

Volunteerism: A Parents Participation and Contribution in School Activities

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Abstract -*The goal of this research was to determine the level of parental involvement and participation in school activities for the development of students. Parents and family members benefit when they participate in their children's learning and development. Decades of research support this conclusion, indicating that family engagement is related to learner outcomes in a positive way. To comply with the integrated support system for their students, schools must form partnerships with parents and develop mutual responsibility for their students' success in the educational system. As a result, parental involvement grows, parents' efforts to support schools are encouraged, and they contribute directly to a successful educational system. Parents engage in more interaction and discussion with their children, and they are more responsive and sensitive to their children's social, emotional, and intellectual development needs. As a result, some parents volunteer to assist with school projects, while others believe such tasks are tedious or unnecessary.*

Key Words: *Volunteer, Parenting, Family Involvement, Development, Communicating, Participation*

INTRODUCTION

Many parents believe that their involvement in their children's education does not end once they enter school. Rather, they stay involved long after their children have had their first school experience, this time as critical stakeholders in their children's

formal schooling. Parental involvement typically takes the form of assisting with homework, participating in fundraising activities, attending Parent-Teacher Association (PTA) meetings, and volunteering in the classroom (Williams et al., 2002; Herrold&O'Donell, 2003). (2008).

According to Jabar (2015) and Powell et al. (2010), parents have a significant influence on their children's attitudes toward school in addition to their children's pre-literacy skills. As a result, the importance of parental involvement in children's learning cannot be overstated.

According to the Philippine Family Code (Executive Order 209), every Filipino child's parents are responsible for keeping their children in their company, supporting, educating, and instructing them through right precept and good example, and providing for their upbringing within their means. Parents are also expected to provide their children with good and wholesome educational materials, to supervise their children's activities, recreation, and association with others, to protect them from bad company, and to keep them from developing habits that are harmful to their health, studies, and morals.

MATERIALS AND METHODOLOGY

This study is limited to determining parents involvement in a learner's academic achievement. Its findings apply only to parents and their respective students enrolled at Senior Highschool of Mataas Na Kahoy National Highschool for the

2016 – 2017 school year.

Respondents included 87 parents/guardians enrolled in both Tech Voc and General Academic Strands at the study site. A random method was used to select the respondents. First, the school administrators provided a general list of students.

The students included in the study were chosen at random from the list, and their parents/guardians were notified via a letter with an attached questionnaire. The study included those who gave their consent and completed the questionnaires.

A self-administered questionnaire survey was used to determine the level of family involvement.

RESULTS AND DISCUSSION

Volunteering

The table below depicts the family's involvement in volunteering. The highest weighted means were found in Items 4, 7, and 9, with scores of 3.45, 3.42, and 3.49, respectively, all with a verbal description of "Frequently."

Item 4 was about working or collaborating with other parents to initiate or complete specific school projects. Item 7, on the other hand, investigates family participation in school-organized special events.

Meanwhile, Item 9 discusses the family's willingness to provide financial support to ensure the success of programs/projects designed for the school. Item 6 (2.10 – verbal description, Rarely) contains the item with the lowest mean. This refers to the parents' ability or willingness to work in the school as a tutor, assistant, or similar role when additional manpower is required. The low score does not necessarily indicate unwillingness, but it could be attributed to the fact that such opportunities are not always available. They may be willing to do such things, but either there is no need because the school's workforce is adequate, or such

programs are not implemented in the school where their child is enrolled.

**Table 1:
Parents Involvement in School Activities**

Areas of Involvement	Weighted Mean	Verbal Description
1. Volunteers in child's classroom	3.03	Sometimes
2. Actively participates in school-wide activities	3.32	Sometimes
3. Attends class trips/activities	2.65	Sometimes
4. Works with other parents on certain school projects/programs	3.45	Often
5. Helps in the conduct of fundraising activities in the school	3.02	Sometimes
6. Works in the school as an aide, parent tutor, parent volunteer, assistant teacher, assistant librarian, or other such jobs	2.10	Rarely
7. Attends Christmas parties, family day, birthday parties organized at/by the school.	3.42	Often
8. Takes and does at home some tasks assigned by the teacher related to school matters	3.10	Sometimes
9. Provides financial assistance, as necessary, to support certain classroom projects	3.49	Often
10. Always allocates time or ensures availability in case help is needed by the teachers or co-parents at school	3.28	Sometimes
OVERALL INVOLVEMENT	3.09	Sometimes

*Legend:
1.00 to 1.79 – Never; 1.80 to 2.59 – Rarely; 2.60 to 3.39 – Sometimes; 3.40 to 4.19 – Often; 4.20 to 5.00 – Always*

In their study "Barriers to parental involvement in education: An explanatory model," Hornby and Lafaele (2011) presented an intriguing point of view. According to their publication, parents' perceptions of how teachers value their participation have a significant impact on their

willingness to participate. When parents believe that their involvement is not valued by teachers or schools, they are less likely to participate. Teachers who have a positive, facilitating attitude toward involving parents, on the other hand, encourage more parents to become involved and thus increase the effectiveness of such involvement.

Finally, the parent's confidence in his or her own abilities may influence his or her level of involvement. For example, parents who did not finish high school may be hesitant to assist their children with homework once they enter secondary school. Furthermore, parents without university degrees may feel inferior to teachers who they know are better qualified than them and thus be hesitant to collaborate closely with teachers (Green et al. 2007).

Attending school activities has a positive impact on one's health, social life, and the environment. According to my experience, the majority of these activities involve making physical efforts, such as cleaning the school environment and constructing some tools/infrastructures for learning. When parents participate in and volunteer for such activities, they have the opportunity to perform physical tasks that may improve their fitness. Furthermore, social interaction between co-parents and teachers has been shown to promote positive social health and wellbeing. The environment improves as a result of such activities being carried out on a regular basis. In the long run, when parents and teachers have positive social relationships, it is the children who benefit the most. Their self-esteem may improve, their school environment may become greener and cleaner, and communication between parents and teachers may improve.

The significance of involving parents in their children's school activities and education cannot be overstated. In Jennings and Bosch (2011:3), Pushor and Ruitenberg (2005) define parental involvement as "...enabling parents to take their place alongside educators in the schooling of their children, fitting together their knowledge of children, teaching, and learning." This involvement

represents a collaborative approach to children's education.

CONCLUSION AND RECOMMENDATION

There is a willingness among parents/guardians to assist, whether financially or by providing physical labor, to ensure the completion or success of school-related programs and projects. They do not, however, usually participate in tasks that could lead to them being assigned as substitute teachers, tutors, or other similar roles at school. Programs may be developed with the goal of increasing parental/family involvement in school-based activities. Such programs may include, but are not limited to, a) a parent serving as a teacher for a day; b) a family day celebration; and c) recognizing parents who demonstrate willingness and volunteerism in school activities.

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