PARENTAL INVOLVEMENT IN SCHOOLS: THROUGH THE LOOKING GLASS OF SCHOOL HEADS

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ABSTRACT

The goal of this research was to describe the experiences gained by the School Heads in dealing with parental involvement in schools at Monkayo East District, Monkayo, Division of Davao de Oro. Employing phenomenological approach among eight (8) participants, in-depth interview was conducted which answered the four fundamental questions. Essential themes were generated from their responses to the research questions. The results uncovered the participants' lived experiences, and from it eight (8) themes emerged: support from parents and not responsive parents, parents are not cooperative, low level of parents' involvement, dealing with parents' different culture and values, has the power and authority, received the highest respect and favor, and stressful and pressure. The participants also shared the coping mechanisms they encountered in dealing parental involvement, from which emerged twelve (12) themes: crafting school calendar, conduct parents-teacher discussion, involve parents in some activities and projects, regular meetings and open communication, constant communication, reach an agreement, teachers, barangay officials, fellow school heads, parents and stakeholders, technical assistance, and teachers' assistance. Further, for the best practices they revealed nine (9) essential themes: constant communication to parents, conduct HRPTA meeting, brigada eskwela and foundation day, social media, communication letters, provide venues for collaborative partnerships, homeroom PTA meeting, symposiums and seminars, giving of awards and recognitions, and encouraged parents to became active and participative. Lastly, for the insights they cited six (6) themes which emerged: be open for corrections and suggestions, be transparent, draw support from others, design a program that will increase parents' involvement in schools, strengthen recognition program for parents, and to develop school community that will provide lifelong learning. In view of the above, these results will undoubtedly guide future educational practices and research efforts, resulting in a more supportive and collaborative educational environment for the benefit of students, teachers, and administrators alike.

Keywords: *School Heads, Parental Involvement, Experiences, Coping Mechanisms, Best Practices, Insights, Phenomenological approach, Monkayo East, Davao de Oro*

1. INTRODUCTION

Parental participation in schools is widely recognized as the most important factor in increasing student success and fostering positive educational results. However, with the benefits known, there are also a number of problems or challenges that can stand in the way of effective parental involvement in schools. Problems with parent involvement at school level can affect various other aspects such as students themselves, school programs and overall education outcomes.

In Thailand, parental involvement has been seen as an influential factor for student achievement (Cheung & Pomerantz, 2012). There are still pressing concerns regarding this area expressed by different stakeholders including families themselves; communities; education leaders; government officials' who all have vested interests when it comes to viable interests relating to parental involvement within schools' environments (EdSource, 2019).
In the Philippines, school heads regard parenting important because family is considered the nucleus of one's social world but social contexts within which Filipino families are embedded have rapidly changed over last ten years

(Ochoa & Torre (2014). Children's learning today has expanded into what we call 21st-century skills where children learn beyond classroom settings therefore parents being able to provide these different environments will greatly impact their child's specific needs while learning so much is left unknown about how best teachers can engage with such parents whom they rarely meet thus more studies need be done on this area (Balarin, 2007).

In Monkayo East District, Division of Davao de Oro school heads also encountered problems with parental involvement in schools. In 2021 records show that only 32% of parents attended parent-teacher conference while only 33% volunteered at Brigada Eskwela according to reports filed by school principals under their respective schools' names. In 2020, some parents reported having a hard time finding time due to work or personal commitments which made it difficult for them to actively participate in activities related to school involvement like attending meetings or volunteering. These numbers indicate that we need further research on what prevents parents from being involved in their children's education at a deeper level. Many parents are either unwilling or unable to engage with their children's schools such as volunteering and attend meetings.

However, the researcher has not found any similar study in this area which analyze the breadth and scope of principals' understanding about parent involvement activities. Therefore, it is important to listen to them and learn from their stories. Consequently, this paper aimed at investigating into various problems faced by school principals when dealing with parents' participation in schools; thus, necessitating conducting this research.

1.1 Research Questions

The study looked at how school administrators handled issues with parental involvement in the classroom, as well as the obstacles they faced and the strategies they used to get through them. It was directed by the subsequent inquiries;

1. What are the experiences of the school heads in dealing with parental involvement in schools?
2. How do school heads cope with the challenges in dealing with parental involvement in schools?
3. What are the best practices of the school heads in dealing with parental involvement in schools?
4. What are the insights the participants gained from their experiences in dealing with parental involvement in schools?

