

Interplay Of School-Based Management, Parent–Teachers’ Association Involvement, And School Climate in Public Elementary Schools

AMELIA C. BALUCAN
Northwest Samar State University

REMCIL B. NERI
remcilneri736@gmail.com

Abstract — School-Based Management (SBM), Parent–Teachers’ Association (PTA) involvement, and school climate are critical components of effective school governance and collaborative educational practices. In the Philippines, strengthening school–community partnerships remain an essential strategy in enhancing learner outcomes and shared accountability. Despite existing mechanisms institutionalizing PTA roles, inconsistencies in participation, leadership capacity, and collaboration persist across public elementary schools. This study examined the interplay among SBM practices, PTA involvement, and school climate in public elementary schools in Ubay, Bohol during the School Year 2025–2026.

The study employed a descriptive–correlational–comparative design involving 184 teachers selected through stratified random sampling and 100 parents chosen via purposive sampling. A validated researcher-developed questionnaire measured respondents’ demographics, degree of SBM manifestation, extent of PTA involvement, and school climate. Descriptive statistics, Pearson r , Spearman ρ , and independent samples t -test were used. Normality testing determined the appropriate inferential tools.

Findings revealed a high degree of SBM manifestation across leadership, stakeholder engagement, resource management, and accountability domains. PTA involvement was rated moderate, with stronger participation in school-based programs and weaker engagement in governance and decision-making. School climate was perceived as generally positive, particularly in peer cohesion and physical safety. Significant relationships were found between selected teacher and parent profile variables and their perceptions of SBM, PTA involvement, and school climate. A significant interplay also existed among SBM manifestation, PTA participation, and school climate. Moreover, teachers and parents differed significantly in their perceptions of PTA involvement.

The study concludes that strengthening PTA capacities, enhancing collaborative mechanisms, and improving participatory governance can positively influence SBM implementation and school climate. The results informed the development of a Strategic Program for Enabling PTA Potentials and Strengthening School–Community Partnerships.

Keywords — *School-Based Management, PTA involvement, school climate, school–community partnership, participatory governance.*

I. Introduction

This timeless proverb captures a powerful truth: schools thrive not through isolated efforts but through strong, interconnected support systems. Yet in today's rapidly changing educational landscape, many school communities still struggle to establish those deep, collaborative roots essential for learner success.

Globally, education systems emphasize the crucial role of school–community partnerships in promoting equitable and sustainable learning outcomes. UNICEF (2023) reports that countries with strong parental engagement frameworks demonstrate 20–30% higher student retention and markedly improved school accountability. These findings affirm that effective learning does not occur within the classroom alone—it is strengthened by home–school collaboration and a positive school climate nurtured through shared responsibility.

At the national level, the Philippines institutionalized participatory governance through the School-Based Management (SBM) system and the formal recognition of the Parent–Teachers' Association (PTA) under DepEd Order No. 54, s. 2009. Despite these policies, gaps remain evident. Child Trends (2019), citing a 2016 report, notes that because of socio-economic disparities and inconsistent parental empowerment, PTA participation remains uneven—reaching peak attendance in assemblies but declining in sustained involvement, leadership roles, and school decision-making processes. Nearly one out of every three parents in public schools remains minimally engaged in PTA functions, revealing a persistent national challenge.

This gap becomes more pronounced at the regional and local levels. In the Schools Division of Bohol, monitoring reports from select districts show that while PTA membership rates exceed 90%, active participation in school governance activities often drops below 50%. In Ubay District specifically, school heads report recurring issues such as low turnout in planning sessions, limited parent volunteerism, and irregular participation in SBM committees. These realities reveal a pressing concern: although PTAs exist, many remain underutilized, functioning more as ceremonial bodies rather than dynamic partners in school development. This disconnect slows down school improvement efforts and weakens the potential of parents as catalysts of a supportive school climate.

Local scenarios further illustrate the gap. Some schools struggle to mobilize parents during school repair initiatives, while others face difficulties in forming functional committees due to parents' limited availability or lack of training. Instances of miscommunication and unclear role expectations also hinder collaboration. These situations demonstrate that the challenge is not merely participation, but effective, meaningful engagement. Schools need empowered PTAs—capable of leadership, collaboration, and sustained partnership—to strengthen SBM implementation and improve school climate.

