

Status of Parent-Teacher Association (PTA) in the New Normal

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Abstract — Utilizing a descriptive-correlational research design, this study determines the status of the Parent-Teacher Association (PTA) during the pandemic. The Forty-two (42) respondents were Parent-Teacher officials. The profile includes sex, age, positions in PTA, and number of years of being officials were determined. Also, it assessed the status of the Parent-Teacher Association (PTA) across domains, namely; attainment of objectives, rights and duties, assistance to school programs, and community development. Then, it determined whether there exist significant differences in perceived status of the Parent- Teacher Association (PTA) across levels profile variables.

Majority were female (90.5%) and nearly three-fourths (71.4%) were at most 45 years old. The positions such as president, vice president, treasurer, secretary, auditor, business manager, and press relation officer were all represented in group and each position representing between 9% and 17%. Nearly half (45.2%) were novice and held positions for at most 2 years while (54.8%) serving as officers for 3 to 6 years.

With respect to the status of the Parent-Teacher Association (PTA) during the pandemic, it showed that association's objectives, rights and duties, assistance to school programs, and role in community development were attained at 4.01 overall mean. However, distribution of responses for each domain showed that not all agreed its functions in relation to the four domains were apparent. Specifically, the number of highly or very highly evident responses, out of a maximum of 42 responses, attainment of objectives received at most 32; rights and duties at most 36; assistance to school programs at most 35; and roles in community development at most 39. The role in community development received the greatest number of evident responses is indicative that it is the most noticeable and impactful contribution of the association.

When grouped according to profile variables, no significant difference was shown in the perceived status of the Parent-Teacher Association (PTA) between sex, across age groups, and years of membership. However, the assessment of the status between the presidents and auditors, a significance difference was indicated but only for attainment of objectives with the presidents reporting significantly higher assessment scores.

Thus, an action plan must be implemented to enhance a better parent-teacher relationship.

Keywords — *PTA Association, PTA Objectives, PTA rights and duties, PTA community development*

I. Introduction

In the Philippines, the partnership between teachers and parents is established through the organization of a Parent- Teacher association (PTA).

During pandemic, the implementation of the Basic Education Learning Continuity Plan (BELCP) aims to broaden the roles of Parent – Teacher Association (PTA) and other members of the community in order to support the Alternative Distance Learning (ADL) of the learners at home (DepEd Order Number 32 series of 2020). Hence, The Department of Education ensured a continuous delivery of basic education to the learners and community. (LDM Manual, 2020).

As it was mandated in DepEd Order Number 77 series of 2009, the organization of Parents – Teachers Association and election of officers shall be conducted from the start of school year. The association is composed of president, vice – president, treasurer, secretary, auditor, business manager and press relation officer, respectively.

The Parent-Teacher Association (PTA), in the study conducted by Tabuyo (2011) mentioned a high influence of the association on school development, a significant influence of objectives for the improvement of school and showed a positive impact for the improvement of instruction to the community development. Likewise, the association encourages full coordination with members of the community to address problems and provide help to the school (Pawilen, et al., 2020). Thus, the duties and responsibilities of the Parent– Teacher Association (PTA) are the following: (1) to cooperate with the school in the stability programs, activities, and plans; (2) collaborate with the school administrators to accomplish a school project; (3) work for the enhancement of school and; (4) give the students and youth a better place to learn.

With respect to the following domains related to the functions of Parent- Teacher Association’s programs and activities, namely; attainment of objectives, rights and duties, assistance to school programs, and community development, the association’s objectives generally relate to school development plan, school environment, and various school programs and activities. Rights and duties primarily are to contribute to the development of the learning environment, engage in school programs, participate in crafting school project proposals, support enforcement of school regulations and policies and contribute in the instructional needs of the learners. Assistance to school programs includes support in preparation for the start of school year, meeting with the stakeholders and attending parenting programs. The role of the parent-teacher association (PTA) includes but not limited to helping in school beautification, providing financial support to education programs, disseminating information concerning school, participating in community programs, and establishing partnership with government agencies.

However, based on the initial interviews conducted by the researches and teacher’s report in one of the Central Schools in Abuyog, Leyte, the Parent – Teacher Association Officers have been confronted with problems that they failed to take action on their functions because of pandemic situation. The majority of the Parent – Teacher officers do not coordinate with school

programs and activities because of limited face to face meeting. Hence, they just leave everything to the teachers. Similarly, due to the fact that this is a Central School, the Parent – Teacher Association Officers failed to serve as support groups and be significant partners of the school whose relationship are defined by cooperation.