2. LITERATURE REVIEW

The purpose of this section is to provide the reader with a comprehensive understanding of the issues and difficulties that school administrators have while addressing issues with parental involvement in the classroom. To that end, this section includes themes and literature connected to the current subject under investigation. To help us grasp and see clearly what is being stressed in this qualitative study, the results of other research that is similar to this one was presented. These were extracted from a variety of publications, including books, journals, websites, and manuals.

Parental Involvement. According to Hill et al. (2004), parental participation is the act of a parent or guardian supporting their child's academic performance by becoming involved with the school. It is a multifaceted concept that includes behavioral, affective, and cognitive parenting facets that are connected to kids' education (Clarke, 2001).

Experiences of School Heads on Parental Involvement. A study conducted by Rosario et al., (2020) looked into experiences among school heads regarding encouraging participation from parents within public schools throughout Philippines' context. The research showed that involving mothers or fathers at such level has huge effect on both academic achievement and overall growth for learners within those institutions. However, getting them engaged effectively can pose challenges like time constraint; lack of interest thus understanding what they should do vis-à-vis education of their children etcetera according these authors' findings so far hence proposing communication strategies such as frequent contact with mothers/fathers through appointed representatives who would also meet teachers regularly besides organizing events targeting parents.
Parental Involvement Predictors. Parenting involves a web of connections in and beyond the family, personal beliefs and resources, as well as the wider social context of parents (Belsky, 2016). Therefore, it is necessary to examine multiple factors that affect parental involvement.

School and teacher factors. According to Gonzalez-DeHass, Willems, and Holbein (2005), schools as well as teachers may contribute to the lack of involvement on the part of parents. Park and Holloway (2013) found that a multiethnic study in the United States revealed parents were less likely to become involved when schools did not make genuine efforts at welcoming them as partners.

Cultural factors. Culture plays a significant role in parental involvement and provides a framework for understanding why parents behave the way they do. Culture shapes parental cognitions, including goals and expectations for children, beliefs about child rearing and education, and perception of children's needs (Harkness & Super, 2006). Hofstede's (2011) individualism-collectivism continuum can be used as a guide to explore differences in school systems around the world such as student-teacher relationships or parent-teacher interactions (Denessen et al., 2001; Greenfield et al., 2000).

Educational policies. Parental participation is also influenced by broader contexts, such as state and/or district education policies (Trumbull et al., 2003). More parental involvement is encouraged by legislative requirements and educational initiatives like the US's "No Children Left Behind" program (Dumont et al., 2014).

Philippines that specifically advocates parental involvement. Effects of Parental Involvement According to many studies, among other things, parental involvement greatly affects the welfare of their children, especially in terms of academic achievement and cognitive development. For instance, if parents support reading at home children get better at reading (Crosby et al., 2014).

How parental involvement influences child outcomes. The present literature also highlights the ways through which various forms of parental involvement can influence different outcomes among children. According to Pomerantz et al. (2007), who conducted an extensive review on this matter, it was found that positive child results are not simply related to more involvement by parents but they may not necessarily be achieved even if parents become too involved.

Coping Mechanisms of School Heads on Challenges in Parental Involvement in Schools. Dumont, Casillas & Lapointe (2010) undertook one study where it was established that those school leaders who were successful at fostering parental involvement had high levels of self-efficacy and believed that their actions could make a difference for students' lives. These same heads were flexible enough to fit into new situations as they arise while also having good communication skills and building positive relationships with parents too.

The Filipino Family and Education. The traditional Filipino family is known for its close-knit structure that extends beyond the immediate kinship ties. At a young age, children are taught to value obedience, respect for elders, fear of God and meeting familial obligations. Another important aspect of the culture is hiya (shame) and utang na loob (debt of gratitude). These values require offspring to take care their aged parents as recompense for bringing them up.

Best Practices of School Heads in Parental Involvement in Schools. Welcoming school cultures that foster parental involvement are created by heads of schools. In creating a safe and welcoming environment for parents, Neri (2014) found out that the role played by the principal cannot be underestimated in any way. For instance, it is important for school leaders to have good communication skills with parents if they want them to get involved in school activities.

