



RELATIONSHIP OF PARENT-TEACHER PARTNERSHIP TO THE PSYCHOSOCIAL DEVELOPMENT AND ACADEMIC PERFORMANCE OF PRIMARY PUPILS AT DEPED BALAYAN WEST SUB-OFFICE

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INTRODUCTION

A partnership between parents and teachers enables the sharing of vital information and expertise, leading to a more efficient and encouraging educational setting. Parents provide insight into their child's interests, abilities, and weaknesses, while teachers offer knowledge on academic abilities and behavior. By exchanging knowledge and skills, parents and teachers can create a tailored approach to promote the child's growth.

Pascua and Dulos (2020) stated that parents and teachers must be a teaching team to achieve similar goals, enhancing pupil development. Home and school are crucial environments for learning, as they contribute significantly to a child's future. Both places can protect, teach, support, and influence the child. Similarly, a study by Pepito (2019) revealed that teachers value parental input on education and parents recognize their role in sharing their opinions with the school.

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The importance of establishing a healthy parent-teacher partnership is supported by various promulgations which give rise to its importance. DepEd Order 013 s. 2022, which emphasizes the role of parents and teachers in discussing school-related problems and implementing school programs. This is reinforced by Batas Pambansa 232, which requires parents to cooperate with schools in implementing curricular and co-curricular programs, while teachers must submit regular reports on student performance with improvement suggestions. Moreover, Executive Order 209 emphasizes parental responsibility for nurturing civic consciousness and developing a child's moral, mental, and physical character. Similarly, Republic Act 8980, calls for family and community support for early childhood development programs. Likewise, the Convention on the Rights of the Child states that parents hold primary responsibility for fostering a child's personality, talents, and abilities. In addition to these legal frameworks, initiatives such as DepEd Order 36 s. 2016 emphasizes the importance of valuing diverse pupil achievements beyond high grades. Furthermore, Office of the Undersecretary for Administration Memo 00-0322-0145 highlights the significance of psychosocial well-being, which affects a child's ability to manage daily life. Lastly, DepEd Order 034 s. 2022 which focuses on Parent-Teacher Conferences, where teachers and parents partner to support learners' holistic success. These promulgations are essential for addressing the diverse needs of pupils.

The most expressed notion in education was "every child is unique," as supported by various authors, particularly Smith (2019), who indicated that recognizing each child's unique abilities and learning styles enhanced their educational experience and fostered a more

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inclusive environment. This study highlighted two key factors that teachers and parents focused on. First, psychosocial development pertains to the learner’s self-confidence and the social skills acquired through peer engagement. Second, academic performance measured achievement across subjects that involved factors such as class attendance and grades.

As an educator, it is observed that pupils progress at varying rates, pupils whose parents take an active role in their education often perform better psychosocially and academically than those whose parents are less involved. This observation prompted this study, which aims to investigate the dynamics of the parent-teacher partnership and its potential connection to pupils' psychosocial and academic performance.

Despite the utmost importance of a healthy parent-teacher partnership to the psychosocial development and academic performance of children, achieving these collaborative relation remains challenging. Parents' work commitments, negative experiences with former teachers, ignorance of the curriculum, illiteracy, reluctance on both sides to establish a warm and vibrant relationship for the good of the pupils can hinder communication. Harrison and Moller (2018) further assert that the lack of trust, time, and knowledge, differing values and parenting styles, only being contacted when pupils are misbehaved can also create obstacles. Lasater (2016) added that combative parents and insufficient teacher training are two major barriers to establishing family–school relationships. These identified factors can have significant implications for pupils, including negative behavior and insufficient motivation. Parent-teacher partnerships in the context of psychosocial development and academic performance can provide valuable insights into pupils' education, helping parents and teachers

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understand the complex factors influencing pupils' educational journey. By working together, they can provide comprehensive support to ensure pupils succeed academically and thrive socially and emotionally. This study provides ways to address communication barriers, enabling teachers and parents to become effective partners in creating an engaging school-home environment.

This study examined the existing partnership between the parents and teachers in relation to the psychosocial and academic performance of primary pupils at DepEd Balayan West Sub-Office. The results provided educators with effective development program to promote a strong partnership, empowering parents to create a supportive environment that benefits pupils' development.

METHODOLOGY

Research Design

In this study, the researcher adopted a descriptive-correlational design that describes the variables and connections between and among them that arise naturally (Creswell, 2018). This method is adopted since it describes the level of parent-teacher partnership, psychosocial development, and the academic performance of pupils. Furthermore, it figures out if the parent-teacher partnership has a significant relationship with the psychosocial development and academic performance of pupils.

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Population and Sampling

The population was composed of 1,871 parents and 65 teachers during the school year 2022-2023, drawn from eight elementary schools within the Balayan West Sub-Office, with a specific focus on the primary level of Grades 1, 2, and 3. For the selection of participants, complete enumeration was utilized for the teacher group, while stratified proportional random sampling was employed for the 330 parent participants, with each school serving as a distinct stratum.

Slovin's formula using a 5% margin of error was used to obtain representative random samples for the parent participants. The number of participants is shown in Table 1.

Respondents of the Study

Eight of the eleven schools in the Balayan West Sub-Office were selected based on the criterion that each school had at least five primary-level teachers. Respondents included one parent for each pupil and teachers from grades 1, 2, and 3 for the 2022-2023 school year.

Table 1

Distribution of Participants for the Study

Name of School	Parents		Teachers	
	Population	Sample	Population	Sample
BWCS	528	93	18	18
CES	131	23	5	5
ATRMES	204	36	6	6
CAMES	130	23	6	6

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JTUMES	325	57	11	11
NES	243	43	8	8
FPPMES	145	26	5	5
SES	165	29	6	6
TOTAL	1,871	330	65	65

Research Instrument

The study used two data-gathering instruments namely: a self-constructed questionnaire and document analysis.

Survey Questionnaire

The researcher assessed the perceptions of the respondents on the level of parent-teacher partnership, the psychosocial status of pupils, and problems encountered in parent-teacher partnerships. The instrument consists of Set A and Set B, both sets are composed of 8 parts. Part 1 level of parent-teacher partnership as a guide focuses on ways to orient pupils in their education; while part 2 level of parent-teacher partnership cultural beliefs refers to what's good or right that is based on DepEd core values; part 3 level of parent-teacher partnership view on their roles is about the part they play in the child's education; part 4 level of parent-teacher partnership positive attributes is centred on showing good character for harmonious relationship; likewise part 5 level of parent-teacher partnership expectations relates to the belief to each other roles; furthermore part 6 problems encountered in parent-teacher partnership refers to hindrances that stand in the partnership; part 7 psychosocial

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abilities of pupils in self-confidence focuses on pupil's belief in their skills; and lastly part 8 psychosocial abilities of pupils in social integration is about the pupil's interactions with their peers.

Document Analysis

The researcher also utilized documentation to provide a credible and reliable output in the form of empirical evidence to answer questions on pupils' academic performance in terms of class attendance and grades.

The evaluation of pupils' daily attendance and absences was conducted through the analysis of teachers' School Form 2, commonly known as the pupils' class attendance record. This provided valuable insights into overall attendance patterns. Additionally, the grades of each pupil, measured through their average scores from the first to the fourth quarter, were assessed using teachers' School Form 5, referred to as the general average report. Together, these forms enabled a comprehensive evaluation of both attendance and grades for the school year.

Validation of Instrument

The self-constructed questionnaire was forwarded to the adviser for comments and recommendations. Revisions were incorporated for the enhancement of the instrument. The instrument was also validated by experts from De La Salle University – Dasmariñas, who were assigned to review and ensure the instrument's accuracy and reliability.

