This study was conducted to describe the status of the PTCAs in the schools in the First District of the Division of Ilocos Sur. As a research and development (R and D) designed exploration, it also aimed to develop a handbook for the effective management of the PTCAs in the Division of Ilocos Sur.

Empirical data and information were gathered to characterize or describe the state of the PTCAs. This involved a description on the administrators’, teachers, and PTCA officers’ perceptions on the PTCA; their degree of understanding of the PTCA’s objectives; and extent of involvement in school activities. Perceptions on the extent of effect of the problems on the operations of the PTCA and the extent of attainment of the PTCA objective were also sought. The results of the survey were used to develop a handbook for the management of the PTCA activities.

The handbook was evaluated by a panel of experts in educational management in terms of responsiveness and clarity of content and a attainability of objectives.

Based on the results of the investigation, the following information was gathered:

The administrators, teachers and PTCA officers considered the PTCA as an organization that brings the school and the home closer so that the parent’s and teachers cooperate in the development of the child. The PTCA also helps the school inform concerned authorities regarding the needs of the school for the good of the pupils; provides financial assistance and support to the school; helps the school plan for socialization activities for the child’s character development; helps plan for community projects for the improvement of the health conditions of the pupils in school; and, helps organize school and community development activities.
The administrators, teachers and the PTCA officers have very adequate understanding of the objectives of the PTCA.

The administrators, teachers and the PTCA officers are much involved in consultation on academic status of pupils; discussion of instructional and disciplinary problems in school; discussion of pupils’ problems; and discussion of pupils’ academic standing, special interest and talents. However, they are not much involved in the preparation of teaching materials.

In the schools’ physical plant development, the parents are much involved in the repair of classrooms; improvement of the school facilities to facilitate learning; beautification of classrooms; providing chairs, tables, books, periodicals, and blackboards for the improvement of learning; procurement of school supplies, materials, and equipment; construction of school learning centers; construction of classroom desks, chairs and tables; and acquisition of sports/athletic facilities. They are, however, not much involved in the procurement of books and teaching guides for teachers.

The perceived extent of effect of the problems related to the mission, goals and objectives of the PTCA are the following: lack of knowledge and understanding of the mission, goals and objectives of the PTCA; lack of clarity of statement of the mission, goals and objectives of the PTCA; lack of dissemination of the mission, goals and objectives of the PTCA; and lack of publication of the mission, goals and objectives of the PTCA.

The problems that have much effect on the operation of the PTCA which are related to organizational leadership are as follows: lack of school administration’s support on PTCA activities; lack of awareness of members of the roles of the leaders; lack of skills of the PTCA officers in motivating the members for action; lack of skills of the PTCA officers in motivating the members of action; lack of skills of the PTCA officers in managing the PTCA activities; lack of skills of the PTCA officers in controlling PTCA members; lack of skill in planning and organizing PTCA activities; lack of skill in budgeting finances of the PTCA.

The school administrators, teachers and PTCA officers’ perception on the personal constraints that have much effect on the operation of the PTCA are as follows: lack of financial resources; lack of time of participate in the PTCA activities; and lack of interest to participate in the affairs of the school.

The administrators, teachers and the PTCA officers regarded the topics incorporated in the handbook to be very much responsive and very clear and the objectives to be very much attainable.