents perceive themselves as less active in organizing such groups. Teachers also acknowledged this statement with a weighted mean of 2.71, interpreted as Moderately Engaged (ME). This shows a perception that parents are less engaged in collaborative efforts to organize groups.

School heads rated lowest, "Parents serve as a bridge to help the community understand the importance and purpose of the school" with a weighted mean of 2.38, interpreted as Slightly Engaged (SE. This implied that school heads see parents as less involved in understanding the importance of school in the community.

The result shows that parents are less engaged in collaborative efforts to organize groups that support school programs. These findings are supported by Lansing et al., (2023) that there is decreased involvement in organizing groups and recognizing peer contributions. It implies that schools can highlight the need for more structured opportunities for parents to take leadership roles and acknowledge others' efforts.

Table 6. Level of Engagement of Parents in terms of School Community Program

	Indicators	Parents		Teachers		School Heads	
		WM	I	WM	I	WM	I
1.	Parents actively participate in various school programs, including the Drug Abuse Prevention Program, GAD Program, and Child Protection Program.	3.15	ME	3.11	ME	2.86	ME
2.	Parents maintain a connection with broader school community programs, contributing to the fostering of unity and collaboration among parents	3.02	ME	2.88	ME	2.57	ME
3.	Parents serve as a bridge to help the community understand the importance and purpose of the school.	2.92	ME	2.80	ME	2.38	SE
4.	Parents join community leaders to encourage active involvement in school community programs.	2.91	ME	2.74	ME	2.52	SE
5.	Parents take the initiative to organize groups that contribute to the realization of the school's goals and aspirations in the education sector.	2.69	ME	2.71	ME	2.48	SE
6.	Parents actively participate in decision-making related to community programs, demonstrating their engagement in planning and decision processes.	3.15	ME	3.03	ME	2.86	ME
	Overall Weighted Mean	2.97	ME	2.88	ME	2.61	ME

Rating Scale: **Descriptive Interpretation:**
3.25 – 4.00   Always Engaged (AE)
2.50 – 3.24   Moderately Engaged (ME)
1.75 – 2.49   Slightly Engaged (SE)
1.00 – 1.74   Not Engaged (NE)

3.3. Significant Difference in the Level of Parental Engagement as Perceived by the Respondents

As shown in Table 7, there was a significant difference in the perceptions of the parents, teachers, and school heads regarding academic activities. The chi-square value is 10.33 with a p-value of 0.006. Likewise, parental engagement in school-related activities also obtained a significant difference between the responses of the parents, teachers, and school heads. The Friedman test yielded a chi-square value of 9.00 with a p-value of 0.011. When it comes to school community programs, the Friedman test shows no significant difference in perception among parents, teachers, and school heads, with a chi-square value of 1.00 and a p-value of 0.607.

The result shows differences in the perceived parental engagement in activities are not likely due to chance. The parents, teachers, and school heads hold different perspectives on the level of parental engagement in academic activities. Parents may believe that they are more engaged than what the teachers and school heads perceive or vice versa.

This result is supported by the findings of Monfrance et al., (2024) that there is a difference in teachers' perceptions regarding parental involvement based on their experience. The results imply that schools need improved collaboration and shared goals among parents, teachers, and school heads regarding parental involvement in academics.

Table 7. Test for Significant Difference in the Level of Parental Engagement as Perceived by the Respondents

Level of Engagement	Chi-Square (x^2)	p-value	Remarks
Academic Activities	10.33*	.006	Significant
School-Related Activities	9.00*	.011	Significant
School Community Programs	1.00	.607	Not Significant

Significant @ 0.05 level

3.4. Problems Encountered during the Implementations School's Initiatives/Programs

As shown in Table 8, the most frequently encountered problem is work-related issues, with 96 parents ranking this as the top barrier to participation. However, a lack of financial resources is a major barrier, for teachers (129) and school heads (20). It implies that the financial stability of the parent affects their parental engagement in school activities.

This result aligns with the findings of Massucco (2020) indicating that financial and work-related barriers are the primary hindrances to parental involvement.

Table 8. Problems Encountered during the Implementations of School's Initiatives/Programs

Indicators	Parents		Teachers		School Heads	
	Frequency	Rank	Frequency	Rank	Frequency	Rank
1. Lack of financial resources	92	2	129	1	20	1
2. Work-related	96	1	101	2	17	2
3. Health problems	34	5	32	7	7	6.5
4. Lack of Trust in school	2	9.5	5	10	0	10
5. Lack of confidence and knowledge about how to be involved	49	4	73	4	11	4
6. Distance from School	16	7	54	5	7	6.5
7. Misunderstanding between teachers and parents	8	8	11	9	2	8
8. Ineffective communication	30	6	37	6	8	5
9. Weather conditions	77	3	80	3	14	3
10. Cultural differences	2	9.5	14	8	1	9

3.5. Proposed Intervention to Enhance Parent Engagement

Considering the findings, a pamphlet-comic form was proposed and developed to empower parents to enhance their parental engagement in school administration initiatives. The pamphlet-comic aims for parents to be more enlightened about their roles as partners of the school in making the learners achieve better. It is composed of two volumes the first one is about the role of parents in establishing rules at home, particularly in completing assignments. The second one is the role of parents in taking the initiative to organize groups that contribute to the school's development. Its appearance will make them more motivated to understand and reflect on its content. This intervention contains short stories that will lead them to act as partners of the school in succeeding in the challenges of the times.

4. Conclusion and Recommendations

The distribution of report cards, attendance at HRPTA meetings, and participation in ceremonies are highly valued by parents, teachers, and school heads, underscoring their role in school development. Conversely, the Outreach Program ranked lower, highlighting a need for increased awareness. While parents actively participate in school-related activities, their engagement in academic initiatives is declining, suggesting a preference for less structured involvement. This invites the need for improvement in parental engagement for long-term academic success. There are significant differences in the perceptions between parents, teachers, and school heads on academic and school-related activities, however, there's a common understanding of the importance of school-community programs. Barriers such as work commitments for parents and financial constraints for teachers and school heads underscore the need for flexible scheduling and support. To boost parental engagement, a proposed pamphlet - a comic and training program is intended to empower parents in school initiatives.

Several recommendations are proposed to enhance parental involvement in school activities. First, reassess the relevance and implementation of action research projects and other low-ranked activities to better align them with the interests and needs of parents, teachers, and school heads. Second, provide parents with resources and training on how to establish effective homework routines and support their children's academic progress at home. Third, regular consultations among parents, teachers, and school heads should align priorities and bridge perception gaps regarding academic, and school-related activities, setting shared objectives for parental involvement. Fourth, develop initiatives to alleviate financial constraints, such as offering subsidized or free participation in certain activities and providing transportation support for parents facing distance barriers. Lastly, disseminating the pamphlet comics could engage parents by clarifying their roles in supporting the school's mission, and further research is needed to explore the impact of these interventions and other factors that may influence parental participation in school initiatives.

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