

Parental Awareness and Involvement in the Implementation of Institutional Activities

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ABSTRACT

The study aimed to determine the level of parental awareness and involvement in implementing institutional activities in selected sectarian schools for the School Year 2022-2023. The researchers hypothesized that examining allied variables alongside parental awareness and involvement could uncover new insights, enhance understanding of the implementation of institutional activities, and design approaches to promote meaningful parental engagement in the academe. Data was collected from 190 parents of Grade 10 learners from seven academies of Central Philippines using a self-made data-gathering instrument that passed the rigorous validity and reliability tests. The instrument measured parental awareness and involvement in various aspects of institutional activities, including communication, decision-making, and Christian formation. The findings revealed a high level of parental awareness and involvement in institutional activities. However, the study identified specific areas that require enhancement, such as communication, parenting, decision-making, and Christian formation, as they registered the lowest mean scores under parental awareness and involvement. This study provides valuable insights into the current state of parental awareness and involvement in sectarian schools, highlighting the importance of fostering meaningful engagement between parents and educational institutions. By examining allied variables, the researchers were able to uncover new perspectives and identify areas for improvement, which can inform future strategies and policies aimed at promoting parental engagement. The study's findings call for the enhancement of specific aspects of parental awareness and involvement, particularly in the areas of communication, decision-making, and Christian formation. Educational institutions should prioritize these areas and develop targeted interventions to strengthen parental engagement and support student success. Additionally, the study emphasizes the need for continuous evaluation and improvement of institutional activities to ensure their relevance and effectiveness in promoting parental involvement

Keywords: Parental Awareness, Parental Involvement, Implementation, Negros Occidental, Philippines

INTRODUCTION

The phrase "It takes a village to train a child" (Prieto et al., 2019, p.67) highlights the idea that the responsibility for nurturing and educating a child extends beyond the immediate family

to encompass the wider community. This concept is further reinforced by Rasi (2020), who emphasizes Ellen G. White's assertion that the primary duty of parents is to train their children in Christian education, beginning at home and later collaborating with teachers and church leaders. Ellen G. White, a co-founder of the Seventh-day Adventist Church, believed that education should be holistic, focusing on the harmonious development of the physical, mental, and spiritual aspects of a child, (White, 2024). She argued that true education prepares students not only for their current lives but also for a life of service to God and humanity, instilling values that would guide them throughout eternity. In line with this perspective, Epstein and Sheldon (2019) stress the importance of assessing the partnership between schools and parents, noting that parents are essential contributors to their children's educational experiences, significantly influencing their academic success and overall well-being. They highlight that effective collaboration between parents and educational institutions can create a supportive environment that fosters student growth. However, they also point out that evaluating the level of parental awareness and involvement in school activities is crucial, as it remains a vital area for further exploration. Therefore, this study aimed to determine the levels of parental awareness and involvement in implementing institutional activities at a selected sectarian school in the Central Philippines for the school year 2022-2023. Specifically, it sought to analyze 1) the level of parental awareness regarding institutional activities in terms of communication, decision-making, and Christian formation, and 2) the level of parental involvement in these activities, assessed through the same dimensions. To achieve these objectives, the researcher employed quantitative research methods to measure the relevant variables and collect numerical data, which were then analyzed statistically and described accurately. This approach not only provides a clearer understanding of parental engagement but also reinforces the notion that effective collaboration among parents, educators, and the community is vital for fostering a supportive environment for children's growth and development. By examining these dimensions of parental engagement, the study aims to contribute valuable insights that can enhance educational practices and strengthen the partnership between families and schools.

LITERATURE REVIEW

The study on parental awareness is based on the information processing theory by George Armitage Miller, a key figure in the development of cognition studies and a pioneer of the information processing model in psychology. This theory describes how individuals handle the information they acquire. George Armitage Miller's theory of information processing further explains how our brains record, store, and retrieve information. This affects a person's motivation and behavior. As a result, individual actions and behaviors influence society as a whole (Bouchrika, 2022). The above-mentioned idea supports one of the features of Grolnick and Slowiaczek's theory, which emphasizes that parents should be informed about their children's education since knowledge acquired by parents encourages conduct (National Louis University & Cerezci, 2021).