Due to the problems encountered by teachers and school head in times of pandemic, the researchers are concerned and alarmed on the status of Parents - Teachers Association (PTA) in the new normal education in one of the Central School. Notwithstanding, this research study would provide a clear recommendation about the Parents – Teachers Association (PTA) programs, projects, and activities and how it could help the school heads, teachers, and parents in the new normal education. This study aims to assess the current status of Parent-Teacher Association (PTA) in BV Closa Central School during the school year 2020-2021. The result served as a basis for an action plan that can enhance the status of the association. The study sought to answer the following questions:

- What is the profile characteristic of the respondents in terms of age, sex, positions in PTA, and number of years as PTA officers?
- How do the respondents assess the status of PTA program and activities in terms of objectives, right and duties, assistance to school programs, and community development?
- What is the overall status of PTA Associations as assessed by the respondents?
- Is there a significant difference in the assessment of the respondents on the overall status of the Parent- Teacher Association (PTA) when grouped by profile variables?

Based on the result of the study, what action plan may be proposed to further enhance the status of the Parent-Teacher Association (PTA) in the new normal?

II. Methodology

Design. The study employed a quantitative method of research, in particular a descriptive correlational research design. According to Atmowardoyo (2018) descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible. The main goal of descriptive research is to describe systematically the existing phenomena under the study. The major tool is the survey questionnaire in data gathering procedure.

Sampling. The sample size yields a total enumeration of forty-two (42) PTA officers from Garde One (1) to Grade Six (6) in BV Closa Central School who were the respondents of the study during the school year 2021-2022. The respondents are composed of presidents (7), vice-presidents (7), treasurers (7), secretaries (7), auditors (7), business managers (7), and Pres Relation Officers (7), respectively.

Research Instrument: The study used a survey questionnaire to gather the needed data. The research tool was adapted to the research study of Quijano (2016).

Data Gathering Procedure: The researchers wrote a formal letter of request to the school principal in order to grant permission in conducting the survey. Upon approval, the researchers administered the questionnaire to the respondents so that clarification can be done easily. When the respondents finished the survey questionnaire, the researcher collected all the questionnaires and process the data through the help of a statistician.

Ethical Issues. The researchers acquired the necessary permission from the school head of the school. After the seeking of permission, the researchers conferred with the class adviser of the central elementary school. The procedure of answering asked for the cooperation of the PTA Officers for the study. All data gathered were treated with confidentiality and for academic purpose only.

Statistical Treatment: To further describe, interpret, and analyze the data in this study, the researcher used the following statistical tools; percentages, weighted mean, Mann-Whitney U test, Tukey Test, and ANOVA test of difference.

III. Results and Discussion

Table 1
Distribution of the Respondents, by Profile Variable

Profile	Frequency (n = 42)	Percent (%)
Sex		
Male	4	10.5
Female	38	90.5
Age		
35 years old or younger	15	35.7
36 to 45 years old	15	35.7
46 to 55 years old	6	14.3
56 years old or older	6	14.3
Position in the PTA		
President	7	16.7
Vice President	6	14.3
Treasurer	7	16.7
Secretary	7	16.7
Auditor	5	11.9
Business Manager	6	14.3
Press Relation Officer	4	9.5
Number of years as PTA official		
1 to 2 years	19	45.2
3 to 4 years	16	38.1
5 to 6 years	7	16.7

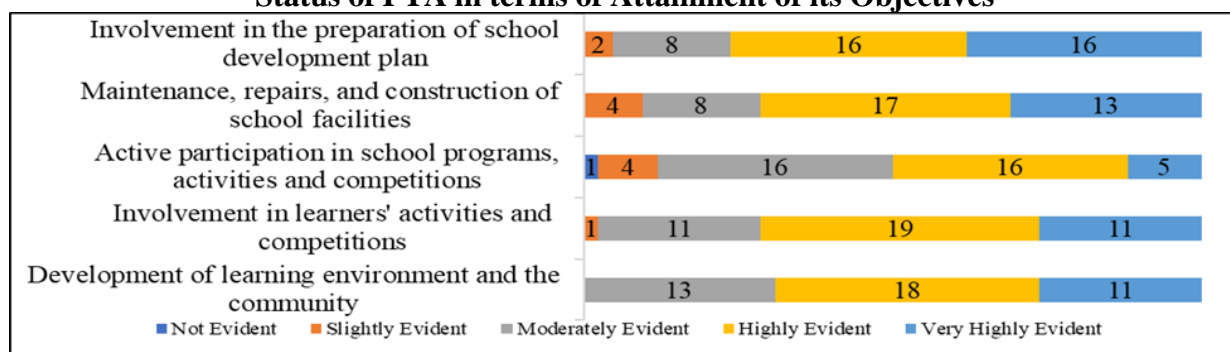
A total of forty – two (42) respondents were surveyed. The profile of these respondents with respect to age, sex, position in the PTA, and number of years as PTA officials is shown in Table 1.