Insights of School Heads on Challenges in Parental Involvement in Schools. Epstein (2011) conducted one study that found some of the problems school leaders face in trying to get parents involved. These include lack of time and resources; negative attitudes toward schools among parents themselves; differing expectations between parents and schools. One-way effective leaders deal with this, according to the same study, is by creating an environment where all families feel valued as part of the school community, giving them more responsibility over decision-making processes which affect their children's education, and providing necessary supports (Epstein 2011).

3. METHODOLOGY

This chapter shows the processes employed in the study. It covers the following: research design, study setting, study subjects, data gathering process, data analysis, reliability and credibility, and ethical considerations.

3.1 Research Design

This study employed a qualitative phenomenology research approach to investigate the experiences of school heads in handling parental participation in schools. In essence, it helped participants better grasp a particular occurrence they were experiencing, as reported by them (Creswell, 2014; Giorgi, 2012).

According to phenomenology, in order to comprehend human experiences, one must use interviews to fully immerse oneself in the ideas and insights of others. In fact, the researcher chose this design since it was appropriate for the small-scale study with the goal of comprehending and characterizing a phenomenon. In-depth interviews were conducted with school heads who faced challenges related to parental involvement in their schools. These heads shared their experiences, challenges, and insights regarding curriculum implementation while simultaneously performing administrative leadership duties.

3.2 Research Participants

There were eight participants in this study, enough to saturate information gathered from the studied group. Purposive sampling method was used to select participants for this qualitative study. Furthermore, the inclusion criteria for the selection of participants were the following: (a) the participants must be a public-school head in the School Year 2022-2023, (b) with a position/designation from Teacher-in-Charge, Head Teacher I-IV, and School Principal I-IV (c) from various secondary schools in Monkayo East District, (d) must have at least one year School-in-Charge experience, (f) has an experience in dealing with parental involvement in schools.

3. 3 Research Locale

This research is a district-wide study, which includes all the secondary school heads of Monkayo East District. The respondents of this qualitative inquiry are the school heads from Junior High School namely: Union National High School which is situated nearby the district office and strategically accessible because it will be passed before its three (3) neighboring barangays; Ulip National High School is located at Purok 2, Upper Ulip, Monkayo, Davao de Oro. About half of the population in this community are Indigenous People (IP).

In addition, Depot Ancestral Domain National High School was a former annex school of Ulip NHS. In 2016 it was officially separated from its mother school by virtue of Special -Oder No. R-XI-014, s. 2016. Since it is an ancestral domain, about 95% of the households are Indigenous People (IP) of Mandaya and Manobo tribes. Also, Pasian National High School with approximately 18 kilometers away from the district office. The school is sited along the highway and most of the families are farmers of rubber trees and palm oil trees.

Tubo-Tubo National High School is located at the center of a rice field. This means that rice farming is the main livelihood of its residents as well as Babag National High School. Mt. Diwata National High School is an annex school of Union NHS located at the peak of Mt. Diwata. Mining is the source of income for the locals. Finally, Olaycon Integrated School is the only IS among the schools of Monkayo East.

The Municipality of Monkayo was split into (2) districts in October 2019. After the separation, Monkayo East District has (17) elemenatry schools and (7) high schools including (1) intergrated school.
In addition, Monkayo East District secondary schools are supervised by (1) School Princial II, (1) School Principal I and (6) Head Teacher I. All these school heads are serving more than 3 years in their respective stations.

Geographically, all schools are in agricultural areas which means that the main livelihood of the people includes agricultural activities.

3.4 Instruments of the Study

The researcher himself served as the main instrument for the collection of data. The researcher conducted In-Depth Interview (IDI) to the selected participant using the validated interview guide. These questions were being asked to the participants regarding their lived experiences, the coping mechanisms they encountered in dealing parental involvement, the best practices in their respective schools and their insights towards the parental involvement in school program and activities.

3.5 Procedure

The researcher meticulously followed a series of steps to ensure the integrity and accuracy of the data collection process. After securing approval from the thesis adviser and review panel, the researcher obtained the necessary permissions from the Graduate School of Assumption College of Nabunturan, the Schools Division Superintendent, and relevant school officials. Participants were selected using purposive sampling, with some recruited through gatekeepers who signed confidentiality agreements. The research objectives and methodology were clearly explained to the participants, who provided informed consent via e-signatures.

