

School Programs and Parents' Collaboration

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ABSTRACT: School Programs and Parents' Collaboration have a crucial role in a learner's development. The primary goal of this study was to determine the relationship between the implementation of school activities and the parents' participation. It aimed to assess the implementation of school activities at various levels, including Brigada Eskwela (BE), School Parents-Teachers Association (SPTA) Conference, and School Disaster Risk Reduction Management (SDRRM), as well as the stakeholders' participation levels in planning, decision-making, information dissemination, and implementation. The selected Senior High School students' parents during the School Year 2024-2025 were the respondents of the study. They were determined through simple random sampling with the aid of Slovin's formula from three schools of the Medina North District, Division of Misamis Oriental. The study utilized a modified questionnaire that underwent validity and reliability tests to ensure its appropriateness. A descriptive correlational research method was utilized in this study. Mean and Standard Deviation, and the use of Pearson Product-Moment Correlation Coefficient or Pearson r analysis were the statistical tools used. Results showed that implementation of school activities was at a well-participated level, and parents' participation was at a highly collaborative level. School activities were associated with parents' participation. It is recommended that parents maintain their high collaboration and involvement in school activities in planning and decision-making, in SPTA conferences, and improve the participation, collaboration, and implementation of SDRRM.

KEYWORDS: brigade eskwela, collaboration, conferences, parents' participation

I. INTRODUCTION

School programs and parents' collaboration have a crucial role in learners' development. This is an outcome of their (parents') authority and capacity to shape and nurture their children into open-minded, motivated, and driven persons who actively engage in educational endeavors. However, parents who actively engage in children's education show their idealistic encouragement and discouragement. It influenced their achievements. Parents' involvement in their children's education has a positive and significant influence on various aspects of children's lives, such as their development, behavior, motivation, and academic achievements.

School programs that have great support at the same time need the cooperation and participation of the stakeholders, such as the Brigada Eskwela (BE), School Parents-Teachers Association (SPTA) conferences, and School Disaster Risk Reduction Management (SDRRM). These activities create an avenue for both the school and stakeholders to meet halfway in addressing the school and its facilities in terms of preparedness and safety. Thus, it involves a lot of planning and brainstorming through conferences to come up with various activities and programs that will ensure the safety of the students inside the school, as well as being able to learn in an ideal and conducive learning environment.

As an adviser, the researcher encountered challenges in involving the parents in various activities in school. This signifies stakeholders' participation that emphasizes the academic achievement of their children. However, the researcher sought evidence on the vital role of stakeholders' participation to provide them with ideas and findings that will help them have a better realization of the importance of their partnership with the school and the teachers.

Furthermore, this study assessed the stakeholders' participation in their students' academic success. Given this, the researcher found that the parents had a significant role to play in the learners' academic achievement. Their active and full support in school is crucial as it significantly enhances learners' academic achievements. Several individuals exhibited reduced engagement in educational initiatives and undertakings. However, one of the responsibilities of the administrator is to carry out various initiatives aimed at improving the learners' skills, abilities, and academic performance. Parents endorsed such activities by granting

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permission for their children to partake in them. However, it is undeniable that many students were unable to participate due to a lack of parental support in fulfilling the school and community's requirements.

Ani (2019) asserted that the current involvement of parents in active participation is notably arduous. Certain stakeholders did not engage in any school events organized by the school. The identification of parents in a school is often not immediately apparent. However, with reflection, it becomes clear that many individuals prioritize children's accomplishments and are willing to assist for that purpose. Presenting the objective of helping youngsters learn to read becomes easier when one can identify local stakeholders and engage them with a persuasive message and a chance to contribute. Each School Parent-Teacher Association (SPTA) is expected to provide resources to ensure effective collaboration with members of the community and serve as a platform for assistance.

An illustrative instance of supporting the school in furthering their common goal is a meeting held for Brigada Eskwela (BE) and the feeding program, along with any other school activity that necessitates the complete collaboration of parents. Regrettably, less than half of the parents come to endorse the effort. A parent's lack of involvement in activities can have an impact on a specific student's academic performance and the overall progress of the school.

