

Home-School Collaboration Practices of Public Elementary Schools

Carol E. Dapiton, & Juvy P. Patan, Ed.D.
Surigao del Sur State University-Main Campus
Tandag City, Surigao del Sur, Philippines

Abstract:

This study is designed to assess the home and school collaboration practices of the public elementary schools in Bayabas District and its contribution to the academic performance of the pupils. This study aimed to determine the home-school collaboration practices of the public elementary schools in Bayabas district. The study found out that administrators in Bayabas district are qualified in handling and managing their respective schools in terms of educational qualifications and experiences. Most teachers are energetic and enthusiastic in their work since they are young and fresh in the service.

Keywords: Home-school, Collaboration practices, public elementary schools

1.0 Introduction

Home-school collaboration is a two-way process involving shared responsibilities of both parents and school. Home and school should have a mutual relationship to achieve the schools desired outcome (Cox, 2005). A strong bond between home and school is characterized by a clear understanding of the philosophical and practical approaches to meeting the needs of the student (Hardman, 2009). Parents' involvement in their children's education is a vital motivation in developing their skills may it be behavioral, intellectual and personal as well. Their involvement and collaboration with teachers may lead to an increase in scholastic achievement among children (Shearer, 2006). Parents need to be there for their children to ensure that they are given the best education, especially in their elementary years.

2.0 Methodology

The study used the descriptive research - survey method. This design was used to obtain information concerning the current status of the problem to describe "what exists" on variables or conditions in a situation. The method involved wide-range survey which defines the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time (Key, 1997). Data were gathered through survey questionnaires. Respondents of this study are the administrators, teachers and parents of the schools under study.

3.0 Discussions

On the Profile of the Respondents

The data revealed that administrators have ages 48-56, mostly are female, married and have MA/MS units. Three of them are Principal I; three are Head Teacher I and two are Head Teacher III. Three had managed the school for 11-15 years, three 6-10 years, and two for five years. Data implies that the administrators are highly qualified in handling their respective schools regarding educational qualifications and that they are capable enough to manage the school based on their educational experiences.

Data also shows that out of 43 teachers, 19 of them have ages 30-38 years old and three or 6.98% are 57-65 years old and most of them are female. The majority of them are married who are Baccalaureate graduates with the least percentage is a

Master's Degree graduate. Most of them are Teacher I and while the least are Teacher II whose teaching experience 0-9 years which means that most teachers are young. The finding implies that teachers are enthusiastic and capable in teaching because they are young and fresh in the profession.

Data from the parent respondents in Bayabas District also showed that most of them are also young and mother and those with old age are guardians of the children since they are the ones left at home since their husbands are the ones earning a living. Moreover, most parents have 1-3 children who mean that parents are controlling their number of children. Most of the respondent were self-employed and only very minimal were employed.

Data showed that some of the fathers are not occupied but are working to earn a living, and those employed mothers entrust their children to a guardian. Because most of the fathers are self-employed and many of the mothers are unemployed, 98 or 36.57% of the families have 1,001-3,000 pesos monthly income while 12 or 4.48% have 7,001-9,000. The majority of the parent respondents are High School graduates and very few are degree holders. This data implies that most parents are not able to pursue college education due to poverty, but they aspire that with their help and assistance, their children will be able to finish their studies and have a good job in the future since they believe their children will not succeed without their help. This finding agrees with Agosto (2012) that family background particularly parents' educational qualification and occupation, a size of family and nurturing of parents contribute to the increase of pupil's achievement in school.

On the Existing Home-School Collaboration Practices

Findings revealed that in fostering positive classroom behavior, all indicators exist for administrators. For teachers, three out of ten indicators happen to all of them. For parents, the most common practice is reminding their children to listen to the teacher and behave well in class. In general, the indicator encouraging parents to prompt their children to listen carefully to the teacher and behave well in a class ranked first with 296 or 92.79% and asking parents to impose constructive punishment for the bad attitude shown in the school ranked tenth with 233 or 73.04%.

The data also presented that in increasing academic achievement of children, all indicators exist for administrators. Proposing to parents to make sure that their children have accomplished all the requirements for the day, requesting parents to limit their children in watching TV during weekend only and with required number of hours and inviting parents to check their children's assignment notebooks, other notebooks and workbooks are three indicators that exist to all teachers. For parents, guiding their children in doing homework and school projects is the most prevalent practice. In general, with 295 or 92.48%, reminding parents to guide their children in doing homework and school projects ranked first and with 274 or 85.89%, requesting parents to check their children's assignment notebooks, other notebooks and workbooks ranked tenth.

