

Teacher-Parent Partnership in Public Elementary Schools

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Abstract

This study examined the extent of teacher-parent partnership in selected public elementary schools under the Binangonan Sub-Office during the School Year 2025–2026, specifically Bilibiran, Calumpang, Darangan, Dona Susana Madrigal, Don Jose M. Ynares Memorial, Tagpos, and Tayuman Elementary Schools. Utilizing a descriptive survey research design, the study involved two respondent groups: 228 teachers, representing 50% of the total teaching population, selected through simple random sampling, and 64 General PTA officers, representing the total parent population. Teachers were profiled in terms of age, sex, civil status, educational attainment, position, length of service, and in-service trainings attended, while parents were profiled based on age, sex, civil status, educational attainment, occupation, and monthly family income. Data were gathered using a researcher-made questionnaire measuring teacher-parent partnership in terms of communication, school policies and support systems, parental support, shared decision-making, and challenges encountered. Findings revealed that teachers and parents generally perceive teacher-parent partnerships to be high, with parents rating communication at a very high extent. Significant differences were found between teachers' and parents' perceptions across all partnership aspects. Among teachers, perception differences were significantly influenced by profile variables such as age, sex, civil status, position, educational attainment, length of service, and training exposure, whereas parents' profile variables were not significant. Teachers reported more frequent challenges in fostering partnerships compared to parents. Based on these findings, the study recommends that school administrators implement transparent communication platforms, conduct parent engagement seminars, develop inclusive involvement programs, allocate adequate resources, and conduct advocacy campaigns to strengthen partnerships. An action plan for implementation is proposed, and further research considering additional variables is encouraged.

Keywords: Teacher-parent partnership, public elementary schools, parental involvement, school communication, shared decision-making

1. Introduction

Education is a fundamental process that develops human capital by linking knowledge and skills to improved well-being, productivity, and lifelong opportunities. It is both a social value and a right, emphasizing equitable access and quality education for all. Beyond classroom instruction, the success of education depends on partnerships between schools and families. Teachers and parents share complementary roles in shaping children's academic, social, and emotional development. Teachers guide learning, assess progress, and support students' strengths and weaknesses, while parents reinforce learning at home, model positive attitudes, and nurture character. Policies such as DepEd Order 13 s. 2022 formalize this collaboration by outlining the organization, responsibilities, and engagement of Parent-Teacher Associations (PTAs), ensuring active participation, communication, and shared decision-making in school programs.

Despite its recognized importance, challenges in teacher-parent collaboration persist. Some parents believe financial support alone suffices, limiting engagement, while some teachers perceive parental involvement as potentially disruptive. Observations by the researcher indicate that a common scenario involves a student struggling academically, prompting the teacher to contact parents for support. In cases where parents respond actively, collaborative strategies such as home-based reinforcement, supplemental lessons, or tutoring are implemented. Conversely, if parents' engagement is limited, the teacher may face difficulties addressing the student's learning gaps, illustrating how inconsistent collaboration can affect academic outcomes and learner development.

Research consistently shows that teacher-parent collaboration enhances academic achievement, motivation, and socio-emotional development. Logronio & Hilvano; Joy (2025) emphasized that communication, trust, and shared responsibility are critical, though barriers such as time constraints, socioeconomic factors, and language differences limit engagement. Fu (2022) found that active parental participation and teacher responsiveness positively influence students' academic outcomes. Powers (2023) demonstrated that multidimensional communication, including frequent academic,

behavioral, and socio-emotional updates, improves student motivation and parental involvement. Shoukat (2023) and Huang (2025) highlighted that teacher-parent interactions influence both academic and personal growth, although excessive contact may have negative effects on student performance. Capston (2024) and Chiurl (2021) confirmed that structured collaboration improves attendance and early learning outcomes.

Further studies support practical approaches to partnership. Luna (2023) and Tantiado (2022) showed that structured programs enhance student performance. Mahilum (2023) demonstrated that targeted parent-teacher interventions improve numeracy skills, while Velasco (2024) emphasized the role of technology in facilitating communication and engagement. Pascua (2024) and Cruz (2023) reported that consistent collaboration supports literacy development and overall academic performance. Collectively, these studies underscore the importance of communication, structured engagement programs, shared responsibility, and technological support in fostering effective teacher-parent partnerships.

Despite these findings, gaps remain. Many studies focus on specific skills, grade levels, or involve only teachers as respondents. Few studies examine teacher-parent partnerships holistically, considering both teacher and parent perspectives across multiple aspects such as communication, school policies, parental support, and shared decision-making. Moreover, there is limited documentation of challenges encountered in collaboration or how these challenges impact student development. Observations by the researcher confirm that while some parents are highly engaged, others demonstrate limited involvement, and teacher responses to parental engagement vary depending on experience and attitudes. This study addresses these gaps by assessing teacher-parent partnerships in selected elementary schools, incorporating both teachers' and parents' perspectives, and identifying challenges in collaboration to provide actionable insights for improving partnership strategies and educational outcomes.