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Pilot Study

After the validation of the questionnaire, a test-retest reliability method was used. The test-retest reliability approach consists of giving the same questionnaire to the same group of participants at two separate times, followed by analyzing the correlation between their scores to assess the consistency of the measurement across time.

The pilot study of test-retest was administered two weeks apart in April 2024 at BECS. A sample of twenty (20) parents and ten (10) primary teachers who were not part of the main study was the subject. This was done to assess the consistency of the instrument. According to Hogg (2020), correlation coefficients ranging from 0.9 to 1.0 signify a very high correlation between the variables. Therefore, the two sets of the original questionnaire are highly correlated confirming the reliability of the instrument for assessing the intended constructs, as presented in Table 2.

Table 2

Test-Retest Reliability

Respondents	Pearson r	Strength of Correlation
Parents	0.94	Very High
Teachers	0.97	Very High

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Data Gathering Procedures

Several steps were undertaken to obtain the essential data needed for the research.

Phase I. Preparation stage. The researcher requested the approval of Balayan West Sub-Office Public School District Supervisor, through a written letter to conduct a survey to eight elementary schools in Balayan West Sub-Office.

Phase II. Data gathering stage. The researcher distributed/administered the questionnaires electronically by using google forms to the respondents. The responses of the teachers and parents will automatically be recorded online. The researcher also requested a copy of class attendance and grades from the teachers of Grades 1, 2, and 3 for document analysis.

Phase III. Data analysis stage. After completing the data, the researcher then performed a series of data processing steps, including tabulation, organization, computation, analysis, and interpretation to extract meaningful insights from the information collected.

Phase IV. Data gathering summary stage. The sources of data and information of the study were presented in Table 3.

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Table 3

Data Gathering Summary

Data to be gathered	Source
Problem 1 Level of parent-teacher partnership: a. Parent-Teacher as a guide b. Match of cultural values c. Parent-Teacher view on their roles d. Positive attributes in partnership e. Parent-Teacher expectations	Part 1 – 5 Questionnaire
Problem 2 Psychosocial status of pupils: a. Self-confidence b. Social integration	Part 7 - 8 Questionnaire
Problem 3 Academic performance of pupils: a. Class attendance b. Grades	Document Analysis
Problem 5 Problems encountered in the Parent-Teacher partnership.	Part 6 Questionnaire

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Data Interpretation / Analysis

The data gathered were organized and analyzed.

The responses were given weights of 1 to 5 with (1) as the lowest assessment and (5) being the highest assessment. The scale continuum used is as follows: 5 always, 4 often, 3 sometimes, 2 rarely, and 1 never. This scale is interpreted as follows: 5 very high, 4, high, 3 average, 2 low, and 1 very low. The data gathered were interpreted as shown in Table 4.

Table 4

Five-point Likert Scale Interpretation

Scale	Weighted Means/Equivalent	Responses	Interpretation
5	4.21 - 5.00	Always	Very High
4	3.41 - 4.20	Often	High
3	2.61 - 3.40	Sometimes	Average
2	1.81 - 2.60	Rarely	Low
1	1.00 - 1.80	Never	Very Low

An array of statistical tools was used to process and interpret the data collected.

Descriptive Statistics. This was utilized to calculate, outline, and present the gathered research data in a clear, coherent, and effective manner, focusing on parent-teacher partnership, psychosocial development, and academic performance. It includes the mean and ranking.

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Spearman's Rank Order Correlation. This refers to a test of a relationship. This was used to measure the strength and direction of the relationship between two ranked variables. It indicates the degree of monotonicity in the connection between the variables, illustrating how effectively a monotonic function can represent their relationship.

Ethical Consideration

Before administering the survey, the researcher obtained each participant's informed consent, guaranteeing that they might withdraw at any time. The purpose of the study and why it is being conducted is explained. Participants were encouraged to respond truthfully and were assured that their identities and answers would remain confidential. It was also evaluated by the Institutional Ethics Review Committee of De La Salle University-Dasmaringas.

RESULTS

Problem No. 1 What are the level of parent and teacher partnership in terms of: Parent-Teacher as a guide, Match of cultural values, View on Roles, Positive attributes in partnership, Parent-Teacher expectations?

The level of parent-teacher partnership encompasses the ways in which parents and teachers interact, communicate, and work together to support pupil learning and development. The discussions presented in Tables 5 to 9 provide insights into the parent-

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teacher as a guide, parent-teacher cultural values, parent-teacher views on roles, parent-teacher positive attributes, and parent-teacher expectations.

Parent-Teacher as a Guide. This pertains to parents and teachers’ roles in orienting pupils in their education. The role of parents and teachers as a Guide is shown in Tables 5.

Table 5

Perception of Parents and Teachers Role as a Guide

Role as a Guide	Parents			Teachers		
	Mean	Ranking	Verbal Interpretation	Mean	Ranking	Verbal Interpretation
1 Parents and Teachers collaborate to set guidelines for becoming a positive role model to the child. The teacher gives ample advice in providing simple and effective home intervention activities for the child and parents listen to it.	4.71	5.5	Always	4.91	3.5	Always
2 Parents and Teachers establish rules for the child to follow when it comes to studying in school and at home.	4.73	3	Always	4.91	3.5	Always
3 Parents and Teachers establish rules for the child to follow when it comes to studying in school and at home.	4.74	2	Always	4.92	2	Always

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4	Parents and Teachers believe that maintaining regular communication will positively impact the child's success in school.	4.76	1	Always	4.94	1	Always
5	The Parents and Teachers provides multiple strategies to help strengthen the child's skills.	4.72	4	Always	4.89	5	Always
6	Parents and Teachers work together to create a strategy that will enhance the child's learning capability.	4.71	5.5	Always	4.88	6	Always
7	Parents and Teachers disregard each other opinions because they know what's best for him/her.	1.50	7	Never	1.26	7	Never
OVERALL		4.55		Very High	4.74		Very High

Legend:

1.00 – 1.80	Never
1.81 – 2.60	Rarely
2.61 – 3.40	Sometimes
3.41 – 4.20	Often
4.21 – 5.00	Always

Table 5 reveals that both parents and teachers hold a very positive view of their roles as guides in a child's education, with mean scores of 4.55 for parents and 4.74 for teachers, both categorized as "Very High." This indicates a strong agreement on the importance of collaboration. Notably, the item emphasizing the need for "maintaining regular

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communication" to enhance a child's success received the highest scores, underscoring the critical role of effective communication in fostering positive educational outcomes.

While both groups rated their partnership highly, the lowest-rated statement—disregarding each other's opinions—points to a shared understanding that this approach is detrimental to effective guidance. This suggests an essential need for mutual respect within the educational partnership.

Overall, the findings highlight a collective commitment to supporting children's success and provide valuable insights for future educational policies and practices aimed at enhancing parent-teacher relationships.

The findings of the current study are consistent with the conclusions drawn by Pepito (2019) study, which claimed that teachers consider the opinion of the parents relating to their child's education. The parents also understand that it is their responsibility to share their opinion to the school when it comes to their children's education.

Parent-Teacher Cultural Values. This implies the fundamental principles of DepEd. Table 6 illustrates how well parents and teachers align with cultural values.

