

Intensifying PTA Involvement for Optimal School Performance

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Abstract. This research examined the level of Parent-Teacher Association (PTA) involvement and its relationship with school performance at San Miguel Central Elementary School in the San Miguel District, Division of Bohol, during School Year 2025–2026. The study employed a descriptive-correlational research design involving teachers and parents as respondents and utilized an adapted and modified questionnaire to gather the necessary data. PTA involvement was assessed in terms of objectives, commitment, school affairs, facilities, equipment and ground improvement, and pupils' development. In contrast, school performance was evaluated based on projects, awards and recognition, and safety and security. Descriptive statistics and Pearson Product-Moment Correlation were used to analyze the data. The findings revealed that both teachers and parents generally perceived PTA involvement positively, with teachers consistently reporting higher levels of agreement across all dimensions. Likewise, school performance was positively evaluated in terms of projects, awards and recognition, and safety and security. Correlation analysis further revealed a significant relationship between PTA involvement and school performance. Despite these positive findings, the study identified several concerns affecting PTA participation, including low meeting attendance, time constraints, differing perspectives in decision-making, inconsistent cooperation, and issues related to accountability and project implementation. Based on these findings, the study recommends implementing a PTA Collaborative Engagement Plan to strengthen stakeholder participation through enhanced school-home communication, inclusive decision-making, increased parental involvement, and sustained collaboration among teachers, parents, and school administrators to support continuous school improvement through stronger partnerships among school stakeholders.

Keywords: Collaborative Engagement Plan; Division of Bohol; Parent-Teacher Association (PTA); PTA Involvement; School Performance

Introduction

Empirical research increasingly highlights the critical role of formal parent–school partnerships, such as Parent-Teacher Associations (PTAs), in shaping student academic achievement. A 2024 study investigating PTSA involvement in primary schools in Ethiopia found a statistically significant relationship between PTA engagement and student academic success, with learning engagement mediating this association, suggesting that when parents, teachers, and students collaborate through structured associations, school attendance, engagement, and performance improve significantly (Berhanu & Naidoo, 2024). Building on this evidence, quantitative research from Malaysia underscores the direct influence of PTA support on students' academic outcomes. In secondary schools in Sabah, Parent-Teacher Association support was a positive predictor of students' academic achievement. It also enhanced teacher quality—with teacher quality mediating the impact of PTA involvement on student outcomes—affirming that organized parent engagement contributes to both instructional efficacy and measurable student success (Rudin et al., 2025).

Parent involvement has also been broadly linked to academic engagement and performance across multiple contexts. Recent literature shows that active parental participation in school activities, communication, and decision-making correlates with enhanced academic motivation and positive school attitudes, reinforcing that PTAs provide a vital platform for such engagement (Cubar & Libradilla, 2026). Despite the overwhelming evidence supporting parental engagement, some studies find varying degrees of involvement across contexts. For example, research on parent involvement outcomes shows that factors such as scheduling constraints and communication barriers can limit effective monitoring of student performance,

including PTA involvement, highlighting the importance of strengthening PTA structures to overcome these obstacles and maximize academic benefits (Gruezo & Marquez, 2025).

In addition, recent research demonstrates that parental involvement is observable and meaningful within school contexts, including in performance monitoring, support for home-based learning, and participation in school events, all dimensions often coordinated through PTA mechanisms. Teachers reported that parent–teacher communication and responsiveness significantly contribute to performance monitoring, positioning PTAs as essential forums for sustaining these positive practices (Gruezo & Marquez, 2025).

Moreover, a 2025 local investigation of PTA involvement in the Maasin City Division revealed a moderate positive correlation between PTA engagement and school performance indicators such as awards, projects, and safety measures, underscoring that when PTAs are active, schools are better positioned to foster environments conducive to learning and achievement (Sacro, 2025). Evidence from broader studies in the Philippine context also supports the argument for enhancing PTA efforts: surveys of parental involvement, which are often facilitated by PTA activities, are associated with better academic outcomes, highlighting the need for official channels for cooperation (Escol & Alcopra, 2024).

Taken together, both international and local empirical studies suggest that intensifying PTA involvement is a promising strategy for optimizing school performance outcomes. By institutionalizing parent engagement, improving communication channels, and strategically leveraging PTA resources, schools can enhance instructional quality, increase student engagement, and ultimately drive academic success for diverse student populations a compelling rationale for prioritizing PTAs in educational policy and practice.

Despite the growing body of research emphasizing the importance of PTA involvement in supporting educational outcomes, limited studies have examined how PTA involvement across specific dimensions, including objectives, commitment, school affairs, facilities, equipment and ground improvement, and pupils' development, relates to broader indicators of school performance such as projects, awards and recognition, and safety and security. Moreover, existing studies have largely focused on academic achievement and student outcomes, leaving a need to further explore PTA involvement as a contributor to overall school improvement within specific local school contexts. In particular, limited empirical evidence is available regarding PTA involvement and school performance in San Miguel Central Elementary School, San Miguel District, Division of Bohol. Thus, this study aims to address this gap by examining the level of PTA involvement and its relationship with school performance, providing evidence that may support strengthened stakeholder collaboration and school improvement initiatives.

Research Questions

This research assessed the level of PTA involvement and school performance at San Miguel Central Elementary School in the San Miguel District of the Division of Bohol during School Year 2025–2026, as a basis for the Collaborative Engagement Plan.

It specifically aimed to address the following questions:

1. As perceived by the respondent groups, what is the level of involvement of the PTA in terms of the following:
 - 1.1. objective;
 - 1.2. commitment;
 - 1.3. school affairs;
 - 1.4. facilities, equipment, and ground improvements, and
 - 1.5. pupils' development?
2. What is the level of school performance intensified through PTA involvement as regards:
 - 2.1. projects;
 - 2.2. awards and recognition; and
 - 2.3. safety and security?
3. Is there a significant relationship between the level of PTA involvement and school performance?
4. What are the issues and concerns associated with PTA involvement in school performance?
5. Based on the findings, what PTA collaborative engagement plan for school performance can be intensified?

Scope and Delimitation of the Study

This study focused on determining the level of Parent-Teacher Association (PTA) involvement and its relationship to school performance at San Miguel Central Elementary School in the San Miguel District, Division of Bohol, during School Year 2025–2026. Specifically, the study examined PTA involvement in terms of objectives, commitment, school affairs, facilities, equipment, and ground improvement, and pupils' development and school performance, in relation to projects, awards and recognition, and safety and

security. The study employed a descriptive-correlational research design and collected data from teachers and parents using an adapted survey questionnaire. The findings of the study are limited to the respondents and the research locale covered by the investigation. Consequently, the results may not be generalized to other schools or educational settings that differ in context, population, or organizational practices.

