

Development of the P.A.R.E.N.T. Framework: A Mixed-Methods Evaluation of Sustainable Parent-Led School Programs

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ABSTRACT

Parent–Teacher Associations (PTAs) have evolved beyond their traditional fundraising and advisory roles to become active partners in fostering school-community engagement through diverse educational, social, environmental, and outreach initiatives. Despite the growing significance of parent-led programs, limited research has examined how successful PTA initiatives can inform the development of a sustainable framework for school-community partnerships. This study aims to develop the P.A.R.E.N.T. Framework for Sustainable Parent-Led School Programs through a mixed-methods evaluation of PTA initiatives implemented in a private basic education institution in the Philippines. A convergent mixed-methods program evaluation design will be employed using secondary

analysis of archived evaluation reports, participant surveys, accomplishment reports, financial reports, and program documentation. Quantitative data will be analyzed using descriptive statistics, while qualitative responses and documentary evidence will undergo thematic analysis. Findings from both strands will be integrated through triangulation to identify recurring characteristics of effective parent-led initiatives. The study is expected to identify the critical dimensions that contribute to sustainable PTA-led programs and to propose the P.A.R.E.N.T. Framework as an evidence-based model for strengthening parent leadership, stakeholder engagement, program implementation, transparency, and long-term sustainability in school communities.

Keywords: *Parent–Teacher Association, parent leadership, program evaluation, community engagement, school partnerships, framework development, mixed methods*

INTRODUCTION

Schools increasingly recognize that meaningful educational improvement extends beyond classroom instruction and requires active collaboration among parents, educators, students, and community stakeholders. Within this context, Parent–Teacher Associations (PTAs) have become important partners in promoting student development, strengthening school culture, mobilizing community resources, and implementing initiatives that address both educational and social needs.

Traditionally, PTAs have been viewed primarily as organizations responsible for fundraising and providing logistical support for school activities. Contemporary PTAs, however, increasingly assume broader leadership functions by organizing family engagement programs, community outreach initiatives, employee appreciation activities, environmental advocacy campaigns, health and wellness programs, and various projects that strengthen school-community relationships. These initiatives demonstrate the growing capacity of parents to become active contributors to educational development rather than passive supporters of school programs.

While numerous studies have examined parental involvement in relation to student achievement and school engagement, relatively few have investigated how parent-led initiatives themselves are conceptualized, implemented, evaluated, and sustained across multiple programs. Existing literature often focuses on the outcomes of parental involvement without sufficiently examining the organizational practices and leadership mechanisms that enable PTAs to successfully deliver diverse programs for multiple stakeholder groups.

Program evaluation provides an opportunity to examine not only whether activities achieve their intended objectives but also the processes that contribute to successful implementation and continuous improvement. Archived stakeholder evaluation reports contain valuable evidence regarding participant experiences, implementation strengths, operational challenges, and recommendations for future initiatives. When synthesized across multiple programs, these data can generate practical knowledge that extends beyond the evaluation of individual events.

This study responds to this gap by conducting a mixed-methods evaluation of parent-led school programs implemented by a Parent–Teacher Association in a private basic education institution in the Philippines. Rather than evaluating a single activity, the study examines a portfolio of initiatives—including family engagement events, community outreach programs, environmental stewardship activities, employee appreciation initiatives, and stakeholder support projects—to identify common elements associated with successful implementation.

Through the integration of quantitative evaluation results and qualitative stakeholder feedback, the study seeks to develop the P.A.R.E.N.T. Framework, an evidence-based model that captures the essential components of sustainable parent-led school programs. The framework is envisioned as a practical guide for PTAs, school administrators, and educational leaders seeking to strengthen collaborative leadership, community engagement, and sustainable program implementation.

Ultimately, this research contributes to the growing body of literature on school-family partnerships by shifting attention from parental participation as an outcome toward parent leadership as a driver of sustainable educational and community development.

Theoretical Foundation

The study is anchored on Epstein's Framework of School, Family, and Community Partnerships, which emphasizes the shared responsibility of schools, families, and communities in promoting educational success. The framework recognizes that meaningful collaboration among stakeholders contributes to improved school experiences and stronger community relationships.