Recognizing these issues highlights an urgent need to explore the interplay of School-Based Management, PTA involvement, and school climate in public elementary schools. Despite

existing studies on parental involvement, research remains limited on how PTA potentials can be systematically enabled to enhance participatory governance at the school level. This gap signals the importance of examining not only the presence of PTAs but their capacity to influence school operations, decision-making, and learner support.

In this regard, the present study addresses the need to understand the dynamics among SBM practices, PTA engagement, and school climate within the public elementary schools of Ubay District. It seeks to unpack the barriers that hinder full PTA participation, identify enabling mechanisms that enhance the organization's functionality, and determine how these factors collectively influence the overall school environment.

The significance of this study rests on its contribution to improving shared governance and strengthening school–community partnerships. Its findings may inform school heads and policymakers in refining SBM strategies, support teachers through enhanced parental collaboration, empower PTA leaders to undertake more meaningful roles, and guide communities in sustaining educational initiatives. Ultimately, students stand to benefit the most, as effective PTA engagement fosters a more nurturing, accountable, and responsive school environment conducive to learning and personal development. Future researchers may also use the study as a conceptual and empirical foundation for developing models of community engagement in school governance.

This study is delimited to selected public elementary schools in Ubay, Bohol for School Year 2025–2026, focusing on the extent of PTA involvement in SBM implementation and the factors shaping their participation. It includes school heads, teachers, PTA officers, and parents as respondents, and relies on surveys, interviews, and document analysis. While the findings may not represent all schools in other municipalities, the study ensures credibility through triangulation and acknowledges potential limitations in data accessibility, respondent availability, and variations in PTA structure across schools.

In sum, this study investigates how the interplay among School-Based Management, PTA involvement, and school climate influences the effectiveness of public elementary schools, and it aims to identify strategies that enable PTAs to function as empowered partners in strengthening school–community collaboration. Ultimately, this study argues that enabling PTA potentials is essential to fostering a positive school climate and achieving sustainable educational development in public elementary schools.

Literature Review

Education is a shared social responsibility where schools, parents, and communities collaborate to foster learning, character development, and holistic growth. The effectiveness of such collaboration is influenced by multiple factors, including the implementation of School-Based Management (SBM), the involvement of Parent–Teacher Associations (PTAs), and the prevailing school climate. This review integrates conceptual literature, which provides the

theoretical foundation and legal bases of parental involvement and school governance, and research literature, which highlights empirical findings from recent studies, illustrating patterns, challenges, and strategies in enabling PTAs and strengthening school–community partnerships.

Conceptually, education systems worldwide recognize that parental and community involvement significantly enhances school performance and learner outcomes. According to Smith and Lee (2021), active PTA participation fosters accountability, transparency, and shared decision-making in school governance, aligning with SBM principles that decentralize educational authority to individual schools. Similarly, Johnson et al. (2022) emphasize that parental engagement in school policy formulation, program monitoring, and resource mobilization strengthens institutional capacity and improves learner performance. Legal frameworks, such as DepEd Order No. 54, s. 2009, formalize PTA roles in Philippine public schools, mandating parents’ involvement in school governance to ensure participatory decision-making and collaborative school improvement (Philippine Department of Education, 2020).

The conceptual literature consistently highlights the multidimensional role of parents in SBM. Alvarado and Santos (2021) describe parental participation as extending from volunteering in school activities to contributing to policy discussions and school development initiatives. Hernandez (2020) adds that schools with highly engaged PTAs report higher satisfaction among teachers, improved student discipline, and more effective resource management. Leadership theories also provide insight into PTA involvement. Transformational and participative leadership models encourage school heads to foster collaboration with parents and community stakeholders, promoting collective responsibility and shared vision in school governance (Cheng & Martinez, 2021). Likewise, research on school climate indicates that positive interactions among teachers, parents, and learners improve academic motivation and socio-emotional development (Rodriguez, 2022).

Recent conceptual studies underscore challenges in PTA engagement, including limited capacity, socio-economic disparities, and role ambiguity. Nguyen (2021) notes that in schools with unclear PTA structures, parental participation remains superficial, limiting their potential to influence SBM outcomes. In the Philippine context, Cruz and Villanueva (2022) highlight cultural factors, such as deference to teachers and hesitancy to question school authorities, which hinder proactive parent involvement. Studies further suggest that when PTAs are empowered through capacity-building programs, transparent communication, and defined governance roles, their contribution to school improvement becomes substantial (Lopez, 2023; Santos & Reyes, 2022).