Literature Review

Parent-Teacher Association (PTA) Involvement

Recent empirical research supports this framework's relevance to academic performance: a 2025 quantitative study in Hong Kong found that primary school students whose families provided strong parenting support, effective school communication, and active home learning engagement demonstrated significantly higher academic performance, suggesting that each type of involvement contributes distinctly to student success (Fullard, 2025). Similarly, a 2024 scoping review highlighted how implementing this framework in K-12 communication strategies, particularly during periods of disruption such as the pandemic, improved trust, collaboration, and educational outcomes, underscoring Epstein's framework as a comprehensive guide for parent-school collaboration in diverse contexts (Li et al., 2024). Findings from recent intervention studies also point to mechanisms through which parental involvement improves school performance by enhancing students' cognitive competence, motivation, and school connectedness. Parental involvement activities have also been found to foster increased student self-efficacy and stronger student-teacher relationships, both of which are significant predictors of academic success (Akindipe, 2025). Kim (2022) further reported in a second-order meta-analysis that parental involvement is positively associated with student achievement. Likewise, Berhanu and Naidoo (2024) found that Parent-Teacher and Student Association (PTSA) involvement was significantly associated with academic achievement and learning engagement. These findings suggest that PTA involvement operates not only through direct parental participation but also through relational mechanisms that connect families, schools, and communities.

Social Capital and Parent-School Partnerships

In educational research, social capital has consistently been found to strengthen academic success through parental engagement, reciprocal support, and network resources (Yang et al., 2023). A 2025 case study in Nepal demonstrated that socially advantaged families with stronger school-community networks were more able to influence school governance and support academic progress, while economically constrained families experienced barriers to meaningful involvement, indicating that social capital dynamics shape the effectiveness of parental engagement and, by extension, student performance (Pant & Pant, 2025). Complementing this, research on family and school social capital interactions found that parental support and positive school social environments independently and jointly predict higher average grades, learning motivation, and satisfaction, which are core elements of academic success (Mieziene et al., 2022).

Parent Engagement and School Performance

A Ugandan study found that dimensions of parent engagement, such as parenting practices, home-based learning, and volunteering, collectively predicted significant improvements in students' academic performance, highlighting that each component of parental involvement contributes synergistically to performance outcomes (Mugumya et al., 2022). The study further found that supportive home environments and effective communication are key factors that enhance students' learning outcomes.

Stakeholder Participation in School Improvement

A 2024 content analysis of stakeholder engagement in education found growing interest in educational research on stakeholder participation, noting its importance in shaping equitable and sustainable educational environments (Yihong et al., 2024). Complementary studies examining school stakeholders, including parents, teachers, and administrators, indicated that collaborative responsibilities and inclusive decision-making align with shared goals and can influence school improvement practices. However, the direct relationship with academic performance may vary across contexts (Lopez, 2025). In the Philippine context, ongoing research exploring PTA involvement and school performance underscored that multi-stakeholder engagement provides diverse resources and perspectives that, when integrated, contribute to a more conducive learning environment and enhanced academic outcomes (Sacro, 2025).

Effective Schools and PTA Involvement

Recent evidence supports the relationship between school effectiveness and parental involvement. Delgado-Galindo et al. (2024) found that highly effective schools were distinguished from less effective schools by stronger parental involvement, better parent-school communication, and better functioning

parent associations. Similarly, Smith et al. (2021) reported that principal leadership is positively associated with family engagement. Further findings showed that collegial principal leadership predicted stronger family engagement, while highly effective schools demonstrated better Parent-Teacher Association functioning than schools with lower effectiveness (Smith et al., 2021; Delgado-Galindo et al., 2024).

Community Partnerships and School Development

Maier and Rivera-Rodriguez (2023) described community schools as a strategy that depends on coordinated leadership and community participation, emphasizing family partnership as an essential component of school improvement. Germain et al. (2024) found that community schools reduce chronic absenteeism by organizing supports for students and families and by creating conditions that promote learning and well-being. The study highlighted the importance of identifying family needs, strengthening communication, and connecting schools with community resources to support student success. Similarly, Swain et al. (2025) reported that California community schools had lower rates of chronic absenteeism and suspensions and improved academic achievement. The study also identified family engagement as a core pillar of community schools, strengthening both attendance and learning support at home.

Although previous studies have consistently demonstrated that parental involvement, stakeholder collaboration, and community partnerships contribute positively to student outcomes and school effectiveness, limited empirical research has comprehensively examined how the different dimensions of PTA involvement—particularly objectives, commitment, school affairs, facilities, equipment and ground improvement, and pupils' development—relate to school performance in terms of projects, awards and recognition, and safety and security. Moreover, while existing studies have provided valuable evidence from various international and Philippine educational settings, there remains limited published evidence examining these relationships within the context of public elementary schools in the Division of Bohol. This gap highlights the need to investigate PTA involvement in San Miguel Central Elementary School to determine how its different dimensions influence school performance. By providing localized empirical evidence, the present study contributes to the existing body of knowledge. It offers a basis for developing a PTA Collaborative Engagement Plan that may assist school administrators, teachers, parents, and other stakeholders in strengthening family-school partnerships and improving school performance outcomes.

PTA Collaborative Engagement Plan

The PTA Collaborative Engagement Plan is the proposed output of the study, designed to provide a structured approach to strengthening the partnership among parents, teachers, school administrators, and other stakeholders to improve school performance outcomes. The plan serves as a strategic mechanism to transform PTA involvement from a traditional participation-based role into a more active, collaborative, and sustainable partnership that supports learners' academic, social, and developmental needs (Mugumya, 2025). Anchored on the principles of shared responsibility, stakeholder participation, and collaborative governance, the plan focuses on developing initiatives that enhance communication, encourage active parental participation, strengthen volunteer involvement, and promote shared decision-making between the school and the PTA. Through these collaborative strategies, the plan aims to address existing gaps in parental engagement and to create a supportive school environment in which stakeholders work collectively toward common educational goals (Yihong et al., 2024). The PTA Collaborative Engagement Plan consists of strategic actions that may include strengthening school-home communication channels, conducting capacity-building activities for parents and PTA members, establishing collaborative school programs, encouraging community and stakeholder participation, and implementing monitoring mechanisms to assess the effectiveness of PTA initiatives. These components are designed to ensure that PTA involvement becomes organized, responsive, and aligned with the needs and priorities of the school community (Lopez, 2025). Furthermore, the plan recognizes that improved school performance outcomes require continuous cooperation among stakeholders. By fostering stronger relationships between parents and schools, the PTA Collaborative Engagement Plan aims to promote greater accountability, resource sharing, and collective action that contribute to improved student learning experiences and overall school development (Sacro, 2025). Thus, the PTA Collaborative Engagement Plan serves as a practical framework that translates the study's theoretical foundations, legal bases, and research findings into actionable strategies to intensify PTA involvement and achieve optimal school performance outcomes (Swain et al., 2025).

