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Abstract: This study identified the activities and problems of the Parent-Teacher-Community Associations (PTCAs) and analyzed the extent of involvement of parents and teachers and the extent of attainment of PTCA objectives in the Division of Ilocos Norte that served as bases in the development of a PTCA guide for the effective implementation, and management of PTCA activities. The descriptive research method was utilized in this study using qualitative and quantitative approaches to gather pertinent data.

The study used two data gathering instruments—the survey questionnaires and validation checklist to gather needed data. Focus group discussions and interviews were done to validate the findings. Photographs were used to document the projects and activities of the PTCAs. The data gathered through the questionnaires, were tallied and statistically analyzed using frequency counts, percentages and mean.

PTCAs were most engaged in activities that help in the realization of their objectives. In the promotion of access to quality education, PTCAs supported teachers in the conduct of the eight-week curriculum and helped the schools guidance counselor and teachers inform parents the importance of education and programs of the school that encouraged their children to go to school. In terms of promotion of children’s welfare, PTCAs were most engaged in assisting children in their schoolwork, helped discover their talents, and supported school cultural shows. In the promotion of partnership in determining appropriate programs and services for community development, PTCAs were engaged in the Bantay Bata Program for the school and local government. With regard to the enhancement of the school and home relations, they were most engaged in attending regular homeroom/general PTCA meetings, accepted responsibilities willingly to assure that the PTCA is strong and
active, socialized with teachers during card day and conferences.

In the provision of assistance for school development PTCAs helped the school repairs desks, chairs, tables and classrooms, and improved condition by painting blackboards, walls and ceilings. In terms of promotion of cooperation with other PTCAs and civic organizations, they cooperated with religious instruction and other related activities, helped the school sponsored sports fests and other specialized programs for the prevention of juvenile delinquency in the school and the community, and cooperated with other PTCAs and other organizations for the improvement of the barangay and municipality.

The objectives of PTCAs were attained much in terms of promotion of access to quality education, promotion of children’s welfare, enhancement of school and home relations, and provision of school assistance for school development. The PTCAs best practices were the following: they had regular and periodic meetings, involved in the clean and green campaign and in school beautification, implemented DepEd indicated programs, involved graduates/alumni in school affairs, projects, tapped the assistance of government officers, joined community programs, and organized popularity contests.

Problems that affected much the PTCAs were mission, goals and objectives, leadership and administrative support, and financing activities.

The policies that were developed and validated were found to be very clear, much responsive and important. The teachers and parent must realize the importance of unity and solidarity in strengthening PTCA partnership for the continuous development of the school, its clientele and community as well.