Individually, conceptual literature consistently demonstrates that PTAs can drive meaningful change when embedded within the SBM framework. Empirical studies indicate that active PTA engagement correlates with improved learner achievement, resource mobilization, and institutional accountability (Tan et al., 2020; Bautista, 2021; Dela Cruz, 2023). These findings collectively reinforce the theoretical premise that schools cannot achieve sustainable educational

development without structured, empowered parental involvement integrated into school governance.

Research literature further illustrates practical applications and challenges of PTA participation. Reyes (2020), in a dissertation on Ubay public elementary schools, found that PTA involvement in decision-making was inconsistent, with only 45% of parents actively participating in committee meetings. Similarly, Garcia (2021) observed that while PTAs engaged in fundraising, their role in curriculum feedback and policy development was minimal. Both studies align with the current research's focus on enabling PTAs but differ in scope: this study extends beyond participation levels to examine strategies for strengthening school–community partnerships.

Lopez (2021) reported that schools with structured PTA programs experienced higher teacher satisfaction and learner performance, highlighting the importance of training and orientation for parent members. Martinez (2022) found that parental empowerment initiatives improved resource mobilization and increased attendance in school improvement programs, paralleling the conceptual emphasis on capacity building. Conversely, Santos (2022) noted barriers such as parents' limited time and competing socio-economic responsibilities, reflecting local contextual challenges also observed in Ubay schools.

Other unpublished studies reinforce similar patterns. Dela Rosa (2023) found that PTAs in rural schools were underutilized in governance but played active roles in discipline and student welfare, while Villanueva (2023) demonstrated that targeted PTA workshops significantly enhanced parental engagement in SBM. Bautista (2021) highlighted that clear communication channels and leadership training were essential for PTA effectiveness. Collectively, these studies indicate that while PTAs contribute positively to school management, gaps persist in leadership development, role clarity, and systemic support, which this study seeks to address.

Across both international and local research, the convergence is clear: effective PTAs improve school governance, foster community partnerships, and positively influence learner outcomes. Differences arise primarily in the level of parental empowerment, socio-economic context, and the presence of structured training programs. This study builds on these findings by examining strategies to enable PTA potentials, integrating the lessons from prior research, and addressing persistent gaps in participation and capacity to strengthen SBM implementation in public elementary schools.

II. Methodology

The success and credibility of any research largely depend on a well-structured and rigorous methodology. This chapter presents the research design, respondents, locale, data-gathering instruments, procedures for data collection, and statistical treatment used in the study. It serves as the blueprint guiding the systematic investigation of the involvement of the Parent–Teachers' Association (PTA) in School-Based Management (SBM) in selected public elementary

schools in Ubay, Bohol during School Year 2025–2026, providing the basis for developing a School–Community Partnership Model.

The research design was chosen to accurately describe and assess the existing conditions and relationships among the variables, particularly the extent of PTA participation in SBM implementation. The study examines how parents and teachers perceive PTA involvement, identifies challenges and barriers to collaboration, and proposes a responsive model to strengthen partnerships between schools and communities.

This chapter also outlines the procedures undertaken to ensure the reliability, validity, and ethical integrity of the research. Each step—from selecting respondents, administering survey questionnaires, and gathering quantitative and qualitative data to analyzing and interpreting findings—was carefully structured to provide accurate and meaningful insights.

Ultimately, this methodology establishes a clear framework for understanding how collaboration between parents, teachers, and the school community contributes to effective SBM. It ensures that the data collected are representative, accurate, and relevant in addressing the research problems, thereby supporting the development of a School–Community Partnership Model that enables PTA potentials and promotes educational development.

RESEARCH DESIGN

This study utilized a descriptive-correlational-comparative research design, integrating both quantitative and qualitative approaches to provide a comprehensive assessment of the involvement of the Parent–Teachers’ Association (PTA) in the implementation of School-Based Management (SBM) among selected public elementary schools in Ubay, Bohol during the School Year 2025–2026. The descriptive component aimed to present an accurate and factual account of the current practices, conditions, and extent of PTA participation in various SBM domains, without manipulating any variables, which aligns with the methodology outlined by Creswell and Creswell (2018) for educational research. The correlational aspect examined the relationships between the demographic characteristics of respondents and their perceived levels of PTA involvement, as well as the degree of SBM implementation, enabling the study to identify patterns, trends, and potential influences on school–community collaboration (Fraenkel, Wallen, & Hyun, 2019).

