

Improving Home and School Collaboration: Analysis of Parent and Teacher Involvement Practices in Public Elementary Schools in Benguet, Philippines

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Abstract : Extensive research continues to prove the positive effects of home and school collaborations in education. Although parent involvement programs in Benguet, Philippines are in place, the impact has yet to affect the current aggregate performance of elementary pupils. This study describes the involvement of public elementary teachers and parents along Epstein's types of involvement using the sequential explanatory design. Survey and interview results show that teachers place greater value on activities that cater to communicating, volunteering, learning at home and decision making. On the other hand, parents are actively involved in all six types and value the importance of their involvement in school to their child's schooling. Parents of grades 1-4 pupils significantly give importance to communicating activities to offset difficulties encountered by young pupils while parents of grades 5-6 pupils, have declining interest in volunteering and learning at home activities citing older children as being more independent to do teacher-assigned tasks. Teachers, compared to the other respondent groups, significantly place higher value on the importance of parent leaders as their partners in implementing school activities. In general, involvement of parents and teachers in home-school activities is intensive in the lower grade levels and decreases as their child progresses through school. A recommended program for future collaborations of the Philippine's Department of Education has been formulated to diversify existing activities and elicit greater participation among the school's stakeholders to achieve holistic development of the pupils and ultimately improve pupils' school aggregate performance.

Keywords : Epstein's types of involvement, community collaborations, home and school partnerships, parent involvement

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