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Implementation of Parent-Teacher Association (PTA) Projects in Selected Public Elementary Schools in Batangas City

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Abstract

This study aimed to determine the effectiveness of the Parent-Teacher Association (PTA) in the implementation of projects in selected public elementary schools in Batangas City. A descriptive method of research was used with a survey questionnaire as the major instrument in data gathering. It involved 272 respondents who are all parents, 30 PTA officials, and 242 members of the PTA of selected public elementary schools in Batangas City. The statistical tools used to treat the data were the weighted mean and ranking.

The result of the study revealed that PTA officers and parents were able to assist parents, teachers, and students to ensure that all children are treated in accordance with the school's philosophy. Moreover, parents and PTA officers met different constraints in implementing different projects and activities in the school. The study, therefore, concludes that the proper understanding of objectives, commitments, and roles of the PTA was undertaken and attained by the respondents. PTA officers had a greater involvement in the improvement of the schools. The common constraints met by the respondents were diverse decision-making in implementing projects or school activities, inconsistent cooperation by the members, and mandatory contributions for fundraising for the implementation of the plan of activities and other PTA projects. It was recommended that the plan of activities should be evaluated by the school administrators, teachers, and PTA officers prior to the implementation. In addition, all stakeholders may be encouraged to work hand-in-hand seeking financial assistance from civic-spirited citizens, NGOs, and GOs for massive implementation of the projects. Future researchers may do similar investigations in other schools to determine the effectiveness of PTA as an organization in school.

Keywords: Parent-Teachers Association, The effectiveness of the PTA, Descriptive method, Public Elementary Schools.

Introduction

Efficient and effective school administration should be solely internal or limited to the school administration. The parent-teacher association provides valuable contributions to a school's success in responding to and resolving every consequence. PTA is an organized group supported by law wherein, the recognized and authorized members are obliged to attend the annual meeting to discuss and bring together all the matters in school such as moral-spiritual well-being of the pupils, improvement of the school, planning and agenda for upcoming events and providing solutions in every problem being encountered by the school staffs, principal, teachers, students, and parents either from elementary or secondary levels.

As stated in DepEd Order No. 54, s. 2009 the revised guidelines governing Parent-Teacher Associations (PTAs) at the school level that every elementary and secondary school shall organize and establish a PTA for the purpose of providing a forum for the discussion of issues and their solutions related to the total school program, as well as to ensure the full cooperation of parents in the efficient implementation of such program.

Schools that are successfully implementing quality improvement strategies have communication systems that are critical to actual school development, clear school vision and mission statements developed with consensus from the entire school community, cooperatively developed school improvement strategies with input from all stakeholders, and

properly delegated responsibility to teachers and students in order for the school principal to effectively allocate time to school development issues, community support, and trust through open communication and transparency, staff welfare programs, accurately assessed and maximized school' human resources, maximized both school and community resources, integrated academic development, supervision, and quality improvement system into the program, and accurately reflected goals of the school's vision and mission statement into the school curriculum.

The researchers believed that one of the best organizations in connection to the school's improvement and development is the PTA. Therefore, highlighting the partnership of PTA within the school regarding the implementation of its projects is one of the purposes of this study. As the researchers observed during their field of study, most of the parents did not cooperate in school activities and events especially when it comes to their children's performance. They were not attending project meetings and gatherings. That's why PTA will not be effective if there is no cooperation and support from the parents. Lack of participation is the root of why the researchers conducted this study. The researchers were aware and inspired by what they have experienced on how the PTA worked with the school's stakeholders for very significant purposes.

Objectives of the study

The purpose of this study was to determine the effectiveness of the Parents-Teachers Association (PTA) in implementing projects in selected public elementary schools in Batangas City.

Specifically, this sought to achieve the following objectives:

1. To determine the status of the Parent-Teacher Association in the schools under the study in terms of:
 - 1.1. objectives;
 - 1.2. commitments; and
 - 1.3. roles in school affairs.
2. To identify what assessment of the PTA officer and parent respondents regarding the implementation of PTA projects relative to:
 - 2.1. school activities and events;
 - 2.2. facilities, equipment, and ground improvement; and
 - 2.3. pupils' development.

3. To find out constraints met by the organization in the implementations of the projects as revealed by the respondents.
4. To propose a plan of activities to effectively implement the PTA projects.