Interviews were conducted face-to-face at convenient times for participants, using validated guide questions. Interviews were recorded with participants' permission, and notes were taken to ensure accuracy. The recordings were securely stored on a password-protected flash drive and backed up on a private Google Drive.

Data was transcribed verbatim and stored securely for three years before being destroyed to prevent unauthorized access. A thorough thematic analysis was conducted with the assistance of an analyst, ensuring accurate data interpretation. This comprehensive approach upheld the study's ethical standards and ensured reliable results.

3.6 Ethical Considerations

Adhering to the fundamental principles of ethical consideration, respect for persons, beneficence, and justice were identified. The study also took into account the stringent adherence to the Data Privacy Act of 2012 (Republic Act 10173), which shields people from unlawful processing of personal data in which a person's identity can be readily ascertained by direct attribution. It also refers to the system of laws and technology put in place to guarantee that personal information is protected against nefarious, accidental, or unexpected use. Measures pertaining to data collection, access, communication, and conversation were maintained in order to guarantee data protection.

4. RESULTS AND DISCUSSION

This chapter presents the findings to the research questions that explored the experiences, coping mechanisms, best practices, and the insights used by the school heads in dealing with parental involvement in schools.

4.1 What are the experiences of the School Heads in dealing with parental involvement in schools?

The first major research question is, *'What are the experiences of the School Heads in dealing with parental involvement in schools?'* There are five specific research questions under this major research question.

4.1.1 Experiences in Dealing with Parental Involvement in Schools

The themes in this section were coming from the specific research question 1.1 'What are your experiences in dealing with parental involvement in schools?' The responses generated two themes: support from parents and not responsive parents.

It conveys parental support as an invaluable cornerstone, providing unwavering encouragement and guidance, nurturing individuals to navigate life's challenges with resilience and confidence. It fosters a crucial foundation for emotional well-being and personal growth, anchoring a sense of security and belief in one's abilities.

Informant 1 pointed out:

My experiences in dealing with parental involvement in schools are support from the parents especially from the SPTA officers though not really 100% because our parents also has [have] other their businesses on their own but the support in general is from the parents is really well you can really feel I can really feel that their effort towards the school activities and school project in general is well and good.

4.1.2 Challenges Encountered in Dealing with Parental Involvement.

This section presents the results to the specific research question 1.2 'What are the challenges you have encountered in dealing with parental involvement in schools?' under the 1st major research question 'What are the experiences of the school heads in dealing with parental involvement in schools?' The theme generated was parents are not cooperative.

School heads observed this lack of cooperation in various aspects such as non-participation in school activities, reluctance to engage in dialogues about their child's progress, and minimal support towards their child's learning at home. This behavior was noted to hinder the establishment of a conducive environment for comprehensive student development, which the school heads identified as crucial for academic success.

Informant 4 stated;

In the midst of the School Head's numerous concerns that cannot be fully addressed, some parents also do not cooperate with what should be done for their children. I have observed that the issue stems from their relationship within the family, and there are other problems that the School Head cannot solve, such as cases like rape, which require assistance from other government agencies

4.1.3 The Most Difficult Part in Dealing with Parental Involvement.

This section presents the results to the specific research question 1.3 'What do you think is the most difficult part in dealing with parental involvement in schools? Why?' under the first major research question 'What are the experiences of the school heads in dealing with parental involvement in schools?' The themes which served as results, were low level of parents' involvement and dealing with parents' different culture and values.

School heads noted instances where varying cultural backgrounds led to differences in parenting styles, communication preferences, and educational expectations, creating complexities in fostering effective collaboration between the school and these diverse parental backgrounds. The participants highlighted the importance of sensitivity, adaptability, and cultural competence in bridging these gaps to create a more inclusive and supportive educational environment for all students.

Informant 5 expressed;

The most challenging aspect of handling parental involvement in schools is navigating parental expectations, particularly due to the diverse cultural backgrounds of the parents. You really need to contemplate on how to adjust to each parent, considering their varying cultures and values. Perhaps, open communication with each individual parent and providing some respite could significantly contribute to the school's development

4.1.4 Advantages in Dealing with Parental Involvement

This section presents the results to the specific research question 1.4 'What are the advantages of being a School Head in dealing with parental involvement in schools?' under the first major research question 'What are the experiences of the school heads in dealing with parental involvement in schools?' The themes which served as results, were has the power and authority and received the highest respect and favor.
These heads were esteemed for their leadership, guidance, and often played a pivotal role in shaping school policies and fostering a positive learning environment. The participants underlined the impact of these respected school leaders in facilitating effective parental engagement and shaping a conducive educational atmosphere.