Methodology

Research Design

The study employed a descriptive-survey research design to gather data on the level of involvement of the Parent-Teacher Association (PTA) and school performance at San Miguel Central Elementary School in the San Miguel District of the Division of Bohol. Given that the research methodology was survey-based, this design was deemed appropriate for the investigation. Statistical techniques, including percentages, frequencies, weighted means, standard deviations, and Pearson correlation coefficients, were applied to analyze the data. Additionally, the study aimed to identify significant correlations among the variables, thereby enhancing the relevance and appropriateness of the chosen research design.

Research Locale

The study was conducted at San Miguel Central Elementary School in the San Miguel District of the Division of Bohol. The school serves learners from Poblacion and nearby barangays and offers a complete Kindergarten-to-Grade 6 curriculum, including Special Education (SPED) programs. It was selected as the research locale due to the active involvement of school stakeholders, particularly the PTA, which provides an appropriate setting for examining PTA involvement and school performance outcomes.

Research Participants

The participants of the study were 50 stakeholders from San Miguel Central Elementary School, consisting of one (1) school head, twenty-nine (29) teachers, and twenty (20) parents. These participants were selected to provide varied perspectives regarding the level of Parent-Teacher Association (PTA) involvement and its relationship with school performance outcomes. The inclusion of the school head, teachers, and parents enabled the study to gather insights from different stakeholder groups involved in the school community. Of the total respondents, the school head represented 2%, the 29 teachers comprised 58%, and the 20 parents accounted for 40% of the sample. The distribution of respondents reflects the participation of key members of the school community, with teachers providing perspectives from the educational setting and parents contributing insights from the home and family environment. The inclusion of these stakeholder groups allowed for a broader and more comprehensive examination of PTA involvement and its relationship with school performance, ensuring that the study considered diverse experiences and perspectives within the school community.

Research Instrument

The research instrument was divided into three sections: the demographic profile of the respondents, a survey for teachers and parents, and a section assessing PTA involvement and school performance. The first section of the questionnaire gathered the demographic profile of the teachers, including their age, gender, highest educational attainment, years of service, and the number of relevant trainings, seminars, and workshops attended. It also collected the parents' demographic profile, including their age, gender, occupation, monthly family income, and number of siblings. The second section of the questionnaire focused on PTA involvement and school performance. The instrument was adapted from Edwin's (2022) study, titled Implementation of Parent-Teacher Association (PTA) Projects in Selected Public Elementary Schools in Batangas City.

Data Gathering Procedure

An approval letter was initially submitted to the school principal of San Miguel Central Elementary School to request permission to conduct the study. Upon receiving approval, a link to the questionnaire was provided to the respondents. They were given approximately 20–30 minutes to complete the questionnaire. After the data were collected, they were forwarded to a statistician for analysis. The results were then presented, analyzed, and interpreted under the guidance of the research adviser. Finally, a draft of the study was submitted for final review and the necessary revisions.

Results and Discussions

Research Question 1: As perceived by the respondent groups, what is the level of involvement of the PTA in terms of objective, commitment, school affairs, facilities, equipment, and ground improvements, and pupils' development?

Table 1. Objectives as Perceived by the Respondents

Indicators	Teachers			Parents		
	WM	SD	VI	WM	SD	VI
1. Assist parents, teachers, and students in ensuring that all students are treated in accordance with the school's philosophy	4.70	0.359	SA	4.20	0.301	A
2. Create a forum to share ideas, discuss problems, and come up with solutions	4.60	0.345	SA	4.00	0.286	A
3. Ensure that parents have access to the information they need regarding their children's education at school and in the community	4.73	0.364	SA	3.95	0.284	A
4. Help in the fundraising for the school and the Parents Association, the Principal and the Board of Management were consulted	4.73	0.364	SA	4.15	0.297	A
5. Develop positive relationships between the school and families that are beneficial to the school community's well-being (students, parents, staff, and faculty)	4.73	0.364	SA	3.90	0.281	A
6. Provide the community with fun and friendly activities and celebrations throughout the year	4.67	0.355	SA	4.00	0.286	A
7. Establish a shared understanding of the goals and challenges of children's education	4.63	0.350	SA	4.10	0.293	A
8. Develop a positive perspective of parents through efficient coordination with the parent representatives on the Board of Management	4.67	0.355	SA	4.15	0.297	A
9. Assist parents in their role as parenting is the most important job in the world, for which they receive no training	4.60	0.345	SA	4.10	0.293	A
Average Mean	4.67	0.356	SA	4.06	0.291	SA

Teachers consistently rated all objectives very highly, with mean scores ranging from 4.60 to 4.73 on a 5-point scale. All indicators fall into the "Strongly Agree (SA)" category, indicating that teachers recognize and highly value these objectives. The lowest-rated item (WM = 4.60) concerns creating forums for sharing ideas and assisting parents in their parenting role, while the highest-rated indicators (WM = 4.73) include ensuring access to educational information, assisting with fundraising, and developing positive relationships with families. The mean of 4.67 (SD = 0.356) indicates a strong consensus among teachers regarding the significance of stakeholder involvement in achieving these objectives.

Parents also agreed with all objectives, though their mean scores were slightly lower, ranging from 3.90 to 4.20, corresponding to the "Agree (A)" category. The lowest-rated item (WM = 3.90) reflects developing positive relationships beneficial to the school community's well-being, suggesting that some parents perceive room for improvement in this area. The highest-rated indicators (WM = 4.20 and 4.15) were ensuring students are treated according to the school's philosophy and involvement in fundraising and coordination with parent representatives, indicating that parents appreciate transparency, collaboration, and active participation. The mean score of 4.06 (SD = 0.291) indicates that, overall, parents perceive stakeholder involvement positively, though not as strongly as teachers.