Methodology

This research study employed the descriptive method of research to determine the existing involvement of the Parent-Teacher Association in the implementation of projects in selected public elementary schools in Batangas City. This method involved a set of facts to answer questions about the condition of the study's subject, and it defined a given state of events as completely and accurately as possible. According to Koh and Owen (2000), issues can be solved, and practices can be improved through observation, analysis, and description when using the descriptive method of research. The subjects involved in this study were 242 parents and 30 PTA officers in the two selected public elementary schools in Batangas City. The 242 parent samples were from Malitam Elementary School and Alangilan Central Elementary School.

In the study, the questionnaire was formulated based on the specific problems of this study to generate the desired information for a survey or statistical study. Data from the validated questionnaire were tabulated, analyzed, and interpreted until they came up with positive results. After such validation, the researchers made the final questionnaire, and a letter was sent to the school heads or principals of the selected public elementary school to seek permission for the researchers to conduct and carry out the study within the school premises. After the approval of the letter, the researchers expounded on all the parts of the questionnaire, especially the directions to the respondents. The questionnaire was reproduced and administered to the respondents.

Results and Discussion

1. Status of the Parent-Teacher Association in the Schools

1.1 Objectives. This refers to the goals and aims that every PTA wants to achieve as presented in Table 1.

Table 1: Objectives of the Parent-Teacher Association.

Objectives		WM	VI
1.	To assist parents, teachers, and students in ensuring that all students are treated in accordance with the school's philosophy	3.45	A
2.	To create a forum to share ideas, discuss problems, and come up with solutions	3.38	A
3.	To ensure that parents have access to the information they need regarding their children's education at school and in the community	3.38	A
4.	To help in the fundraising for the school and the Parents Association, the Principal and the Board of Management were consulted	3.36	A
5.	To develop positive relationships between the school and families that are beneficial to the school community's well-being (students, parents, staff, and faculty)	3.36	A
6.	To provide the community with fun and friendly activities and celebrations throughout the year	3.36	A
7.	To establish a shared understanding of the goals and challenges of children's education	3.36	A
8.	To develop a positive perspective of parents through efficient coordination with the parent representatives on the Board of Management	3.25	A
9.	To assist parents in their role as parenting is the most important job in the world for which they receive no training	3.25	A
Composite Mean		3.35	A

Legend: A- Attained

It can also be noted that the PTA's goals of "establishing a forum" or assembly for the exchange of ideas, discussion of

issues, and formulation of solutions, as well as "ensuring that parents are receiving all the information they require

regarding education in school and in the community" were met, as evidenced by the weighted mean of 3.38. In connection with this, Bibal and Magnaye (2015) stated that PTA officers must have a monthly assembly or meeting to become aware of every output or change of projects.

"To assist parents", which is recognized as the most important job in the world for whom no training is provided has the least weighted mean of 3.25. This means that PTA works in partnership with parent representatives to create a better perspective and guide every member on how to perform their responsibilities and duties as parents. In connection with this, Fiestas (2010) emphasized that parents should be the first person to encourage their children to be active and competitive pupils, inside and outside the school. For parents act as the chief supporters of their children.

1.2 Commitments. This refers to the eagerness of a member to exert effort on behalf of the association to achieve a degree of common goal and value congruence and desire to maintain membership.

Table 2 presents the status of PTA in the school in terms of commitments. From the data gathered, the respondents strongly agreed that the primary commitment of the PTA officers and parents were upgrading pupils' performance and giving dedication to health and well-being through strong family and community engagement and children's educational success, as was shown in the weighted mean of 3.52. This means the PTA officers and parents gave more importance to the benefit and welfare of their children.

Table 2: Commitments of the Parent-Teacher Association.

Commitment	WM	VI
1. Upgrade pupils' performance	3.52	SA
2. Dedicate oneself to the health and well-being of children and their educational success through strong family and community engagement	3.52	SA
3. Uplift school and community relations	3.51	SA
4. Possess good moral character and become a good role model not only on the school campus but also in the whole society	3.42	A
5. Become an aid in the implementation of the school policies	3.40	A
6. Work harmoniously to achieve its goals	3.40	A
7. Initiate to do all the assigned tasks and responsibilities	3.37	A
8. Exert effort and do what one can help in the association	3.36	A
9. Find time to be always get involved in different projects and activities	3.26	A
Composite Mean	3.42	A

Legend: A- Agree, SA- Strongly Agree

The respondents tended to find time to be always got involved in different projects and activities has its verbal interpretation of agreeing as it was shown in its weighted mean of 3.26. This implies that PTA officers and parents are able to seek time to take on their responsibilities as part of the association. It is then supported by Austria (2008), that the home is widely accepted as the most powerful ally of the school as far as children's learning is concerned.

