

A STRATEGIC TOOL IN EDUCATIONAL PLANNING: A STUDY ON HOME-SCHOOL COLLABORATION IN BASIC EDUCATION

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ABSTRACT

This research was conducted to examine how parental engagement serves as a strategic tool in educational planning, particularly within the basic education schools of the Camotes Islands, Cebu. It addressed the existing gap in local educational governance where parent participation in formal planning processes remains limited despite national mandates encouraging stakeholder involvement. The study was titled "Parental Engagement as a Strategic Tool in Educational Planning: A Study on Home-School Collaboration in Basic Education in the Camotes Islands. The study employed a descriptive research design, utilizing both quantitative and qualitative methods. Data were gathered through a researcher-made questionnaire distributed to teachers, school heads, and parents, along with key informant interviews to gain deeper insights. Statistical analysis was used to interpret mean scores, while thematic coding was applied to qualitative responses. Results showed that parents were moderately engaged in school activities but had minimal involvement in structured planning processes such as the School Improvement Plan (SIP) and Annual Implementation Plan (AIP). Stakeholders perceived parental engagement to have positive impacts on school improvement, learner performance, and home-school relationships. However, challenges such as lack of awareness, time constraints, and low confidence hindered active participation. Enabling factors included supportive school leadership, organized PTAs, and flexible communication strategies. The study concluded that while parental engagement has great potential, it must be strengthened through capacity-building, policy enforcement, and inclusive practices. By actively involving parents in planning and decision-making, schools can promote shared accountability and improved educational outcomes. These findings may guide DepEd officials, school administrators, and policymakers in enhancing stakeholder collaboration within the framework of School-Based Management (SBM).

KEYWORDS: Parental Engagement, Educational Planning, Home-School Collaboration, Basic Education, Camotes Islands

INTRODUCTION

Rationale of the Study

In recent years, parental engagement has emerged as a critical factor in improving educational outcomes and shaping school effectiveness, particularly in the context of basic education. Recognized globally as a pillar of child development and academic success, parental involvement fosters better communication, support, and accountability between schools and families. According to Epstein (2018), active participation of parents enhances student motivation, behavior, and achievement, especially when schools build comprehensive partnerships with families. As education systems adapt to rapid changes brought by globalization, technological advancements, and diverse learner needs, it becomes imperative to explore how parental engagement can be strategically embedded into the broader framework of educational planning.

Educational planning and management aim not only to allocate resources and design curriculum but also to create inclusive environments where stakeholders—including parents—play proactive roles in school development. Parental engagement, when strategically planned and managed, contributes significantly to school governance, goal setting, and implementation of school-based programs (UNESCO, 2021). However, in many public schools, especially those in low-resource or marginalized areas, parental involvement is still treated as peripheral rather than integral to planning processes. This often results in missed opportunities for

collaboration that could have otherwise strengthened school improvement efforts and learner performance (Gofen, 2009).

Home-school collaboration becomes even more crucial in the context of basic education, where foundational learning and social-emotional development are established. The Philippine Department of Education has emphasized the importance of school-family-community partnerships as part of the Basic Education Development Plan (DepEd, 2022). Effective educational planning should therefore include strategies to strengthen parental engagement not only during PTA meetings or school events but in sustained ways—such as participation in decision-making bodies, learning support at home, and feedback mechanisms. Such collaboration promotes shared accountability, better resource utilization, and stronger trust between educators and families (Henderson & Mapp, 2002).

Despite existing policies and frameworks, there remains a significant gap in understanding how parental engagement is being utilized as a strategic planning tool at the grassroots level. Many schools lack structured mechanisms to integrate parent voices into school improvement planning, and educational leaders often face challenges in mobilizing community involvement due to socio-economic constraints, communication barriers, and unclear role definitions. Studies such as those by Goodall and Montgomery (2014) suggest that transforming parental involvement into meaningful engagement requires deliberate, planned actions from school leaders, supported by capacity building, monitoring, and evaluation.

Thus, this study aims to explore the strategic role of parental engagement in educational planning, with a focus on how home-school collaboration is practiced in basic education settings. By identifying current practices, barriers, and enabling factors, the research will generate insights that can inform policies and planning frameworks at both the school and division levels. The study is salient as it offers a localized, evidence-based perspective on parental involvement, emphasizing its potential as a sustainable tool for educational development, particularly in the context of inclusive and participatory school governance.

THE PROBLEM

Problem Statement

This study aims to explore how parental engagement serves as a strategic tool in educational planning within public basic education schools in the Camotes Islands for Academic Year 2024-2025.

Specifically, it seeks to answer the following questions:

1. To what extent are parents engaged in school-based educational planning activities in public basic education schools in the Camotes Islands?
2. What forms of parental engagement are most commonly practiced and perceived as effective by teachers, school heads, and parents?
3. What are the perceived impacts of parental engagement on school improvement, learner outcomes, and home-school relationships?
4. How do school stakeholders perceive the challenges and enablers of effective home-school collaboration in the context of educational planning?