2. Materials and methods

2.1 Research Design

The study applied a descriptive-developmental method of research since it utilized a questionnaire checklist and an evaluation test as tools for gathering the needed data

2.2 Research Setting

Descriptive survey research design was applied utilizing a researcher-made questionnaire checklist as a tool in gathering the needed data. The instrument measured the extent of teacher-parent partnership in public elementary schools with respect to communication, school policies and support system, parental support and shared decision making. In addition, challenges encountered in teacher - parent partnership in public elementary schools were also determined.

2.3 Respondents

The study considered two groups of respondents. The first group includes 50% of the total population of teachers in selected public elementary schools in Binangonan District. This consists of 228 teachers out of 456. They were chosen utilizing simple random sampling technique. They were described in terms of age, sex, civil status, position title, educational attainment, length of service and in-service trainings attended. The second group of respondents included the total population of General PTA officers in the cited schools. This consists of 64 parents. They were described in terms of age, sex, civil status, educational attainment, monthly family income and occupation..

2.4 Research Instruments

The study employed a researcher-made questionnaire-checklist as the primary data-gathering instrument, administered to the teacher-respondents. The instrument consisted of three parts. Part I gathered the demographic profile of the respondents, including age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended. Part II assessed the acceptability of the developed Localized Big Book in terms of objectives, contents, language and style, presentation and organization, and creativity. Each of these five areas contained ten (10) items, resulting in a total of fifty (50) evaluative statements. Part III solicited the respondents' comments and suggestions to provide qualitative feedback for the improvement and enhancement of the reading material. A five-point Likert scale was used to rate each item, with corresponding verbal interpretations: 5 (Very Much Accepted), 4 (Much Accepted), 3 (Moderately Accepted), 2 (Less Accepted), and 1 (Least Accepted). To ensure content validity, the questionnaire-checklist underwent expert validation by professionals in the field of research and education, including the thesis adviser, professorial lecturers, a statistician, the dean, principal, head teacher, and a selected English teacher. Their feedback and recommendations were incorporated into the final version of the instrument to ensure clarity, relevance, and appropriateness of the items.

2.5 Data Collection

The researcher followed a systematic process guided by the approved Gantt Chart of Activities, beginning with the formulation of the research problem and continuing through the revision and submission of the final manuscript. The localized Big Book for elementary grade pupils was first developed and prepared for evaluation. After the questionnaire-checklist underwent validation, formal permission to conduct the study was secured from the Office of the School President.

The validated instrument was then administered to the teacher-respondents, ensuring that all procedures complied with the provisions of the Data Privacy Act to maintain confidentiality and ethical handling of information. Upon retrieval of the completed questionnaires, the data were encoded and statistically treated using the Statistical Package for Social Sciences (SPSS). The results served as the basis for formulating the summary of findings, conclusions, and recommendations. Following the oral defense, necessary revisions were made in accordance with the comments and suggestions of the Oral Examination Committee. The manuscript was also subjected to an anti-plagiarism test to ensure originality and academic integrity. After incorporating all required revisions and finalizing the document, hardbound copies were submitted to the Graduate Studies Program and other designated offices.

2.6 Data Analysis

The study used a combination of qualitative and quantitative methods. The development process of the localized Big Book was described qualitatively. Respondents' profiles were analyzed using frequency, percentage, and rank distribution. The acceptability of the Big Book in terms of objectives, content, language and style, presentation and organization, and creativity was assessed using weighted mean. One-way ANOVA tested for significant differences in acceptability based on respondents' profiles. Finally, qualitative discussion was used to analyze respondents' comments and suggestions for improving the Big Book.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study.

3. Results and Discussion

3.1. Profile of the Two Groups of Respondents in Terms of Selected Variables

It can be seen from the table that in terms of age, the majority of the teacher respondents are aged 51–60 years old with 130 or 57.0%, followed by those aged 41–50 years old with 58 or 25.4%, while the least number of respondents belong to the 21–30 years old group with 5 or 2.2%. In terms of sex, most of the respondents are female with 138 or 60.5%, while there are 90 or 39.5% who are male teachers. Regarding civil status, the highest proportion of respondents are married with 96 or 42.1%, followed by those who are single with 52 or 22.8%, while the smallest group are widows with 29 or 12.7%. As to educational attainment, the highest percentage of respondents have MA units with 124 or 54.4%, followed by those with a Master's Degree with 76 or 33.3%, and the lowest percentage are respondents with a Doctorate Degree with only 8 or 3.5%. In terms of position title, the majority hold the position of Teacher I with 122 or 53.5%, followed by Teacher II with 53 or 23.2%, while the least number occupy the Master Teacher I position with only 13 or 5.7%. For length of service, most of the respondents have been teaching for 1–10 years with 116 or 50.9%, followed by those with 11–20 years with 66 or 28.9%, while the fewest have served for below 1 year with only 13 or 7.5%. Lastly, in in-service trainings attended, the highest percentage of respondents participated in trainings at the Division Level with 129 or 56.6%, followed by those at the Regional Level with 66 or 29.0%, while the lowest attended trainings at the National Level with only 19 or 8.3%.