Of the forty - two (42) respondents, the vast majority were female (90.5%) while only 4 (10.5%) were male. In terms of age, each of the age groups 35 years old or younger and 36 to 45 years old accounts for 35.7% of the total number of respondents. Similarly, respondents of aged 46 to 45 years and those aged 56 years or older account for 14.3% of the respondents, apiece. These results showed that the PTA membership is dominated by females and most members were relatively young and thus capable of actively participating in the programs and activities of the association.

All forty - two (42) respondents are PTA officials in an elementary school, from Grade 1 to Grade 6. With respect to positions in the PTA held by the respondents, presidents, secretaries and treasurers account for 16.7% of the respondents, apiece. Vice presidents and business managers were also of the same number, at 14.3%. Press relation officers were the fewest, comprising 9.5% of the respondents. In viewed of this result, each position appears to be fairly represented although the number of respondents is not evenly distributed across positions.

With respect to number of years as PTA officials, nearly half of the respondents (45.2%) have been officials of the PTA for 1 to 2 years at the time the survey was conducted. Those who have been PTA officials for 3 to 4 years account for 38.1% of the respondents. And those who have been PTA officials for 5 to 6 years comprise 16.7% of the respondents. This implied that approximately half of the respondents were relatively neophytes in the PTA. The rest, however, were fairly experienced, as they have already been PTA officials for at least 3 years.

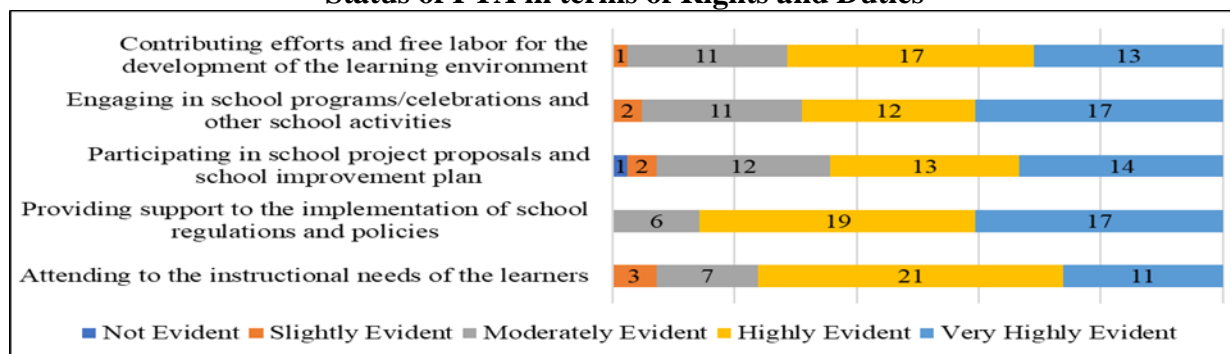
Table 2
Status of PTA in terms of Attainment of its Objectives



Of the forty - two (42) respondents, 32 indicated that the PTA’s involvement in the preparation of school development plan is either highly evident or very highly evident. Similarly, 30 respondents reported a highly or very highly evident involvement of the PTA in the maintenance, repairs and construction of school facilities and in learners’ activities and competitions. Twenty-nine respondents agreed that the PTA’s involvement in the development of

learning environment and the community is either highly or very highly evident. Noticeably, a substantially lower number of respondents (21) believed that the PTA has a highly or very highly evident active participation in school programs and activities. Comparing the number of highly and very highly evident responses across five areas in relation to the PTA’s objectives, it can be deduced that the association is engaged the most in activities related to school development such as formulating the school mission or long-term goals, setting of short-term objectives, and determining action steps for school improvement, among others. On the other hand, the PTA appears to be engaged the least in school programs and activities, as evidenced by nearly half of the respondents expressing that the association’s participation in this area was moderately evident at best.

