



**PARENTAL INVOLVEMENT PRACTICES IN PRIVATE SCHOOL:
INPUT FOR PARENT-TEACHER COLLABORATION PROGRAM**

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ABSTRACT

This study examined the parental involvement practices at Guimbal Amazing Grace Baptist Academy Incorporated as a basis for developing a parent-teacher collaboration program for School Year 2025–2026. Findings revealed that parents commonly demonstrate involvement by supporting their children’s well-being, maintaining open communication with teachers, attending school programs, and participating in meetings and orientations. However, several challenges affect the extent of their participation, including work demands, financial constraints, limited academic skills, and low digital literacy. Despite these barriers, parents cope by sustaining two-way communication with teachers, attending workshops, participating in meetings, fostering partnerships with the school, and supporting school activities whenever possible. The study underscores the importance of strengthening school-family collaboration and proposes a parent-teacher collaboration program aimed at enhancing communication, increasing parental participation, and supporting learners’ academic and socio-emotional development.

Keywords: *Parental Involvement, Practices, Private School, Parent-Teacher Collaboration Program*

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INTRODUCTION

Parental involvement plays a vital role in effective education, as it significantly contributes to a child’s academic development, social growth, and overall school success. When parents are actively involved in school activities and maintain open communication with teachers, learners feel assured of their parents’ support and become more inspired in their educational journey. Schools, therefore, encourage parental involvement to foster a collaborative and conducive learning environment.

Parental involvement in education—including participation in decision-making, assisting with homework, attending school events, and maintaining open communication with teachers—is crucial for student success. Such engagement ensures that education is tailored to children’s individual needs, allows parents to monitor academic progress and challenges, and fosters collaboration with educators. Research indicates that active parental involvement leads to better academic performance, higher school attendance, increased motivation, and stronger engagement, highlighting the essential role of family participation in supporting children’s educational outcomes (Utami, 2022).

Parental involvement in private schools is a vital factor influencing students’ educational experiences and academic outcomes. Parents in these schools are generally more actively involved than those in public schools, participating in activities such as parent-teacher conferences, school programs, and volunteer work. Established communication channels and opportunities to participate in decision-making strengthen cooperation between families and educators, resulting in stronger home-school partnerships, improved academic achievement,

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greater student motivation, and a more positive school climate. Although challenges such as time limitations and cultural differences may exist, meaningful parental involvement continues to be an essential element in promoting student success (Alkhoury, 2024).

Despite the widely recognized importance of parental involvement, the level and type of participation in schools vary. Some parents actively engage in school-based activities such as meetings, programs, and decision-making processes, while others have limited participation due to personal, professional, or cultural constraints. Understanding how parents and teachers experience and perceive these involvement practices is crucial in identifying strengths, gaps, and areas for improvement.

A qualitative approach is necessary to explore these issues in depth, as it allows the perspectives and experiences of parents and teachers to be heard. Through interviews and discussions, this study explores how parental involvement is practiced in schools, particularly in terms of school-based participation and communication between parents and teachers. By examining these lived experiences, the study aims to provide insights that can inform the development of a responsive and context-appropriate parent-teacher collaboration program.

findings of this study may serve as valuable input in designing a parent-teacher collaboration program that strengthens partnerships, enhances parental involvement, and ultimately supports learners' academic and personal development.

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MATERIALS AND METHODS

Research Methodology

This chapter outlines the research method, research design, study participants, data-gathering procedures, research instrument, and data analysis to be employed in the study. It aims to examine the parental involvement practices at Guimbal Amazing Grace Baptist Academy Incorporated as a basis for developing a parent-teacher collaboration program during the School Year 2025–2026.

Research Method

The study employed a descriptive method within a qualitative research framework, using in-depth interviews as the primary data-gathering technique.

The descriptive research method focuses on systematically describing a phenomenon as it exists in its natural setting, without manipulating variables. According to Elliott (2025), it aims to provide an accurate portrayal of current conditions, practices, or relationships within educational settings, enabling researchers to understand trends, patterns, and implications for practice. This approach is particularly useful in educational studies that seek to document and analyze real-world events, behaviors, or perceptions without altering the environment in which they occur (Elliott, 2025).