Moreover, Laylo (2019) when stakeholders actively participated in the decision-making process, they made a huge contribution with their valuable insights to come up with good decisions in an organization. Stakeholders' participation in the school community, including kids, teachers, and other staff members, may benefit from this. If stakeholders have the perception that their thoughts are being taken into consideration and that their voices are being heard, then they are courageous enough to share brilliant ideas with the school. In that way, their full support will elevate the school programs, improve attendance, and increase stakeholders' participation. Active participation of stakeholders in the governance and decision-making processes of a school increases the likelihood that those stakeholders will hold the school accountable for attaining its goals and the requirements of its pupils.

More importantly, the participation of stakeholders is the capacity to assist children in their academic and extracurricular activities, as well as in their schooling. Parents' involvement in the educational system has a positive effect on the young minds of their children, who have parents who are interested in them, perform better on tests, and obtain higher grades. Additionally, these children have a greater likelihood of graduating from high school. There are many different methods in which parents can get involved in their child's educational experience (Llego, 2022).

The study was based on Epstein's Theory, which asserts that partners such as families, schools, and communities have a variety of reasons to engage to ensure the academic and future success of the younger generations. Since they are the driving force behind the ongoing teaching and learning process, teachers play a significant role as a source of learning in the process of transforming the value of science. Epstein's model is a component of the parental participation model, which is a style of education that is carried out informally at home but is connected with the school program. This is done to see to it that the parents continue to support their child's development appropriately and effectively. According to Wulandari et al. (2021), children's education is important for parents to do a priority by actively participating in their education.

Grounded in Emile Durkheim's functionalism theory (1975) and Homans' social exchange theory (1958). The theory of functionalism analyzes the essential structures constituting a society and the role each component plays in maintaining societal stability (Brown, 2022). The author posits that each structure serves a function that fulfills a societal need, and these structures collectively contribute to the maintenance of social equilibrium.

The Brigada Eskwela (BE) program of the DepEd facilitates collaboration among all stakeholders, including private sectors and local governments, to assist in the preparation for the safe reopening of schools. Furthermore, social exchange theory posits that the assessment of benefits and costs associated with each relationship influences the decision to maintain a social association (Hammond & Cheney, 2021).

The social exchange theory suggests that the costs associated with participating in BE may be exhausting due to the demands of the task; however, the potential benefits can be advantageous for all involved. Hausburg (2020) asserts that collaboration between schools and the community can enhance academic performance and progressively alter schools' fundamental understanding of their role in fostering a more equitable and democratic society.

II. METHODOLOGY

The study utilized the descriptive correlational research design. Descriptive correlational research, according to Abejuela et al. (2020), is a fact-finding inquiry or investigation. It is employed to develop a thorough knowledge of the primary causes of the given situations. In addition, descriptive design as an inquiry used an in-depth analysis of the problem, which data collection methods include, but are not limited to, the survey questionnaire and the like.

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Descriptive research design is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. This method measures variables through the use of quantifiable or finite data and the analysis was based on generated information from statistical tools. This method is also used in an inquiry with larger population. Successively, descriptive data gathering procedures comprise different types of gathering information such as, but not limited to, the use of adapted survey questionnaires.

Problems 1 and 2 used Mean and Standard Deviation to determine the level of school programs implementation and parents' collaboration. Problem 3 employed the Pearson Product-Moment Correlation Coefficient to determine the relationship between the implementation of school activities and stakeholders' participation level.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of implementation of school activities in terms of:

- 1.1 Brigada Eskwela;
- 1.2 SPTA conferences; and
- 1.3 SDRRM?

Table 1: Overall Level of Implementation of School Programs

Variables	Mean	SD	Description	Interpretation
Brigada Eskwela	4.18	0.54	Most of the time	Well Implemented
PTA Conferences	4.15	0.53	Most of the time	Well Implemented
DRRM	4.12	0.53	Most of the time	Well Implemented
Overall	4.15	0.53	Most of the time	Well Implemented
Note:	4.21 – 5.00 Very Well Participated	3.41 – 4.20 Well Participated	2.61 – 3.40 Moderately Participated	
	1.81– 2.60 Less Participated	1.00 – 1.80 Least Participated		

Table 1 presents the overall implementation of school programs. It reveals an overall Mean of 4.15 and SD=0.53, described as Most of the Time and interpreted as Well Implemented. The data reveal that in a school year, there are a lot of school activities that need to be implemented with the participation of the parents to enhance the skills and performance of the learners. The parents' participation is essential in the successful implementation of the school activities. Therefore, they must be properly informed and oriented with the school activities so that they will be interested in participating as well. According to Lopez & Bauyot (2025), when parents are fully aware and are able to understand the purpose of the school in implementing a particular activity, they would usually volunteer to assist and participate without hesitation. This is because they know that the main beneficiary are their children, and they also get the chance to show them that they are supporting them with their activities at school.

