



## Enhancing Parent-School Partnership Through a General Parents' Orientation Program

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### Abstract

Based on Bronfenbrenner's Bioecological Systems Theory, this study seeks to assess the effectiveness of the General Parents' Orientation Program at Emilio Aguinaldo College - Manila, High School Department. The program targeted parents of Junior and Senior High School students, offering them an in-person orientation to familiarize them with school processes. Subsequently, feedback was collected from parents who attended the event via Google Forms, with 190 out of 439 participants responding. This research follows a descriptive design, with the quantitative aspect of the survey concentrating on evaluating the program's objectives, execution, and overall atmosphere. The study addresses parents' concerns and queries regarding their children's education. These concerns encompassed topics such as the voucher program, in-person class conduct, access to books and uniforms, documentation requirements, various curriculum-related issues, payment procedures, student discipline, and related matters. The study serves as a foundation for planning future events of a similar nature. Furthermore, the findings enhance services, instructional strategies, and the overall quality of education within the department, ultimately benefitting both parents and students alike.

**Keywords:** parents, parents' orientation program, Junior and Senior High School, parents and school partnership





## Introduction

Collaboration between parents and school is an essential part of a successful learning process. Parents are important factors in the success of their children's education. The support and influence they provide contribute to the student's performance in school. Attending parents' orientation program is one way to monitor and keep abreast of their children's status in school. According to With (2006), all aspects of the parent orientation program are generally positive. Parents found value in the orientation program and how it prepared them to support their children.

Research has shown that parental involvement and engagement in their children's education positively correlate with their academic and overall performance. As Sheldon (2009) stated, the importance of having parents and family members support students' efforts in school is well-known and well-documented. Research shows a positive connection between parental involvement and student achievement. Furthermore, when schools and teachers work to involve parents, studies show that they can increase student achievement.

Studies also indicate that parental involvement is most effective when viewed as a partnership between educators and parents (Emeagwali, 2009; Epstein, 2009). In addition, Durisic and Bunijevak (2017) noted that by examining parents' and teachers' perceptions, educators and parents should better understand effective parental involvement practices in promoting student achievement.

In his theory, Bronfenbrenner highlighted that if the child's parents and teachers get along and have a good relationship, this should positively affect the child's development. The interactions between the child's parents and teachers, between school peers and siblings, or if a child's parents communicate with the child's teachers, this interaction may influence the child's development (Guy-Evans, 2020).

Since it is of foremost importance that the parents be ensured of the educational setup offered by the school, the Emilio Aguinaldo College- High School Department conducted a





General Parents' Orientation Program on September 22, 2022. It is aimed at providing information on the department's curriculum, policies, services, and programs.

The program hopes to build a strong and positive relationship with the students, parents, and other stakeholders.

An evaluation was conducted afterward to assess the program's success and get an overview of the parents' general impression. Part 1 of the evaluation form focuses on the purpose, execution, and setting of the program. Part 2 of the form allows the parents to ask questions about their children's education.

Though most schools handle General Parents' Orientation programs, many articles have not been published on this topic. This study would fill the gap in the literature on the conduct of parents' orientation programs. The feedback from the evaluation would serve as a basis for the school's improvement plans and therefore improve the quality of the teaching and learning process.

## Methodology

Anchored on Bronfenbrenner's Bioecological Systems Theory (1974), this study aimed at evaluating the General Parents' Orientation Program.

The parents were presented with the: a. School's Vision and Mission; b. EAC Background; c. Faculty Roster; d. HS Administration; e. EAC Manila Administration; f. Academic Offerings; g. Facilities h. An EAC Online Learner (Document Requirements); i. Sample JHS/SHS Class Schedules; j. Brightspace Learning Management System and Google Workspace; k. JHS/SHS Grading System; l. Awards and Recognition; m. Students' Attendance & Conduct of Parent Conference; n. Support System; o. Calendar of Activities; p. SHS Voucher Program; q. JHS Educational Service Contracting (ESC); r. SHS Subject Exemption.