The study is further informed by Stakeholder Theory, which posits that organizations achieve sustainable outcomes when they actively engage and respond to the interests of all stakeholders. Within the context of Parent–Teacher Associations, parents, students, teachers, administrators, school personnel, partner organizations, and community beneficiaries collectively contribute to the planning, implementation, and evaluation of school programs.

The principles of Program Evaluation Theory, particularly the Context–Input–Process–Product (CIPP) Evaluation Model, likewise provide a useful lens for examining the quality and effectiveness of PTA initiatives. Rather than focusing solely on program outcomes, the CIPP model evaluates planning processes, implementation strategies, stakeholder participation, and overall program value. Insights generated through systematic evaluation serve as the basis for continuous improvement and organizational learning.

Collectively, these theoretical perspectives support the development of the proposed P.A.R.E.N.T. Framework by explaining how collaborative leadership, stakeholder engagement, responsive programming, and systematic evaluation contribute to sustainable parent-led school initiatives.

Literature Review

Parent–Teacher Associations as Partners in Education

Parent–Teacher Associations (PTAs) have long been recognized as essential partners in promoting quality education by strengthening collaboration between schools, families, and communities. Traditionally, PTAs focused on fundraising, logistical support, and communication between parents and schools. Over the past two decades, however, their role has expanded considerably. Contemporary PTAs increasingly participate in school governance, student development, teacher support, community outreach, environmental initiatives, health promotion, and advocacy programs. This transformation reflects the growing recognition that parents are not merely recipients of educational services but active contributors to educational improvement.

Research consistently demonstrates that meaningful parental participation positively influences school climate, student motivation, and institutional effectiveness. When parents actively collaborate with educators, schools become more responsive to learners' academic and socio-emotional needs. Furthermore, PTAs provide a structured mechanism through which parents can contribute their professional expertise, leadership skills, financial resources, and volunteer efforts toward achieving educational goals.

Despite these recognized contributions, much of the existing literature continues to conceptualize PTAs primarily as support organizations rather than leadership organizations. Consequently, limited attention has been devoted to examining how PTAs design, implement, evaluate, and sustain comprehensive school and community programs.

Parent Leadership in School Communities

Parent leadership extends beyond attendance at meetings or participation in fundraising activities. It encompasses shared decision-making, collaborative planning, volunteer management, community mobilization, and program implementation. Educational leadership scholars increasingly recognize parents as co-creators of educational environments capable of influencing school improvement and community development.

Parent leaders often initiate projects addressing educational enrichment, family engagement, employee welfare, environmental stewardship, disaster response, health promotion, and community outreach. Through these initiatives, parents contribute not only financial resources but also social capital, professional expertise, and organizational capacity.

The concept of distributed leadership further supports this perspective by emphasizing that leadership responsibilities should be shared among various stakeholders rather than concentrated solely within school administrators. Within this framework, PTAs become collaborative leadership structures that complement the work of educators while strengthening relationships among parents, teachers, students, and community partners.

However, the literature provides relatively few empirically derived frameworks describing the characteristics of effective parent-led school initiatives. Most studies examine parental involvement as an independent variable influencing student outcomes instead of exploring the organizational mechanisms that enable PTAs to sustain successful programs.

School–Family–Community Partnerships

School–family–community partnerships are widely acknowledged as essential components of effective educational systems. Epstein's model of overlapping spheres of influence explains that schools, families, and communities function most effectively when they collaborate toward common educational objectives.

Effective partnerships are characterized by shared responsibility, reciprocal communication, mutual trust, inclusive participation, and continuous collaboration. Schools that cultivate strong partnerships often report higher levels of parent engagement, improved student attendance, stronger school climate, and increased stakeholder satisfaction.

Recent scholarship also emphasizes that successful partnerships extend beyond academic concerns. They include initiatives promoting mental health, environmental responsibility, civic engagement, volunteerism, employee recognition, and social responsibility. These broader forms of collaboration contribute to the

development of socially responsive educational communities capable of addressing both school-based and societal challenges.