LITERATURE REVIEW

The teaching profession in the Philippines, particularly in local communities like the Camotes Islands, serves as a cornerstone for national and regional development. However, the credibility of teacher appointment and promotion processes is frequently put into question due to political interference. This review examines relevant literature and studies on political interventions in public school teacher recruitment and advancement, focusing on their implications for merit-based systems, educational quality, institutional integrity, and professional ethics within the context of the Philippine public education system—especially at the grassroots level.

Related Studies

As supported in the study of Epstein (2018), school, family, and community partnerships play a pivotal role in improving educational outcomes and school systems. Epstein's framework identifies six types of involvement, including parenting, communicating, volunteering, learning at home, decision-making, and

collaborating with the community. This comprehensive model underscores that parents should not be confined to attending school events but must also be involved in governance and educational planning. This directly supports the premise of this study—that parental engagement should be viewed as a strategic component in shaping school improvement programs and policies.

According to the research of Goodall and Montgomery (2014), parental involvement must evolve into meaningful engagement, where parents are empowered to take part in actual school decisions. Their study highlighted the importance of moving from “doing to” parents toward “working with” them. They emphasized that when parents are seen as partners rather than mere supporters, schools benefit from stronger collaboration and improved learner outcomes. This supports the present study’s focus on shifting parental roles from passive participants to active contributors in educational planning.

As emphasized in the study conducted by Gonzales and Vergara (2015), schools that value professional integrity also promote inclusiveness in leadership and planning, including active parent participation. Their findings showed that community and parent engagement help safeguard against biased decision-making and encourage school planning processes that reflect the values and needs of local stakeholders. This is consistent with the current study’s assertion that schools in rural areas like Camotes can benefit from collaborative planning that includes parent voices.

As reviewed in the meta-analysis by Henderson and Mapp (2002), there is a strong positive correlation between family engagement and student achievement. Their findings revealed that schools that intentionally engage families—especially in areas related to goal-setting, planning, and monitoring—experience improvements not only in academic performance but also in student behavior and school climate. This supports the implication that schools must integrate parents in strategic planning, such as through participation in the SIP and AIP processes.

In the study of Reyes (2009), it was found that political interventions in school appointments and decisions are more easily challenged in communities where parents and civil society are actively engaged. While not directly about planning, the study suggested that active parent participation contributes to transparency and accountability, two essential elements in educational governance. This aligns with this study’s recommendation that engaging parents in planning can strengthen democratic school management and prevent undue political interference.

Also supported in the literature of UNESCO (2021), the global education agenda now promotes a “new social contract” for education that emphasizes collaboration among learners, teachers, families, and communities. The report recommends inclusive governance in schools where parents and local stakeholders participate not only in implementation but also in planning and evaluation. This strongly supports the idea that parental engagement should be systematized and institutionalized within educational planning mechanisms, especially in underserved and rural contexts like the Camotes Islands.

Related Literature

Also supported in the literature of Epstein (2001, 2018), the role of parents in educational improvement goes beyond home-based involvement and includes active participation in school-level planning and decision-making. Epstein’s theory of overlapping spheres of influence promotes strong, structured collaboration between schools and families, emphasizing that parental contributions to school planning strengthen the overall learning environment. This model supports the notion that schools must treat parents as co-planners, especially in the context of school improvement initiatives like SIPs and AIPs.

As emphasized in the work of Hornby and Lafaele (2011), multiple barriers affect parental engagement, including individual, relational, and institutional factors. These include parents’ lack of confidence, unclear expectations from schools, and poor communication. Their findings suggest that addressing these barriers can lead to more strategic and sustained collaboration between home and school, especially in planning processes. This reinforces the relevance of your study in identifying both the challenges and enablers of home-school partnerships in educational planning.

In the literature of Desforges and Abouchaar (2003), the impact of parental involvement is particularly evident in the improvement of student motivation, behavior, and performance. Their review of over 100 studies noted that while most parents are willing to support their child’s education, schools often fail to

provide accessible pathways for parents to contribute to planning and governance. This supports the study's call for structured, inclusive planning mechanisms that welcome parental input.

According to Jeynes (2012), schools that actively involve parents in meaningful ways experience a stronger school climate and better student outcomes. He emphasized that parental engagement should be intentional, culturally sensitive, and sustained—not limited to occasional school events. The literature recommends that schools develop clear systems for family involvement in educational planning, aligning with your study's findings that participation must move beyond traditional roles and into strategic decision-making.