Table 3
Status of PTA in terms of Rights and Duties



As shown, providing support to the implementation of school regulations and policies was regarded by great majority of the respondents (36) to be highly or very highly evident. Compared to other duties of the association, this duty received the greatest number of positive responses, indicating that the PTA is actively involved in establishing order and standards in the school and in promoting student discipline and accountability. Attending to the instructional needs of the learners was also of great value to the PTA, with 33 respondents appraising that this act is highly or very highly evident. The association also promotes the spirit of volunteerism through contributing free labor for the development of the learning environment. This is affirmed by 30 respondents reporting that such act is highly or very highly evident. Engaging in school programs and other activities and other activities and participating in school project proposals were also observed but at a lesser extent, as indicated by lower number of affirmative responses.

Table 4
Status of PTA in terms of Assistance to School Program

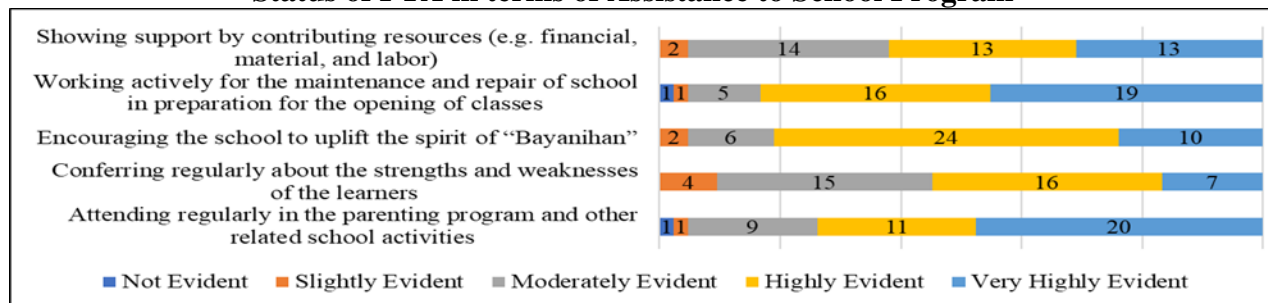


Table 4 showed that the PTA tends to be most involved when it comes to working actively for the maintenance and repair of school in preparation for the opening of classes. Supporting this observation were 35 respondents reporting that this is highly or very highly evident. At a similar extent, the PTA also places value upon teamwork and cooperation in the school community; in fact, 34 respondents appraised that the association’s act of encouraging the school to uplift the spirit of “Bayanihan” is highly or very highly evident. Attending regularly in the parenting program and other related school activities was also described by 31 respondents as highly or very highly evident. Meanwhile, the PTA’s capacity to show support by contributing resources in terms of funding, materials and labor was observable but at a much lesser extent. As regards this matter, only 26 respondents reported that it is highly or very highly evident. On the other hand, the PTA tends to be involved the least when it comes to conferring with teachers about the strengths and weaknesses of the learners; as shown, only 23 respondents claimed that this is highly or very highly evident.

Table 5
Status of PTA in terms of its Role in Community Development

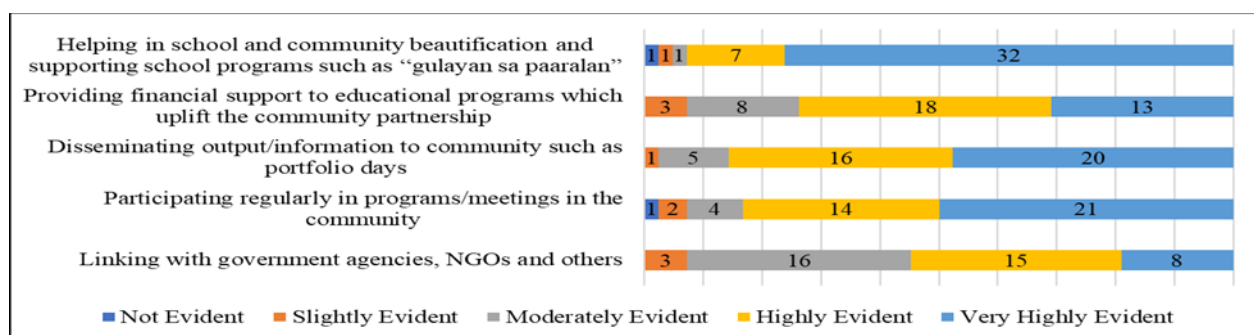


Table 5 revealed that nearly all respondents thirty - nine (39) believed that the PTA’s role in school and community beautification and in school programs such as “Gulayan sa Paaralan” is highly or very highly evident. The association’s role in disseminating important information to the community regarding school activities such as the portfolio day and in community programs and meetings are highly or very highly evident, as evidenced by 36 and 35 affirmative responses, respectively. Thirty-one (31) respondents viewed the association’s role in providing financial