Accordingly, PTAs are increasingly viewed as community development organizations operating within educational institutions rather than simply parent support groups.

Program Evaluation in Educational Organizations

Program evaluation provides systematic evidence regarding the quality, effectiveness, efficiency, and sustainability of educational programs. Rather than merely determining whether activities were completed, program evaluation investigates how programs were implemented, the extent to which objectives were achieved, stakeholder perceptions, implementation challenges, and opportunities for continuous improvement.

Educational organizations routinely conduct post-activity evaluations to inform future planning. However, these evaluation reports are often used only for internal monitoring and are seldom synthesized into broader organizational learning.

Secondary analysis of archived evaluation reports represents an underutilized research approach capable of generating valuable insights without requiring additional participant recruitment. Through document analysis and thematic synthesis, researchers can identify recurring implementation patterns, stakeholder expectations, and best practices across multiple programs.

Within the context of Parent-Teacher Associations, archived evaluation reports provide an important source of evidence regarding parent leadership, volunteer engagement, organizational effectiveness, and stakeholder satisfaction.

Sustainability of Parent-Led Programs

Sustainability refers to the capacity of programs to maintain relevance, stakeholder participation, organizational support, and long-term impact beyond individual events. Sustainable school initiatives are characterized by continuous stakeholder engagement, systematic planning, transparent governance, regular evaluation, and institutional learning.

Several factors influence the sustainability of educational programs. Strong leadership encourages shared ownership among stakeholders. Responsive planning ensures that activities address genuine community needs. Transparent financial management enhances stakeholder trust. Continuous evaluation enables organizations to refine future initiatives based on participant feedback. Finally, strategic partnerships expand organizational capacity by mobilizing additional expertise and resources.

These characteristics are particularly relevant to PTAs, whose long-term effectiveness depends largely on volunteer commitment, organizational continuity, and stakeholder confidence.

Gap in the Literature

Although numerous studies have investigated parental involvement, family engagement, and school-community partnerships, three important gaps remain.

First, most research examines the influence of parents on student academic achievement rather than evaluating parents as organizational leaders responsible for designing and implementing school programs.

Second, relatively few studies synthesize evaluation findings across multiple PTA initiatives to identify recurring characteristics associated with successful parent-led programs.

Third, existing literature offers limited evidence-based frameworks that guide PTAs in planning, implementing, evaluating, and sustaining diverse school and community initiatives.

This study addresses these gaps by conducting a mixed-methods evaluation of archived PTA program evaluations across multiple initiatives. Rather than focusing on a single activity, the study examines a portfolio of parent-led programs implemented over several years to identify recurring organizational practices that contribute to sustainable implementation.

The resulting P.A.R.E.N.T. Framework is intended to provide an evidence-based model that may assist PTAs, school leaders, and educational institutions in strengthening parent leadership, stakeholder engagement, organizational learning, and sustainable school-community partnerships.

Synthesis

The reviewed literature demonstrates that PTAs have evolved into significant contributors to educational leadership, community engagement, and school improvement. While previous studies consistently affirm the value of parental involvement, fewer investigations examine how parent-led organizations sustain successful programs across diverse contexts.

Program evaluation literature likewise highlights the importance of systematic assessment for organizational learning, yet archived evaluation reports remain an underexplored source of research evidence. By integrating theories of school–family partnerships, distributed leadership, stakeholder engagement, and program evaluation, the present study positions the PTA as a collaborative leadership organization capable of generating sustainable educational and community initiatives.

Accordingly, the proposed P.A.R.E.N.T. Framework seeks to bridge theory and practice by translating empirical evidence from parent-led initiatives into a practical framework for planning, implementing, evaluating, and sustaining future PTA programs.

METHODS

Research Design

This study employed a mixed-methods developmental program evaluation design to examine parent-led school programs and develop the P.A.R.E.N.T. Framework for Sustainable Parent-Led School Programs. Specifically, the study utilized a convergent mixed-methods approach, integrating quantitative and qualitative data from archived program evaluation records to identify the critical elements that contribute to sustainable parent-led initiatives.