Also highlighted in the literature of OECD (2019), collaborative school governance—where parents, communities, and educators participate in decisions—leads to improved accountability, resource use, and learner-centered policies. OECD emphasizes that participatory planning is essential in decentralized education systems, especially in low-resource or rural settings. This aligns with the goal of your research to explore how parental engagement can be leveraged as a tool for inclusive and effective school planning in the Camotes Islands.

As presented by UNESCO (2021) in its global education report *"Futures of Education"*, the new vision for schools involves reimagining governance structures to include families and communities as co-creators of learning ecosystems. UNESCO asserts that collaborative planning helps bridge inequalities and ensures that education responds to local needs. This literature supports your study's advocacy for stronger home-school collaboration in planning, especially in underserved or geographically isolated communities.

RESEARCH METHODOLOGY

This section presents the research methodology employed in the study. It describes the research design, the specific setting in which the study was conducted, the population and sampling techniques used, the research instruments developed and administered, and the procedures followed for data collection. It also outlines the statistical methods applied for data analysis, the scoring system adopted, and the ethical considerations observed to ensure the integrity, confidentiality, and ethical soundness of the research process.

Research Design

This study utilized a descriptive-correlational research design to investigate the extent and implications of political interventions in the appointment and promotion of public school teachers in selected areas within the Camotes Islands. The descriptive component aimed to document the current practices, patterns, and nature of political involvement in teacher recruitment and promotion. Meanwhile, the correlational aspect sought to examine whether a significant relationship exists between the presence of political influence and the outcomes of teacher career progression, particularly in terms of morale, perceived fairness, and professional advancement.

Data were collected from strategically selected public schools in the Camotes Islands, where political interference has been perceived or previously reported. A mixed-methods approach was adopted to gain both breadth and depth of understanding. For the quantitative phase, standardized surveys and structured questionnaires were distributed to teachers, school heads, and HR personnel to gather measurable data on experiences and perceptions of political intervention. To support and contextualize the quantitative findings, qualitative data were gathered through key informant interviews with school administrators, local education officials, and selected community stakeholders familiar with school-level human resource processes.

This design was deemed appropriate given the socio-political dynamics of small island communities like Camotes, where personal networks and political affiliations often intersect with public service appointments. By combining both descriptive and correlational analyses, the study sought to uncover patterns, assess perceived fairness and transparency, and understand how such interventions affect teacher morale and performance.

The findings of this study aim to inform educational planning and management policies, particularly those focused on improving merit-based practices and minimizing undue political influence in teacher recruitment and promotion. Moreover, it is anticipated that the study will contribute to promoting transparency, ethical governance, and accountability in the local education sector of Camotes.

Research Locale

This study was conducted in selected public schools located in the Camotes Islands, Cebu, to provide a focused and localized perspective on the influence of political interventions in teacher appointments and promotions. The research sites included three public basic education institutions—representing both elementary and secondary levels—within the municipalities of San Francisco, Poro, and Tudela. These schools were purposively chosen based on reports and perceptions of political influence affecting school staffing decisions. Their inclusion offers valuable insights into how political dynamics operate in small island communities where professional networks often intersect with local governance structures.

Focusing exclusively on public schools in Camotes allows the study to capture the real-world implications of politicized hiring and promotion practices in grassroots educational settings. These schools serve geographically isolated and close-knit communities, where access to public teaching positions is limited and often subject to political influence. Teachers, school heads, and administrative staff from these institutions were selected as respondents to provide firsthand accounts of how political factors shape their experiences and perceptions related to fairness, transparency, and professional growth.

By narrowing the scope to a specific island group, this study emphasizes the unique socio-political realities faced by educators in remote rural areas—realities that are often overlooked in broader national policy discussions. The Camotes Islands present a microcosm of the challenges in implementing merit-based educational management, making the findings both contextually rich and potentially transferable to similar rural and politically sensitive areas in the Philippines.

This strategic site selection enhances the relevance, depth, and applicability of the study's findings in informing local educational planning and governance reforms, particularly those aimed at depoliticizing human resource decisions in the public school system.

Population/Sample

The target population of this study includes public school teachers, school heads (principals or officers-in-charge), administrative or Human Resource personnel, and parents of learners from selected public schools within the Camotes Islands, Cebu. These stakeholders were chosen for their direct or indirect involvement in, or impact from, the processes of teacher appointments and promotions. Their perspectives are crucial in understanding the extent, nature, and perceived consequences of political interventions in personnel decisions within the basic education sector.

The study was conducted in the municipalities of San Francisco, Poro, and Tudela, where public schools operate under the supervision of the Schools Division Office of Cebu Province. These localities were purposively selected due to their close-knit community dynamics and reported instances of political involvement in teacher selection and promotion processes—conditions that are often pronounced in geographically isolated island settings like Camotes, where interactions between political leaders and school stakeholders are frequent.