Informant 6 expressed;

As a school head, I receive a lot of respect and favor from the parents. The school head has more influence because you can really persuade parents and make things happen in the school. They trust your advice or instructions more compared to other staff members at the school

This was supported by Informant 7 who uttered:

As the school head, you receive the highest respect in the school among others.

4.1.5 Disadvantages Being a School Head in Dealing with Parental Involvement

This section presents the results to the specific research question 1.5 'What are the disadvantages of being a School Head in dealing with parental involvement in schools?' under the first major research question 'What are the experiences of the school heads in dealing with parental involvement in schools?' The theme generated was stressful and pressure.

This theme refers to the immense burden and strain experienced by these administrators in managing diverse educational demands. Moreover, school heads often grapple with high-pressure responsibilities involving administrative tasks, meeting academic standards, and fostering parental engagement, leading to significant stress and pressure.

Informant 5 expressed;

If you are a school head, you have to handle everything, which can be pressuring because you are constantly thinking, 'What if I cannot meet everyone's expectations? What if they do not like my leadership style?' We cannot avoid that their parents set the standards so high. As a school head, your job does not only revolve around parental involvement; you also deal with curriculum implementation and relationships between your teachers and other stakeholders, which demands a lot of energy. It is all about balancing so you do not get exhausted too quickly.

4.2 What are the coping mechanisms of the School Heads in dealing with parental involvement in schools?

This section presents the results to the second major research question 'What are the coping mechanisms of the school heads in dealing with parental involvement in schools?' Five specific research questions were used to collect data for this question highlighting the challenges that the participants experienced in dealing with parental involvement in schools.

4.2.1 Preparations in Dealing with Parental Involvement.

The themes derived from the responses of the research informants to the specific research question 2.1 'What are your preparations in dealing with parental involvement in schools?' are presented in this section. The themes were: crafting school calendar and conduct parents-teacher discussion.

Conducting parents-teacher discussions involves scheduled meetings or interactions between educators and parents to discuss a student's progress, strengths, and areas for improvement. School heads emphasized that these engagements facilitated a deeper understanding between parents and teachers, creating a collaborative environment aimed at enhancing a child's educational journey through shared insights, mutual goal-setting, and constructive dialogue.

Informant 1 cited;

Parents' permission is important to allow conducting a parents-teachers discussion because there is an open discussion between teachers and parents regarding the progress and areas of improvement of their children.

4.2.2 Ways in Dealing with Parental Involvement in Schools.

This section presents the results to the specific question 2.2 'What strategies did you use in dealing with parental involvement in schools' After subjecting the responses to content analysis, the following themes were drawn, involve parents in some activities and projects, and regular meetings and open communication.

School heads recognized the significance of this involvement as a catalyst for fostering a stronger sense of community and partnership between parents and the school. They noted that such engagement not only enriched the educational experience for the students but also strengthened the connection between the school and parents, creating a more supportive and involved learning environment.

Informant 2 noted;

Encourage parents to share their opinions and ideas because when parents feel like their opinions are being heard and taken into consideration for decisions that will enhance the school, they are more likely to feel this way. I would not adjourn a GPTA meeting without at least a few parents raising questions. Because I do believe that when they are engaged, they love to participate more. And it will positively affect to the equilibrium of parents and teachers.

Specifically pointed out by informant 1;

Second is involving them in some of the activities and projects in schools for them to be aware on what being happen and where their contribution on their obligations went.

4.2.3 Solutions Employed on the Challenges Encountered in Dealing with Parental Involvement in Schools.

This section presents the results to the specific question 2.3 'What are the solutions you have employed on the challenges you encountered dealing with parental involvement in schools?' After subjecting the responses to content analysis, these themes were drawn: constant communication and reach an agreement.

Reaching agreements emerged as a pivotal aspect in fostering parental involvement. School heads emphasized that finding common ground and consensus with parents facilitated a shared responsibility and commitment, contributing to a more supportive and harmonious educational environment for the students.