The score shows that among the school programs, the Brigada Eskwela implementation got the highest Mean of 4.18 and SD=0.54, described as Most of the Time and interpreted as Well Implemented. The data imply that the parents participated well in the conduct of the school facilities and amenities for the opening of a particular school year. This is where they participated in cleaning as well as doing minor repairs. This is to ensure that the learners have adequate and appropriate school facilities to use in their classes and activities.

These same findings are supported by Villela & Lengson (2019) that parents participated in and engaged with the various activities of the Brigada Eskwela Program. They collaborated closely with the teachers and school authorities so that the school would be ready to accommodate the learners.

SDRRM has the lowest Mean of 4.12 and SD=0.53, described as Most of the Time and interpreted as Well Implemented. The results show that the activities of the school require the presence, participation, and support of the stakeholders to work and become more productive and effective. DRRM is about the safety and security of the school and the learners as well. Thus, it is important to provide attention to it as well. Manaf et al. (2022) indicated that investing in preparedness before a disaster is more essential than allocating funds for post-disaster relief, as it mitigates impacts and fosters sustainable development while enhancing public awareness and confidence.

Problem 2. What is the level of parents' collaboration on:

- 1.1 planning and decision-making;
- 1.2 information drive; and
- 1.3 implementation?

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Table 2: Overall Parents' Collaboration

Variables	Mean	SD	Description	Interpretation
Planning and Decision Making	4.13	0.52	Most of the time	Highly Collaborated
Information Drive	4.14	0.53	Most of the time	Highly Collaborated
Implementation	4.16	0.53	Most of the time	Highly Collaborated
Overall Mean	4.14	0.53	Most of the time	Highly Collaborated
Note: 4.21 – 5.00 Very Highly Collaborated		3.41 – 4.20 Highly Collaborated	1.00 – 1.80 Least Collaborated	
2.61 – 3.40 Moderately Collaborated		1.81 – 2.60 Less Collaborated		

Table 2 presents the overall level of parents' collaboration. It reveals an overall Mean of 4.14 with SD=0.53, described as Most of the time and interpreted as Highly Collaborated. The data imply that the parents have a high level of participation and involvement in the school-led activities, from planning and crafting to the implementation level. The parents wanted to make sure that their children are safe and secure at school and that they are having the best possible learning experiences. According to De Torres (2021), parents' participation is symbolic of the healthy and functional collaboration of the school and its stakeholders. It should be emphasized that the parents are one of the direct beneficiaries and supporters of the school's plan and actions.

In the same table, the variable, *Implementation*, was rated the Highest, with a Mean of 4.16 with SD=0.53, described as Most of the Time and interpreted as Highly Collaborated. By taking part in the activities that are being planned for the school, the parents demonstrated their support for the institution. In addition, the statistics indicate that parents were involved in the process of improving the academic performance of both the school and the pupils. It was clear that they were prepared to take part in school activities and provided their full support to the initiatives that were designed to assist the pupils. The respondents showed willingness to assist and participate in a variety of school activities as stakeholders.

Parents can assist their children in growing and developing, which is essential for ensuring that their children receive an education of the highest possible caliber. It is important to encourage all parents to participate in the execution of school activities. After careful consideration, it was decided that an action plan that included extra programs, activities, and exercises was necessary in order to achieve the desired level of participation (Lopez & Bauyot, 2025).

Meanwhile, the variable, *Planning and Decision-Making*, was rated the lowest, with a Mean of 4.13 with SD=0.52, described as Most of the Time and interpreted as Highly Collaborated. The participation of stakeholders in educational institutions is absolutely necessary in order to ensure the academic success of students. In order to successfully administer a quality improvement program, it is necessary to take into account all of the components of the education office and school committees, as well as the teacher councils and other education stakeholders. The preparation of the school planning is carried out following the methods of external environment analysis, taking into consideration the difficulties that are now experiencing. The responses from the schools that are participating go beyond the minimum number of members, depending on the requirements of their respective schools.

Additionally, it was noted that the School Heads welcomed and tapped the parent stakeholders despite the fact that the parent stakeholders are better aware on specific topics and concerns for the school. There was a clear demonstration of collaboration and solid partnership among the schools (Lacanilao, 2020).