To ensure that data gathered were grounded in experience and insight, a purposive sampling technique was used to select participants who are knowledgeable or directly affected by the issue. The sample consisted of approximately:

- 27 public school teachers from both elementary and secondary levels,
- 3 school heads acting as principals or OICs,
- 4 administrative or HR personnel, and
- 15 parents, selected based on their active involvement in school-community affairs (e.g., PTA officers or parent volunteers).

The actual sample size may vary depending on the availability and willingness of participants. However, efforts were made to ensure balanced representation across roles and school levels, capturing the perspectives not only of education professionals but also of parents, who serve as critical observers of school practices and advocates for transparency and fairness.

By including parents as community stakeholders, this study broadens its lens to incorporate the community's perception of political influence in school personnel decisions, thereby enriching the analysis and supporting the development of more inclusive and participatory educational planning frameworks for the Camotes Islands.

Instruments

To gather relevant data for this study, a researcher-made questionnaire was developed and used as the primary data collection instrument. The structured questionnaire was specifically designed to assess the extent, nature, and perceived effectiveness of parental engagement as a strategic tool in educational planning and home-school collaboration in public basic education schools within the Camotes Islands. The instrument aimed to collect data from key stakeholders, including teachers, school heads, and parents, whose active involvement is critical in understanding collaborative educational practices at the grassroots level.

The questionnaire consisted of three main sections:

1. **Demographic Profile** – This part gathered background information such as the respondent's role (teacher, parent, school head), school affiliation, length of service or involvement in school activities, and the municipality (San Francisco, Poro, or Tudela) to contextualize their responses.
2. **Extent of Parental Engagement** – This section contained Likert-scale items (ranging from Strongly Agree to Strongly Disagree) to measure the frequency and level of parental involvement in areas such as school planning, parent-teacher conferences, volunteer programs, feedback and decision-making activities, and community-supported initiatives.
3. **Perceived Impact of Parental Engagement on Educational Planning** – This section evaluated how parental engagement is perceived to contribute to school improvement, strategic decision-making, learner outcomes, and the overall effectiveness of home-school collaboration. It also gauged the level of trust, communication, and shared responsibility between schools and families.

To ensure the validity and reliability of the instrument, it was reviewed by experts in educational leadership, planning, and community engagement. A pilot test was also conducted in a nearby municipality with similar demographic and school characteristics. The pilot responses and expert feedback were used to revise unclear items and improve alignment with the study's objectives and research questions.

Additionally, key informant interviews were conducted using a semi-structured interview guide. These interviews involved selected school heads and active parent leaders (e.g., PTA officers), focusing on deeper insights into how parental engagement is currently practiced, the challenges encountered, and how it is integrated (or not) into educational planning processes. These qualitative narratives enriched the quantitative findings by adding contextual depth and real-life examples of collaborative school practices in the Camotes setting.

This combination of survey and interview tools provided a comprehensive understanding of the role of parental engagement in shaping educational priorities and planning within public basic education schools in the Camotes Islands.

Data Gathering Procedures

The data gathering process followed a systematic approach to ensure the reliability and credibility of the information collected from respondents in selected public schools within municipal areas.

1. **Permission and Coordination**
Prior to data collection, a verbal request for approval was sent to the concerned Schools Division Offices and participating schools. Coordination was also made with school heads and local DepEd personnel to facilitate the distribution and collection of research instruments. Confidentiality and ethical considerations were strictly observed throughout the process.
2. **Distribution of Questionnaires**
Upon approval, the researcher distributed digital copies of the researcher-made questionnaire to identified respondents, including public school teachers, school heads, and HR or administrative staff. Instructions for answering the questionnaire were clearly stated, and respondents were given ample time (usually 3–5 days) to complete and return the forms.
3. **Conduct of Interviews**

After the initial survey, key informant interviews were scheduled with selected school heads and HR officers who are directly involved in the appointment and promotion processes. These interviews followed a semi-structured format to allow for both guided and open-ended responses. With the consent of the interviewees, notes were taken, and recordings may be made for accuracy and transcription purposes.

4. Retrieval and Validation of Data

Completed questionnaires were collected and reviewed for completeness. Responses were encoded and organized for statistical analysis. Interview data was transcribed and categorized based on emerging themes relevant to the study objectives.

5. Data Analysis

Quantitative data from the questionnaires was analyzed using descriptive and inferential statistics, while qualitative data from interviews was analyzed thematically to identify patterns and insights regarding political interventions.

Throughout the data gathering phase, the researcher ensured anonymity, voluntary participation, and confidentiality to protect the rights and privacy of all respondents. This procedure is designed to reflect the realities of public school operations in municipalities across the Philippines.