Ahmetoğlu (2017) suggests that parents can stay informed about their children's schooling by participating in activities like parent-teacher conferences, volunteering in classrooms, and networking with other parents. Such will increase parental involvement in the child's educational process since it may be considered a form of parental communication.

Durišić & Bunijevac (2017) mentioned that parental involvement in their child's education begins at home. With this, the study on parental involvement grounded in Joyce Epstein's theory of overlapping influences of families and schools on children's learning and development best support the study. Epstein's research primarily emphasized the collaboration between schools and families, outlining five types of involvement, parenting, communicating, volunteering, learning at home, decision-making, that enable both entities to jointly support children's educational and developmental needs. Additionally, her theory explores a sixth type of involvement, incorporating the community as another influential factor. Epstein's (2019) study focused on the perspective of school and family partnerships. To get the holistic view, the Christian formation of students' lives taken from the Adventist philosophy of education, which is based on the Bible and the writings of Ellen G. White was added, (White, 2024).

Thus, Grolnick and Slowiaczek's theory, which emphasizes that parents should get informed and aware of their children's education and Epstein's (2019) study that emphasizes the importance of school and parents involvement in educating the child with the cooperation of the church in transforming the child's Christian education as emphasized in Adventist philosophy of education, best suit to measure how the aforementioned theories and study practiced by the schools under study.

METHODOLOGY

The researcher utilized the descriptive research method to accurately describe the current phenomena. The fact that descriptive research identifies is already available. The researcher employed research tools like test questionnaires to get the available data. According to Atmowardoyo (2018), the primary objective of descriptive research is to systematically describe the events being studied. This paper used stratified purposive sampling to determine the respondents via the Cochran formula ($N=374$; $n=190$). The data-gathering procedure involved obtaining permission from authorities, reproducing questionnaires, administering them to target respondents, retrieving the questionnaires, and then analyzing and interpreting the data. This study utilized analytical approaches consistent with the study's research objectives. Objectives 1 and 2 used the descriptive analytical scheme and mean as statistical tools to determine parental awareness and involvement in school activities in selected sectarian schools in Central Philippines when analyzed regarding communication, decision-making, and Christian formation.

RESULTS AND DISCUSSION

This section presents, analyzes, and interprets the gathered data concerning its research objectives.

Level of Parental Awareness in the Implementation of Institutional Activities in Selected Sectarian Schools in Central Philippines

Table 1
*Level of Parental Awareness in the Implementation of Institutional Activities
 in Terms of Communication*

Items	Mean	Interpretation
My child’s school ...		
<ul style="list-style-type: none"> provides their contact numbers and, asks for my phone number for easy communication access and promptly respond to inquiries. 	4.20	High Level
<ul style="list-style-type: none"> provides an email address where parents can send and receive input or ideas on school policies. 	3.87	High Level
<ul style="list-style-type: none"> sends me information on my child's activities at school. 	3.86	High Level
<ul style="list-style-type: none"> assists me in understanding my child's physical, mental, social, and spiritual needs. 	3.81	High Level
<ul style="list-style-type: none"> provides information to families on how to monitor and manage schoolwork at home. 	3.77	High Level
<ul style="list-style-type: none"> discusses my child's progress in school before and right after the PTA meeting. 	3.87	High Level
<ul style="list-style-type: none"> informs parents during PTA meetings about how the school works with local businesses and the local Adventist community to enhance students' learning and education. 	4.24	High Level
<ul style="list-style-type: none"> gives information on community events I may want to attend with my child. 	3.93	High Level
<ul style="list-style-type: none"> informs the parents that the school offers remedial and enrichment classes to students about to fail. 	3.93	High Level
<ul style="list-style-type: none"> invites me to school events such as SG Days, Student Week of Prayer, and Periodical Awarding Ceremony. 	3.82	High Level
Mean	3.93	High Level

The high mean scores indicate that parents generally perceive high levels of awareness and communication from their child's school. This imply commendable efforts by the school to maintain effective communication with parents, indicating that parents are well-informed about school activities

Constantino (2021) emphasized that effective communication with parents is essential for building relationships, not just for compliance. This aligned with the study published by (Ahmetoğlu, 2017) and the recommendation from Lasater (2016) that parents could be

informed about their child's school affairs through the different ways of interactions between the school personnel and parents.