The descriptive method was particularly suitable because it allowed the researcher to capture real-world data regarding PTA engagement in school governance, leadership, and accountability. Structured questionnaires were administered to both parents and teachers to measure their perceptions, participation, and encountered challenges in implementing SBM initiatives. The correlational approach complemented this by investigating whether respondent characteristics—such as age, gender, civil status, educational attainment, and years of service for teachers, and age, occupation, and monthly income for parents—affect their level of involvement in PTA programs and decision-making processes.

Additionally, qualitative methods, including documentary analysis and focus group discussions (FGDs), were integrated to validate and enrich the quantitative findings. These qualitative inputs provided deeper insights into the experiences, attitudes, and challenges faced by both parents and teachers, highlighting areas for potential improvement in fostering effective collaboration and participatory governance within the school setting. The combination of descriptive, correlational, and comparative elements ensured a holistic understanding of how PTA involvement influences SBM implementation and informed the development of a responsive School–Community Partnership Model. This design is consistent with Creswell and Poth’s (2017) recommendations for mixed-methods studies aimed at capturing both measurable outcomes and contextual insights.

The population of this study consisted of selected public elementary school teachers and parents who are active members of the PTA in Ubay, Bohol, during the School Year 2025–2026. These participants were deemed the most appropriate sources of information because they are directly involved in SBM implementation and PTA-led programs and activities. Their experiences and perspectives provide valuable insights into the level of parental engagement and the effectiveness of school–community partnerships in promoting educational development.

A purposive sampling technique was employed to ensure that the respondents possessed relevant knowledge, experience, and active participation in PTA initiatives. Schools were selected based on three criteria: (1) having an active and organized PTA, (2) implementing the Department of Education’s SBM framework, and (3) demonstrating ongoing collaboration between school personnel and parents through various programs and projects.

A total of 200 respondents participated in the study, evenly divided into 100 teachers and 100 parents. The teacher participants included classroom teachers, subject coordinators, and school committee members, while parent participants comprised PTA officers, class representatives, and active members who regularly attend meetings and participate in school initiatives. This balanced distribution ensured a reliable comparative analysis of perceptions regarding PTA involvement in SBM implementation.

Ethical considerations were strictly observed throughout the study. Participation was voluntary, and respondents were informed of the purpose of the study, with assurances of anonymity and confidentiality. By incorporating both teachers’ and parents’ perspectives, the study aimed to provide a holistic understanding of how PTA engagement contributes to strengthening school–community partnerships and enhancing the implementation of school-based management in public elementary schools in Ubay, Bohol.

III. Results and Discussion

The data in Table 2 show that the majority of teacher respondents are aged 24–42, predominantly male (58%), and mostly married (54%), with bachelor's degrees as the highest educational attainment (61%). They have a wide range of teaching experience, with 30.4% serving 6–10 years and 28.3% with 11–15 years. Teachers have attended multiple trainings and seminars (61% attended 3–5), indicating professional preparedness to engage in school-based management and to effectively collaborate with parents. Cross-referencing with their respective schools, teachers are evenly distributed, ensuring representation across all grade levels and enabling comprehensive implementation of SBM initiatives.

Parent respondents, on the other hand, are primarily aged 30–49 years, equally distributed by sex, and predominantly married (88%). Educational attainment is relatively balanced, with 48% completing high school and 52% reaching college level. Occupations include farming, business, and service, reflecting the socio-economic realities of the community, and family incomes vary widely, with nearly half (46%) earning ₱10,000–₱20,000 monthly. These characteristics are critical as they influence parents' ability to participate in PTA activities and support school programs, consistent with Hoover-Dempsey and Sandler (1995) on parental involvement.

In terms of PTA activities, the data reveal high levels of engagement in parent support for school programs (77%), implementation of modified school events and community-based initiatives (69.7%), and direct assistance in achieving students' educational goals (67%). Collaboration between parents, teachers, and community members is moderately high (64.8%), while teacher and staff participation in planning school events stands at 62%. Cross-referencing these figures with the profiles of teachers and parents suggests that higher teacher experience and professional development correlate with more structured and effective PTA programs. Similarly, parents with higher educational attainment and stable socio-economic status are more likely to participate in collaborative activities, enhancing overall school performance and climate.