The data reveal a slight discrepancy between teachers and parents in the strength of their perceptions of the objectives. Teachers consistently rated each objective higher than parents did, suggesting they may feel more confident in the implementation and effectiveness of stakeholder involvement strategies. Parents, while generally supportive, may experience limitations in their engagement or access to information, as reflected in the slightly lower scores. Nevertheless, both groups recognize the importance of collaboration, communication, and community activities in supporting student development.

Overall, the data indicate that both teachers and parents acknowledge the significance of stakeholder involvement in the school. Teachers show stronger alignment with these objectives, while parents agree with the goals but identify potential areas for enhancing communication, relationship-building, and shared understanding. This highlights the need for continued efforts to bridge any gaps between teachers' initiatives and parents' experiences in school activities.

PTA involvement is reflected in how well parents understand the school's goals and how consistently they support programs designed to meet those goals. Aleksić et al. (2024) emphasized that goal-oriented communication between parents and educators is shaped by positive educator attitudes and parent involvement, which means PTA commitment becomes stronger when parents are clearly included in purposeful school communication.

Table 2. Commitment as Perceived by the Respondents

Indicators	Teachers			Parents		
	WM	SD	VI	WM	SD	VI
1. Dedicate oneself to the health and well-being of children and their educational success through strong family and community engagement	4.70	0.359	SA	4.40	0.321	SA
2. Uplift school and community relations	4.60	0.345	SA	4.30	0.310	SA
3. Possess good moral character and become a good role model not only on the school campus but also in the whole society	4.70	0.359	SA	4.40	0.321	SA
4. Become an aid in the implementation of the school policies	4.67	0.355	SA	4.35	0.315	SA
5. Work harmoniously to achieve its goals	4.70	0.359	SA	4.45	0.327	SA
6. Initiate to do all the assigned tasks and responsibilities	4.70	0.359	SA	4.35	0.315	SA
7. Exert effort and do what one can to help in the association	4.70	0.359	SA	4.35	0.315	SA
8. Find time to always get involved in different projects and activities	4.63	0.350	SA	4.30	0.310	SA
Average Mean	4.68	0.356	SA	4.36	0.317	SA

Teachers rated all commitment indicators very highly, with mean scores ranging from 4.60 to 4.70, all falling under the "Strongly Agree (SA)" category. The highest ratings (WM = 4.70) were assigned to dedication to children's well-being, serving as role models, teamwork, initiative, and effort in helping the association. The slightly lower rating (WM = 4.63) was for consistent involvement in projects and activities. Nevertheless, all indicators remained within the "Strongly Agree" category. The average mean of 4.68 (SD = 0.356) confirms a strong level of commitment among teachers toward their professional and community responsibilities.

On the other hand, parents also expressed strong commitment, with mean scores ranging from 4.30 to 4.45, corresponding to the "Strongly Agree (SA)" category. The highest-rated indicator (WM = 4.45) was working harmoniously to achieve goals, reflecting parents' positive perception of collaboration in achieving school objectives. The relatively lower ratings were observed in initiating assigned tasks and consistently participating in activities (WM = 4.30–4.35), although these indicators likewise remained within the "Strongly Agree" category. The average of 4.36 (SD = 0.317) indicates a high level of commitment among parent respondents.

The findings show that both teachers and parents demonstrated strong commitment to school and community engagement. Teachers consistently reported slightly higher mean scores than parents across all indicators, although both groups expressed strong agreement regarding their commitment to supporting school programs and student development. The consistently high ratings suggest a shared recognition of the importance of active participation and collaboration in achieving educational goals.

These findings are supported by Smith et al. (2021), who found that collegial principal leadership was positively associated with family engagement and predicted stronger end-of-year family engagement. This underscores the importance of collaborative school leadership and shared commitment in fostering meaningful partnerships between schools and families.

Table 3. School Affairs as Perceived by the Respondents

Indicators	Teachers			Parents		
	WM	SD	VI	WM	SD	VI
1. Inform the members regarding current changes in the school system if the need arises	4.63	0.350	SA	4.35	0.315	SA
2. Provide care to the school environment	4.73	0.364	SA	4.35	0.315	SA
3. Support and cooperate with teaching staff in delivering the school curriculum	4.63	0.350	SA	4.25	0.305	SA
4. Participate in decision-making about school improvement and pupil development	4.70	0.359	SA	4.05	0.289	A
5. Present the views of parents/guardians of the school	4.63	0.350	SA	4.30	0.310	SA
6. Offer solutions to whatever problems related to pupils' development/education	4.67	0.355	SA	4.20	0.301	A
7. Encourage parents' involvement in any school activities	4.70	0.359	SA	4.05	0.289	A
Average Mean	4.67	0.355	SA	4.22	0.304	SA

Teachers rated all indicators very highly, with mean scores ranging from 4.63 to 4.73, all falling under the "Strongly Agree (SA)" category. The highest-rated item (WM = 4.73) was providing care for the school environment, reflecting teachers' strong agreement on the importance of maintaining a supportive and safe learning environment. Indicators related to participation in decision-making and the encouragement of parental involvement were also rated highly (WM = 4.70), indicating that teachers highly value collaborative engagement in school affairs. The average mean of 4.67 (SD = 0.355) confirms a strong level of agreement among teachers regarding their involvement in supporting pupil development and school improvement.

Parents likewise expressed positive perceptions of these indicators, with mean scores ranging from 4.05 to 4.35, all interpreted as "Strongly Agree (SA)." The highest-rated indicators (WM = 4.35) were being informed of changes in the school system and providing care for the school environment, suggesting that parents highly value effective communication and active participation in maintaining the school environment. The relatively lower ratings (WM = 4.05) were observed in participation in decision-making and encouraging other parents' involvement, although these indicators also remained within the "Strongly Agree" category. The average of 4.22 (SD = 0.304) indicates an overall positive perception of parents regarding their involvement in school affairs.

The findings show that both teachers and parents highly value involvement in school affairs. Teachers consistently reported higher mean scores than parents across all indicators, although both groups expressed strong agreement on the importance of stakeholder participation in supporting school improvement and student development. The relatively low ratings among parents for decision-making and encouraging the involvement of other parents suggest opportunities further to strengthen parent participation and collaboration in school activities.

These findings are supported by Delgado-Galindo et al. (2024), who found that highly effective schools were characterized by stronger parental involvement, better parent-school communication, and more effective parent associations. Similarly, Mulokozi and Boniface (2025) reported that parents' participation in school meetings enhances their understanding of students' performance and school conditions, highlighting the importance of active parental involvement in promoting shared governance and school improvement.