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Table 6

Perception of Parents and Teachers Cultural Values

Cultural Values	Parents			Teachers		
	Mean	Ranking	Verbal Interpretation	Mean	Ranking	Verbal Interpretation
8 Parents and Teachers express their spiritual beliefs while respecting each other spiritual beliefs.	4.69	2	Always	4.91	4	Always
9 Parents and Teachers demonstrate fairness and kindness to each other.	4.72	1	Always	4.92	2.5	Always
10 Parents and Teachers are sensitive to each other's individual, social, and cultural differences.	4.68	3.5	Always	4.94	1	Always
11 Parents and Teachers view each other's misunderstanding as an opportunity to build a harmonious relationship.	4.67	5.5	Always	4.88	6	Always
12 Parents and Teachers exhibit care and utilize school resources wisely.	4.68	3.5	Always	4.89	5	Always
13 Parents and Teachers demonstrate appropriate behavior in carrying out activities in the school together.	4.67	5.5	Always	4.92	2.5	Always
OVERALL	4.68		Very High	4.91		Very High

Legend:

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1.00 – 1.80	Never
1.81 – 2.60	Rarely
2.61 – 3.40	Sometimes
3.41 – 4.20	Often
4.21 – 5.00	Always

As shown in Table 6, results of the study indicate a strong alignment between parents and teachers regarding cultural values, with overall mean scores of 4.68 for parents and 4.91 for teachers, both indicating a "Very High" level of agreement. This reflects a mutual commitment to fostering an inclusive and respectful educational environment.

The highest-rated item for both groups was the demonstration of fairness and kindness, with parents scoring 4.72 and teachers 4.92. This underscores the importance of positive relationships in education. Teachers also rated their sensitivity to individual, social, and cultural differences highly (4.94), highlighting their recognition of diverse backgrounds.

Both groups view misunderstandings as opportunities for building harmonious relationships, scoring 4.67 for parents and 4.88 for teachers. This proactive approach indicates a commitment to use challenges to strengthen partnerships. Additionally, mutual agreement on utilizing school resources wisely emphasizes shared responsibility in the educational process.

In summary, the findings indicate that both parents and teachers highly value fairness, kindness, and cultural sensitivity, contributing to a collaborative atmosphere that benefits pupils. To maintain and enhance this positive dynamic, efforts should focus on continuing open communication and increasing awareness of diverse backgrounds.

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Similar to Kaiser and Rasminsky (2017) study, who claimed that all parents and educators should be accepted and valued for who they are, without bias or judgment. It is imperative to recognize and honor every individual's differences.

Parent-Teacher View on Roles. This pertains on how parents and teachers see themselves as involved in the pupil's education. The findings are shown in Table 7.

Table 7

Perception of Parents and Teachers View on their Roles

View on their Roles	Parents			Teachers		
	Mean	Ranking	Verbal Interpretation	Mean	Ranking	Verbal Interpretation
14 Parents and Teachers are aware of the child's strengths and weaknesses.	4.75	1	Always	4.92	4	Always
15 Parents and Teachers believe they should have open communication.	4.74	2	Always	4.94	2	Always
16 Teachers should set parent-teacher conferences. Parents should attend it.	4.73	3.5	Always	4.94	2	Always
17 Teachers should let parents participate in school activities. Parents should have the initiative to participate.	4.71	6	Always	4.91	5	Always
18 The teacher should disseminate information to parents on school policies,	4.72	5	Always	4.94	2	Always

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	discipline procedures, assessment tools, and school grades. The parents should have an initiative to ask. Parents and Teachers believe that if something is hindering the child's learning at home, the teacher should know.	4.73	3.5	Always	4.89	6	Always
19	Parents and Teachers should just wait for each other to call if he/she has any concerns regarding the child at school.	1.66	7	Never	1.38	7	Always
OVERALL		4.29		Very High	4.42		Very High

Legend:

1.00 – 1.80	Never
1.81 – 2.60	Rarely
2.61 – 3.40	Sometimes
3.41 – 4.20	Often
4.21 – 5.00	Always

As illustrated in Table 7, the data indicates a strong consensus between parents and teachers regarding their roles in a child's education, with overall mean scores of 4.29 for parents and 4.42 for teachers, both reflecting a "Very High" level of agreement.

The highest enthusiasm among parents is for the recognition of a child's strengths and weaknesses 4.75, while teachers echoed this sentiment with a score of 4.92. This emphasizes a shared understanding of the importance of being aware of pupils' needs. Open

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communication between parents and teachers also received strong support, with mean scores of 4.74 for parents and 4.94 for teachers, indicating a commitment to transparency.

Both groups agree on the necessity of parent-teacher conferences, with parents scoring 4.73 and teachers 4.94, underscoring the importance of collaboration. The importance of parental participation in school activities was affirmed, revealing that both parties recognize the value of engagement.

However, there is a clear rejection of the notion that parents and teachers should wait for one another to initiate contact regarding concerns, with very low scores for both groups 1.66 for parents and 1.38 for teachers. This indicates a proactive approach is favored over passive communication.

In summary, the findings underscore a strong alignment in the views of parents and teachers regarding their collaborative roles, highlighting a commitment to awareness of the child's needs and the necessity of active communication. Efforts should focus on fostering these dynamics to enhance pupil learning outcomes.

In line with a study (Morin, 2021), parents are aware of some aspects of their child's social development with peers and siblings. Furthermore, there are things that the child's teacher knows on how they are progressing with their academic tasks and interacting with their classmates. A more comprehensive view of the child's development can be achieved by combining the information from both sources.

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Parent-Teacher Positive Attributes. These relate to things that are seen beneficial or useful in parent-teacher partnership, as indicated by Table 8.

Table 8

Perception of Parents and Teachers Positive Attributes in Partnership

Positive Attributes in Partnership	Parents			Teachers		
	Mean	Ranking	Verbal Interpretation	Mean	Ranking	Verbal Interpretation
21 The teacher provides a warm and welcoming attitude towards parents.	4.74	3	Always	4.95	1	Always
22 Parents and Teachers believe that they can trust each other in many things.	4.72	6	Always	4.89	7	Always
23 Teacher should provide opportunities for the parents to be involved in the child's education at school and at home.	4.73	4.5	Always	4.92	5	Always
24 The teacher encourages parental involvement in school activities.	4.75	1.5	Always	4.94	2.5	Always
25 The teacher updates the parents about the great things that the child does.	4.73	4.5	Always	4.92	5	Always
26 Parents and Teachers show respect to each other.	4.75	1.5	Always	4.94	2.5	Always
27 Teacher shows nasty attitude.	1.46	7	Never			
27 Teacher consistently upholds professionalism and consider the viewpoints of parents.				4.92	5	Always
OVERALL	4.27		Very High	4.93		Very High

Legend:

- 1.00 – 1.80 Never
- 1.81 – 2.60 Rarely
- 2.61 – 3.40 Sometimes
- 3.41 – 4.20 Often
- 4.21 – 5.00 Always

Based on table 8, there's a strong alignment between parents and teachers on the positive attributes of their partnership, with overall mean scores of 4.27 for parents and an impressive 4.93 for teachers, both classified as "Very High."

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Teachers demonstrate a warm and welcoming attitude toward parents, reflected in a mean score of 4.95, the highest among the teacher responses. Parents rated this aspect slightly lower at 4.74, indicating overarching agreement on the importance of a supportive environment.

Both groups recognize the value of trust in their relationship, with parents scoring 4.72 and teachers 4.89. Additionally, the shared belief in the significance of parental involvement is evident, with mean scores of 4.73 for parents and 4.92 for teachers regarding opportunities for engagement in a child's education.

Respect between parents and teachers is strongly emphasized, scoring 4.75 for parents and 4.94 for teachers, showcasing a mutual acknowledgment of each other's roles and perspectives. Interestingly, the low score of 1.46 regarding teachers displaying unpleasant attitudes indicates a clear rejection of negative behaviors, reinforcing a desire for professionalism.