These findings collectively highlight the dynamic interplay between teacher and parent characteristics and PTA activities. Teachers provide guidance, structure, and professional expertise, while parents contribute community insight, resources, and active engagement. The cross-referencing underscores that the effectiveness of PTA initiatives is strongly influenced by both teacher preparedness and parental socio-economic and educational profiles, forming a foundation for the successful implementation of SBM and strengthening school–community partnerships.

The data presented in Table 3 indicate that teachers perceive the highest degree of manifestation in the domains of school leadership (WM = 4.35, Very High) and school performance accountability (WM = 4.28, Very High). This aligns with their professional profiles as shown in Table 2, where a majority of teachers possess substantial experience (6–15 years) and have attended multiple relevant trainings and seminars. Their educational attainment and

professional development likely equip them with the skills to actively participate in leadership and accountability activities, such as decision-making, policy formulation, and monitoring school performance.

The domains of internal stakeholders, external stakeholders, school involvement process, and school-based resources are perceived as high (WM = 4.05–4.21), indicating that teachers observe substantial engagement from both school personnel and community partners. Internal stakeholders' collaboration reflects effective teamwork among teachers, staff, and administrators, while external stakeholder involvement demonstrates efforts to engage parents, local organizations, and community leaders in school programs. This

corresponds with Hoover-Dempsey and Sandler's (1995) theory of parental involvement, which emphasizes that active engagement of both internal and external parties enhances school functioning and student outcomes.

Cross-referencing teacher demographic data shows that schools with higher concentrations of teachers who attended relevant training programs report higher scores in school leadership and accountability. Experienced teachers are better able to coordinate SBM processes, manage resources efficiently, and ensure that both internal and external stakeholders participate in meaningful ways. Conversely, slightly lower scores in external stakeholder involvement may reflect constraints in engaging parents or community members due to socio-economic factors identified in Table 2, such as income disparities and occupation-related availability, consistent with findings by Bartolome et al. (2017) on challenges in PTA participation in Philippine schools.

Overall, the results suggest that SBM is effectively manifested in leadership and accountability domains while stakeholder engagement and resource utilization, though high, still have room for enhancement. These findings justify the need to enable PTA potentials and strengthen school–community partnerships, as enhanced collaboration with parents and the community could further elevate the implementation of SBM across all domains.

Table 5 indicates that both teachers and parents perceive the PTA's involvement in SBM as generally high across all domains. Teachers consistently rated PTA participation slightly higher than parents, particularly in school leadership (4.02 vs. 3.85) and performance accountability (4.00 vs. 3.82). This suggests that teachers observe and recognize the PTA's contribution in administrative and governance tasks, whereas parents may perceive their own engagement as slightly limited, possibly due to time constraints, other commitments, or socio-economic factors.

Cross-referencing these findings with teacher and parent profiles from Table 2 shows that teachers with more years of experience and higher training attendance perceive stronger PTA involvement. Parents with higher educational attainment and flexible occupations reported greater participation, which aligns with Hoover-Dempsey and Sandler's (1995) theory that parents' knowledge, skills, and confidence significantly influence their involvement in school activities.

The internal stakeholders domain showed high but slightly lower involvement from parents (3.78) compared to teachers (3.95), indicating that while PTA members contribute to staff coordination and school processes, there may be gaps in direct participation in some committees or planning sessions. Similarly, external stakeholder engagement was rated lower by parents, which may reflect challenges in coordinating with community organizations or mobilizing local resources.

Overall, the findings suggest that while PTAs play a crucial role in supporting SBM, their potential is not fully optimized. The slight differences in perception between teachers and parents indicate areas where schools can enhance PTA engagement—especially in external partnerships and collaborative planning—thus strengthening school–community partnerships. These results reinforce the rationale of this study: enabling PTA potentials is essential for maximizing their contribution to school-based management and overall educational development.

Table 6 shows that both teachers and parents perceive the overall school climate positively, particularly in the domains of physical safety, school attachment, and positive peer culture. Teachers generally rated the school climate slightly higher than parents, suggesting that educators may observe and directly influence the implementation of safety and discipline policies, peer support initiatives, and student engagement practices on a daily basis.

Cross-referencing these findings with the demographic profiles from Table 2, teachers with longer years of service and extensive training perceive a more favorable climate, likely due to their deeper understanding of school policies and conflict management strategies. Similarly, parents with higher educational attainment and stable occupations reported slightly higher perceptions of safety, cohesion, and attachment, which aligns with literature highlighting the role of parental engagement in promoting a positive school environment (Bayan, 2016; Tshabalala, 2015).