The research was conducted in two major phases. The first phase involved the systematic evaluation of Parent–Teacher Association (PTA) programs implemented during the study period using archived evaluation surveys, accomplishment reports, financial reports, and supporting program documents. The second phase synthesized the findings to develop the proposed P.A.R.E.N.T. Framework, which may subsequently undergo expert validation for refinement and future implementation.

This design is appropriate because it enables the researcher to evaluate multiple parent-led initiatives while generating an evidence-based framework grounded in empirical findings rather than theoretical assumptions alone.

Research Locale

The study was conducted using the 3-year archived records from the Parent–Teacher Association (PTA) of a private basic education institution in the Philippines. To preserve institutional confidentiality, the identity of the school is withheld throughout this manuscript.

The PTA implemented a diverse portfolio of programs designed to strengthen school-family-community partnerships, including family engagement activities, community outreach, employee appreciation initiatives, environmental stewardship programs, fundraising projects, and student support activities.

Data Sources

The study utilized archival documents produced during the planning, implementation, and evaluation of PTA programs.

These included:

- Post-activity evaluation surveys
- Accomplishment reports
- Project proposals
- Financial reports
- Committee reports
- Photo documentation
- Activity completion reports
- Annual PTA accomplishment reports

No new survey data were collected. The study relied exclusively on existing organizational records maintained by the PTA.

Participants

The archived evaluation reports represented feedback from various stakeholder groups depending on the nature of each program.

These included:

- Parents
- Students
- Community beneficiaries
- School personnel
- Program participants

Because each initiative served different beneficiaries, respondent groups varied across programs. Each evaluation was analyzed within its respective program context before being synthesized across all initiatives.

Inclusion Criteria

Programs were included if they:

1. were officially organized or co-organized by the PTA;
2. were completed during the study period;
3. contained documented evaluation results; and
4. included sufficient records for quantitative or qualitative analysis.

Programs lacking evaluation documentation or incomplete records were excluded.

Research Instrument

Rather than employing a single standardized questionnaire, the study utilized archived evaluation instruments developed by the PTA for specific activities.

Although the questionnaires differed depending on the objectives of each program, they generally assessed dimensions such as:

- Organization of the activity
- Communication
- Program relevance
- Resource persons or facilitators

- Venue and logistics
- Overall participant satisfaction
- Suggestions for improvement

Qualitative comments included in the evaluation forms served as an additional source of evidence during thematic analysis.

Data Collection Procedure

Following approval from the authorized PTA leadership, archived documents were retrieved and organized according to program type and implementation year.

Each document underwent preliminary screening to determine completeness and eligibility for inclusion. Quantitative evaluation data were encoded into a master database, while qualitative responses and documentary records were digitized for thematic analysis.

Supporting documents such as accomplishment reports and financial summaries were likewise reviewed to provide contextual understanding of program implementation.

Data Analysis

Quantitative Analysis

Quantitative evaluation data were analyzed using descriptive statistics.

Specifically, the following statistical techniques were employed:

- Frequency
- Percentage
- Mean
- Standard Deviation

Because evaluation instruments differed across programs, statistical analyses were conducted within each program rather than combining scores across different evaluation tools.

Qualitative Analysis

Qualitative responses were analyzed using thematic analysis.

The analysis followed six stages:

1. Familiarization with the data
2. Initial coding
3. Theme development
4. Theme review
5. Theme definition
6. Narrative interpretation

Themes were compared across multiple PTA initiatives to identify recurring implementation practices, stakeholder expectations, strengths, and improvement opportunities.

Integration of Findings

Quantitative and qualitative findings were integrated through triangulation.

Areas of convergence between numerical ratings and stakeholder narratives were identified to determine recurring characteristics of successful parent-led initiatives.

The integrated findings served as the empirical basis for developing the proposed P.A.R.E.N.T. Framework.

Development of the P.A.R.E.N.T. Framework

Framework development followed an inductive process.