During the interview, the interviewer and interviewee were seated at an appropriate distance to allow the participant enough time to reflect on the series of questions concerning

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a particular issue. The purpose was to obtain the participants' main or essential views regarding the issue within a social context through their responses.

Research Design

The study employed a phenomenological research design. Phenomenology is regarded as a philosophical approach to qualitative research that seeks to understand how individuals perceive and interpret the world, particularly how their views may differ from commonly accepted perspectives. It focuses on a person's subjective interpretation of lived experiences and is commonly carried out through interviews to gather participants' impressions. This approach is frequently used in fields such as psychology, sociology, and social work.

Moreover, phenomenology centers on the study of structures of consciousness as experienced from the first-person point of view. Its main objective is to examine and describe phenomena as they are consciously experienced, without relying on causal explanations or being influenced by unexamined assumptions (Biemel and Spiegelberg, 2024).

Participants of the Study

The participants of this study consisted of ten (10) teachers from Guimbal Amazing Grace Baptist Academy Incorporated.

A purposive sampling method was used to select participants who are actively involved in the teaching and learning process and have experience in school-related activities and parent-teacher engagement. This sampling approach allowed the researcher to gather relevant information and perspectives that could contribute to a better understanding of the study's objectives.

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Sampling Design

The study utilized a purposive sampling design. According to Nikolopoulou (2023), purposive sampling is a non-probability sampling method in which participants are deliberately chosen because they possess the specific characteristics required for the sample. In other words, individuals are selected intentionally in purposive sampling. Also known as judgmental sampling, this method depends on the researcher's discretion in identifying and selecting the individuals, cases, or events that can provide the most relevant information needed to achieve the objectives of the study.

Research Instrument

The research instrument used in the study was a researcher-developed interview schedule. In research methodology, an interview schedule is a written set of pre-prepared questions—whether structured, semi-structured, or open-ended—designed to guide the interviewer in gathering information consistently from participants. It serves as a standardized data collection tool, ensuring that the same topics and questions are covered in every interview to allow systematic comparison and analysis. During face-to-face, telephone, or electronic interviews, the interviewer follows the schedule, asks each participant the prepared questions, and records their responses (Socio.health, 2024).

The interview schedule has four (4) major questions focusing on the parental involvement practices experienced by parents and as observed by teachers, how parental involvement practiced in school as experienced by parents and as observed by teachers,

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challenges encountered by parents in their parental involvement as experienced by parents and as observed by teachers, and how the teachers maximize parental involvement to benefit the school. Voice and video recorders were used for data gathering and documentation with the permission of the participants.

Validity of the Research Instrument

Before the researcher-made interview schedule was finalized for validity, the adviser, the Dean of the Graduate School, and a panel of jurors with expertise in research, testing and assessment, and English were asked to review and validate each question for possible revision and improvement.

Validity refers to the degree to which the findings, interpretations, and conclusions drawn from a study are accurate, meaningful, and appropriate in representing the concept being examined. It ensures that the research instrument effectively measures what it is intended to measure and that the results provide a credible reflection of reality. In establishing content validity, the questions and format of the instrument must be aligned with the study's defined variables and objectives to ensure that each item properly represents the construct under investigation. This process often involves expert review to determine whether the items are relevant, clear, and representative of the concepts being studied. By ensuring that the content and structure of the instrument are consistent with the study's framework, researchers enhance the accuracy and usefulness of the data collected in relation to the research objective (Creswell & Creswell, 2022).

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The comments, corrections, and suggestions provided by the panel of validators regarding the interview schedule were taken into account using the appropriate form of Good and Scates (1972), as cited by Soqueña (2021).

Data Gathering Procedures

Approval to conduct the study were secured from the adviser, the Dean of the Graduate School, the Office of the Schools Division Superintendent, the Office of the District Supervisors, the School Heads, and the individual participants. The researcher personally visited the schools, community, or any location convenient for the participants to conduct the interviews.