Table 4. Facilities, Equipment, and Ground Improvement as Perceived by the Respondents

Indicators	Teachers			Parents		
	WM	SD	VI	WM	SD	VI
1. Involvement in contests and other fundraising drives to provide facilities like drinking and washing facilities, shades, benches, and others.	4.60	0.345	SA	4.20	0.301	A
2. Maintaining the cleanliness and orderliness of the school by means of providing trash cans, brooms, dustpans, doormats, and scrubs	4.67	0.355	SA	4.10	0.293	A

3.	Donating bookshelves and instructional materials for classroom development	4.40	0.321	SA	4.20	0.301	A
4.	Development of the school agriculture area for school garden, individual and communal plots, garden house, compost pit/heap, etc.	4.63	0.350	SA	4.15	0.297	A
5.	Creation of a natural area outside the building as an extension for conducting remedial teaching.	4.47	0.329	SA	4.10	0.293	A
Average Mean		4.55	0.340	SA	4.15	0.297	A

Teachers consistently rated all indicators in the “Strongly Agree (SA)” category, with mean scores ranging from 4.40 to 4.67. The highest-rated item (WM = 4.67) was the provision of essential cleaning tools to maintain cleanliness and orderliness, indicating teachers’ strong agreement on the importance of maintaining a safe and orderly learning environment. Other indicators, such as participation in fundraising drives (WM = 4.60) and the development of agricultural areas (WM = 4.63), also received high ratings, reflecting teachers’ positive perceptions of initiatives that support school facilities and learning environments. The average mean of 4.55 (SD = 0.340) indicates a high level of agreement among teachers regarding their involvement in improving school facilities, equipment, and grounds.

On the other hand, parents’ ratings ranged from 4.10 to 4.20, corresponding to the “Agree (A)” category. The highest-rated indicators (WM = 4.20) were participation in contests or fundraising drives and the donation of instructional materials, reflecting parents’ positive perceptions of contributing to school improvement. The relatively lower ratings (WM = 4.10) were observed for maintaining cleanliness and creating natural learning areas, although these indicators also remained within the “Agree” category. The average mean of 4.15 (SD = 0.297) indicates that parents generally viewed their involvement in facilities, equipment, and ground improvement positively.

The findings show that both teachers and parents recognized the importance of contributing to the improvement of school facilities, equipment, and grounds. Teachers consistently reported higher mean scores than parents across all indicators, although both groups expressed positive perceptions of stakeholder involvement in this area. The relatively low ratings among parents suggest opportunities to strengthen further parental participation in activities that support the development and maintenance of the school environment.

These findings are supported by Tefera (2024), who emphasized that effective stakeholder engagement in school improvement programs facilitates the mobilization of resources needed to enhance school facilities. Such collaborative efforts help improve the learning environment while fostering a shared sense of responsibility among school stakeholders.

Table 5. Pupils' Development as Perceived by the Respondents

Indicators	Teachers			Parents		
	WM	SD	VI	WM	SD	VI
1. Supporting the pupils during activities such as school intramurals, district intramurals, and even in national events	4.63	0.350	SA	4.45	0.327	SA
2. Improvement of classroom structures and fixtures	4.63	0.350	SA	4.45	0.327	SA
3. Acquisition of different curriculum and instructional materials, such as a television set, a projector, a speaker, and other types of media	4.57	0.341	SA	4.35	0.315	SA
4. Develop the learners' reading habits integrated with Character Education for good citizenship	4.70	0.359	SA	4.55	0.339	SA
5. Assisting pupils in joining educational activities.	4.47	0.329	SA	4.20	0.301	A
6. Improvement of murals and paintings relating to the subjects and topics being studied by the pupils	4.53	0.337	SA	4.30	0.310	SA
Average Mean	4.59	0.344	SA	4.38	0.320	SA

Table 5 presents the perceptions of teachers and parents regarding their involvement in pupils’ development. The indicators cover support for activities, classroom improvements, the acquisition of instructional materials, the fostering of reading habits, and the enhancement of learning spaces.

Teachers consistently rated all indicators as "Strongly Agree (SA)," with mean scores ranging from 4.47 to 4.70. The highest-rated item (WM = 4.70) was developing learners' reading habits integrated with Character Education, highlighting teachers' recognition of both academic and moral development as essential for good citizenship. Other high ratings include supporting pupils in school and district events (WM = 4.63) and improving classroom structures (WM = 4.63), showing teachers' strong commitment to creating engaging and functional learning environments. The average mean of 4.59 (SD = 0.344) demonstrates that teachers highly value their role in fostering the holistic development of pupils.

Parents' ratings were generally high, ranging from 4.20 to 4.55, with most indicators falling under the "Strongly Agree (SA)" category. The only indicator interpreted as "Agree (A)" was assisting pupils in educational activities (WM = 4.20), although it still received a positive rating. The highest-rated item (WM = 4.55) was fostering reading habits integrated with Character Education, indicating that parents highly value both academic learning and character formation. Other indicators, such as support for school events and classroom improvements, also received favorable ratings, reflecting positive perceptions of parental involvement in pupils' development. The mean of 4.38 (SD = 0.320) indicates a high level of agreement among parents.

Teachers consistently reported higher ratings than parents regarding involvement in pupils' development. Despite this difference, both groups expressed positive perceptions across all indicators, highlighting a shared recognition of the importance of supporting pupils' academic, personal, and character development. The relatively lower rating for assisting pupils in educational activities suggests an area where parental involvement may be further strengthened.

Overall, the findings indicate that both teachers and parents highly value stakeholder involvement in pupils' development. The consistently positive ratings from both groups demonstrate a shared commitment to supporting student learning and well-being through collaborative efforts between the school and families. These findings are supported by Nicdao and Ancho (2020), who emphasized that the active participation of parents, teachers, and other stakeholders in school improvement initiatives contributes to more effective and contextually relevant educational practices. Their study underscores the importance of collaborative partnerships in enhancing instructional quality and promoting student development.