Phase	1
Document analysis of archived PTA records	
↓	
Phase	2
Program-level evaluation	
↓	
Phase	3
Cross-program synthesis	
↓	
Phase	4
Identification of recurring success factors	
↓	
Phase	5
Development of the P.A.R.E.N.T. Framework	
↓	
Phase	6
Expert validation and refinement (recommended for future implementation)	

Rather than imposing predetermined dimensions, the framework emerged from patterns consistently observed across multiple parent-led initiatives.

Trustworthiness of Qualitative Findings

To enhance credibility, findings from stakeholder comments were triangulated with quantitative evaluation results and documentary evidence.

Dependability was strengthened by maintaining an audit trail of coding decisions and thematic development.

Confirmability was achieved by ensuring that interpretations were supported by documentary evidence rather than researcher assumptions.

Transferability was addressed through detailed descriptions of the institutional context, program characteristics, and stakeholder groups, enabling readers to determine the applicability of the findings to similar educational settings.

Ethical Considerations

The study utilized archived organizational records with formal permission from the authorized Parent–Teacher Association leadership.

The researcher conducted the study as an independent researcher and former PTA officer without any current decision-making authority within the organization.

All data were anonymized prior to analysis. Individual respondents, program participants, and the participating institution were not identified in any reports or publications. Findings are presented only in aggregate form to protect confidentiality.

The study adhered to the ethical principles of respect for persons, beneficence, justice, confidentiality, and responsible stewardship of organizational data throughout the research process.

RESULTS

Overview of Parent-Led Programs

The Parent–Teacher Association implemented a diverse portfolio of school- and community-based initiatives that extended beyond traditional fundraising activities. Based on the archived accomplishment reports, the initiatives may be grouped into five major program categories: family engagement, community outreach, environmental stewardship, employee appreciation, and school support/resource mobilization.

Across these categories, the PTA demonstrated active participation in planning, organizing, financing, and evaluating programs intended to strengthen relationships among parents, students, teachers, school personnel, and community beneficiaries. Each initiative concluded with a post-activity evaluation to gather stakeholder feedback and inform future planning, reflecting an institutional practice of continuous assessment.

Case 1: Family Engagement Programs

Family engagement emerged as one of the PTA's flagship initiatives through annual Family Day celebrations. The archived reports indicate that these activities were designed to strengthen relationships among parents, students, teachers, and school personnel while promoting a sense of community within the school.

Stakeholder evaluations reflected high levels of satisfaction with the overall organization and implementation of the Family Day activities. Participants particularly appreciated the opportunity to engage in collaborative activities that promoted family interaction and school spirit. Suggestions for improvement primarily focused on logistical enhancements and expanding future activities rather than concerns regarding the quality or relevance of the program.

The consistency of positive evaluations across successive Family Day programs suggests that family engagement has become an established strength of the PTA's portfolio of initiatives.

Case 2: Community Outreach Programs

The Jardin de Maria outreach program illustrates the PTA's commitment to extending its initiatives beyond the school community. The project provided beneficiaries with opportunities for social interaction, recreational activities, and community support through a parent-led outreach initiative.

Unlike conventional evaluation surveys, participant feedback was gathered using child-friendly sticker evaluations, allowing young beneficiaries to express their experiences in an age-appropriate manner. The

overwhelmingly positive responses indicated that participants enjoyed the activities and appreciated the efforts of the volunteers. Narrative reports further highlighted the meaningful interactions between parent volunteers and community beneficiaries, reinforcing the social value of the outreach program.

These findings demonstrate that parent-led initiatives can effectively extend educational values of compassion, service, and community engagement beyond the school environment.

Case 3: Employee Appreciation Programs

The PTA also implemented programs recognizing the contributions of school personnel. The Jamon de Bola Appreciation Project served as an initiative to express gratitude to employees while fostering stronger relationships between parents and school staff.

Program documentation indicated positive stakeholder reception, emphasizing appreciation, organizational support, and strengthened relationships within the school community. Rather than focusing solely on material recognition, the initiative highlighted the importance of cultivating a positive organizational culture through parent-led expressions of gratitude.