The findings highlight a robust partnership characterized by trust, respect, and active participation, which collectively foster a positive educational atmosphere. Continued efforts to enhance communication and collaboration will further strengthen this partnership.

According to Santiago et al. (2016) trust is a crucial component in the engagement of parents in education and in fostering partnerships between parents and teachers. Their research found that when parents have confidence in educators and educational institutions, it positively influences pupil learning and behavior.

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Parent-Teacher Expectations. These relate to mutual expectations that provide a cooperative learning environment, as seen in Table 9.

Table 9

Perception of Parents and Teachers Expectations

Expectations	Parents			Teachers		
	Mean	Ranking	Verbal Interpretation	Mean	Ranking	Verbal Interpretation
28 Parents and Teachers believes that their partnership has a favorable effect on the child's education.	4.72	5	Always	4.94	2	Always
29 Parents and Teachers have regular communication via emails, phone calls, meetings, and even social media with regard to the child's education.	4.73	4	Always	4.94	2	Always
30 Parents and Teachers are aware of their tendency to make errors, so if they think there may be a misunderstanding, they should talk discreetly.	4.70	6	Always	4.91	5.5	Always
31 Parents and Teachers believe that having activities for the Parent-Teacher Association that address the learner's needs in school will provide the finest educational opportunities to the child.	4.75	2	Always	4.92	4	Always
32 Parents and Teachers are always on the same page when it comes to the child's education.	4.75	2	Always	4.91	5.5	Always
33 Parents and Teachers understand that they cannot attend to all of	1.62	7	Never	1.68	7	Never

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34	each other concerns regarding the child.	Parents and Teachers collaborate in good discipline in the child.	4.75	2	Always	4.94	2	Always
OVERALL			4.29		Very High	4.46		Very High

Legend:

- 1.00 – 1.80 Never
- 1.81 – 2.60 Rarely
- 2.61 – 3.40 Sometimes
- 3.41 – 4.20 Often
- 4.21 – 5.00 Always

It is evident from table 9 that the expressed expectations of parents and teachers reveal a strong commitment to collaboration, with overall mean scores of 4.29 for parents and 4.46 for teachers, both reflecting a "Very High" level of agreement.

Teachers hold a positive view regarding the effects of their partnership on a child's education, scoring 4.94 compared to 4.72 from parents. This indicates that teachers perceive the impact of their collaborative efforts as particularly beneficial. Regular communication is emphasized by both groups, with mean scores of 4.73 for parents and 4.94 for teachers, suggesting a mutual understanding of the importance of consistent engagement through various channels.

On the aspect of recognizing potential misunderstandings, both parties scored similarly high, demonstrating an awareness of the need for discretion and communication. The emphasis on collaborative activities through the Parent-Teacher Association and collective discipline strategies received high rankings, indicating alignment in their approach to fostering a supportive educational environment for the child.

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However, both groups rated the notion of being unable to address all concerns low (1.62 for parents and 1.68 for teachers), indicating that there is nothing they cannot do when it comes to the child.

The findings highlight a shared belief in the positive outcomes of collaboration between parents and teachers, underpinned by effective communication and joint efforts in nurturing the child’s educational journey. This alignment lays a strong foundation for fostering pupil success.

Close from (Dukes, 2019) point of view, parents’ expectations of teachers should match their commitment as parents. There should be no justification for missing parent-teacher conferences. In return, teachers expect parents to engage by demonstrating interest in their child's education and related activities.

Table 10

Summary of the Level of Parent-Teacher Partnership

Summary				
Level of Parent-Teacher	Parents	Teachers	Overall	Verbal Interpretation
Guide	4.27	4.39	4.33	Very High
Cultural Values	4.68	4.91	4.80	Very High
View on Roles	4.29	4.42	4.36	Very High
Positive Attributes	4.27	4.93	4.60	Very High

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Expectations	4.29	4.46	4.38	Very High
Overall			4.49	Very High

The computed total of the five components of parent-teacher partnership is displayed in the above table. The summary data indicates a highly positive perception of the parent-teacher partnership across various components, with both parents and teachers consistently rating their collaboration as "Very High." In terms of guidance, both groups show strong agreement, suggesting a solid foundation in providing direction within the educational context. The component of cultural values stands out particularly, reflecting a strong alignment in shared beliefs that support and enhance the educational environment.

When it comes to views on roles, there is consensus on the importance of recognizing each other's contributions to a child's education, which fosters effective partnership dynamics. In the area of positive attributes, teachers express strong confidence in the strengths of their relationship with parents, suggesting an awareness of the constructive traits that emerge from collaboration. Furthermore, expectations for collaboration are similarly aligned, indicating a mutual commitment to supporting pupil success.

Overall, the data reveals an effective partnership characterized by shared values, clear role definitions, and positive collaboration, all of which contribute to a supportive educational environment for pupils. The slightly higher ratings from teachers in several components may highlight their strong confidence in their roles, suggesting that ongoing communication could

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further bridge any perceptual gaps between parents and teachers. As supported by the study of Morin (2021), when parents and educators collaborate closely, they can gain a unified perspective on a child's growth and progress, fostering a more holistic and effective approach to supporting their academic and emotional well-being.

Problem No. 2 What are the psychosocial status of pupils in terms of Self-confidence and Social Integration?

A pupil's emotional and social well-being are both included in their psychosocial status, which is a complex concept. The following data are presented in Tables 10 and 11 through the perceptions of parents and teachers, specifically in terms of the pupils' self-confidence and social integration.

Self-confidence of pupils. The psychosocial status of pupils in self-confidence connotes pupil's sense of competence, worth, and capacity to achieve goals as assessed by parents and teachers is shown in Table 11.

Table 11

Perception of Parents and Teachers with Pupils Self-confidence

Psychosocial Development of Pupils in Self-confidence	Parents			Teachers		
	Mean	Ranking	Verbal Interpretation	Mean	Ranking	Verbal Interpretation
Parents and Teachers observe that children believe in	4.74	7	Always	4.92	1	Always

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	their abilities.						
	Parents and Teachers observe						
41	children trust their feelings and emotions.	4.75	4	Always	4.91	2.5	Always
	Parents and Teachers observe that						
42	children do not worry about what others think of him/her.	4.59	9	Always	4.85	7.5	Always
	Parents and Teachers observe that						
43	children feel embarrassed when other people look at his/her work.	1.60	10	Never	1.52	10	Never
	Parents and Teachers observe that						
44	children keep trying to learn new things.	4.77	1	Always	4.88	5	Always
	Parents and Teachers observe that						
45	children believe that their contribution is as important as anyone else's.	4.75	4	Always	4.85	7.5	Always
	Parents and Teachers						
46	observe that children believe that their contribution is as important as anyone else's.	4.75	4	Always	4.82	9	Always

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	observe that children express their cultural beliefs confidently. Parents and Teachers observe that children become more						
47	engaged in learning when they witness that they talk about their work. Parents and Teachers observe that children avoid difficult tasks because they don't believe they can do it. Parents and Teachers observe that children respond confidently to the multiple teaching strategies. Parents and Teachers observe that children have faith in their ability to succeed.	4.74	7	Always	4.88	5	Always
48		1.49	11	Never	1.45	11	Never
49		4.74	7	Always	4.88	5	Always
50		4.76	2	Always	4.91	2.5	Always

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OVERALL	4.15	High	4.26	Very High
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Legend:

1.00 – 1.80	Never
1.81 – 2.60	Rarely
2.61 – 3.40	Sometimes
3.41 – 4.20	Often
4.21 – 5.00	Always

The data presented in table 11 offers a comprehensive overview of the psychosocial development of pupils, particularly focusing on their self-confidence as observed by both parents and teachers. The findings reveal a commendable level of self-confidence among pupils, with an overall mean score of 4.15 for parents and 4.26 for teachers' perception, suggesting that children generally possess high to very high self-confidence in their abilities.