Table 6. Summary on PTA's Level of Involvement

Variables	Teachers			Parents		
	WM	SD	VI	WM	SD	VI
Objective	4.67	0.356	SA	4.06	0.291	SA
Commitment	4.68	0.356	SA	4.36	0.317	SA
School affairs	4.67	0.355	SA	4.22	0.304	SA
Facilities, Equipment, and Ground Improvement	4.55	0.340	SA	4.15	0.297	A
Pupils Development	4.59	0.344	SA	4.38	0.320	SA
Average Weighted Mean	4.63	0.350	SA	4.23	0.306	SA

Table 6 presents a consolidated overview of the perceptions of teachers and parents regarding Parent-Teacher Association (PTA) involvement across five variables: Objectives, Commitment, School Affairs, Facilities, Equipment and Ground Improvement, and Pupils Development. Teachers consistently rated PTA involvement highly, with mean scores ranging from 4.55 to 4.68, all within the "Strongly Agree (SA)" category. Commitment (WM = 4.68, SD = 0.356) received the highest rating, indicating that teachers perceived stakeholders as highly dedicated and actively engaged in supporting school programs and activities. Objectives and School Affairs (WM = 4.67) also received high ratings, reflecting teachers' positive perceptions of the PTA's contribution to promoting shared goals, effective communication, and active participation in school affairs. Although Facilities, Equipment, and Ground Improvement obtained the lowest mean score (WM = 4.55), it remained within the "Strongly Agree" category, suggesting that teachers likewise recognized the PTA's positive contribution to improving the school environment. The overall weighted mean of 4.63 (SD = 0.350) indicates that teachers consistently perceived PTA involvement positively across all assessed dimensions.

Parents likewise expressed positive perceptions, with mean scores ranging from 4.06 to 4.38. Pupils' Development (WM = 4.38, SD = 0.320, SA) received the highest rating, followed by Commitment (WM = 4.36, SD = 0.317, SA), indicating that parents highly valued PTA involvement in supporting learners' development and school activities. School Affairs (WM = 4.22, SD = 0.304, SA) also received a high rating. Meanwhile, Facilities, Equipment, and Ground Improvement obtained the lowest mean score (WM = 4.15, SD = 0.297, A), suggesting that although parents acknowledged the PTA's contribution to improving school facilities and the physical environment, they perceived relatively greater opportunities for enhancement in

this area. Nevertheless, the overall weighted mean of 4.23 (SD = 0.306) reflects parents' generally positive perception of PTA involvement.

The findings indicate that both teachers and parents positively perceived PTA involvement across all assessed dimensions, although teachers consistently reported higher ratings than parents. This difference may reflect teachers' closer involvement in implementing PTA-supported school programs and activities, while parents may base their perceptions primarily on their direct participation and experiences. Despite this variation, both groups recognized the importance of stakeholder collaboration in achieving school objectives, supporting pupils' development, strengthening school affairs, and enhancing the school environment. These findings underscore the importance of sustaining collaborative partnerships between teachers and parents to support continuous school improvement. The results are consistent with the findings of Koivuhovi et al. (2025), who reported that meaningful parental involvement strengthens educational outcomes and fosters effective school–family collaboration.

Research Question 2: What is the level of school performance intensified through PTA involvement in terms of projects, awards and recognition; and safety and security?

Table 7. Projects as Perceived by the Respondents

Indicators	Teachers			Parents		
	WM	SD	VI	WM	SD	VI
1. The school regularly initiates projects that align with its educational goals.	4.67	0.355	SA	4.00	0.286	A
2. The school's projects are frequently evaluated to ensure continuous improvement.	4.70	0.359	SA	4.15	0.297	A
3. The school's projects are well-organized and completed on time.	4.53	0.337	SA	4.30	0.310	SA
4. The school offers projects that promote community involvement.	4.60	0.345	SA	4.00	0.286	A
5. The school's projects have measurable outcomes and impact on student development.	4.63	0.350	SA	4.25	0.305	SA
6. The school allocates sufficient funding for its projects.	4.53	0.337	SA	4.30	0.310	SA
7. The school's projects are frequently evaluated to ensure continuous improvement.	4.67	0.355	SA	4.10	0.293	A
Average Mean	4.62	0.348	SA	4.16	0.298	A

Table 7 presents the perceptions of teachers and parents regarding the implementation and effectiveness of school projects. Teachers consistently strongly agreed (SA) with all indicators, with weighted means ranging from 4.53 to 4.70. This indicates that teachers perceive the school as actively initiating projects aligned with its educational goals, evaluating them for continuous improvement, organizing them efficiently, promoting community involvement, ensuring measurable outcomes, and allocating sufficient funding. Parents generally agreed (A) with most indicators, with weighted means ranging from 4.00 to 4.30. Parents strongly agreed that the school's projects are well-organized, completed on time, and have measurable outcomes, indicating their confidence in the effective implementation of school projects. In contrast, project initiation, promotion of community involvement, and evaluation frequency received relatively lower ratings, suggesting opportunities further to strengthen parental participation and engagement in these aspects.

The average weighted mean indicates that teachers perceived the school's projects more positively (WM = 4.62, SA) than parents (WM = 4.16, A). Although teachers expressed stronger agreement, both groups recognized the positive contribution of school projects to school improvement, reflecting a shared appreciation of initiatives that support the learning environment. In terms of school projects, PTA involvement is demonstrated through volunteering, fundraising, participation in school events, and support for development projects that improve the learning environment. These findings are consistent with Mulokozi and Boniface (2025), who reported that parents' participation in school events and development projects was strongly associated with school performance, indicating that school projects are not separate from academic goals but are part of the conditions that support student success. Similarly, Berhanu and Naidoo (2024) found that PTSA involvement was significantly related to academic achievement and learning engagement and recommended programs that expand parental participation in school events, highlighting the importance of active PTA support in strengthening school outcomes.