Case 4: Environmental Stewardship Programs

Environmental stewardship was reflected through the PTA's participation in community clean-up activities. These initiatives encouraged environmental responsibility, volunteerism, and civic participation among stakeholders.

Evaluation reports described positive participant experiences, particularly regarding community participation and environmental awareness. The initiative demonstrated the PTA's capacity to mobilize volunteers for causes that extend beyond school operations while reinforcing shared responsibility for environmental sustainability.

Cross-Case Analysis

A synthesis of the five parent-led initiatives revealed several recurring characteristics that contributed to successful implementation.

First, **collaborative partnerships** were consistently evident across all programs. Parents worked alongside teachers, administrators, volunteers, and community partners to plan and implement activities.

Second, **active volunteerism** served as the primary mechanism through which PTA initiatives were implemented. Parents assumed leadership roles in organizing, coordinating, and supporting program delivery.

Third, **stakeholder-centered programming** was evident across the different initiatives. Family programs responded to the needs of parents and students, outreach initiatives addressed community beneficiaries, appreciation projects recognized school personnel, and environmental activities promoted civic responsibility.

Fourth, **continuous evaluation** emerged as a consistent organizational practice. Each initiative incorporated stakeholder feedback that informed future planning and demonstrated the PTA's commitment to organizational learning and accountability.

Collectively, these findings indicate that successful parent-led programs are characterized not merely by positive participant evaluations but by recurring organizational practices that support sustainable implementation.

Development of the P.A.R.E.N.T. Framework

The cross-case analysis of parent-led initiatives revealed recurring organizational practices that contributed to the successful implementation and sustainability of PTA programs. Despite differences in program objectives, participant groups, and evaluation instruments, common themes consistently emerged across the archived documents. These themes formed the empirical basis for the development of the P.A.R.E.N.T.

Framework for Sustainable Parent-Led School Programs.

The framework conceptualizes sustainable parent-led initiatives as a continuous cycle of collaborative leadership, stakeholder engagement, evidence-informed planning, and organizational learning. Rather than functioning as isolated activities, successful PTA programs are interconnected processes that collectively strengthen school-family-community partnerships.

P – Partnership Building

Partnership Building serves as the foundation of the framework. Analysis of the archived reports demonstrated that successful initiatives consistently involved collaboration among parents, teachers, school administrators, students, employees, community partners, and volunteers. Rather than operating independently, the PTA functioned as a coordinating body that mobilized multiple stakeholders toward shared educational and community goals.

Collaborative partnerships enhanced resource mobilization, improved communication, facilitated volunteer participation, and promoted shared ownership of program implementation. These findings reinforce the importance of collective leadership in sustaining parent-led initiatives.

A – Active Volunteerism

The second pillar emphasizes the active participation of parents in every stage of program implementation. Parents contributed not only financial support but also professional expertise, organizational skills, leadership, and volunteer service.

The archived documents demonstrated that volunteerism extended beyond event participation. Parents assumed leadership roles in planning committees, logistics management, fundraising activities, community outreach, environmental projects, and employee appreciation programs. Such sustained participation strengthened organizational capacity while fostering a culture of shared responsibility within the school community.

R – Responsive Programming

Successful PTA initiatives consistently addressed the identified needs of their intended beneficiaries. Family engagement activities promoted stronger school-family relationships, outreach programs addressed community welfare, environmental initiatives encouraged ecological stewardship, and appreciation activities recognized the contributions of school personnel.

The diversity of programs reflected the PTA's ability to respond to evolving educational and community priorities. Responsive programming ensured that initiatives remained relevant to stakeholders while maximizing participation and organizational support.

E – Engagement and Empowerment

Stakeholder engagement extended beyond attendance at activities. Participants were actively involved through collaboration, interaction, feedback, and shared experiences. Program evaluations indicated that meaningful engagement contributed to positive participant experiences and strengthened relationships among stakeholders.

The evaluation process itself further empowered participants by providing opportunities to communicate their experiences and recommend improvements. This culture of participation reinforced the PTA's commitment to inclusive decision-making and continuous organizational learning.