Problem 3. Is there a significant relationship between the implementation of school programs and parents' collaboration?

Table 3 shows the test of correlation between the implementation of school programs and parents' collaboration. The independent variable is the level of implementation of school activities in terms of Brigada Eskwela (BE), School Parents-Teachers Association (SPTA) Conference, and School Disaster Risk Reduction Management (SDRRM), while the dependent variable is on stakeholders' participation. For *Brigada Eskwela*, it registered as computed r-value=0.514 with p-value 0.001. The computed p-value is less than the p-critical value of 0.05 level of significance.

Table 3: Test Correlation Between School Programs and Parents' Collaboration

Variables	r-value	p-value	Level of Correlation	Decision	Interpretation
Brigada Eskwela	0.514	0.001	Moderate Positive Correlation	Reject Ho	Significant
PTA Conferences	0.541	0.001	Moderate Positive Correlation	Reject Ho	Significant
DRRM	0.241	0.041	Low Positive Correlation	Reject Ho	Significant

Note: Significant when computed p-value <0.05

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Moreover, the data imply that a significant moderate positive correlation was registered between the implementation of school activities and stakeholders' participation when Brigada Eskwela implementation was put into consideration. Thus, the null hypothesis was rejected. Brigada Eskwela program deals with the preparations needed so that the school will be ready and safe once the learners return to school. This program requires volunteers for the cleaning and minor repairs of the school facilities. This is because the teachers and the school personnel will not be able to finish the tasks on time, so they need assistance and guidance from parents, and even other stakeholders and volunteers.

Furthermore, Catid (2022) pointed out that Brigada Eskwela is essential for school readiness, safety, and security of the learners before classes start on a particular academic year. Collaboration and partnerships will allow the schools to achieve their goals and objectives in making sure that the classrooms are ready, safe, and secure for the pupils.

For *SPTA Conferences*, it registered as a computed r -value of 0.541 with p -value of 0.001. The computed p -value is less than the p -critical value of 0.05 level of significance. This data imply that a significant moderate positive correlation was registered between the implementation of school activities and stakeholders' participation when PTA Conferences was put into consideration. Thus, the null hypothesis was rejected. This further means that the PTA ought to be informed about all of the school's programs since they are important stakeholders and members of the community. Lacanilao (2020) stated that respondents, like the parents, need to make an effort to fully comprehend the PTA's goals, obligations, and functions. Additionally, SPTA officers should be more involved in the enhancement and focus on the schools' programs and events. They can also provide assistance on grounds maintenance, equipment, and facilities for the safety, security, and growth of the learners.

For *SDRRM*, it registered as a computed r -value 0.241 with p -value 0.041. The computer p -value is less than the p -critical value of 0.05 level of significance. This data imply that a significantly low positive correlation was registered between the implementation of school activities and stakeholders' participation when SDRRM was put into consideration. Thus, the null hypothesis was rejected. This further implies that disaster and calamity are events or series of events that may threaten and disrupt the lives and livelihoods of individuals and even the learners' education due to natural forces and/or human-induced factors, resulting in environmental damage, property loss, physical, and even psychological impacts. It is something that can happen anytime; therefore, school authorities, parents, and learners should be ready at all times. Ner et al. (2022) stated that promoting disaster risk reduction management and preparedness is important. All stakeholders must be coordinated so that the set of actions and activities will be in uniform and in unison to provide better assistance and help to those that might be affected by the unexpected events.

IV. CONCLUSIONS

Based on the findings presented in the study, the following conclusions are drawn:

1. Implementation of school activities is tantamount to the readiness, safety, and security of the learners.
2. Parents were actively participating in all the school's programs and activities; they showed great opportunities for collaborations and partnerships.
3. Parents and other stakeholders' collaboration with the school programs is an important role that they have to play.

V. RECOMMENDATIONS

Based on the findings and conclusions presented above, the researcher has formulated the following recommendations:

1. Parents shall maintain and sustain their high level of participation and collaboration in all school programs and activities.
2. Parents' high level of participation and collaboration must be upheld, maintained, and/or sustained. Parents' support and ideas are essential in the planning and decision-making of the school activities that will be implemented.
3. The school may improve its implementation and the collaboration involving SDRRM, as it is beneficial to enhance awareness and readiness of the learners towards disasters and calamities.

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