Table 8. Award and Recognition as Perceived by the Respondents

Indicators	Teachers			Parents		
	WM	SD	VI	WM	SD	VI
1. The school regularly receives awards for academic excellence.	4.27	0.307	SA	4.10	0.293	A
2. The school has a clear process for nominating students for awards and recognition.	4.57	0.341	SA	4.10	0.293	A
3. Students are consistently recognized for their achievements in extracurricular activities.	4.60	0.345	SA	4.20	0.301	A
4. The school promotes and celebrates awards in various academic and non-academic fields.	4.53	0.337	SA	4.10	0.293	A
5. Awards and recognition programs are inclusive, promoting diversity among recipients.	4.60	0.345	SA	4.00	0.286	A
6. The school actively seeks opportunities for students to participate in external competitions.	4.63	0.350	SA	4.15	0.297	A
7. The school's award system is transparent and based on merit.	4.67	0.355	SA	4.00	0.286	A
8. The school promotes a positive, competitive environment through its award system.	4.67	0.355	SA	4.10	0.293	A
Average Mean	4.57	0.342	SA	4.09	0.293	A

Table 8 presents the perceptions of teachers and parents regarding the school's awards and recognition practices. Teachers consistently rated all indicators within the "Strongly Agree (SA)" category, with weighted means ranging from 4.27 to 4.67. These ratings indicate that teachers perceived the school's awards and recognition practices as effectively promoting and celebrating students' and teachers' achievements. The overall weighted mean of 4.57 reflects teachers' strong confidence in the implementation of these practices. Parents likewise expressed positive perceptions, with weighted means ranging from 4.00 to 4.20, all interpreted as "Agree (A)." Although parents consistently rated the indicators lower than teachers, the overall weighted mean of 4.09 indicates that they generally viewed the school's awards and recognition practices favorably. The relatively lower ratings suggest opportunities further to strengthen parents' awareness and participation in recognition programs.

The findings indicate that both teachers and parents recognized the importance of awards and recognition in promoting motivation and fostering a positive school environment, although teachers consistently reported stronger agreement than parents. This difference may reflect teachers' greater involvement in implementing and observing recognition programs within the school, while parents may primarily perceive these initiatives through their children's experiences.

These findings are consistent with Mulokozi and Boniface (2025), who reported that recognition through awards and incentives motivates students and teachers while reinforcing school goals. Similarly, Plaisance (2025) emphasized that recognizing volunteers contributes to sustained participation and commitment. In the context of PTA involvement, these findings underscore the importance of recognition programs in encouraging continued stakeholder engagement and strengthening school-community partnerships.

Table 9. Safety and Security as Perceived by the Respondents

Indicators	Teachers			Parents		
	WM	SD	VI	WM	SD	VI
1. The school maintains secure access points to prevent unauthorized entry.	4.53	0.337	SA	4.10	0.293	A
2. The school regularly conducts drills (fire, earthquake, lockdown, etc.) to ensure student safety.	4.70	0.359	SA	3.95	0.284	A
3. The school has a visible security presence (e.g., security guards, cameras)	4.67	0.355	SA	4.15	0.297	A
4. The school enforces anti-bullying policies to maintain a safe learning environment.	4.57	0.341	SA	3.90	0.281	A
5. The school has a crisis management plan in place for potential emergencies.	4.53	0.337	SA	4.25	0.305	SA

6.	The school has protocols for addressing incidents of violence or misconduct.	4.60	0.345	SA	4.15	0.297	A
7.	The school encourages a culture of respect and inclusivity to foster safety.	4.67	0.355	SA	4.35	0.315	SA
8.	The school regularly reviews and updates its safety protocols and procedures.	4.60	0.345	SA	4.20	0.301	A
Average Mean		4.61	0.347	SA	4.13	0.297	A

Table 9 presents the perceptions of teachers and parents regarding the school's safety and security measures. Teachers consistently rated all indicators within the "Strongly Agree (SA)" category, with weighted means ranging from 4.53 to 4.70. These findings indicate that teachers perceived the school's safety and security measures as effectively implemented, reflecting their confidence in maintaining a secure and supportive learning environment. The overall weighted mean of 4.61 further demonstrates teachers' strong confidence in these practices.

Parents likewise expressed positive perceptions, with weighted means ranging from 3.90 to 4.25. Most indicators were interpreted as "Agree (A)," while the presence of crisis management plans and the promotion of respect and inclusivity received "Strongly Agree (SA)" ratings. Although relatively lower ratings were observed for anti-bullying policy enforcement and the frequency of safety drills, parents generally viewed the school's safety and security measures favorably. These findings suggest opportunities to further strengthen parental awareness and engagement in school safety initiatives. The overall weighted mean of 4.13 reflects parents' positive perception of the school's safety and security practices.

The findings indicate that both teachers and parents recognized the importance of maintaining a safe and secure school environment, although teachers consistently reported higher levels of agreement than parents. This difference may reflect teachers' greater involvement in implementing and monitoring school safety measures, while parents primarily observe these practices through their children's experiences. Nevertheless, both groups acknowledged that safety and security are essential in creating a supportive learning environment.

These findings are supported by Mulokozi and Boniface (2025), who reported that parents' concern for students' health and safety was positively associated with school performance. Similarly, Hullenaar et al. (2024) found that involving parents, students, school personnel, and community partners in school safety planning strengthened trust and encouraged collaborative decision-making, emphasizing the value of stakeholder participation in promoting a safe and supportive school environment.

Table 10. Summary on School Performance

Variables	Teachers			Parents		
	WM	SD	VI	WM	SD	VI
Projects	4.62	0.348	SA	4.16	0.298	A
Awards and recognition	4.57	0.342	SA	4.09	0.293	A
Safety and Security	4.61	0.347	SA	4.13	0.297	A
Average Weighted Mean	4.60	0.345	SA	4.13	0.297	A

Table 10 presents the summary of school performance as perceived by teachers and parents in terms of projects, awards and recognition, and safety and security. Teachers consistently rated all dimensions within the "Strongly Agree (SA)" category, with an average weighted mean of 4.60 (SD = 0.345). Among the three dimensions, projects received the highest rating, followed closely by safety and security and awards and recognition. These findings indicate that teachers consistently perceived PTA involvement as making a positive contribution to various aspects of school performance rather than to a single area alone.

Parents likewise expressed positive perceptions, with an average weighted mean of 4.13 (SD = 0.297), interpreted as "Agree (A)." Although parents' ratings were consistently lower than those of teachers, they also viewed projects, awards and recognition, and safety and security positively, reflecting their recognition of the PTA's role in supporting school improvement initiatives.

Overall, the findings demonstrate that both teachers and parents recognized the positive contribution of PTA involvement to school performance across all assessed dimensions. The consistently high ratings suggest that collaborative partnerships between the school and the PTA support not only the implementation of projects but also the promotion of recognition programs and the maintenance of a safe and supportive learning environment. These findings are consistent with Fu et al. (2025), who emphasized that sustained

parental engagement in school activities strengthens educational success and reinforces effective partnerships between schools and families.

Research Question 3: Is there a significant relationship between the level of PTA involvement and school performance?