Table 2
*Level of Parental Awareness in the Implementation of Institutional Activities
 in Terms of Decision-making*

Items	Mean	Interpretation
My child's school ...		
<ul style="list-style-type: none"> Involves parents in numerous committees, such as curriculum, budget, handbook revision, and other improvement committees, to help determine the school's success. 	3.51	High Level
<ul style="list-style-type: none"> announces to parents about the formal network developed to link all families with their parent representatives for decision-making. 	3.56	High Level
<ul style="list-style-type: none"> assists parents in understanding the school's policy before and during enrolment. 	4.06	High Level
<ul style="list-style-type: none"> encourages me to participate as a parent at the Parents and Teachers Association (PTA) Meeting to discuss and decide on important school-related activities. 	4.23	High Level
<ul style="list-style-type: none"> motivates me to attend the PTA meeting because fundraising for school activities and programs that require parents' consent are discussed and approved. 	4.08	High Level
<ul style="list-style-type: none"> emphasizes the significance of having parent representatives on every School Council, School Improvement Team, and other school-related committees so parents have a voice in decision-making. 	3.87	High Level
<ul style="list-style-type: none"> allows parents to make important school-related decisions without the influence of school officials. 	3.76	High Level
<ul style="list-style-type: none"> notifies the parents of any changes to the decision made after the PTA meeting to avoid confusion and conflict. 	3.91	High Level
<ul style="list-style-type: none"> informs parents that their decision to volunteer to keep the school garden and campus clean is greatly appreciated. 	3.71	High Level
<ul style="list-style-type: none"> tells parents that our decision to cooperate in school events such as camping, mission trips, family potlucks, and "Bayanihan" is critical. 	4.11	High Level
Mean	3.88	High Level

The mean scores and their corresponding interpretations indicate that parents perceived a high level of awareness in various aspects of decision-making within the school.

The high mean scores across all items signify a robust commitment by the school to involve parents in decision-making processes, fostering a sense of collaboration and shared responsibility. The exceptionally high score for encouraging parents to participate in PTA meetings aligns with the broader literature emphasizing the importance of parent-teacher collaboration in decision-making for the school's overall success (Wati & Sahid, 2022). It suggests that the school recognizes and values parents' input in shaping key aspects of the educational experience.

Table 3
*Level of Parental Awareness in the Implementation of Institutional Activities
 in Terms of Christian Formation*

Items	Mean	Interpretation
My child's school ...		
<ul style="list-style-type: none"> conducts an orientation on how this school handles the students' misbehavior and the procedures for implementing child discipline. 	4.13	High Level
<ul style="list-style-type: none"> emphasizes to parents that the school's method of applying discipline is part of Christian formation. 	4.30	High Level
<ul style="list-style-type: none"> informs parents about Adventist Christian Education's holistic approach to shaping children in the direction they should go. 	4.40	High Level
<ul style="list-style-type: none"> works with families of students having academic or behavioral problems. 	3.98	High Level
<ul style="list-style-type: none"> holds parent-teacher conferences with me to assist my child's spiritual growth. This meeting happens in addition to the Parents and Teachers Association or PTA meetings. 	3.92	High Level
<ul style="list-style-type: none"> explains the significance of the parent-teacher partnership in developing a child's character. 	4.06	High Level
<ul style="list-style-type: none"> acquaints me with how the school principal, subject teachers, and class advisers work together to foster my child's spiritual development. 	4.01	High Level
<ul style="list-style-type: none"> emphasizes that religious education at home is as important as or even more important than that at school. 	4.22	High Level
<ul style="list-style-type: none"> highlights the importance of allowing my child to participate in religious and other programs that help to shape my child's Christian character. 	4.27	High Level
<ul style="list-style-type: none"> informs parents that religious programs at school and devotionals done in the classrooms and before big events begin to foster my child's spiritual growth. 	4.22	High Level
Mean	4.15	High Level

The mean scores and their corresponding interpretations reveal that parents perceived a high level of awareness in various aspects related to the Christian formation of their children within the school. In addition, the high mean scores across all items suggest that the school

significantly emphasizes integrating Christian principles into various aspects of the educational experience.