Informant 4 noted;

We have reached an agreement and signed a promissory note. For those problems on which we cannot agree, we compromise. I make it a point that whatever decisions we make, they are all for the betterment of our learners.

On the same vein, informant 6 also revealed;

Arrange an agreement with a win-win solution. Let them know their grounds and sanctions if it will happen again.

4.2.4 People who Help in Coping with Challenges in Dealing with Parental Involvement

The themes derived from the responses of the research informants to the specific research question 2.4 'Who helped you in coping with challenges in dealing with parental involvement in schools?' are presented in this section. The themes were: teachers, barangay officials, fellow school heads, parents and stakeholders.

Participants recognized parents and stakeholders as pivotal elements in fostering a supportive educational environment. The findings emphasized the importance of their collective involvement in nurturing a collaborative partnership, facilitating a conducive learning atmosphere, and contributing to students' overall academic success and well-being.

Informant 1 cited;
> *The parents themselves, the stakeholders.*

Informant 8 also said:
> *The SPTA officials particularly in creating policies for parents also take part in the flow of parental involvement.*

4.2.5 Assistance that is Helpful in Dealing with Parental Involvement Challenges

This section presents the results to the specific question 2.5 'What assistance did you seek to help you with the challenges in dealing with parental involvement in schools?' After subjecting the responses to content analysis, the following themes were drawn: technical assistance and teachers' assistance.

This involves support provided by educators or instructional aides to address various academic and classroom needs. This was recognized as an essential factor in promoting parental involvement. School heads emphasized the significance of teachers offering assistance and guidance to parents, enabling them to actively participate in their children's education and fostering a more collaborative relationship between the school and families.

Informant 4 stressed:
> *Even our teachers could lend us a hand and morally support us.*

Likewise, informant 2 highlighted:

> *School Heads need teachers' behavioral supports.*

4.3 What are the best practices of the school heads in dealing with parental involvement in schools?

This section presents the results on the viewpoints of the research participants of their best practices as school heads in dealing with parental involvement in schools. This was the gist of the third major research question, 'What are the best practices of the school heads in dealing with parental involvement in schools?' Six specific research questions were utilized to gather data and information.

4.3.1 Strategies Employed to Establish a Welcoming and Inclusive School Culture that Encourages Parental Involvement.

In this section, the themes created were from the responses to specific research question 3.1, 'What are the strategies you employ to establish a welcoming and inclusive school culture that encourages parental involvement?' The following were the themes: constant communication to parents and conduct HRPTA meeting, brigada eskwela and foundation day.

School heads emphasized that maintaining regular and transparent communication channels strengthened the partnership between the school and parents, leading to increased parental engagement and support for students' educational journeys.

Informant 2 narrated;

> *For me it's the communication, constant communication to the parents regarding GPTA meetings, symposiums and their students' academic performance can make them feel the sense of security that their students are I the good hands.*

4.3.2 Communication Channels and Approaches Successfully Utilized in Facilitating Effective Communication Between Parents and School.

Online platforms designed for social interaction, communication, and sharing of content among users. Informants traversed its potential to facilitate communication between the school and parents, sharing school

updates, educational resources, and fostering a virtual community that encouraged parental engagement in their children's education.

Informant 1 mentioned about social media. She cited;

So, the communication channels and approaches that I successfully utilized to facilitate effective communication between parents and the school are hello social media we have Facebook and messenger and of course we have our mobile phones.

Further, Informant 2 explained;

Social media, especially the "Messenger App," makes it incredibly simple to communicate with your parents because you can message and contact each other effectively.

4.3.3 Ways in promoting collaborative partnerships between parents and school, and the key elements of successful collaborations.

Presented in this section are the themes drawn from the responses to the specific question 3.3, 'How do you promote collaborative partnerships between parents and the school, and what are the key elements of successful collaborations?' the theme generated was: provide venues for collaborative partnerships.

Participants emphasized that these platforms facilitated meaningful collaborations, allowing diverse stakeholders to share ideas, contribute resources, and collectively support the educational development and well-being of students.

Informant 6 cited;

The school under my leadership, we provide venues for collaborative partnerships like conducting conferences and meeting as well as celebrating family day during foundation day of the school wherein the teachers, parents and students can make bonding.