Table 11. PTA Involvement School Performance

	Computed r- value	Critical p-value	Decision on Ho	Interpretation
PTA Involvement and Project	0.3849	0.002890	Reject Ho	Significant
PTA Involvement, Awards, and Recognition	0.3512	0.006196	Reject Ho	Significant
PTA Involvement and Safety and Security	0.3914	0.002472	Reject Ho	Significant

The results reveal that PTA involvement and projects obtained a computed r-value of 0.3849 with a p-value of 0.002890, which is lower than the 0.05 level of significance. This indicates that the null hypothesis is rejected and that there is a significant relationship between PTA involvement and the implementation of school projects. The findings suggest that active parental participation contributes to the planning and implementation of school initiatives through collaborative efforts between the school and the PTA. Similarly, PTA involvement and awards and recognition showed a computed r-value of 0.3512 with a p-value of 0.006196, indicating a significant relationship. Although this variable obtained the lowest correlation among the three dimensions of school performance, the findings suggest that PTA involvement still contributes to recognizing students' and teachers' achievements by encouraging participation, motivation, and support for school activities. This finding is supported by Catamora and Obiso (2025), who found that parent–teacher conferences strengthen communication, collaboration, and parental involvement, thereby enhancing student learning outcomes.

Furthermore, the relationship between PTA involvement and safety and security yielded the highest correlation ($r = 0.3914$, $p = 0.002472$), indicating that this aspect of school performance has the strongest association with PTA involvement among the variables examined. This finding suggests that collaborative efforts between parents, teachers, and school administrators may have a more direct influence on maintaining a safe and supportive learning environment than on awards and recognition, which may also be affected by other school-related factors. This finding is consistent with Community Schools Theory, which emphasizes that schools achieve better outcomes when families, educators, and community members work together to address students' needs and promote a safe, supportive, and inclusive school environment. Overall, the findings indicate that greater PTA involvement is significantly associated with improved school performance across projects, awards and recognition, and safety and security. These results highlight the importance of sustained collaboration among parents, teachers, and other stakeholders in strengthening school performance, particularly in maintaining a safe and supportive learning environment.

Research Question 4: What are the issues and concerns associated with PTA involvement in school performance?

Table 12. Issues and Concerns on the PTA Involvement in the School

Issues and Concern	Frequency
Fewer attendees at meetings.	33
Different perceptions and points of view possessed by every parent lead to the overlapping suggestion of ideas and information regarding a specific matter	27
Different time schedules/lack of time	20
Diverse decision-making in implementing projects or school activities	16
Being uncooperative in school activities	13
Inconsistency of cooperation by the members	9
Mandatory contribution for fundraising	6
Incidence of corruption and fraud, which results in poor performance of and actualization of projects	3
Lack of discipline and accountability	2

Table 12 presents the issues and concerns encountered in PTA involvement in the school. The findings show that the most frequently reported concern was the smaller number of attendees during PTA meetings, with a frequency of 33. This suggests that limited attendance remains a major challenge in sustaining active stakeholder participation. Lam-an (2023) emphasized that regular meetings and open forums strengthen

stakeholder engagement and improve information dissemination, highlighting the importance of encouraging consistent participation in PTA activities.

Another commonly reported concern was the different perceptions and points of view among parents (frequency = 27), indicating that varying opinions may affect consensus and decision-making on school-related matters. Different time schedules or lack of time (frequency = 20) was also identified as a challenge, suggesting that competing responsibilities may limit parents' participation in PTA activities. These findings are consistent with Lopez and Bauyot (2025), who reported that while stakeholder collaboration is essential for sustaining school initiatives, competing priorities require adaptive strategies to maintain effective partnerships.

Other reported concerns included diverse decision-making in implementing projects or school activities (16), uncooperative participation in school activities (13), inconsistency of cooperation among members (9), mandatory fundraising contributions (6), incidence of corruption and fraud (3), and lack of discipline and accountability (2). Collectively, these findings indicate that both participation-related and organizational concerns may affect the effectiveness of PTA initiatives. Addressing these challenges through improved communication, collaborative decision-making, and inclusive participation strategies may help strengthen stakeholder engagement and support the successful implementation of school programs. This interpretation is consistent with Shanko (2020), who emphasized that effective resource management and the proper implementation of school improvement initiatives are essential in addressing challenges that affect stakeholder participation and the successful implementation of school programs.

Ethical Considerations

The study was conducted in accordance with fundamental ethical principles for research involving human participants. Prior to data collection, permission was obtained from the appropriate school authorities, and informed consent was secured from all teacher and parent respondents. Participation was entirely voluntary, and respondents were informed of the purpose of the study, their right to decline or withdraw from participation at any time, and the confidentiality of the information they provided. No personally identifiable information was collected, and all responses were treated with strict confidentiality and used solely for academic and research purposes. The collected data were securely handled and reported only in aggregate form to protect the privacy and anonymity of the respondents.

Conclusion

Based on the study's findings, PTA involvement plays a significant role in supporting school performance. Both teachers and parents generally expressed positive perceptions of PTA involvement across its objectives, commitment, school affairs, facilities, equipment and ground improvement, and pupils' development. However, teachers consistently reported higher levels of agreement than parents. Likewise, the school was perceived to perform well in projects, awards and recognition, and safety and security. Furthermore, the significant relationship between PTA involvement and school performance indicates that stronger collaboration among teachers, parents, and other stakeholders contributes to achieving school goals and the continuous improvement of educational outcomes. These findings also provide evidence that may support the Division of Bohol in strengthening existing school-based initiatives and stakeholder engagement strategies that promote collaborative school improvement and enhanced educational outcomes. However, the generalizability of the findings is limited because the study involved a relatively small sample of 50 respondents from San Miguel Central Elementary School.

Recommendations

Based on the study's findings and conclusions, it is recommended that school administrators, teachers, and the Parent-Teacher Association (PTA) implement the proposed PTA Collaborative Engagement Plan as the primary strategy for strengthening stakeholder participation and improving school performance. The plan should prioritize increasing attendance during PTA meetings by adopting flexible meeting schedules based on parents' availability, strengthening school-home communication through regular and accessible communication channels, and promoting inclusive participation to accommodate varying perspectives among parents. School heads, teachers, and PTA officers should also encourage collaborative decision-making and active stakeholder involvement in school programs and activities to address concerns related to limited participation, inconsistent cooperation, and differing viewpoints identified in the study. Furthermore, the implementation of the PTA Collaborative Engagement Plan should be regularly monitored and evaluated to determine its effectiveness in improving stakeholder participation and school performance. Future researchers are encouraged to conduct similar studies in other schools or educational settings using larger and more diverse samples or different research designs to validate and expand the findings of the present study.

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