

SCHOOL PRACTICES IN PARENTAL INVOLVEMENT, ITS EXPECTED RESULTS & BARRIERS IN PUBLIC SECONDARY SCHOOLS

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ABSTRACT

Children are, by nature, inquisitive. Driven by their appetite to learn, they explore and thirst for knowledge. As students, the parents are their initial teachers as they are the ones who provide them answers to their first questions. It follows then that parental involvement is an essential component in the teaching-learning process, and therefore, requires school to engage and collaborate with parents to improve school success. The problem in this study, therefore, was to identify various ways schools involve parents in their children's education. The study was participated in by nineteen public secondary school heads, sixty parents, and one hundred teachers in the DepEd Division of Calamba City in the province of Laguna. Applied statistical treatments included simple mean and Pearson correlation.

It was found that the public secondary schools observe parental involvement school practices. As a whole, expected results of parental involvement are manifested and the respondents neither agree nor disagree on the existence of barriers in schools' initiatives to involve parents in the school affairs. Observance of parental involvement school practices is significantly related to the manifestation of its positive results on students, parents and teachers. These imply that the schools are effective in eliciting the involvement of the parents in school programs and activities. The barriers in parental involvement are not so serious for the schools to get alarmed. But still, addressing these barriers will bring more benefits to the schools and families.

KEYWORDS: Parental Involvement, School Practices, Parenting Skills, School Volunteering, School-Community Collaboration

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