support to be highly or very highly evident as well. On the contrary, the association's linkage with government agencies and NGOs appears to need strengthening, as only twenty - three (23) respondents believed that such linkage is highly or very highly evident.

Table 6
Mean Scores for the Status of PTA, both by Domain and Overall

Domain	Mean	Interpretation
1. Objectives	3.88	Attained
2. Rights and Duties	4.03	Attained
3. Assistance to School Programs	3.97	Attained
4. Role in Community Development	4.16	Attained
Overall	4.01	Attained

As shown Table 6, the respondents tended to agree that the PTA's objectives, rights and duties, assistance to school programs, and role in community development were attained despite the pandemic. It is, however, evident that the extent to which these were attained may have differed. As shown further, level of attainment of PTA's role in community development is highest among all domains, averaging 4.16. This is understandable since there was a partial disconnection between the school and the learners during the pandemic. The PTA needed to create a bridge between the school and the community to help the school convey important school information to learners and families; for instance, information concerning continuity of education through modular, online and blended learning modalities. Meanwhile, the overall mean of 4.01 indicate that the status of PTA can still be improved.

Table 7
Mann-Whitney U Test for Difference in Perceived Status of the PTA with Sex as Grouping Variable

Domains	Groups	Median	U	p-value
Attainment of Objectives	Male	4.30	38.0	0.105
	Female	3.80		
Rights and Duties	Male	4.90	31.5	0.057
	Female	4.10		
Assistance to School Programs	Male	4.30	51.0	0.329
	Female	4.00		
Community Development	Male	4.60	50.5	0.278
	Female	4.40		

The Mann-Whitney U Test results for all domains shown non-significant differences in perceived status when respondents are grouped by sex (Table 7). In other words, median scores of male and female respondents do not significantly differ. This implied that male and female

respondents have the same assessment or view of the status of the PTA, whether in terms of attainment of objectives, rights and duties, assistance to school programs, or role in community development.

Table 8
ANOVA Test for Difference in Perceived Status of PTA with Age as Grouping Variable

Domains	Mean Score by Age Group				ANOVA	
	35 years old or younger	36 to 45 years old	46 to 55 years old	56 years old or older	F ratio	p-value
Attainment of Objectives	3.83	3.89	3.57	4.30	2.163	0.108
Rights and Duties	3.83	4.17	3.77	4.43	2.206	0.103
Assistance to School Programs	4.08	3.91	3.50	4.33	2.539	0.071
Community Development	4.11	4.23	3.80	4.50	1.512	0.227

The ANOVA test results indicated that there is no significant difference in perceived status of the PTA across four age groups, whether in terms of attainment of objectives, rights and duties, assistance to school programs, or role in community development. This is evidenced by ANOVA yielding the p-values 0.108, 0.103, 0.071, and 0.227 for the four domains, respectively (Table 8). This implied the same view or assessment of the status of the PTA.

Table 9
ANOVA Test for Difference in Perceived Status of PTA with Position as Grouping Variable

Domains	F ratio	p-value
Attainment of Objectives	3.007	0.018*
Rights and Duties	1.552	0.191
Assistance to School Programs	1.334	0.268
Community Development	0.842	0.546

Note. *Significant at 0.05 level of significance

ANOVA test showed a significant result only for the domain attainment of objectives, with a p-value of 0.018 which is less than the level of significance of 0.05 (Table 9). This implied that the different PTA officials assessed the status of the PTA differently. On the other hand, the respondents have the same assessment of the status of the PTA with respect to the association's

rights and duties, assistance to school programs, and role in community development, with p-values 0.191, 0.268, and 0.546, respectively.