The status of the PTA association with regards to the commitments has a composite mean of 3.42 and has an overall verbal interpretation of the agreement. This means that parents agree that they have committed themselves to their organization.

1.3 Roles in school affairs. These roles are duties and responsibilities which every PTA officer and the member should acquire and how they attend and respond to every school affair and implemented projects.

As shown in the table, the respondents agreed that they informed each member of the organization regarding current changes in the school system as was shown in the weighted mean of 3.42 as one of their roles. They agree that informing the members regarding current changes happening in school will result in a strong positive relationship between parents and teachers.

Table 3: Roles in School Affairs of the Parent-Teacher Association.

Roles in School Affairs	WM	VI
1. To inform the members regarding current changes in the school system if the need arises	3.42	A
2. To provide care to the school environment	3.41	A
3. To support and cooperate with teaching staff in delivering the school curriculum	3.41	A
4. To participate in decision-making about school improvement and pupil development	3.39	A
5. To present the views of parents/guardians of the school	3.37	A
6. To offer solutions to whatever problems related to pupils' development/education	3.32	A
7. To encourage parents' involvement in any school activities	3.32	A
Composite Mean	3.38	A

Legend: A- Agree

PTA agreed on their roles of participating in decision making with regards to school improvement and pupil's development, representing the views of school parents or guardians, and proposing solutions on whatever problems related to pupil's development/education are also the roles of the PTA to school affairs as shown in the weighted mean

range from 3.32-3.39.

The status of the PTA with regards to the roles in school affairs has a composite mean of 3.38 and has an overall verbal interpretation of the agreement. This connotes that the parents agreed that these activities and their roles in school affairs were being met by each member.

2. Assessment of the Parent and PTA Officers Respondents in the Implementation of PTA Projects

The study looked into the assessment of parent-teacher associations in the implementation of PTA projects in terms of school activities and events, facilities, equipment and ground improvement, and the pupil's development.

2.1 School activities and events. The study refers to the specific activities or works undertaken by the PTA in the school for enhancing the development of the school for the

welfare of the school and its pupils. Table 4 presents the assessment of the PTA officers and parents' respondents in the implementation of PTA projects relative to school activities and events.

The table shows that Brigada Eskwela and Clean and Green were very much attained and have a weighted mean of 3.54. This implies that PTA officers and parents are always active in attending and helping in different events and activities in the school especially when it comes to their school environment.

Table 4: School Activities and Events.

School Activities and Events	WM	VI
1. Brigada Eskwela	3.54	SA
2. Clean and Green	3.54	SA
3. Annual General Meeting	3.45	A
4. World Teachers Day	3.43	A
5. Parent-Teacher Association posters	3.31	A
6. PTA fundraising activities	3.29	A
7. Festivals of Talents	3.24	A
8. Parents and Teacher Orientation	3.23	A
9. Collaborative PTA communication plan	3.22	A
10. Christmas Fair and Raffles	3.05	A
11. Weekly Clean-Up Drive	3.05	A
12. Family Day Activities	3.00	A
13. Mr. and Ms. PTA	2.77	A
Composite Mean	3.25	A

Legend: A- Agree

Table 4 shows that the annual general meeting was attained and has a weighted mean of 3.45. This means that discussing school matters builds a strong foundation and open communication for LGUs, teachers, and PTA officers of the school community. In addition, this activity aims to orient and/or evaluate every PTA project that will be or have been implemented by the association. In connection with this, Bibal and Magnaye (2015) pointed out that annual and/or monthly assembly is done by the PTA officers to become aware of every output or change of their projects.

2.2 Facilities, equipment, and ground improvement. The study aimed to investigate the assessment of the parents and PTA officers' respondents in the implementation of PTA projects such as facilities, equipment, and ground

improvement. Table 5 presents the assessment of the PTA and PTA officers' respondents in the implementation of PTA projects relative to facilities, equipment, and ground improvement.