N – Needs-Based Planning

Program planning was informed by stakeholder needs, organizational priorities, and findings from previous evaluations. Archived reports demonstrated that recommendations generated through post-activity evaluations were incorporated into subsequent programs, reflecting an evidence-informed planning process.

Needs-based planning enabled the PTA to adapt initiatives according to changing stakeholder expectations while maintaining alignment with the school's mission and community needs. This iterative planning approach contributed significantly to program sustainability.

T – Transparency, Evaluation, and Sustainability

The final pillar integrates transparent governance, systematic evaluation, and long-term organizational sustainability. Financial reports, accomplishment reports, committee reports, and post-activity evaluations collectively demonstrated the PTA's commitment to accountability and responsible stewardship of organizational resources.

Evaluation findings were not treated merely as administrative requirements but served as mechanisms for organizational improvement. Continuous assessment enabled the PTA to identify strengths, address implementation challenges, and refine future initiatives. These practices contributed to stakeholder trust and supported the long-term sustainability of parent-led programs.

The P.A.R.E.N.T. Framework

The proposed framework illustrates a cyclical process of sustainable parent leadership.

Partnership Building establishes collaborative relationships among stakeholders that support Active Volunteerism. Volunteer participation enables the implementation of Responsive Programming, ensuring that initiatives address the educational and social needs of stakeholders. Meaningful Engagement and Empowerment encourage active participation and strengthen stakeholder ownership of programs. Needs-Based Planning utilizes evaluation findings and stakeholder feedback to guide future initiatives, while Transparency, Evaluation, and Sustainability institutionalize accountability, continuous improvement, and organizational learning. The cycle then reinforces new partnerships, creating an ongoing process of sustainable parent-led school development.

The P.A.R.E.N.T. Framework therefore positions Parent–Teacher Associations not merely as support organizations but as collaborative leadership structures capable of initiating, implementing, evaluating, and sustaining programs that benefit both the school and the wider community.

Implications for Practice

The findings of this study provide practical implications for Parent–Teacher Associations, school administrators, educational leaders, and policymakers.

For PTAs, the framework offers a systematic guide for planning and implementing sustainable programs that extend beyond traditional fundraising activities. By emphasizing collaboration, volunteerism, responsiveness, stakeholder engagement, evidence-informed planning, and transparency, PTAs may strengthen their organizational effectiveness and long-term impact.

For school administrators, the framework highlights the importance of recognizing parents as collaborative leaders and strategic partners in school improvement. Schools that actively support parent leadership may cultivate stronger relationships with families while expanding opportunities for community engagement.

For educational leaders and policymakers, the framework provides an evidence-informed model that may guide capacity-building initiatives, leadership development programs, and policies promoting meaningful school-family-community partnerships.

Limitations of the Study

This study is subject to several limitations. First, the research relied on archived 3-year evaluation reports that were originally developed for program monitoring rather than research purposes. Consequently, evaluation instruments varied across activities, limiting direct statistical comparisons among programs.

Second, the study examined initiatives implemented within a single private basic education institution. While the findings provide valuable insights into sustainable parent-led programs, caution should be exercised when generalizing the framework to other educational contexts without further validation.

Finally, the proposed P.A.R.E.N.T. Framework was derived from documentary evidence and stakeholder evaluations. Future studies should undertake expert validation and field implementation to further establish the framework's validity, applicability, and effectiveness across diverse school settings.

Recommendations

Based on the findings, the following recommendations are proposed:

1. Parent–Teacher Associations should adopt systematic program evaluation practices to support continuous organizational learning and evidence-informed decision-making.
2. Schools should strengthen mechanisms that encourage meaningful parent leadership and collaborative participation in school and community initiatives.
3. Future PTA programs should incorporate structured stakeholder feedback throughout planning, implementation, and evaluation to ensure responsiveness to emerging needs.
4. The proposed P.A.R.E.N.T. Framework should be subjected to expert validation using established methods such as the Content Validity Index (CVI) or the Delphi Technique prior to wider implementation.
5. Future research should examine the applicability of the framework in public and private schools across different educational contexts and evaluate its effectiveness in enhancing the sustainability of parent-led initiatives.

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