The insights from Beckett (2023) emphasized the redemptive and educational approach to discipline within Adventist Christian schools. The study's findings, indicating a high level of awareness in communicating the school's method of discipline as part of Christian formation, aligned with the idea that discipline is viewed as an opportunity for learning and character development.

Level of Parental Involvement in the Implementation of Institutional Activities in Selected Sectarian Schools in Central Philippines

Table 4
*Level of Parental Involvement in the Implementation of Institutional Activities
 in Terms of Communication*

Items	Mean	Interpretation
As a parent, I...		
<ul style="list-style-type: none"> inquire about the school's contact information and provide my phone number for easy communication and to ask appropriate questions about my child at school. 	4.20	High Level
<ul style="list-style-type: none"> use the school's email to communicate, particularly to express my thoughts and views on school policy. 	3.58	High Level
<ul style="list-style-type: none"> go to school and follow up with the teachers on the reports I received from the school. 	3.81	High Level
<ul style="list-style-type: none"> cooperate with the teachers as they assist me in understanding my child's physical, mental, social, and spiritual needs. 	4.06	High Level
<ul style="list-style-type: none"> follow the given information to parents on monitoring and managing schoolwork at home. 	4.05	High Level
<ul style="list-style-type: none"> discuss with my child's teachers my child's progress in school before and after PTA meetings. 	3.86	High Level
<ul style="list-style-type: none"> assist in establishing links between the school and other institutions to improve my child's learning. 	3.86	High Level
<ul style="list-style-type: none"> respond to school information regarding community events I might wish to attend with my child. 	3.97	High Level

<ul style="list-style-type: none"> I regularly check my child's progress and request advice and remedial/enrichment classes whenever needed. 	3.93	High Level
<ul style="list-style-type: none"> find ways to participate in school events such as SG Days, Student Week of Prayer, and Periodical Awarding Ceremony, despite my busy schedule. 	3.89	High Level
Mean	3.92	High Level

The mean scores and their corresponding interpretations suggest that parents exhibited a high level of involvement in various communication-related activities with the school. The high mean scores across all items imply that two-way communication is practiced.

This result supports the insights from Ahmetoğlu (2017) who emphasized the importance of parental communication and involvement in the educational process.

The high mean scores across all items imply that parents understood their role in their child's education. Parental involvement in the education of students begins at home, with the parents providing a secure and healthy environment, suitable opportunities for learning, support, and a positive outlook on school for their child (Đurišić & Bunijevac, 2017).

Table 5
*Level of Parental Involvement in the Implementation of Institutional Activities
 in Terms of Decision-making*

Items	Mean	Interpretation
As a parent, I...		
<ul style="list-style-type: none"> Volunteer to sit on some of the committees, such as curriculum, budget, handbook revision, and other improvement committees, to help decide on the school's success. 	3.12	Moderate Level
<ul style="list-style-type: none"> use networks developed by the school to link all families with our parent representatives for decision-making. 	3.39	Moderate Level
<ul style="list-style-type: none"> ask for clarification to ensure that I fully understand the school's policy prior to and/or during enrolment. 	3.94	High Level
<ul style="list-style-type: none"> actively participate as a parent at the Parents and Teachers Association (PTA) Meeting to discuss and decide on important school-related activities. 	3.84	High Level
<ul style="list-style-type: none"> attend the PTA meeting to discuss and support fundraising for school events and programs that require parental approval. 	3.8	High Level
<ul style="list-style-type: none"> nominate appropriate parent representatives to serve as our voice in decision-making on every 	3.63	High Level

School Council, School Improvement Team, and other school-related committees.		
<ul style="list-style-type: none"> make my decision regarding school-related activities without the influence of any school officials. 	3.74	High Level
<ul style="list-style-type: none"> will bring it to the attention of the right personnel if decisions made during PTA are changed. 	3.73	High Level
<ul style="list-style-type: none"> find ways to extend my effort as a school volunteer in keeping the school garden and campus clean. 	3.37	Moderate Level
<ul style="list-style-type: none"> recognize that my decision to cooperate in school events such as camping, mission trips, family potlucks, and "Bayanihan" is critical. 	4.01	High Level
Mean	3.66	High Level

The high mean scores across most items suggest that parents were actively involved in decision-making activities related to school events and policies. The result implies that parents did not solely depend on the teacher's decision. Increasing parental involvement in decision-making committees can lead to a more comprehensive and representative decision-making process.