Toward the end, the parents were requested to answer the evaluation sheet through Google Forms. Of the 1,028 expected participants, 439 (43%) were parent attendees. Today's





parents are often preoccupied with the distractions and demands of daily life. Burdened by low income, inflexible work hours, and language barriers, some parents cannot attend school activities or regularly participate in their children's schooling (Ho, 2009).

A total of 190 parents answered and submitted the evaluation form. The survey questionnaire consists of two parts. Part 1 is a Likert type of test composed of 3 sub-scales. The (a) Purpose contains five dimensions, the (b) Execution includes 11 dimensions, and the (c) Setting has 6 items. It is based on the existing evaluation tool available in the department.

Part 2 of the instrument is a qualitative survey where parents could ask questions for clarification. The Most Frequently Asked Questions were clustered, and themes were created. The five (5) themes that emerged in the clustering of statements are a) ESC Grant and SHS Voucher; b) Face-to-Face Classes; c) Books and Uniforms; d) Documentary Requirements; and e) Other Concerns.

The qualitative part provided the department with important information to come up with lists of issues and needs as the basis for future topics for discussion. It also presented data on issues that need immediate attention.

### Results and Discussion

After consolidating the data gathered through the evaluation form distributed among the parent-respondents via Google Forms, the results are as follows. In the effort to derive meanings from the gathered data, the following legends were observed:

Grading Scale	Interpretations
3.51 - 4.00	Excellent
2.51 – 3.50	Very Satisfactory
1.51 – 2.50	Satisfactory
0.51 – 1.50	Fair
0.00 – 0.50	Poor





**Purpose**

*Table 1.*

*Evaluation of the Purpose of the HS Parents' General Orientation Program*

Indicators	Mean	Interpretation
1. Properly addresses the needs of the audience.	3.91	Excellent
2. Develops the intellectual, physical, moral, cultural, social, or emotional well-being of the audience.	3.88	Excellent
3. Challenges the audience to further research/ask thought-provoking questions.	3.77	Excellent
4. Provides the audience with appropriate and relevant information.	3.95	Excellent
5. Exemplifies the values of virtue, excellence, and service.	3.97	Excellent
Overall Mean	3.90	Excellent

Based on Table 1, the parent-respondents evaluated the orientation program's purpose as excellent as seen in the overall mean of 3.90, giving the highest rating on the following indicator: (5) Exemplifies the values of virtue, excellence, and service, with a mean score of 3.97. However, the following indicator: Challenging the audience to further research/ask thought-provoking questions, was recorded to have the lowest mean score.





**Execution**

*Table 2.*

*Evaluation of the Execution of the HS Parents' General Orientation Program*

Indicators	Mean	Interpretation
1. Attains the objective of the event through efficient utilization of time.	3.77	Excellent
2. Manages a systematic and well-organized event	3.86	Excellent
3. Stimulates positive interaction and encourages maximum participation.	3.82	Excellent
4. Handles the event effectively.	3.90	Excellent
5. Maintains peace and orderliness of the event.	3.92	Excellent
6. Follows a clear sequence that provides meaningful experiences.	3.91	Excellent
7. Starts promptly and on-time.	3.66	Excellent
8. Ends in the right time (Was not too long or too short).	3.79	Excellent
9. Deals with the audience with courtesy and fairness.	3.89	Excellent
10. Enables the audience to understand and comprehend the contents and objectives of the event.	3.92	Excellent
11. Provides answers to the concerns and sentiments of the audience.	3.87	Excellent
Overall Mean	3.84	Excellent





It could be seen from Table 2 that the parent-respondents regarded the program's execution as excellent, having an overall mean of 3.84. The following indicators: (5) Maintains peace and orderliness of the event; and (10) Enables the audience to understand and comprehend the contents and objectives of the event, both recorded as having the highest mean score of 3.92. However, dimension (7) started promptly and on time and got the lowest mean score of 3.66.