Likewise, data in engaging parents in planning, initiating and evaluating school programs and improvements, all indicators exist for administrators. For teachers, five of the ten indicators happen to all of them. For parents, attending and participating actively during PTA meeting is the indicator that exists to most of them. In general, enjoining parents to attend and partake actively in PTA meetings, with 96.24%,

ranked first and with both 84.33%, fostering parents' participation in evaluating school projects and improvements and working with parentages in the articulation of school discipline policy ranked last.

Meanwhile, in increasing parental support for teachers and school's educational goal, the data presented that only one indicator does not exist to all administrators. For teachers, four out of ten indicators appear to all of them. For parents, paying PTA fee and other authorized contributions is the most existing for most of them. In general, paying PTA fee and other authorized contribution ranked first and accepting donations for classroom and school improvement ranked last.

The finding reveals that enjoining parents to attend and participate actively during PTA meeting, encouraging them to remind their children to listen carefully to the teacher and behave well in class, reminding them to guide their children in doing homework and school projects and requesting them to pay PTA fees and other authorized contributions are the most prevalent home-school collaboration practices. This result explained that teachers are regularly reminding and encouraging parents of their responsibilities in their children's education. This data implies that there is communication between home and school because, in parent-teacher meetings, all parties consider, discuss and exchange thoughts and recommendations face-to-face. The meeting becomes a shared reflection and looks to the future (McAfee and Leong, 2011).

Furthermore, it also indicates the bottom existing home-school collaboration practice which is asking parents to impose helpful punishment for the bad attitudes shown in school. This signifies that some parents lay reprimands for their children's bad attitude in a positive way to correct

their manner and without violating VAWC. Students with parents who are concerned about their conduct in school tend to have fewer behavioral problems and better academic performance and are more likely to complete school than students whose parents are not involved (Child Trends, 2013).

On the Extent of Home-School Collaboration Practices

Data in fostering positive classroom behavior got a weighted mean of 4.04 with an adjectival description of often. The respondents had always practiced three out of ten indicators. These are encouraging parents to remind their children to listen carefully to the teacher and behave well in class, suggesting to parents to discuss with their children the effects of acting in class and encouraging parents to be a model to their children in good conduct and behavior. The rests of the deeds are often practiced. Increasing academic achievement got a weighted mean of 4.12 and an adjectival description of often. Reminding parents to guide their children in doing homework and school projects, and asking parents to review lessons to their children especially during an examination are always practiced and the rest of the indicators are often practiced.

Indicator in engaging parents in planning, initiating and evaluating school programs and improvements got 4.35 weighted mean and adjectival description of always. Indicators always practiced are informing parents about the school rules and activities and encouraging them to attend school activities and programs; enjoining parents to attend and share actively during PTA meetings; strengthening parents' active involvement during Brigada Eskwela; requesting parents to participate in planning and initiating school projects; and welcoming parent's

participation and suggestions in school projects and improvement. The rest are often done.

Increasing parental support for teachers and school's educational goal got 4.12 weighted mean and an adjectival description of often. The practices that are always practiced by the respondents are recommending to parents to support teacher's policy in the classroom and school, asking parentages to take part in fulfilling school's vision, mission and goal, and recognizing helpful and supportive parents.

In general, the extent of home-school collaboration practices is often practiced. The data revealed that the respondents are more engaged in planning, initiating and evaluating school programs and improvements than fostering positive classroom behavior, increasing academic achievement and increasing support for school's educational goal. This result implies that the respondent schools empower parents in planning school projects and developments as well as its implementation. This finding affirmed Taneja (2013) that schools should let the parents feel that they have voices in the running of the school and encourage extensive participation of parentages in the school. It emphasizes strengthening and supporting parent engagement through programs and policies that engage and empower parents (Cooper, He and Levin, 2011).

On the Problems Encountered in the Pursuit of Home-School Collaboration

Data revealed that respondent schools encountered problems in the pursuit of home-school collaboration practices

moderately serious with a weighted mean of 2.70.