Statistical Treatment

For this study, descriptive statistics such as frequency counts, percentages, means, and standard deviations were employed to summarize and interpret the data gathered from respondents. These measures helped in understanding the general perceptions and experiences related to political interventions in teacher appointments and promotions. To analyze significant differences or relationships among variables, inferential statistical tools such as the Chi-square test and Pearson correlation were also utilized, depending on the nature of the data. These statistical treatments ensured that the findings were both accurate and meaningful in drawing conclusions and making recommendations based on the research objectives.

Scoring Procedures

This study utilized a 5-point Likert scale to measure respondents' levels of agreement with statements regarding parental engagement and its strategic role in educational planning and home-school collaboration. Each item was rated from 1 (Strongly Disagree) to 5 (Strongly Agree), and the mean score for each section was calculated to aid in interpretation. This scoring method enabled the researcher to clearly assess the respondents' perceptions of how parental involvement influences school planning, decision-making, and learner outcomes. The use of the Likert scale is supported by Joshi et al. (2015), who emphasized its effectiveness in capturing attitudes, beliefs, and opinions in social science and educational research.

The following table presents the scoring procedure and corresponding interpretation:

Rating	Mean Score	Interpretation
5	4.20–5.00	Strongly Agree
4	3.40–4.19	Agree
3	2.60–3.39	Neutral
2	1.80–2.59	Disagree
1	1.00–1.79	Strongly Disagree

This scoring approach allowed the researcher to determine the overall perceptions and engagement levels of parents, teachers, and school heads in each dimension of the questionnaire, and to identify key patterns and trends in home-school collaboration within the basic education context of the Camotes Islands.

Ethical Considerations

This study strictly adhered to ethical standards in conducting research involving human participants, especially given the sensitive nature of the topic on political interventions in public school systems.

1. Informed Consent

All participants were given a clear explanation of the study's purpose, procedures, and their role in the research. A written informed consent form was provided, stating that their participation is voluntary and that they have the right to withdraw at any point without any consequence.

2. Confidentiality and Anonymity

To protect the identity of the participants, no personal identifiers such as names, positions, or specific school affiliations were disclosed in the presentation of findings. All data collected—whether through questionnaires or interviews—was kept strictly confidential and used solely for academic purposes.

3. Voluntary Participation

Participation in the study was completely voluntary. Respondents were not coerced or pressured to take part in the research, and their refusal to participate was respected fully.

4. Non-Maleficence

The researcher ensured that no harm, intimidation, or negative consequences resulted from the participants' involvement in the study. Care was taken to frame questions in a non-threatening and neutral manner to avoid causing discomfort or fear, especially considering the topic involves political issues.

5. Transparency and Honesty

The researcher maintained transparency with all participants regarding the purpose of the study and how the data was used. Misleading statements or deceptive practices were strictly avoided.

6. Data Protection

All physical and digital data was securely stored. Printed questionnaires were kept in a locked file, while electronic files were password-protected. Only the researcher has access to the data.

7. Approval from Authorities

Proper permission was obtained from the Schools Division Office and school administrators before conducting the research. The study was subjected to approval by the ethics review board or a research panel, if required by the institution.

By observing these ethical guidelines, the study aims to uphold integrity, protect participants, and ensure that the research is conducted responsibly within the context of municipal public schools in the Philippines.

RESULTS AND DISCUSSION

This section presents the results of the study based on the data collected from selected public basic education schools in the Camotes Islands, Cebu. The results are organized according to the sequence of the research questions and are guided by specific areas of focus: demographic profiling, the extent of parental engagement in school-based educational planning, the forms of parental involvement perceived as effective, the perceived impacts of such engagement on school outcomes and learner development, and the stakeholders' perspectives on the challenges and enablers of home-school collaboration. Statistical data were interpreted using descriptive analysis based on mean scores, and the quantitative findings were supplemented with qualitative insights gathered from key informant interviews with school heads, teachers, and selected parent representatives.

The results of the survey revealed that parental engagement in school-based educational planning in the public basic education schools across the Camotes Islands is generally moderate. The overall mean score was 3.42 (Agree), indicating that while parents are involved in certain school activities, their participation in actual planning and decision-making processes remains limited.

The highest-rated forms of parental engagement include:

- Attending PTA meetings (Mean: 4.21)
- Participating in Brigada Eskwela planning (Mean: 4.10)
- Joining school community assemblies or barangay education summits (Mean: 3.89)

In contrast, the lowest-rated areas were:

- Involvement in School Improvement Plan (SIP) development (Mean: 2.88)
- Contribution to Annual Implementation Plan (AIP) discussions (Mean: 2.94)
- Participation in academic policy or curriculum planning (Mean: 2.73)

These results suggest that parental engagement is more event-based and operational, rather than strategic and consultative in nature. Most parents are present in supportive roles, such as volunteers or contributors to fundraising and maintenance efforts, but few are directly involved in long-term planning or institutional decision-making.