Notably, the highest mean score from parents 4.77 and teachers 4.88 was attributed to the observation that children persistently strive to learn new things. This indicates a positive attitude toward learning and growth. Similarly, the assessment of children's belief in the importance of their contributions recorded high scores, with a mean of 4.75 from parents and 4.85 from teachers, reinforcing the idea that children recognize the value of their perspectives and input in academic settings.

The data also reflect a consistent observation regarding children's ability to trust their emotions and express their cultural beliefs confidently. This highlights the significance of emotional intelligence and cultural identity in nurturing self-confidence. Meanwhile, with low mean scores, both parents and teachers observed that pupil do not feel embarrassed when scrutinized by others indicating that public evaluation is not a stressor for pupils.

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Lastly, Parents' and teachers' overall mean were 1.49 and 1.45, respectively, indicating that they were unconcerned with the pupil's unwillingness to take on difficulties because of their perceived ability. It appears from this that pupils can accept problems instead of avoiding them.

The varying perceptions between parents and teachers regarding certain aspects of self-confidence emphasize the importance of collaboration in fostering a conducive learning environment that cultivates children's psychosocial well-being. As Mcleod (2013) mentioned, the peer group of a child becomes increasingly important and serves as a key source of self-esteem. As children seek validation, they strive to showcase skills that society deems valuable, which in turn boosts their self-confidence through their accomplishments.

Social Integration of pupils. These relates to how much a pupil feels linked, accepted, and appreciated by their peers and teachers. The psychosocial status of pupils in social integration as assessed by parents and teachers is shown in Table 12.

Table 12

Perception of Parents and Teachers with Pupils Social Integration

Psychosocial Development of Pupils in Social Integration	Parents			Teachers		
	Mean	Ranking	Verbal Interpretation	Mean	Ranking	Verbal Interpretation
51 Parents and Teachers believe that children get a great deal of pleasure when achieving	4.71	2.5	Always	4.91	1	Always

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	something that improves their social interaction in school and at home. Parents and Teachers observe that when children fail to complete a task in school or at home, they withdraw from their peers.	1.57	9.5	Never	1.66	10	Never
52							
	Parents and Teachers believe that children actively engage in group activities.	4.71	2.5	Always	4.86	4	Always
53							
	Parents and Teachers observe that children's social skills improved considerably.	4.72	1	Always	4.82	5	Always
54							
	Parents and Teachers observe that children show poor self-esteem when interacting with the people around them.	1.59	7	Never	1.48	7	Never
55							
	Parents and Teachers observe that children do not	1.57	9.5	Never	1.46	8	Never
56							

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	interact with their peers in spite of their desire to do so.						
	Parents and Teachers observe that children don't socialize with peers who hold different cultural values.						
57	Parents and Teachers observe that children don't socialize with peers who hold different cultural values.	1.58	8	Never	1.49	6	Never
	Parents and Teachers observe that children prefer to work alone than in group work.						
58	Parents and Teachers observe that children prefer to work alone than in group work.	1.68	6	Never	1.45	9	Never
	Parents and Teachers believe that when children see them collaborating, the child socializes with the teacher as well.						
59	Parents and Teachers believe that when children see them collaborating, the child socializes with the teacher as well.	4.66	5	Always	4.89	2.5	Always
	Parents and Teachers believe that children will engage in school activities if they see their parents doing so.						
60	Parents and Teachers believe that children will engage in school activities if they see their parents doing so.	4.70	4	Always	4.89	2.5	Always
OVERALL		3.15		Average	3.19		Average

Legend:

- 1.00 – 1.80 Never
- 1.81 – 2.60 Rarely
- 2.61 – 3.40 Sometimes

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3.41 – 4.20 Often
4.21 – 5.00 Always

The data on the psychosocial development of pupils regarding social integration reveals several key insights based on the observations of parents and teachers. Overall, the ratings suggest a positive perspective on children's social engagement and development.

Notably, both parents and teachers believe that children enjoy achieving goals that enhance their social interactions. Additionally, they observe that children actively participate in group activities. This indicates a strong consensus on the importance of social achievements in enhancing children's experiences at school and home.

In contrast, there is a clear alignment in the ratings indicating infrequent social withdrawal due to task failures or poor self-esteem. Both groups reported low mean, indicating that children do not often withdraw from peers after failing tasks. Similarly, observations regarding children's interactions and socialization reflect a low incidence of issues, with ratings for not interacting with peers despite a desire to do so averaging 1.57 for parents and 1.46 for teachers.

Interestingly, perspectives on cultural differences and social preferences reveal that children generally do not avoid peers based on cultural values or prefer working alone. Both parents and teachers emphasized the impact of adult behavior on children's social engagement, with high mean scores indicating that children are more likely to socialize when they observe collaborative behaviors in their parents and teachers. The average overall scores

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for parents and teachers were 3.15 and 3.19, respectively, indicating moderate agreement on children's psychosocial development.

The data reflects a generally optimistic view on the social integration of pupils, underscoring their active participation in social activities, strong social skills, and limited negative experiences related to social integration. Tepordei et al. (2023) stated that educators have the option to implement various extracurricular activities designed to enhance supportive social relationships among learners. These activities should take advantage of the emotional significance of peer connections by allowing learners to engage with one another, recognize each other's strengths, and build on their abilities. This would serve to emphasize learners' positive traits and shared interests.

Problem No. 3 What are the academic performance of pupils in terms of class attendance and grades?

A pupil's academic performance is a crucial element of their educational journey since it reflects their mastery of subject matter, their ability to apply learned knowledge, and their overall understanding of the curriculum. The following data are presented in Tables 13 and 14 including the overall record of pupil's class attendance and grades.

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Class Attendance of Pupils. The teacher's School Form 2 was used to collect the class attendance data. Teachers are required to submit the attendance records only for the final two months of the school year, the data collected was especially relevant for May and June 2023. It represents the overall average daily attendance and absence of Grades 1, 2, and 3 pupils from the months of May and June 2023 as shown in Table 13.

Table 13

Primary Pupils Class Attendance

Class Attendance for the month of May & June 2023								
Grade Level	Grade 1		Grade 2		Grade 3		Overall	
Description and Grading	Total	Percentage	Total	Percentage	Total	Percentage	Total	Percentage
Average Daily Attendance	613	95%	601	92%	535	93%	1749	93%
Average Daily Absence	34	5%	49	8%	39	7%	122	7%
TOTAL	647	100%	650	100%	574	100%	1871	100%

As illustrated in table 13, each grade level has shown commendable attendance, Grade 1 stands out as a model for maintaining engagement. The higher attendance rates here could be attributed to developmental factors or effective teaching strategies that keep pupils motivated. Conversely, the slight decline in attendance in Grades 2 and 3 suggests a potential

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need for targeted interventions, such as increased parental involvement, pupil support services, or outreach programs to maintain high levels of engagement. The overall average daily attendance across all grades was 93%, which is commendable and reflects a positive school environment. The cumulative absence rate of 7% suggests that there's still a small but significant portion of pupils who are not.

The importance of class attendance is supported by the study of Aden et al. (2013), which recommends that educational institutions implement or enhance strict policies to promote student attendance and address any obstacles that may prevent regular attendance. Ancheta et al. (2021) added that consistent attendance is crucial for learning and impacts students' academic success. They advocate for a comprehensive strategy that actively involves students both within and outside the classroom.