## Setting

*Table 3.*

### *Evaluation of the Setting of the HS General Parents' Orientation Program*

Indicators	Mean	Interpretation
1. Setting is appropriate for the event.	3.86	Excellent
2. Sets up clean and orderly physical environment.	3.92	Excellent
3. Stimulates positive interaction and encourages maximum participation.	3.87	Excellent
4. Provides a well-lit and well-ventilated setting.	3.93	Excellent
5. Provides an entertaining and appropriate atmosphere for the event.	3.87	Excellent
6. Provides visible directions or instructions going to the venue.	3.88	Excellent
Overall Mean	3.89	Excellent

Table 3 shows that the venue, being well-lit and well-ventilated has the highest mean score of 3.93, followed by providing an entertaining and appropriate atmosphere with a mean score of 3.87. Urlaub et al. (2016) mentioned that sufficient indoor air quality and an adequate amount of daylight support learning progress; on the other hand, insufficient physical conditions promote distraction and absence. A higher ventilation rate promotes a higher working speed,





while errors seem unaffected. Moreover, daylight in a classroom appears to increase pupils' learning progress.

### Frequently Asked Questions

The parent attendees were allowed to ask questions for issues needing clarification. The majority of the inquiries were on the ESC Grant and SHS Voucher programs; issues on face-to-face classes; books and uniforms; documentary requirements, and other related issues about the curriculum, payment procedures, student discipline, and the like. The questions were clustered, and answers were provided online. The table below shows the summary of the parents' frequently asked questions.

*Table 4.*

*Frequently Asked Questions during the HS Parents' General Orientation Program*

<b>ESC Grant and SHS Voucher</b>
1. Do qualified ESC grantees and voucher recipients still need to submit requirements?
2. Can we still apply for SHS voucher in Grade 11 even if our ESC grant in Grade 10 was forfeited?
3. When will the ESC grant and SHS voucher discount reflect on our account?
4. Can we still apply for SHS voucher?
<b>Face-to-Face Classes</b>
5. Will there be cases in which students must go to school for in-person classes?
6. When will EAC-High School implement face-to-face classes?
<b>Books &amp; Uniforms</b>
7. When will the school have enough uniforms for clients' purchase?
8. Can we purchase the books in partial?
<b>Documentary Requirements</b>







9. Will the Registrar of EAC-High School be the one to request from the students' previous school Form 137?
10. Where can we get a Request Form for Form 137?
<b>Other Concerns</b>
11. Is it still possible to transfer to another strand?
12. Is EAC-High School lenient in terms of payment of tuition fees?
13. Is it possible for the subject teachers to record their virtual classes for review of students?
14. Do you have an official account for online banking or a GCash account?
15. Will you send a copy of the material (PowerPoint presentation) that you presented during the Parents' General Orientation?
16. Is it possible for parents to initiate a parent conference?

Based on the clustered queries of the parents, it could be theorized that the major concerns of the parents are focused on the granting of the voucher program. Through the expanded Republic Act 8545 or the Government Assistance to Students and Teachers in Private Education (GASTPE), also known as the Voucher Program, the government found a solution to the need for additional student support. The questions and concerns were addressed through the messaging system disseminated through the school's official social media account.

### Recommendations

It is suggested that future studies should be conducted to determine parents' perceptions of the effectiveness of the parent orientation program and the impact the orientation has on them. In addition, other school administrators and officials may be invited to welcome the parents and share insights on EAC's Philosophy, Mission, Vision, and Objectives for the next Parents' General Orientation Programs. Since parental involvement provides an important opportunity for schools to enrich current school programs by bringing parents into the educational process, classroom orientation programs may also be conducted.





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## Profile

Dr. Juzy Laygo-Saguil is the present Program Head of the School of Teacher Education of Emilio Aguinaldo College, Manila, where she is also the concurrent High School Principal. She is a Graduate School faculty in the School of Education of Philippine Women's University, Manila, where she earned her Doctor of Philosophy in Education, majoring in Educational Management. She also earned units in Doctor of Philosophy in Educational Leadership and Management at De La Salle University, Manila. She was a part-time faculty in the Education Sciences (FES) at Philippine Normal University, Manila, where she earned her Bachelor of Elementary Education with Preschool Specialization and her Master of Education in Child Study degrees, respectively.

Dr. Saguil serves as the thesis and dissertation adviser. She is a member of various research organizations. She has published and presented research both locally and internationally and is a peer reviewer of various journal publications.