It can be noted from the table that the construction of school fence, gates, flagpole, and the like with free labor services were attained with a weighted mean of 3.45. This means that PTA officers and parents are concerned and prioritizing the ground improvement and are responsible to offer free labor services.

This result is supported by research carried out in compliance with DepEd Order No. 54, s. 2009 that PTA is permitted and acknowledged to collect voluntary payments from members for use in upcoming initiatives and programs.

Table 5: Facilities, Equipment and Ground Improvement.

Facilities, Equipment, and Ground Improvement	WM	VI
1. Construction of school fence, gate, flagpole, and the like with free labor services	3.45	A
2. Involvement in a popularity contest and other fundraising drives to provide facilities like drinking and washing facilities, shades, benches, and others	3.36	A
3. Maintaining the cleanliness and orderliness of the school by means of providing trash cans, brooms, dustpans, doormats, and scrubs	3.35	A
4. Donating bookshelves and instructional materials for classroom development	3.30	A
5. Development of the school agriculture area for school garden, individual and communal plots, garden house, compost pit/heap, etc.	3.25	A
6. Creation of a natural area outside the building as an extension for conducting remedial teaching	3.22	A
7. Providing school guards to ensure the security of the pupils and the whole school	3.14	A
8. Proper structuring of bulletin boards	3.11	A
Composite Mean	3.27	A

Legend: A- Attained

As illustrated, the composite mean of the assessment of parent-teacher association in the implementation of the PTA projects in terms of facilities, equipment, and ground improvement is 3.27 and has an overall verbal interpretation

attained. This shows that PTA members and officers support and cooperate for the attainment of their projects in school.

2.3 Pupils' development. This study refers to the talents, skills, capabilities, and interests of the pupils regarding the

different projects or activities established by the PTA in the school to build up their self-esteem and self-concept holistically.

From the table, supporting the pupils during activities such as school intramurals, distinct intramurals, and even in

national events was very much attained with its weighted mean of 3.50. This means that PTA is willing to extend their support and assistance to every pupil with great talents and skills by means of facilitating every pupil and by providing financial support that can be used during the event.

Table 6: Pupils' Development.

Pupil's Development	WM	VI
1. Supporting the pupils during activities such as school intramurals, district intramurals, and even in national events	3.50	VMA
2. Improvement of classroom structures and fixtures	3.42	A
3. Acquisition of different curriculum and instructional materials like television set, projector, speaker, and other types of media	3.41	A
4. Develop the learners' reading habits integrated with Character Education for good citizenship	3.38	A
5. Assisting pupils in joining educational activities such as field trips, camping, retreats, and recollection	3.23	A
6. Improvement of murals and paintings relating to the subjects and topics being studied by the pupils	3.22	A
7. Improvement of English Garden, Math Garden, Filipino Garden, Makabayan Garden, and Science Park	3.18	A
8. Putting up Learning Resources Centers	3.14	A
9. Procurement of standard classroom furniture and equipment such as desks, bookshelves/ cases laboratory equipment, etc.	3.10	A
Composite Mean	3.31	A

Legend: VMA- Very Much Attained, A- Attained

As Table 6 shows, improvement of classroom structures and fixtures was attained with its weighted mean of 3.42 contributes to pupils' development. This means that parents are concerned about the environment of their children, especially the improvement of their classroom to make it more conducive to learning. This idea is supported under RA 8525 of Adapta School Program, the construction, and upgrading of facilities as one of the assistance PTA may give to public schools.

Moreover, the table implies that the acquisition of different curricula and instructional materials like television sets, projectors, speakers, and other types of media was obtained with a weighted mean of 3.41. This indicates that parents or PTA is one of the curriculum developers.

Lastly, procurement of standard classroom furniture and equipment such as desks, bookshelves/cases laboratory equipment, etc. was also attained with its weighted mean of 3.10. This only shows that some parents were able to provide classroom furniture and laboratory equipment in school. The financial affordability of parents for the implementation of activities should be taken into consideration. Every PTA is different when it comes to its financial status. Some parents support the needs of the school by donating money, school equipment, etc. On the other hand, some parents can only

give their time and effort. But all in all, they are able to provide the needs of pupils just in different ways.