Grades of Pupils. The pupils' grades were obtained from the teacher's School Form 5, which provides the general average for each pupil. At the elementary level, the Department of Education (DepEd) primarily utilizes the General Average to evaluate academic performance in terms of grades. The table below illustrates the overall general averages for each pupil from the first to the fourth grading periods, specifically for Grades 1, 2, and 3.

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Table 14

Primary Pupils Level of Progress and Achievement

Grade Level Description and Grading	Level of Progress and Achievement							
	Grade 1		Grade 2		Grade 3		Overall	
	Total	Percentage	Total	Percentage	Total	Percentage	Total	Percentage
Did Not Meet Expectations (74 and below)	0	0%	0	0%	0	0%	0	0%
Fairly Satisfactory (75-79)	113	17%	107	17%	95	16%	315	17%
Satisfactory (80-84)	218	34%	269	41%	216	38%	703	37%
Very Satisfactory (85-89)	174	27%	161	25%	147	26%	482	26%
Outstanding (90-100)	142	22%	113	17%	116	20%	371	20%
TOTAL	647	100%	650	100%	574	100%	1871	100%

The overall data shows that across all grades, most pupils fall within the "Satisfactory" range and above. Specifically, 37% of pupils were rated as "Satisfactory," and combined "Very Satisfactory" and "Outstanding" categories constituted 46% of the total achievement. This reflects a substantial educational outcome, pointing to effective teaching strategies or learner engagement at this educational level. Moreover, the fact that none of the pupils received a "Did Not Meet Expectations" rating signifies an impressive trend toward educational adequacy, indicating a complete shift in grading toward more positive performance levels.

Bernardo et al. (2024) study found that there is a noteworthy relationship between students' motivation and their academic success, emphasizing the important influence of

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motivation on educational outcomes. Factors influencing motivation include intrinsic and extrinsic motivation, affective influences, and expectancy, all which impact students' academic success.

Problem No. 4 Is there a relationship between the level of parent-teacher partnership and Psychosocial development, and academic performance?

This concerns whether the psychosocial growth and academic achievement of pupils are correlated with the level of parent-teacher partnerships. It looks into how various forms of parent-teacher partnerships relate to the psychosocial and academic development of pupils. The following data are presented in Tables 15 to 16.

Parent-Teacher Partnership relationship to Psychosocial Development of Pupils. Table 15 represents if the perception of parents and teachers in the level of parent-teacher partnership has a relationship with pupils psychosocial development in self-confidence and social integration.

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Table 15

Perception of Parents and Teachers in the Level of Parent-Teacher Partnership and its relationship to the Psychosocial Development of Pupils

Level of Parent-Teacher Partnership	Psychosocial Development of pupils	Spearman's rho	p	Interpretation
Guide	Self-confidence	0.644	<0.001	Significant
	Social integration	0.187	<0.001	Significant
Cultural Values	Self-confidence	0.55	<0.001	Significant
	Social integration	-0.046	0.0366	Not Significant
View on Roles	Self-confidence	0.664	<0.001	Significant
	Social integration	0.242	<0.001	Significant
Positive Attributes	Self-confidence	0.281	<0.001	Significant
	Social integration	0.171	<0.001	Significant
Expectations	Self-confidence	0.653	<0.001	Significant
	Social integration	0.272	<0.001	Significant
General	Self-confidence	0.325	<0.001	Significant
	Social integration	0.193	<0.001	Significant
Overall		0.541	<0.001	Significant

Table 15 shows the computed Spearman rank correlation coefficient p between the level of parent-teacher partnership and the psychosocial abilities of the pupils. The general computed p of of 0.325 ($p < 0.001$) indicates a significant relationship between the level of

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parent-teacher partnership and the psychosocial development in self-confidence of pupils, significant at the 5% level. This underscores the importance of clear roles and mutual expectations within these partnerships to foster pupils' self-confidence. Collaborative efforts between teachers and parents are essential for empowering pupils. Moreover, it can also be observed from Table 15 the general computed p value between the level of parent-teacher partnership and the psychosocial abilities in social integration of the pupils 0.193 ($p < 0.001$) indicates a significant relationship at a statistically significant level of 5%. Although there is a positive association between parent-teacher partnerships and social integration, the weaker correlations suggest that other factors may be more influential in this area of psychosocial development. The mixed results indicate that cultural values in partnerships may not enhance social integration among pupils.

The overall analysis yields a Spearman's rho of 0.541 for the combined effects on self-confidence and social integration, statistically significant ($p < 0.001$). This underscores a general positive impact of parent-teacher partnerships on psychosocial development, with a more pronounced effect on self-confidence compared to social integration. These findings lead to the rejection of the null hypothesis that there is no significant relationship between the level of parent-teacher partnership and psychosocial development of pupils.

The above findings jibe well with the context of Koblin (2020) study, wherein the findings on the positive impact of parent-teacher partnership on psychosocial development may be seen as supporting the idea that a supportive and nurturing environment can facilitate healthy psychosocial development, particularly during the early stages of childhood.

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Parent-Teacher Partnership relationship to Academic Performance of

Pupils. Table 16 represents if the perception of parents and teachers in the level of parent-teacher partnership has a relationship with pupils' class attendance and grades.

Table 16

Perception of Parents and Teachers in the Level of Parent-Teacher Partnership and its relationship to the Academic Performance of Pupils

Level of Parent-Teacher Partnership	Academic Performance	Spearman's rho	P	Interpretation
Guide	Attendance	0.106	0.035	Significant
	Grade	-0.116	0.021	Significant
Cultural values	Attendance	0.132	0.009	Significant
	Grade	-0.111	0.028	Significant
View on roles	Attendance	0.109	0.031	Significant
	Grade	-0.081	0.108	Not Significant
Positive Attributes	Attendance	0.477	< .001	Significant
	Grade	-0.086	0.087	Not Significant
Expectations	Attendance	0.152	0.002	Significant
	Grade	-0.099	0.051	Not Significant
Overall	Attendance	0.354	<0.001	Significant
	Grade	0.04	0.426	Not Significant

Table 16 shows the computed Spearman rank correlation coefficient ρ between the level of parent-teacher partnership and the academic performance of the pupils. The general

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computed ρ of 0.354 ($p < 0.001$) between the level of parent-teacher partnership and academic performance in class attendance is significant at the 5% level of significance. In contrast, the general computed ρ of 0.04 ($p = 0.426$) indicates that there is no statistically significant relationship between the level of parent-teacher partnership and academic performance in grades, as the p -value is greater than 0.05. The significance of cooperative participation in fostering pupil attendance is highlighted by the general positive link between parent-teacher partnerships and attendance. But the fact that there was no discernible relationship with grades suggests that building relationships alone might not be enough to improve academic achievement.

Overall, the evidence suggests that the null hypothesis should be rejected, indicating that there is a significant relationship between the level of parent-teacher partnership and academic performance, but this relationship is limited to class attendance rather than grades.

Consistent with Li's (2023) study, which emphasizes the significance of home-school partnership in children's education, particularly during elementary school years. The study finds that children who have involved parents tend to attend school regularly, which is a critical factor in their academic success. Moreover, Cole (2017) emphasized that the responsibility for educating children is a collaborative effort between parents and schools. Increased parental engagement in education contributes to increased academic success and helps students become productive members of society.

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Problem No. 5 What are the problems encountered in parent-teacher partnerships?