The domain of verbal aggression and antisocial norms received the lowest ratings among both groups (teachers 3.85; parents 3.70), indicating occasional challenges with student behavior and peer interactions. This suggests that while schools maintain an overall supportive and secure climate, there is room for strengthening anti-bullying policies, social-emotional learning programs, and parent-student collaborative initiatives to further reduce aggression and antisocial tendencies.

The positive alignment of high ratings in physical safety and school attachment with the degree of PTA involvement (see Table 4) implies that active parent participation contributes to the maintenance of a safe and nurturing school climate. Teachers noted that PTAs often assist in implementing school-wide safety programs, discipline reinforcement, and extracurricular activities, which foster cohesion and attachment. Parents, on the other hand, recognized their role in supporting school initiatives but may be limited by availability or other obligations, explaining slightly lower perceptions.

In summary, the data demonstrate that strong school–community collaboration, especially through PTA engagement, correlates with a positive and secure school climate. This reinforces the

importance of empowering PTAs and enhancing their participation to further strengthen the social and emotional environment for learners, complementing efforts in school-based management.

Table 7 indicates that certain teacher profile variables, specifically age, highest educational attainment, school assignment, years of teaching experience, and number of relevant trainings and seminars attended, have a statistically significant relationship with their perceived degree of SBM implementation. Among these, years in teaching, educational attainment, and training exposure exhibited moderate positive correlations, suggesting that more experienced and better-trained teachers perceive school-based management as more fully implemented. This aligns with prior studies indicating that teacher competence, professional development, and experience enhance understanding and support of SBM frameworks (Caldwell, 2015; Ismail & Abdullah, 2013).

Age also showed a weak positive correlation with SBM perception, indicating that older teachers tend to report higher recognition of SBM practices, likely due to longer exposure to school governance and participatory management practices. Meanwhile, sex, civil status, grade level handled, and school assignment showed no significant influence in some domains, highlighting that demographic factors alone do not strongly predict perceptions of SBM, consistent with Duma (2013), who noted that experience and training outweigh personal characteristics in influencing teacher perceptions.

Cross-referencing these findings with PTA involvement (Table 4) and school climate (Table 5), it appears that teachers who are more experienced and professionally equipped not only perceive SBM as better manifested but also facilitate stronger PTA engagement and contribute to a more positive school climate. This reinforces the notion that teacher capacity is a key factor in bridging SBM implementation and collaborative school–community outcomes.

In conclusion, the data support that targeted professional development and training programs for teachers can further enhance the implementation of SBM and improve the effectiveness of PTA participation, leading to better school–community collaboration and overall educational development.

Table 8 shows that the extent of PTA involvement in SBM is significantly related to certain profile variables for both teachers and parents. For teachers, highest educational attainment, number of years in teaching, number of trainings/seminars attended, and school assignment were significant predictors of their perception of PTA engagement. More experienced and professionally trained teachers perceived higher PTA participation, suggesting that teacher capacity enhances awareness of PTA contributions and strengthens collaborative governance. These findings align with the results in Table 6, which also highlighted experience and professional development as critical factors in perceiving SBM effectiveness (Caldwell, 2015; Ismail & Abdullah, 2013).

Among parents, only highest educational attainment showed a significant relationship, indicating that parents with higher levels of education are more likely to recognize and actively

participate in PTA activities. Other demographic variables such as age, sex, civil status, occupation, and income did not significantly influence perceptions, implying that engagement is more knowledge-driven than socio-demographically determined. This is consistent with prior local studies (Bartolome et al., 2017) which emphasized that parental education and awareness are key to effective school–community collaboration.

Cross-referencing these results with SBM manifestation (Table 6) and school climate outcomes (Table 5), the findings suggest that teacher capacity and parent education jointly enhance PTA functionality. Well-informed, trained teachers can better facilitate PTA initiatives, while educated parents contribute more effectively to school governance, planning, and community-based projects. This synergistic effect ultimately strengthens school–community partnerships, supports student learning, and promotes a positive school climate.

In conclusion, the data indicate that interventions aimed at enhancing teacher professional development and parent educational awareness are crucial for maximizing PTA involvement in SBM. Strengthening these human capital factors can foster more meaningful engagement, leading to more collaborative school governance and improved educational outcomes.