Further, informant 7 explained;

Provide venue for recreation and fellowship opportunities to build good rapport to the community.

4.3.4 Types of parent education programs and support provided to enhance parental involvement to child's education.

Presented in this section are the themes drawn from the responses to the specific question 3.4, 'What types of parent education programs and support you provide to enhance parental involvement in their child's education?' The themes generated were: homeroom PTA meeting and symposiums and seminars.

School heads accentuated that conducting symposiums and seminars empowered parents by providing them with valuable insights and resources, fostering a collaborative environment between the school and families, ultimately benefiting the holistic development of the students.

Informant 7 shared;

It is important that we must capacitate our parents in dealing problems toward their children's education. Symposium and seminar were being conducted to help them improve and also, they can assist their children whenever they ask help in school.

3.5 Ways to Recognize and Value Parent Contributions.

Presented in this section were the themes drawn from the responses to the specific question 3.5, 'How you recognize and value parent contributions?' the theme generated was giving of awards and recognitions.

The recognition ceremonies were seen as opportunities to strengthen the connection between parents and the school, nurturing a supportive and collaborative environment for the educational journey of the students.

Informant 5 explained:

One practice in our school, and perhaps in other schools as well, is to provide certificates of appreciation to parents who actively participate in any school activities. Even through such means, parents' contributions are valued and their efforts appreciated. By employing these simple strategies, schools can genuinely show appreciation for the efforts and contributions of parents, nurturing a sense of belonging and encouraging continued involvement within the school community.

Moreover, informant 7 uttered;

Our parents play a vital role in the school, and it is important to recognize them with their hard work and contribution. We gave plaque and certificates to our parents during the SPTA assemblies, PRAISE Program and school events like family day.

4.3.6 Impact of Recognizing Parent Contributions to Parental Involvement

Presented in this section were the themes drawn from the responses to the specific question 3.6, 'What impact does recognize parent contributions have on fostering ongoing parental involvement?' the theme generated was: encouraged parents to became active and participative.

Participants unveiled the significance of initiatives that motivated parents to participate, volunteer, and collaborate with the school, acknowledging that such involvement positively impacted students' academic progress and overall educational experience. These strategies aimed to create a partnership between the school and parents, emphasizing their shared responsibility in supporting the students' learning journey.

Informant 3 substantiated;

The more you recognize the contributions or parts of parents in the school, the more they become active and participative, ensuring that they are there to provide you with help in the school. It's really good to recognize them because it has a big impact on the school, not just in their lives. Even a single ribbon or certificate can mean a lot to them, as you see their hard work and the effort, they extend to you and the school.

Informant 7 also expressed;

They will become more participative and active if we always acknowledge their efforts and contribution.

4.4 What are the insights the participants gained from their experiences in dealing with parental involvement in schools?

This section presents the results on the viewpoints of the research participants of their insights with the challenges dealing with parental involvement in schools. This was the gist of the fourth major research question, 'dealing with parental involvement in schools?' Five specific research questions were utilized to gather data and information.

4.4.1 Insights to share to other School Heads.

In this section, the themes created were from the responses to specific research question 4.1, 'What can you share to other school heads who are dealing challenges with parental involvement in schools?' The generated themes were- be open for corrections and suggestions and be transparent.

School heads emphasized the importance of creating a culture where constructive criticism and suggestions from parents were considered essential for school improvement and enhancing parental involvement. This approach

aimed to establish a collaborative relationship, acknowledging the significance of parental perspectives in shaping effective educational strategies and promoting a supportive school environment.

Informant 3 stated;

Let us stay open for corrections and open for suggestions. When we are dealing with parental involvement, whether it's positive or negative, we really need to consider the thoughts of others, not just our own ideas, as there might be suggestions that you can consider and follow.

4.4.2 Advice to School Heads who Experienced Challenges with Parental Involvement.

The theme created in this section was from the responses to the specific research question 4.2, 'What advice will you give to other school heads who experienced challenges with parental involvement in schools?' The theme was: draw support from others.

School heads highlighted the significance of garnering support from different sources to strengthen parental involvement initiatives, aiming to create a collaborative environment where diverse perspectives and expertise contributed to the overall improvement of the educational experience for students. This approach emphasized the importance of building partnerships and networks, leveraging collective knowledge and resources to enhance parental engagement within the school community.