3. Constraints Met by the organization in the implementation of the Projects

As illustrated, overall decision making in implementing projects or school projects was agreed as was shown in the weighted mean of 3.15. It means that they met such constraints because parents and PTA officers have different perspectives and own opinions based on the projects to be implemented. Their opinions overlap resulting in the unevenness of information and may also result in how they implement different projects.

This result is in support of the study of James (2008) stating that the Parent-Teacher Association is happy and blissful to share their philosophies, ideas, and experiences no matter how hectic their schedules are. Indeed, planning and designing projects for an effective outcome will be achieved if parents' interest arises. Good and proper communication and collaboration of insights and ideas will happen if each of them shares what they want and what they know for the improvement of the school community. Planning of activities will lead to a successful implementation of different activities and projects.

Table 7: Constraints Met by the Organization in Implementation of their Projects.

Constraints Met	WM	VI
1. Diverse decision-making in implementing projects or school activities	3.15	A
2. Inconsistency of cooperation by the members	3.06	A
3. Mandatory contribution for fundraising	3.04	A
4. Different time schedules/lack of time	2.96	A
5. Less number of attendees during meetings	2.92	A
6. Different perceptions and point of view possessed by every parent leads to the overlapping suggestion of ideas and information regarding specific matter	2.86	A
7. Being uncooperative in school activities	2.85	A
8. Incidence of corruption and fraud which results in poor performance of and actualization of projects	2.48	SD
9. Lack of discipline and accountability	2.41	SD
Composite Mean	2.85	A

Legend: A- Agree, SD- Strongly disagree

The table also shows that inconsistent cooperation by the members was attained with the weighted mean of 3.06. They cannot fully give their whole time at every meeting, event, and program in connection with PTA. That is why PTA was established to bring greater involvement of parents in school. As Cuyegkeng (2004) said, it is obligatory that the participation and cooperation of parents in school is needed to help to grow the relationship of the Parent-Teacher Association to be involved in school by conducting activities for them.

Moreover, the table shows that mandatory contribution for fundraising was also attained as one of the constraints with a weighted mean of 3.04. This means that some parents and PTA officers have insufficiency in providing support in terms of finances. This only shows that some of the respondents were not able to understand their responsibility in providing funds and contributions whenever an activity or project was implemented.

Lastly, a lack of discipline and accountability with a weighted mean of 2.41 indicates that the respondents strongly disagree that these constraints were being met. This result is correlated with the study of Epstein (2004), the degree of autonomy in carrying out job duties is defined as responsibility. It's important to think about how much power you have over people and how accountable you are for task completion.

4. Plan of Activities

Plan of activities are sets of activities (<https://tinyurl.com/plan-of-activities>) that will engage parents for the greater involvement in the school. The set of activities includes the objectives or goals of the activity, its strategies to be used, the materials needed, the participants to be involved, and the possible outcomes of the activity. Its purpose is to strengthen and develop a harmonious relationship between the parents and the school as well as greater community involvement.

Based on the findings of the study and the assessment made, the respondents face some difficulties in fulfilling their responsibilities regarding the implementation of their projects in school. This is the reason why the researchers propose this set of activities to help them cope with their encountered difficulties and enhance their performance as an organization by being an external partner of the school that'll help implement projects for the school and pupils' development.

Conclusion

From the findings, the following conclusions were drawn:

1. Proper understanding of objectives, commitments, and roles of the PTA was undertaken and attained by the respondents.
2. The PTA officers had a greater involvement in the improvement of the school activities and events, facilities, equipment and ground improvement, and the pupil's development.
3. The common constraints met by the respondents were diverse decision-making in implementing projects or school activities, inconsistent cooperation by the members, and mandatory contributions for fundraising.
4. Plan of Activities for the strong implementation of PTA projects was proposed to help the PTA enhance their involvement in the implementation of their projects in school.

Recommendations

1. The plan of activities should be evaluated by the school administrators, teachers, and PTA officers prior to the implementation.
2. All stakeholders may be encouraged to work hand-in-hand seeking financial assistance from civic-spirited citizens, NGOs, and GOs for massive implementation of the projects.
3. Future researchers may do similar investigations in other schools to determine the effectiveness of PTA as an organization in school.

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