For administrators and teachers, the problem with the highest mean of 3.25 and 2.85 respectively and an adjectival description of moderately serious is the difficulty of imposing disciplinary actions due to VAWC. This situation occurs to them because they have a hard time disciplining children in school especially those who are unruly because they are afraid that they might violate the VAWC. The problem with the lowest mean of 1.75 for administrators is the failure to recognize helpful and supportive parents. This situation had existed because all schools never fail to distinguish compliant and supportive parents during recognition program. For teachers, the problem with the lowest mean of 2.41 is the absence of school PTA Day. This data exist because most schools have PTA Day. This finding means that administrators and teachers should find alternative disciplinary measures to discipline children without violating the VAWC and should motivate parents to cooperate and support the school by appreciation and recognition.

Parents identified negligence to follow up their children's learning at home and guide them in doing homework and projects as the problem with a highest weighted mean of 3.51 and a moderately serious adjectival description. This finding existed because some parents are busy working to earn for a living and feel tired that's why they fail to follow up their children's learning at home. They also identified difficulty of imposing disciplinary actions due to VAWC as the problem with the second highest mean of 3.50. This finding does not support Dervarics and O'Brien (2011) that one of the best ways to get involved in the children's learning process is through parents' involvement in their children's homework. Home learning

activities are perhaps the wisest school investment and effort to produce long-lasting academic gains.

Failure to recognize helpful and supportive parents is the problem with the lowest mean of 2.15 as perceived by the parents because schools distinguish supportive and cooperative parents during recognition program. Making parents feel that their efforts to help their children and school are appreciated will build confidence and motivate them to exert more participation. This data means that it is necessary not to neglect parents' efforts in helping their children and school to strengthen and continue the partnership. The data shows that there are no serious problems in the pursuit of home-school collaboration. The partnership between home and school should focus on coordination, consistency and continuity across family and educators through effective communication, joint problem solving, and active involvement and shared decision making to promote positive outcome in children academic achievement (National Association of School Psychologists (NASP)).

On the Significant Relationship between the Existing Home-School Collaboration Practices and the Extent of Home-School Collaboration Practices

The result of the findings showed that there is a significant relationship between the existing home-school collaboration practices and the extent of home-school collaboration among the respondent schools in fostering positive classroom behavior, increasing academic achievement, and engaging parents in planning, and initiating and evaluating school programs and improvements. This finding reveals that administrators, teachers, and parents in public elementary schools are in good collaboration to achieve the three

mentioned indicators. This result is influenced by the stakeholders' strong drive to make children develop a decent attitude and achieve high performance in school.

Contrary to the above data, it showed that there is no significant relationship between the existing home-school collaboration practices and the extent of home-school collaboration among the respondent schools in increasing parental support for teachers and school's educational goal. Data shows that stakeholders among the schools have minimal cooperation in this indicator. It further implies that parents are more concern on their children's behavior and academic performance than supporting teachers and school's goals. Thus, administrators and teachers should find ways to enhance parents' support and concern to teachers and school's educational goal just as their apprehension on their children's behavior and academic performance.

The findings of the study affirm the parental involvement theory of Epstein (2009) that parenting, communicating, volunteering, learning at home and decision-making give impact on children's success in school. Moreover, it also supports the cultural capital theory of Bourdieu (1986) that parent's involvement in their children's learning process is likely to produce the desired result in helping children succeed. Also, the Centre for Child Well-Being (2010) stated that parental involvement in their children's learning not only improves a child's morale, attitude, and academic achievement across all subject areas, but it also promotes better behavior and social adjustment. It further says that family involvement in education helps children to grow up to be productive, responsible members of the society.

From the preceding findings and analysis of the data gathered, the researcher deemed it fitting and necessary to introduce a Home-School Collaboration Enhancement Program to improve the performance of the pupils in the school, thereby strengthening the partnership of the administrators, teachers and parents for better school achievement.

HOME-SCHOOL COLLABORATION ENHANCEMENT PROGRAM

I – Rationale

The proposed home-school collaboration enhancement program of activities serves as an output of the study conducted on Home-School Collaboration Practices of Public Elementary Schools. The findings showed that there is a need to initiate varied activities to keep administrators, teachers, and parents in constant communication and partnership in schools of Bayabas District.

II – Program Description

This program is entitled, Home-School Collaboration Enhancement to be implemented by the Department of Education.

At the end of the program, the administrators, teachers and parents are expected to:

1. Participate in varied activities to enhance their leadership skills;
2. Acquire relevant knowledge in collaboration and leadership;
3. Stimulate their interest in participating in school activities;
4. Experience the sense of belongingness within the groups and develop values to respect the views and feelings of other people; and

5. Take part in various organizations that will hone their leadership skills in school and community.

III – Program Objectives

The program is design for administrators, teachers and parents. It aims to create avenues for the administrators, teachers, and parents to work together as partners in all schools related activities to come with a quality teacher and learning.