The challenges faced in parent-teacher partnerships pertain to the issues and factors that affect the partnership. This will consider the viewpoints of teachers and parents in addition to the larger structural reasons that underlie these difficulties. The following data are shown in Tables 17 and 18.

Table 17

Parents Encountered Problems

PROBLEMS ENCOUNTERED IN PARENT-TEACHER PARTNERSHIP	Mean	Standard Deviation	Ranking	Verbal Interpretation
35 I work 8 hours a day and don't have time to collaborate with the child's teacher.	3.69	3.42	1	Often
36 I have negative experiences with the child's previous teacher.	1.42	1.29	3	Never
37 The teacher only sees the negative behavior of the child.	1.35	1.15	4	Never
38 Poor and uneducated parents are treated poorly by the teacher.	1.31	1.09	5	Never
39 The teacher feels that we are bothersome and unaware of the curriculum.	1.46	1.32	2	Never
Grand Total	1.85			Low

Legend:

- 1.00 – 1.80 Never
- 1.81 – 2.60 Rarely
- 2.61 – 3.40 Sometimes
- 3.41 – 4.20 Often
- 4.21 – 5.00 Always

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It is evident from the table above that the primary issue identified is time constraints, with the statement regarding working hours receiving the highest mean score of 3.69, indicating many parents struggle to engage due to busy schedules. On a positive note, parents reported few negative experiences with past teachers and felt that teachers do not solely focus on negative behaviors. Moreover, perceptions of inequitable treatment based on socioeconomic status were low, suggesting fairness in interactions.

Overall, the total mean of 1.85 reflects a low level of significant issues. To further solidify the collaboration and provide children with appropriate support, it is imperative to address time management and improve communication with working parents.

Table 18

Teachers Encountered Problems

PROBLEMS ENCOUNTERED IN PARENT-TEACHER PARTNERSHIP	Mean	Standard Deviation	Ranking	Verbal Interpretation
35 Parents work 8 hours a day and do not have time to collaborate with teachers regarding the child.	3.65	3.30	1	Often
36 Parents have negative experiences with the child's previous teacher.	1.23	0.98	3	Never
37 Parents have insufficient knowledge in assisting their children with schoolwork.	3.26	2.90	2	Sometimes
38 Poor and uneducated parents are treated poorly by the teacher.	1.06	0.35	5	Never

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39	Parents feel that teachers are bothersome and are unaware of the children's needs.	1.20	0.98	4	Never
Grand Total		2.08		Low	

Legend:

- 1.00 – 1.80 Never
- 1.81 – 2.60 Rarely
- 2.61 – 3.40 Sometimes
- 3.41 – 4.20 Often
- 4.21 – 5.00 Always

A crucial area for intervention is also highlighted by Table 18, which was evaluated by the teacher respondents. The statement about parents' time constraints received the highest mean score of 3.65, highlighting the fact that many parents frequently find it difficult to find time to work with teachers because of their hectic work schedules. Furthermore, the second-highest mean score of 3.26 indicates that many parents sometimes believe they don't know enough to help their children with their schooling. However, the three statements indicating negative experiences or perceptions received notably low scores, suggesting that such challenges are not common.

The overall total mean of 2.08 indicates that significant problems in parent-teacher engagement are relatively low. Time constraints and insufficient of knowledge are the only pressing issues that need addressing.

The parents' and teachers' assessed problems are consistent with the findings of Harrison and Moller's (2018) study: parents' work-related commitments often leave them short on time, and also their insufficient knowledge and experience in assisting their children.

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Problem No. 6 What parent-teacher development program can be proposed from this study?

While there may be existing development programs, this initiative specifically focuses on enhancing the relationship of the parent-teacher partnership to the psychosocial and academic performance of pupils, anchored in the results of the present study. Primarily, it focuses on parents and teachers as guides, clear cultural values, positive attributes, clear roles, and shared expectations, while also bridging the gap with the problems encountered in the partnership.

Corroborated by the study conducted by (Lekli & Kaloti, 2015) teachers and schools must maximize parental involvement and cooperation in their children’s educational experiences. They can implement several activities to achieve this goal. The development program, which aims to foster a collaborative relationship between parents and teachers, consists of four components, as outlined in Table 19.

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Table 19

Parent-Teacher Partnership Development Program

Program Title: Parent-Teacher Partnership Development Program (PTPDP)	
Rationale:	<p>The Development Program for Parent-Teacher Partnership is a comprehensive initiative designed to enhance the collaborative relationship between parents and teachers in education. The program recognizes the crucial role that parents play in a pupil's education and acknowledges the significant impact that this partnership has on pupils' psychosocial development and academic achievement. Research has consistently shown that when parents and teachers work together—particularly as guides, upholding clear cultural values, demonstrating positive attributes, fulfilling their respective roles, and sharing expectations in partnership—pupils tend to have better psychosocial skills and perform better academically. Moreover, it also addresses the gaps that hinder the continuity of the partnership between parents and teachers, as research has revealed that parents struggle to balance their work and family responsibilities, along with insufficient knowledge in assisting their children. To corroborate all the results, the program provides parents with the tools, knowledge, and support they need to empower both their children and them.</p> <p>The program's four components - quarterly parent-teacher conferences, involved parents in decision making, scheduling parents and pupils for home</p>

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	<p>learning, and regular communication - are designed to achieve the following objectives:</p>
<p>Objectives:</p>	<ul style="list-style-type: none"> ▪ Promote a shared understanding of pupil needs and goals. ▪ To address the challenge of work-life balance by providing parents with a designated period of time to focus on their children's education and well-being. ▪ Give information to parents about their children's performance at school. ▪ Increase parental involvement in school activities and decision-making. ▪ Put suggestions given by parents to action. ▪ Establish a channel of communication that is both clear and consistent between parents and teachers. ▪ Develop a positive and supportive school culture.
<p>Development Program Components:</p>	<p>1. Quarterly Parent-Teacher Conference: Regular conferences will be held with parents to discuss their child's progress, set goals, and develop a plan for improvement. This will help parents stay informed about their child's academic journey and work collaboratively with teachers to address any concerns. The teacher will execute the following strategy:</p> <ul style="list-style-type: none"> ▪ Create a welcoming environment by displaying pupils' school works inside the classroom. ▪ Start the meeting on a positive note. Remind parents that sharing information regarding their child's psychosocial and academic progress

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and interactions with their school environment is the meeting's main objective.

- Provide Parent-Teacher Conference Form to each parent regarding their children stated the strengths and concerns inside the classroom.
- Conversation will be straightforward and steer clear of jargon. Any terminology, curricular titles, or even words on the progress report card that aren't frequently used outside of the classroom should be explained.
- Ask questions and pay attention to what parents have to say.
- Create a strategy that includes tactics and activities to help the child learn both at home and at school.

2. Involved parents in decision making: A homeroom parent-teacher association represent parents' interests and provide a platform for their voices to be heard in decision-making processes. This will foster a feeling of belonging and commitment among members of the school community. The following strategy will be carried out:

- Share teacher's vision. To inform parents of the goals the teachers have set for their class, why it matters, and how it will affect the pupils and school community.
- Seek input and involvement. To ask parents for suggestions about the teacher's vision, what challenges or opportunities they perceive, and what ideas or solutions they have.

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- Provide information and support. Keep the parents updated on the progress and outcomes of the teacher’s vision and celebrate the successes and achievements along the way.
- Deal with issues and conflicts. To address openly and respectfully any conflicts along the way. Teachers listen to the parents’ views and feelings and understand their perspectives and motivations.
- Acknowledge and be grateful. To show appreciation to the parent’s time, effort, and input.