The researcher requested the participants to sign a waiver or consent form related to the conduct of the study.

Through in-depth interviews, voice and video recorders were used to fully capture the interviewees' responses. After completing the series of interviews, the researcher compiled all the data gathered.

Data Analysis

The data collected through the interview schedule were analyzed using thematic analysis, a qualitative method designed to identify, interpret, and report recurring patterns or themes within narrative data. This approach enabled the researcher to uncover meaningful insights into the responses of the participants on the AI applications commonly used, how it was being used, and the advantages and disadvantages in the use of AI in language learning.

According to Braun and Clarke (2023), thematic analysis provides a flexible yet rigorous framework for analyzing qualitative data, allowing researchers to identify both explicit

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and implicit meanings across participants' narratives. It is especially appropriate for educational research that aims to examine complex social and organizational dynamics. Nowell et al. (2021) further noted that thematic analysis strengthens the transparency and credibility of qualitative studies by promoting systematic coding and careful interpretation of data.

The interview transcripts were analyzed using Thematic Analysis, as proposed by Braun and Clarke (2023), since this method is appropriate for identifying, examining, and presenting patterns or themes within qualitative data.

The analysis followed the standard six-phase process:

1. Familiarization with the Data – reading and rereading the transcripts in both the local language and their English translations;
2. Generating Initial Codes – assigning brief words or phrases to meaningful portions of the data, such as “shared phone,” “fear of judgment,” and “poor signal”;
3. Searching for Themes – organizing the initial codes into broader possible themes and subthemes that reflect significant patterns, for example, grouping codes like “no insult” and “private correction” under one theme;
4. Reviewing Themes – refining and checking the themes against the entire dataset to ensure that they accurately represented the participants' meanings and aligned with the focus of the study;
5. Defining and Naming Themes – creating clear, concise, and academically appropriate names for the final emerging themes, which will be presented in Chapter 4; and

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6. Producing the Report – integrating the themes, supported by direct quotations, into the presentation, analysis, and interpretation of data in Chapter 4, while linking them to the theoretical framework.

RESULTS AND DISCUSSIONS

This study was conducted to find out the parental involvement practices as experienced by parents and as observed by teachers at Guimbal Amazing Grace Baptist Academy Incorporated as an input for parent-teacher collaboration program during the School Year 2025-2026.

The research method utilized in this study was qualitative method using in-depth interview and the research design was phenomenology.

The participants of this study were ten (10) teachers of Guimbal Amazing Grace Baptist Academy Incorporated. A purposive sampling design was utilized to identify participants who had direct experience with school activities and parent-teacher interactions.

Data were acquired using semi-structured interviews which allowed the participants to reveal in-depth information regarding the involvement practices of parents.

The researcher asked the participants to respond to the interview questions and then posed follow-up questions whenever necessary based on their answers. Voice and video recorders were also used for data collection and documentation, subject to the participants' consent.

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The results of the in-depth interviews were summarized and interpreted through thematic analysis.

The following are the findings of the study:

Based on the results of the study, the parental involvement practices of parents, as observed by teachers, include boosting child well-being, maintaining open communication, attending school programs and activities, and participating in meetings and orientations.

As for the challenges in parental involvement, these include work demands, financial limitations, lack of academic skills, and technological illiteracy.

Based on the results, the coping strategies for parental involvement include two-way communication, conducting workshops, fostering partnerships, holding conferences or meetings, and regularly attending school activities.

Conclusion

Parental involvement plays a vital role in enhancing learners' academic performance, behavior, motivation, attendance, and socio-emotional development. Parents are generally active and supportive but their level of participation varies depending on their time availability, financial capacity, and skills.

Open communication between parents and teachers is the most effective and commonly practiced form of involvement. Work demands, financial limitations, lack of academic skills, and low technological literacy are the major barriers to parental participation.

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Strengthening school–parent partnerships through regular communication, workshops, conferences, and inclusive school activities can significantly improve parental involvement.



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