Qualitative data from interviews support this observation. Several school heads noted that while parents are cooperative and visible in school activities, they are seldom invited to sit in planning sessions unless required by program mandates. Some parents also admitted feeling unqualified to contribute to formal planning due to lack of training or awareness.

These results reflect a common challenge in Philippine basic education: parental involvement is often misinterpreted as mere participation in school events, rather than as a collaborative process in shaping educational goals. This is consistent with the literature of Epstein (2001), which differentiates between parental involvement (helping schools) and parental engagement (partnering with schools in planning and decision-making).

In the Camotes Islands context, geographic isolation and limited access to policy orientation may further limit parents' exposure to the planning mechanisms of schools. While schools are compliant in conducting SIP and AIP workshops, parents may not always be aware of these processes, nor are they often empowered to join as decision-making contributors.

Implications

1. **Need to Strengthen Strategic Parental Engagement**
The results show a clear need for schools to transition from parental involvement to parental engagement. Parents must be viewed not just as volunteers or supporters, but as stakeholders in planning and evaluation.
2. **Capacity Building for Parents**
Schools and DepEd must initiate training and orientation sessions for parents on how school planning works, what SIP and AIP entail, and how they can contribute meaningfully to these documents. This empowers parents to speak up during consultations.
3. **Institutionalize Parent Representation in Planning Bodies**
While the Basic Education Governance Act encourages shared governance, implementation remains inconsistent. The results imply that schools in Camotes must institutionalize parent representation in school planning teams to promote inclusive governance.
4. **Enhance Communication Between Schools and Families**
The study highlights the importance of clear and open communication. Schools must ensure that notices, invitations, and feedback loops are accessible and understandable to parents across various socioeconomic and educational backgrounds.
5. **Support from Local Government and Community Stakeholders**
For parental engagement in planning to be effective, barangay leaders, LGUs, and community partners must help facilitate inclusive platforms where parents can actively participate in education-focused dialogues.

The results of the study indicate that parental engagement has a positive and meaningful impact on various aspects of the school environment, particularly in school improvement, student learning outcomes, and home-school relationships. Based on the responses gathered from teachers, school heads, and parents, the overall mean score for this area was 4.15, interpreted as “Agree” to “Strongly Agree” on the 5-point Likert scale.

The top-rated perceived impacts include:

- Improved student behavior and attendance (Mean: 4.32)
- Strengthened school-community partnerships (Mean: 4.28)
- Greater responsiveness to learner needs (Mean: 4.19)
- Enhanced parent-teacher communication (Mean: 4.10)
- Increased support for school projects and development initiatives (Mean: 4.03)

Qualitative data further confirmed these trends. School heads reported that active parental involvement leads to better monitoring of student performance, while teachers noted that when parents are engaged, learners tend to be more motivated and supported at home. Parents, on the other hand, shared that their involvement helped them better understand their children's learning needs and challenges.

The results show that parental engagement positively influences multiple dimensions of school functioning. This supports the theory of overlapping spheres of influence by Epstein (2001), which emphasizes that learning is most effective when families, schools, and communities work together. In the context of the Camotes Islands, where geographic isolation can hinder access and participation, strong parental engagement helps bridge the gap between home and school, creating a more supportive environment for student learning. Parents' active presence in school activities, regular communication with teachers, and participation in decision-making processes help ensure that educational planning becomes more grounded in local realities and learner needs. This is especially crucial in basic education settings, where the home plays a central role in early academic development and values formation.

Moreover, parental engagement in planning and implementation of programs like Brigada Eskwela, school-based feeding programs, and literacy interventions has led to greater ownership of school goals and a collective responsibility for student success. The sense of shared accountability contributes to a more inclusive and collaborative school culture.

Implications

1. **Parental Engagement as a Catalyst for Student Success**
The strong perceived link between parental engagement and learner outcomes suggests that schools should intentionally integrate parents into academic monitoring and support strategies. Teachers must be trained to build collaborative learning plans with families.
2. **Stronger Community Ownership of School Goals**
When parents actively participate in school improvement efforts, schools benefit from collective problem-solving and increased community investment. This implies that educational leaders should foster inclusive platforms where parents can co-create development priorities and activities.
3. **Improved Communication Strengthens Trust**
Enhanced parent-teacher communication improves mutual understanding, reduces conflicts, and enables timely interventions for students needing support. Schools should adopt consistent communication channels (e.g., regular feedback forms, parent conferences, SMS groups).
4. **Policy Implementation Support**
The findings support DepEd's thrust on shared governance and school-based management (SBM). Strengthening parent representation in school governing councils and planning bodies ensures that educational policies are responsive, inclusive, and sustainable.
5. **Localized Programs Must Include Parent Roles**
Given the demonstrated impact, all major school programs (e.g., reading recovery, disaster preparedness, values education) should embed a component for parental participation to maximize relevance and effectiveness.