Informant 8 narrated her view about asking for support, she said;

Start to draw support from your teachers, to SPTA officials, down to other stakeholders, then, parental involvement will just follow. If you have established the support or involvement of the key stakeholders, then these stakeholders will help you to get a better parental involvement. The task is no longer yours alone but it is already a collective task that needs collective efforts from all stakeholders.

4.4.3 Recommendations to DepEd Authorities with Regards to Parental Involvement.

The results in this section were taken from the responses to the specific research question 4.3, 'What recommendation will you give to the DepEd authorities regarding the parental involvement in schools?' This was the theme drawn from the responses: design a program that will increase parents' involvement in schools.

School heads recognized the importance of creating well-thought-out programs that catered to various aspects of parental involvement, aiming to bridge the gap between the school and families by providing opportunities for active engagement in academic, social, and extracurricular aspects of the educational journey. The findings highlighted the significance of tailored programs that not only attracted parental participation but also contributed to a more collaborative and supportive school environment beneficial for students' overall development.

Informant 5 mentioned;

Maybe the department of education should design program that acknowledges the parent's contributions.

Similarly, informant 2 said;

Create a program for the school that invites parental involvement and perhaps a symposium for parents.

4.4.4 Suggestions to Help Improve Parents Involvement

The themes in this section were from the responses to specific question 4.4, 'What suggestions can you give to help improve the involvement of parents in schools?' The theme was: strengthen recognition program for parents.

School heads emphasized the importance of acknowledging and celebrating parents' active participation, whether through volunteering, support at home, or engagement in school activities, as it fosters a positive

relationship between the school and families. The findings showed that an improved recognition program not only appreciates parental efforts but also encourages sustained involvement and a supportive educational atmosphere for the benefit of the students.

This was echoed by Informant 4:

It is better to recognize parents, especially for their children's achievements during significant gatherings. It is nice to call parents not only when there's an issue with a child, but also when the child achieves something.

4.4.5 Hopes and Aspirations in Dealing with Parental Involvement

The theme in this section was from the responses to specific question 4.5, 'What are your hopes and aspirations as a School Head in dealing with parental involvement in schools?' This was the last specific research question for the 4th main research question. The theme was: to develop school community that will provide lifelong learning.

School heads emphasized the significance of establishing a community-oriented approach that encourages ongoing learning and development for all stakeholders, recognizing the role of parents in the lifelong learning process. The results highlight the importance of fostering a collaborative educational setting that promotes continuous learning, shared knowledge, and ongoing skill development for both parents and students, enriching the overall educational experience.

Informant 6 stated;

I hope that all parents answer the call of the school and attend every meeting that the school is conducting because I believe the more, we participate to the school the higher chances that our students become successful in their studies.

5. CONCLUSION

Research on parent involvement in children's education has led to transformation in learning and necessitated individualized targeted intervention as opposed to conventional ways. This also shows that these research findings have indicated various avenues such as traditional or digital ones which enable open discussion between parents and schools whereby, they become partners who ensure active roles of guardians during child's educational process.

Yet, there are times when "one size fits all" simply would not work due to the complicated nature of parental involvement particularly where it is multi-layered or preferences differ; thus, these challenges should be tackled with an understanding that considers one's own needs. In some cases, school leaders may face difficulties because of the background characteristics of families yet institutions must create inclusive practices aimed at reducing disparities thereby forming stronger ties with constructive influences over academic attainment. Nonetheless, administrators cannot afford giving up so easily since they know more about their own fathers and mothers than anyone else.

The study suggests several practical solutions useful for addressing various needs among fathers and mothers. This can only happen if we create a spirit within our teaching fraternity where everyone from administrative personnel to teachers treat children as their own. Further, taking into account that technology is growing rapidly in our generation we may need outside assistance from people like experts apart from those within the school are some of the things that should be accompanied by a real fatherhood and motherhood each for these kids at some point when the going gets tough because there must always be parents around us when needed most. Such inclusive friendly schools would result in vibrant communities where every communication counts regardless of its form.

To summarize it, learning problems associated with this concept need to treat families as equal education partners while institutions of learning; hence a meaningful interaction between homes and schools constitutes a successful partnership.

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