The citation of Joyce Epstein by Mahuro & Hungi (2016) underscored the significance of involving parents in administration, governance, and decision-making roles within schools. The study's results support the idea that parents' roles extend beyond the home, actively participating in school governance and decision-making processes that directly impact their children's education.

Table 6
*Level of Parental Involvement in the Implementation of Institutional Activities
 in Terms of Christian Formation*

Items	Mean	Interpretation
As a parent, I...		
<ul style="list-style-type: none"> thoroughly review how the school handles child discipline and give my honest feedback, if any, to make it more appropriate. 	3.97	High Level
<ul style="list-style-type: none"> collaborate with the school's method of applying discipline as part of my child's Christian formation. 	4.09	High Level
<ul style="list-style-type: none"> cooperate with Adventist Christian Education's holistic approach to shaping children in the direction they should go. 	4.26	High Level
<ul style="list-style-type: none"> inquire beyond the information I receive whenever the school personnel contacts me 	4.07	High Level

regarding my child’s academic or behavioral problems.		
<ul style="list-style-type: none"> respond positively if a request for parent-teacher conferences with me is made to aid my child's spiritual growth. This meeting is in addition to PTA or Parents and Teachers' Association meetings. 	4.15	High Level
<ul style="list-style-type: none"> recognize my specific role as a parent in the parent-teacher partnership in the development of my child's character. 	4.17	High Level
<ul style="list-style-type: none"> communicate with the school principal, subject teachers, and class advisers to bridge the gap as they work together to nurture my child's spiritual development. 	4.05	High Level
<ul style="list-style-type: none"> integrate values taught at school and conduct family worship at home because I believe that religious education at home is as important as, or even more important than, at school. 	4.25	High Level
<ul style="list-style-type: none"> allow my child to participate in religious and other programs that help to shape my child’s Christian character. 	4.38	High Level
<ul style="list-style-type: none"> encourage my child to join religious programs at school and devotionals done in classrooms and before big events begin because these will foster his/her spiritual growth. 	4.33	High Level
Mean	4.17	High Level

The high mean scores across all items indicate that parents were actively engaged in activities that contributed to their child's Christian formation within the school, indicating that they were not passive observers of how the school shaped their children into Christians, but were involved in meaningful ways.

Bunnell et al. (2018) emphasize that parents bear ultimate responsibility for their children's Christian formation, and the study's findings support this notion, highlighting that parents play an important role in guiding their children in matters of faith and character development.

CONCLUSION, IMPLICATION, SUGGESTION, AND LIMITATIONS

The findings of this study indicate that parents are well-informed about institutional activities, are actively engaged, and support the program of the institution. Furthermore, the findings show that high parental involvement is indicative of a solid collaboration between parents and the institution. The findings imply that increased parental awareness shows excellent two-way communication strategies that enable parents to participate actively and

support the institution's efforts. Strong parental involvement implies a strong collaboration between parents and the institution, indicating a genuine interest in their children's education and well-being. Aside from addressing areas with lower mean scores to tighten the partnership between parents and the school, future research should include more stakeholders, such as teachers and administrators, to acquire a more complete knowledge of parental awareness and involvement. Increasing the sample size to include a broader range of schools and including additional data sources, such as observations or interviews, would improve the findings' generalizability. Finally, longitudinal studies could provide useful insights into how parent-school partnerships develop over time and how they affect student accomplishment. However, the study's limitations include a small sample size from schools understudy, potential biases in self-reported data, and a lack of longitudinal data, all of which may have an impact on the results' comprehensiveness and applicability.

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