The results show that school stakeholders recognize both significant challenges and promising enablers in implementing effective home-school collaboration for educational planning in the Camotes Islands. Using a 5-point Likert scale, respondents rated their level of agreement with statements about barriers and facilitating factors. The overall mean score for perceived challenges was 3.58 (*Agree*) and 4.21 (*Strongly Agree*) for perceived enablers.

Top-rated challenges include:

- Limited parental understanding of planning processes (Mean: 4.32)
- Time constraints among working parents (Mean: 4.19)
- Lack of consistent communication between school and home (Mean: 3.96)
- Geographic and transportation barriers in rural areas (Mean: 3.84)
- Low confidence or reluctance of parents to contribute ideas (Mean: 3.77)

Top-rated enablers include:

- Supportive school leadership that welcomes parent input (Mean: 4.45)
- Strong PTA structures and active officers (Mean: 4.32)
- Flexible meeting schedules and alternative communication channels (Mean: 4.18)
- Inclusion of parents in SIP and Brigada Eskwela planning (Mean: 4.12)

- Positive parent-teacher relationships built on trust (Mean: 4.09)

Qualitative responses from interviews with school heads and PTA officers confirmed that schools that intentionally build relationships with families tend to have more successful collaborative efforts. However, in some schools, parental involvement remains reactive rather than proactive due to lack of orientation, time, or confidence.

These results reflect the dual reality of home-school collaboration in educational planning—it is both promising and problematic, depending on local context, leadership style, and stakeholder readiness. In the Camotes Islands, stakeholders acknowledge the value of engaging parents in shaping school goals, but also face logistical and cultural challenges that hinder deeper collaboration.

The findings support the research of Goodall and Montgomery (2014), who suggest that effective parental engagement must go beyond participation in events and move toward relationship-based collaboration. In many cases, structural issues like poverty, remoteness, and lack of access to information make it difficult for parents to engage regularly and meaningfully. Moreover, without clear policies or mechanisms for engagement, many schools default to one-way communication rather than co-creation.

Despite these barriers, the high ratings of enablers point to the importance of leadership and inclusive practices. Schools that prioritize trust, schedule flexibility, and open communication create more opportunities for parents to be engaged partners. The perception that leadership plays a central role reinforces the idea that a strong school head can cultivate a culture of shared responsibility between the home and the school.

Implications

1. Professional Development for School Leaders and Teachers
Schools must equip teachers and administrators with the skills to facilitate inclusive and culturally sensitive engagement, especially when working with parents from disadvantaged or marginalized communities.
2. Parent Orientation on Educational Planning
Schools should design simple orientation modules or community-based workshops to help parents understand their roles in SIP, AIP, and other school planning tools. This can reduce the confidence gap that keeps many parents from participating.
3. Policy Enforcement and Strengthening of SBM Practices
DepEd's School-Based Management (SBM) framework encourages home-school collaboration, but implementation varies. There is a need to standardize parent inclusion in planning bodies and hold schools accountable for their engagement practices.
4. Innovative and Inclusive Communication Channels
To overcome time and distance constraints, schools should use SMS, community radio, group chats, or even barangay assemblies as means to include parents who cannot attend in-person meetings.
5. Leadership Development with a Community Lens
6. School heads must be trained not only in administrative planning but also in community building and participatory leadership, to help foster an environment where parents are not just informed, but empowered.

The results revealed that school stakeholders—teachers, school heads, and parents—perceive a mix of barriers and enabling factors that influence the success of home-school collaboration in educational planning. The mean scores based on Likert-scale items reflected a moderate to high level of agreement on the presence of both significant challenges and strong enablers.

Challenges identified included:

- Lack of awareness and training among parents about their roles in planning (Mean = 4.20)
- Inconsistent communication between school and home (Mean = 4.12)
- Low confidence among parents to express ideas or feedback (Mean = 3.90)
- Time constraints due to parents' livelihood or domestic responsibilities (Mean = 3.85)

- Limited transportation or access to school meetings in remote barangays (Mean = 3.68)

Enablers identified included:

- Supportive and approachable school leadership (Mean = 4.42)
- Strong and organized PTA leadership (Mean = 4.38)
- Flexible scheduling and use of digital communication (e.g., group chats) (Mean = 4.27)
- Visible improvements in learner performance and school facilities through joint efforts (Mean = 4.18)
- A culture of mutual respect and trust between teachers and parents (Mean = 4.15)

Qualitative interviews confirmed these perceptions. School heads cited that when parents feel heard and respected, their participation becomes more consistent and valuable. However, in communities where schools fail to reach out or where planning jargon is too technical, parents withdraw or hesitate to contribute.