Table 10
Tukey Test for Attainment of Objectives

Position and Mean		Position and Mean						
		1 (4.37)	2 (3.87)	3 (3.94)	4 (4.06)	5 (3.36)	6 (3.57)	7 (3.75)
1 (4.37)	Mean difference	—	0.50	0.43	0.31	1.01	0.80	0.62
	p-value	—	0.469	0.612	0.866	0.012*	0.054	0.364
2 (3.87)	Mean difference		—	-0.07	-0.19	0.51	0.30	0.12
	p-value		—	1.000	0.990	0.564	0.921	1.000
3 (3.94)	Mean difference			—	-0.12	0.58	0.37	0.19
	p-value			—	0.999	0.359	0.774	0.994
4 (4.06)	Mean difference				—	0.70	0.49	0.31
	p-value				—	0.175	0.503	0.939
5 (3.36)	Mean difference					—	-0.21	-0.39
	p-value					—	0.990	0.872
6 (3.57)	Mean difference						—	-0.18
	p-value						—	0.996
7 (3.75)	Mean difference							—
	p-value							—

Note. *Significant at 0.05 level of significance; 1 – President, 2 – Vice President, 3 – Treasurer, 4 – Secretary, 5 – Auditor, 6 – Business Manager, 7 – Press Relation.

The Tukey test result revealed that a significant difference lies between the evaluation of presidents and the auditors. Comparing the assessments (mean scores) from these two groups, the presidents have significantly higher assessment mean score (4.37) than that of the auditors (3.36), with a p-value of 0.012 (Table 10). This further implied that the presidents have a more favorable view or perception of the status of the PTA than the auditors. On the other hand, the assessment of the presidents and the auditors do not significantly differ from those of other PTA officials.

Table 11
ANOVA Test for Differences in Perceived Status of PTA with Years of Membership as a Grouping Variable

Domains	Group Means			ANOVA	
	1 – 2 years	3 – 4 years	5 – 6 years	F ratio	p-value
Attainment of Objectives	3.83	3.85	4.09	0.616	0.545
Rights and Duties	4.06	4.03	3.94	0.093	0.911
Assistance to School Programs	4.07	3.90	3.86	0.527	0.595
Community Development	4.09	4.24	4.17	0.237	0.790

ANOVA test results shown that, when respondents are grouped according to years of membership to PTA, assessments of status of the PTA do not significantly differ across groups, with p-values 0.545, 0.911, 0.595, and 0.790 for the four domains, respectively. This means that respondents, whether experienced or novice officers, have the same assessment or view of the status of the PTA across the four domains.

IV. Conclusion

In view of the findings on the assessment of the status of the PTA, it can be concluded that the PTA had a commendable status during the pandemic. The association was able to achieve its objectives, perform according to its rights and duties, provide assistance to school programs, and fulfil its role in community development. Although the pandemic, undeniably, had its impeding or restraining effects on the operations of the school and its stakeholders, the PTA showed greater involvement in activities such as school and community beautification, implementation of school policies and regulations, dissemination of important information to from school to the community, maintenance and repair of school facilities, and community programs and meetings, among other important school-related matters. There were, however, areas in which less involvement was observed and hence need improvements; for instance, participation in school programs, communication between the PTA and the teachers concerning learners' strengths, weaknesses and needs, creation of school project proposals, and partnerships with government and non-government institutions.

V. Recommendations

The following recommendations are hereby advanced:

1. As part of the school community and a valuable stakeholder of the school, the PTA should be aware of the various school programs. The school, however, plays a vital role in informing the PTA and how the association can be involved in these programs and how they can contribute to augment the implementation of such programs. Through this, engagement of the PTA school programs may be improved.
2. The duties and responsibilities of the PTA also involve matters inside the classroom; hence, the PTA should make it a practice to communicate regularly with the teachers concerning learners' strengths and weaknesses in order to help them determine viable actions and interventions to address learners' needs. This is also particularly useful when teachers face issues that need solutions which are outside their control.
3. The PTA should intensify its collaboration with the school in the creation of project proposals. For instance, they can lead in identifying the most important projects that must be done in order to help the learners succeed in school and eventually improve education outcomes.
4. The PTA has the capacity to connect the school to the community and hence it can provide the school the opportunity to create partnerships with various external stakeholders. The PTA should make good use of this capacity to bring in many advantages. For instance, through strong partnerships with government and non-government institutions, the school can create more sources of funds to sustain many aspects of school operations and improve the delivery of education services.

A proposed action plan to further improve the status of Parent-Teacher Association (PTA) should be introduced.

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