3. Schedule parents and pupils home learning: Parents will receive guidelines and resources to support their child's learning at home through scheduled activities. This will enable parents to become more involved in their child's learning and develop a stronger bond with teachers. The following strategy will be implemented:

- Provide a weekly home learning plan that is linked to the weekly lessons. It involves parents with their children academic lessons at home, such as homework, goal setting, and other curriculum related activities.
- Weekly feedback notes. To find out if there is any concern regarding the given plan.

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	<p>4. Regular Communication: Effective communication channels will be established through regular updates on school events, activities, and announcements. This will ensure that parents stay informed about school happenings and feel connected to the school community. The following channel of communication can be used:</p> <ul style="list-style-type: none"> ▪ Email. For formal communication and updates. ▪ In-Person Meetings. For detailed discussions and feedback. ▪ Social media (Private class Facebook page). For general updates and reminders, posting lectures and notes, for possible schedule of special events, and for classroom needs, reminders or requests. ▪ Phone calls/Text Message. For individualized or confidential concerns. ▪ Pupil’s Diary. For parents without access to technology. ▪ Regular in-person communication. For private concerns, this usually works for parents who regularly drop their children off at school and pick them up. 												
<p>Target Beneficiaries:</p>	<ul style="list-style-type: none"> ▪ Pupils ▪ Parents/Guardian ▪ Teachers 												
<p>Implementation Schedule:</p>	<table border="1"> <thead> <tr> <th>Month</th> <th>1</th> <th>2 - 3</th> <th>4 – 6</th> <th>7 – 8</th> <th>9 - 10</th> </tr> </thead> <tbody> <tr> <td>Component</td> <td>Task</td> <td>Task</td> <td>Task</td> <td>Task</td> <td>Task</td> </tr> </tbody> </table>	Month	1	2 - 3	4 – 6	7 – 8	9 - 10	Component	Task	Task	Task	Task	Task
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	Quarterly Parent-Teacher Conference	Program orientation	Conduct 1 st conference	Conduct 2 nd conferences, provide feedback	Conduct 3 rd conferences, provide feedback	Evaluate the effectiveness of the program
	Involved parents in decision making	Establish homeroom association	Share teachers' vision, seek input and feedback	Share progress and make adjustment	Share progress and make adjustment	
	Schedule parents and pupils home learning	Provide weekly home learning plan	Monitor progress, provide feedback	Monitor progress, provide feedback	Monitor progress, provide feedback	
	Regular Communication	Introduce channels of communication and schedule	Provide feedback	Provide feedback	Provide feedback	
Evaluation Criteria:	<ul style="list-style-type: none"> ▪ Increased parental involvement in school activities. ▪ Improved communication between parents and teachers. ▪ Enhanced pupil social development and academic achievement. ▪ Positive feedback from parents and teachers. 					
Program Partners:	<ul style="list-style-type: none"> ▪ School Heads ▪ Parent-Teacher Associations 					

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DISCUSSION

1. Level of Parent-Teacher Partnership in terms of: Parent-Teacher as a guide, Match of cultural values, Parent-Teacher view on their roles, Positive attributes in partnership, and Parent-Teacher expectations.

The partnership between parents and teachers offers a more all-encompassing approach to education that promotes motivation and produces better results by integrating their distinct viewpoints. Based on the findings, they work together to set rules and standards for pupils, including homework activities and behavior modeling. They are aware of the pupils' strengths and weaknesses and regularly communicate about their progress. Both parents and teachers participate in conferences to discuss important matters such as school policies, discipline procedures, and grades. Moreover, the partnership is grounded in shared cultural values of fairness, kindness, and respect, which creates a positive and inclusive school environment. Importantly, parents and teachers recognize that they may make mistakes and are willing to discuss them privately. Ultimately, they have the same goal which is to provide a favorable effect on the pupil's education through their collaborative partnership, and the findings suggest that this partnership between parents and teachers is highly collaborative, effective, and beneficial for the pupils' education.

2. Psychosocial status of pupils in terms of: Self-confidence and Social Integration

From the perception of parents and teachers in psychosocial development of primary pupils, the children exhibit positive behaviors and attitudes towards learning, such as believing

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in their abilities, trusting their feelings, and feeling confident. They also seem to be proud of their work and engaged in learning, especially when they see parents and teachers discussing their work. In contrast, they do not report the pupils avoiding difficult tasks or lacking confidence. Overall, the pupils' self-confidence is remarkably high, which is reflected in their outstanding learning outcomes and attitudes towards learning. Furthermore, pupils experience pleasure when achieving social goals and are actively engaged in group activities, which improves their social skills. They demonstrate resilience by persisting in their efforts even when facing setbacks, and they show no avoidance of social interactions with peers from diverse cultural backgrounds. Both agree that children are more likely to participate in school activities when they see adults modeling collaborative behavior. These results imply that pupils' social integration is at an average level, influenced by a range of variables such as settings, behaviors, and experiences.

3. Academic performance of pupils in terms of class attendance and Grades.

Most pupils consistently attend classes each day. In contrast, there's a small proportion of pupils who miss class. These findings suggest that most of the pupils are driven to attend classes, indicating a strong commitment to their education. However, highlighting a small but significant proportion of pupils who miss class may require additional support or intervention. Moreover, with regard to pupils' grades, the majority of pupils received "satisfactory" grades followed by "very satisfactory", "outstanding", "fairly satisfactory", and finally the absence of dropout. The findings suggest that most pupils are performing well, and the educational program is effective in meeting the learning needs of the majority of pupils.

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4. Relationship between the Level of Parent-Teacher Partnership and Psychosocial development, and Academic performance

The relationship between the level of parent-teacher partnership and the psychosocial development of pupils indicates a positive correlation. Specifically, the findings suggest that the stronger the parent-teacher partnership, the higher the pupils' self-confidence and social integration. Fostering a strong parent-teacher partnership is essential for promoting the psychosocial development of pupils. Additionally, the relationship between the level of parent-teacher partnership and pupils' academic performance in terms of class attendance and grades, findings revealed a positive correlation in class attendance, indicating that as parents and teachers work together more closely, pupils are more likely to attend classes regularly. In contrast, the analysis did not uncover a significant correlation in grades. Overall, the study concluded that the parent-teacher partnership is positively linked to academic performance, but only in terms of attendance, rather than grades.

5. Problems encountered in parent-teacher partnership

This study has shed light on the challenges faced by parents and teachers in their partnership as analyzed the data from the survey questionnaire, revealing that the most significant obstacle is not an unwillingness to cooperate or a mismatch in values and expectations, but rather the practical challenge of finding time to collaborate because of parent's need to work to provide for their family and insufficient knowledge in assisting their children.

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6. Parent-Teacher development program in terms of: Quarterly Parent-Teacher Conference, involved parents in decision making, Schedule parents and pupils home learning, and Regular communication

The Development Program for Parent-Teacher Partnership comprises four key components to enhance collaboration and improve student outcomes. First, Quarterly Parent-Teacher Conferences will facilitate discussions on each child's progress, set goals, and create improvement plans in a welcoming environment, promoting straightforward communication and personalized feedback. Second, Involving Parents in Decision-Making through a homeroom association empowers parents to share their voices, contributing to the school community while promoting transparency and conflict resolution. Third, the Scheduled Home Learning initiative provides parents with guidelines and resources, including a weekly learning plan aligned with classroom lessons, along with feedback mechanisms. Lastly, Regular Communication will keep parents informed through various channels such as email, in-person meetings, social media, phone calls, and pupil diaries. These strategies collectively foster a supportive educational environment for pupils, parents, and teachers.

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