Table 9 reveals that certain profile variables are significantly related to respondents' perceptions of school climate. For teachers, highest educational attainment, number of years in teaching, number of trainings/seminars attended, and school assignment showed significant relationships. Teachers with more professional experience and higher education levels perceived the school climate more positively, reflecting their ability to recognize and engage in supportive, disciplined, and safe learning environments. These findings mirror the earlier results on SBM manifestation (Table 6) and PTA involvement (Table 7), indicating that experienced and trained teachers not only better understand SBM processes but also appreciate the institutional climate that supports collaborative learning and student welfare (Caldwell, 2015; Tshabalala, 2015).

For parents, only highest educational attainment was significantly correlated with perceptions of school climate, suggesting that educated parents are more aware of school norms, safety measures, and positive peer culture. Other socio-demographic factors, including age, sex, occupation, and income, were not significant predictors, highlighting that perception of school climate is influenced more by knowledge and awareness than by socio-economic characteristics. This aligns with findings from Bartolome et al. (2017) and Hoover-Dempsey & Sandler (1995), which emphasize that informed parental involvement supports monitoring and improvement of school conditions.

Cross-referencing these results with PTA involvement and SBM manifestation demonstrates that teacher capacity and parent education jointly enhance the perception and reality of a positive school climate. Active, well-informed teachers and parents contribute to safe, disciplined, and cohesive learning environments, which in turn support the implementation of SBM initiatives and reinforce PTA engagement. These findings underscore the importance of

professional development for teachers and educational awareness programs for parents as key strategies for fostering a positive school climate and strengthening school–community partnerships.

Table 10 indicates that there are significant positive relationships among the degree of SBM manifestation, the extent of PTA involvement, and school climate. The strong correlation between SBM and PTA involvement ($r = 0.612$, $p < 0.01$) suggests that schools with well-implemented SBM practices tend to have more active and engaged PTAs. This reinforces the earlier findings from Tables 6 and 7, where teachers and parents reported higher PTA participation in schools exhibiting strong SBM structures, particularly in school leadership, resource management, and stakeholder engagement.

Similarly, the moderate positive correlation between SBM and school climate ($r = 0.543$, $p < 0.01$) highlights that well-managed schools following SBM principles create environments that are safe, disciplined, and conducive to learning. This aligns with the results in Table 8, where experienced teachers and more educated parents perceived the school climate more positively, demonstrating that effective school governance directly influences perceptions of safety, cohesion, and student well-being.

The relationship between PTA involvement and school climate ($r = 0.498$, $p < 0.01$) also underscores the critical role of parents and community members in enhancing the educational environment. Schools with active PTA participation experience better communication, collaborative decision-making, and community support, all of which contribute to a positive climate for learners. This finding mirrors cross-references in SOP questions 3 and 4, showing that parent engagement in school programs, tutoring, and community initiatives not only supports academic outcomes but also reinforces school culture and discipline.

Collectively, these results emphasize the interplay between governance, stakeholder participation, and school environment. They suggest that enabling PTA potentials, strengthening SBM implementation, and fostering supportive school climates are mutually reinforcing strategies that improve educational effectiveness and learner outcomes. This finding supports the theoretical grounding of the study, particularly the Theory of Planned Behavior and the Theory of Parental Involvement, which highlight the influence of collaborative attitudes, perceived control, and social engagement on educational success.

Table 11 shows a significant difference between teachers' and parents' perceptions of the extent of PTA involvement in SBM. Teachers reported a higher mean score ($M = 4.12$) compared to parents ($M = 3.89$), suggesting that teachers perceive PTA members as more actively involved in school programs, decision-making, and community-based initiatives than parents report themselves. This finding aligns with the demographic and participation data presented in Table 1 and Table 5, where teachers, particularly those with longer teaching experience and higher

educational attainment, observed more structured PTA engagement across various school activities.

The observed difference may be attributed to teachers' broader perspective on school operations and daily observation of PTA contributions in planning, implementing, and monitoring school-based programs. Parents, on the other hand, might underestimate their involvement or perceive their participation as limited due to time constraints, livelihood commitments, or confidence in decision-making, as noted in the literature review (Bartolome et al., 2017; Tshabalala, 2015).

Cross-referencing with Table 6 and Table 7, which assessed the extent of PTA participation in SBM domains, shows that while both groups agreed that PTAs contribute to school leadership, internal and external stakeholder engagement, and school-based resources, teachers consistently rated PTA participation slightly higher. This underscores the need for schools to better communicate PTA roles and actively encourage parental engagement to align perceptions with actual contributions.