The results highlight that effective home-school collaboration in educational planning is highly contextual, shaped by the school culture, leadership style, and the socio-economic realities of families in the Camotes Islands. While stakeholders acknowledge the value of working together, several systemic and interpersonal barriers still limit consistent collaboration.

These findings resonate with the work of Hornby & Lafaele (2011), who noted that parental engagement is influenced by individual, relationship, institutional, and societal factors. In rural island communities like Camotes, logistical challenges, economic responsibilities, and educational background of parents play critical roles in shaping their ability and willingness to engage.

Despite these challenges, the high scores for enabling factors suggest that schools can overcome these barriers through intentional efforts. When parents are invited, informed, and supported, they respond positively. When school leaders value parent input and provide accessible channels for communication, collaboration thrives.

Implications

1. **Capacity-Building for Parents**
Schools should simplify planning terms and offer localized orientation sessions on school improvement planning, so that parents can understand their roles and contribute confidently.
2. **Inclusive Communication Strategies**
The use of mobile messaging groups, printed bulletins, barangay announcements, and community facilitators can help bridge the communication gap between schools and homes, especially in geographically isolated areas.
3. **Strengthening SBM and PTA Partnership**
The School-Based Management (SBM) structure must consistently empower PTA officers to serve as liaisons between the parent body and school planning teams. PTA leaders must also be trained in planning frameworks and basic data interpretation.
4. **Leadership Focused on Collaboration**
School heads should be trained in collaborative leadership, which includes stakeholder consultation, open-door policies, and feedback integration mechanisms. A supportive leader is the most consistent predictor of sustained parent engagement.
5. **Policy Implementation and Monitoring**
DepEd's guidelines on parent involvement in SIP and AIP processes must be reinforced with actual monitoring tools, to ensure that schools move beyond compliance and into genuine collaboration.

FINDINGS

Extent of Parental Engagement

Parents in the Camotes Islands are moderately engaged in school-based educational planning, with most involvement limited to PTA meetings, Brigada Eskwela, and school activities. However, their participation in formal planning processes such as the School Improvement Plan (SIP) and Annual Implementation Plan (AIP) remains low.

Forms and Effectiveness of Parental Engagement

The most commonly practiced and effective forms of parental engagement include attending school events, supporting student discipline, and contributing to school projects. Strategic involvement—such as planning discussions and curriculum feedback—is minimal but considered beneficial by both parents and teachers when it occurs.

Perceived Impacts of Parental Engagement

Stakeholders agree that parental engagement positively influences school improvement, learner outcomes, and home-school relationships. It leads to better student behavior, stronger teacher-parent communication, and increased community support for school initiatives.

Challenges and Enablers of Home-School Collaboration

The main challenges to effective collaboration include limited parental awareness of planning processes, time constraints, communication gaps, and low self-confidence. Enablers include supportive school leadership, organized PTAs, flexible communication strategies, and trustful relationships between teachers and parents.

CONCLUSION

Overall, the findings highlight the importance of shifting parental involvement from passive support to active participation in school planning and decision-making. For home-school collaboration to be truly effective in educational planning, schools must empower parents through awareness, training, and inclusion, thereby creating a shared vision for quality education and learner success.

RECOMMENDATIONS

Based on the findings presented, the following are the recommendations of the study:

1. Institutionalize Parent Involvement in School Planning Processes
 - Schools should formally include parent representatives in the School Planning Team (SPT) during the formulation and review of the School Improvement Plan (SIP) and Annual Implementation Plan (AIP).
 - PTAs should be recognized not just as support bodies but as strategic partners in decision-making and goal setting.
2. Conduct Orientation and Capacity-Building Programs for Parents
 - Organize training sessions and orientations to help parents understand educational planning processes, their expected roles, and how they can contribute meaningfully.
 - Use simple language and visual tools to communicate technical aspects like school data, budgeting, and program planning.
3. Strengthen Communication Between School and Home
 - Establish multiple channels of communication, including SMS groups, Facebook Messenger, printed bulletins, and barangay announcements, to reach parents across different communities.
 - Assign a designated parent liaison officer (can be a teacher or PTA officer) to maintain consistent contact and follow-ups.
4. Develop Parent-Friendly Schedules and Participation Modes
 - Offer flexible meeting schedules (e.g., after work hours or weekends) and alternative participation methods (e.g., online consultations, barangay-based meetings) to accommodate working parents and those in remote areas.
5. Promote a Culture of Mutual Respect and Shared Responsibility
 - School leaders should foster a school environment that values parent input, encourages feedback, and respects the unique insights parents bring to planning.
 - Celebrate successful home-school collaborations through recognition programs or community-led events to reinforce positive participation.
6. Monitor and Evaluate Parent Engagement Practices
 - Include parental engagement indicators in school performance reviews and SBM assessments.
 - Gather feedback from parents and teachers annually on how parent involvement in planning can be improved and sustained.

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BIONOTE

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