IV. Program Strategies

Administrators and teachers may strategize programs and activities for school managers, teachers, and parents. Strategies may anchor on what are fitting to them and the parents in their school. All events will be presented with essential objectives giving the administrators and teachers the freedom to choose the way they want to do it on scheduled dates.

V. Program of Activities

Activities to be conducted include orientation, seminar, symposium, meetings, coaching/monitoring and evaluation. Orientation, seminars, conferences and meetings will be conducted to train teachers and parents with new information on home-school collaboration. It will also inform them of the current situation of the school. Coaching and mentoring is done to sustain and improve the knowledge that the parents have already gained. Monitoring and evaluation will assess the implementation of the knowledge learned by the parents.

VI. Source of Funds

School MOOE and other local funds can be used to finance the needed materials in the conduct of the activities subject to usual auditing and accounting rules and regulations.

VII. Monitoring and Evaluation

Personnel from the Division Office and the Schools District In-Charge may conduct checking and evaluation of the activities to home-school collaboration enhancement program by visiting every school and attending activities initiated by the PTA.

4.0 Conclusions

The profile of administrators, teachers and parents is a predictor of the effectiveness of home-school collaboration. Attending and participating actively during PTA meetings is a better means of communication with parents and educators can have a conversation about the behavior and performance of their children in school. Responsible parenthood may eventually enhance when there is good communication. Parents' engagement in planning, initiating and evaluating school programs and improvements is the most prevalent home-school collaboration practice. The foregoing conclusion means that parents are taking active participation in making improvements for school in general and their children in particular.

Problems in home-school collaboration were met when there is a lack of good communication between parents and teachers. Since there is good communication between the home and the school under study, serious problems are unlikely to occur. The significant relationship between the existing home-school collaboration practices and the extent of home-school collaboration is a

determinant of a strong home and school partnership. The sturdier the home-school partnership, the higher is the possibility of children to attain higher academic performance, lower grade retention and dropout and favorable attitudes towards school. Utilization of the proposed home-school collaboration enhancement program will build strong collaboration between administrators, teachers, and parents in the pursuit of providing children with quality education.

5.0 References Cited

- Abun, D. SVD, Ph.D. (2010). Parental Involvement in Elementary Education. Asian Educational Research Association(AERA). Philippines.
- Agabrian, M. (2010). Relationships Between School and Family: The Adolescents Perspective. Retrieved: July 18, 2015.[www.qualitative-research.net>home.vol8](http://www.qualitative-research.net/home.vol8)
- Bandoy, E. C. (2014). Stakeholders' Collaboration as Determinant to School Performance. Surigao del Sur State University, Tandag City.
- Jackson, E. (2010). The Importance of Parent/Teacher Collaboration. Education Planet, Inc. Retrieved: July 18, 2015.<http://www.lessonplanet.com>
- Kristoffersson, M.,Gu, L., Zhang, Y. (2013). Home-School Collaboration in Sweden and China. David Publishing.
- Lee-Chua, Q. N., Ph.D and Sison-Dionisio. M. I. (2004). Helping Our Children Do Well in School. Pasig City, Philippines. ANVIL Publishing, Inc.
- Nierva, MM.P. (2011). Relationship Between Parental Involvement and Family status variables of Grade 1 Parents of Siena College, Quezon City, 2006-2007: Implications for the Shared



responsibility of the Home and the School. Retrieved: September 5, 2015.

Prado, A.P. (2015). "The Ten Best Ways Parents can help their Children Succeed in School". Modern Teacher ISSN 2094-8042.pp. 257.

Sapungan, G.M. and Sapungan, R.M. (2014). Parental Involvement in Child's Education: Importance, Barriers and Benefits. Asian Journal of Management Sciences and Education Vol. 3(2). Philippines. Print. Retrieved: September 5, 2015

Schaps. E., Ph. D (n.d.). The Role of Supportive School Environment in Promoting Academic Success.

Shearer, K. A. (2006). Parental Involvement: Teachers' and Parents' Voice. Orlando, Florida. Retrieved: November 1, 2015.

Talagtag, J.A. (2014). "What Parents Can Do to Help the School Attain Quality Education". Modern Teacher ISSN 2094-8042. pp. 251- 254. Print.