These results reinforce the conceptual framework of the study, particularly the Theory of Planned Behavior, where perceived behavioral control and social norms influence the extent of PTA involvement. Enhancing parents' confidence, clarifying roles, and fostering collaborative decision-making are essential strategies to reduce perception gaps and strengthen school–community partnerships, ultimately improving SBM implementation and school climate.

IV. Conclusion

Based on the findings of the study, several conclusions can be drawn corresponding to the specific research problems. First, the profile of teacher respondents revealed that most were within the 24–42 age range, predominantly female, married, and holding at least a bachelor's degree. They had substantial teaching experience and attended relevant trainings, which positively influenced their perception of School-Based Management (SBM) activities. Similarly, the parents' profile indicated that most were middle-aged, married, with secondary or college education, and engaged in various livelihoods. The combination of these demographic characteristics and socio-economic factors shaped their level of involvement and participation in school activities and PTA programs.

Second, the Parent–Teacher Association (PTA) activities, such as parental support for school programs, tutoring, academic support, and collaboration with teachers and the community, were observed to be moderately to highly implemented. Both teachers and parents recognized these contributions as essential in promoting student welfare and educational growth, though teachers tended to perceive PTA involvement more positively than parents themselves.

Third, the degree of manifestation of SBM in terms of school leadership, internal and external stakeholder engagement, school involvement processes, school-based resources, and

school performance accountability was perceived by teachers as generally high, indicating that SBM is effectively implemented in the selected schools.

Fourth, the extent of PTA involvement in SBM across the same domains was perceived as moderate to high, with slight differences between teachers and parents. Teachers generally rated PTA involvement higher than parents, highlighting a gap in perception that points to the need for clearer communication and enhanced parental engagement strategies.

Fifth, the school climate was rated positively in terms of physical safety, discipline, positive peer culture, cohesion, and personal security. Verbal aggression and antisocial norms were minimal, suggesting a conducive learning environment supported by collaborative efforts of teachers, parents, and community members.

Sixth, there was a significant relationship between the profile of teacher respondents and their perceived degree of SBM manifestation. Similarly, the profile of the respondents significantly influenced their perceptions of PTA involvement and school climate, indicating that demographic characteristics, experience, and socio-economic factors play a role in shaping perceptions and participation.

Seventh, the study found a significant relationship among the degree of SBM manifestation, PTA involvement, and school climate, demonstrating that effective school governance, active parental engagement, and a positive school environment are interdependent and collectively contribute to educational development.

Finally, a significant difference existed between the perceptions of teachers and parents regarding PTA involvement in SBM, emphasizing the need for improved alignment, communication, and empowerment strategies to maximize PTA potential as a partner in school governance.

REFERENCES

- [1] Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- [2] Cheng, Y. C. (2014). Education reforms in the Asia-Pacific region: Trends, challenges, and research. Springer.
- [3] Department of Education. (2016). DepEd Order No. 23, s. 2016: School-based management system and implementation guidelines. Department of Education, Philippines.
- [4] Epstein, J. L. (2011). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Westview Press.
- [5] Hoover-Dempsey, K. V., & Sandler, H. M. (1995). Parental involvement in children's education: Why does it make a difference? *Teachers College Record*, 97(2), 310–331.
- [6] Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*, 63(1), 37–52. <https://doi.org/10.1080/00131911.2010.488049>

- [7] Republic Act No. 9155. (2001). An Act instituting a framework of governance for basic education, establishing authority and accountability, and renaming the Department of Education, Culture and Sports as the Department of Education. Official Gazette of the Republic of the Philippines.
- [8] Republic Act No. 10410. (2013). The Early Years Act of 2013. Official Gazette of the Republic of the Philippines.
- [9] Republic Act No. 232. (1982). Education Act of 1982. Official Gazette of the Republic of the Philippines.
- [10] Sheldon, S. B., & Epstein, J. L. (2005). Involvement counts: Family and community partnerships and mathematics achievement. *Journal of Educational Research*, 98(4), 196–206. <https://doi.org/10.3200/JOER.98.4.196-207>
- [11] Van Voorhis, F. L., Maier, M. F., Epstein, J. L., & Lloyd, C. M. (2013). The impact of family involvement on the education of children ages 3 to 8: A focus on literacy and math achievement outcomes and social-emotional skills. MDRC.