Table 1.1: Frequency and Percentage Distribution of the Teacher Respondents in Terms of the Selected Variables

Age	F	%	R
21-30 years old	5	2.2	5
31-40 years old	14	6.2	4
41-50 years old	58	25.4	2
51-60 years old	130	57.0	1
61 years old and above	21	9.2	3
Total	228	100.0	
Sex	F	%	R
Male	90	39.5	2
Female	138	60.5	1
Total	228	100.0	
Civil Status	F	%	R
Single	52	22.8	2
Married	96	42.1	1
Widow	29	12.7	4
Separated	51	22.4	3

Total	228	100.0	
Educational Attainment	F	%	R
Doctorate Degree	8	3.5	5
with Doctorate units	11	4.8	3
Master's Degree	76	33.3	2
With MA units	124	54.4	1
Bachelor's Degree	9	4.0	4
Total	228	100.0	
Position Title	F	%	R
Master Teacher I	13	5.7	4
Teacher III	40	17.6	3
Teacher II	53	23.2	2
Teacher I	122	53.5	1
Total	228	100.0	
Length of Service	F	%	R
21 years and above	29	12.7	3
11 -20 years	66	28.9	2
1 -10years	116	50.9	1
below 1 year	17	7.5	4
Total	228	100.0	
In-Service Trainings Attended	F	%	R
National Level	19	8.3	3
Regional Level	66	29.0	2
Division Level	129	56.6	1
District Level	14	6.1	4
Total	228	100.0	

It can be gleaned from the table 1.2 below that in terms of age, the majority of the parent-respondents are 51–60 years old with 43 or 67.2%. As to sex, most of the parent-respondents are females with 45 or 70.3%. Regarding civil status, the highest proportion of parent-respondents are married with 43 or 67.2%. As regard to their educational attainment, most of the parent-respondents are college graduates with 37 or 57.8%, In terms of monthly family income, the largest group earns ₱20,000 and above with 27 or 42.2%, followed by those earning ₱10,000–₱14,999 with 25 or 39.1%, while 7.8% have a monthly income of below ₱10,000 . As to their occupation, the majority of the parent-respondents are employed with 38 or 59.4%.

Table 1.2: Frequency and Percentage Distribution of the Parent-Respondents in Terms of the Selected Variables

Age	F	%	R
31-40 years old	1	1.5	4
41-50 years old	17	26.6	2
51-60 years old	43	67.2	1
61 years old and above	3	4.7	3
Total	64	100.0	
Sex	F	%	R
Male	19	29.7	2
Female	45	70.3	1
Total	64	100.0	
Civil status	F	%	R
Single	18	28.1	2
Married	43	67.2	1
Separated	3	4.7	3
Total	64	100.0	
Educational Attainment	F	%	R
College Graduate	37	57.8	1
College Undergraduate	10	15.6	3
High School Graduate	12	18.8	2
High School Undergraduate	3	4.7	4

Elementary Graduate	2	3.1	5
Total	64	100.0	
Monthly Family Income	F	%	R
20,000 and above	27	42.2	1
15,000- 19, 999	7	10.9	3
10,000- 14,999	25	39.1	2
below 10,000	5	7.8	4
Total	64	100.0	
Occupation			
Employed	38	59.4	1
Unemployed	17	26.6	2
Self-Employed	7	10.9	3
Unemployed	2	3.1	4
Total	64	100.0	

3.2. Extent of Teacher-Parent Partnership in Public Elementary Schools as Perceived by the Two Groups of Respondents With Respect to the Different Aspects

As depicted in the table, the overall composite weighted mean for teachers is 3.87, interpreted as High Extent, while the overall composite weighted mean for parents is 4.41, also interpreted as High Extent. Among the four aspects, teachers rated “School Policies and Support System” highest with a weighted mean of 3.93 verbally interpreted as High Extent, while “Communication” was rated lowest with a weighted mean of 3.82 interpreted as High Extent. On the other hand, parents rated “Communication” as the highest aspect with a weighted mean of 4.50 verbally interpreted as Very High Extent, while the lowest was “School Policies and Support System” with a weighted mean of 4.31 interpreted as High Extent. The findings indicate that both teachers and parents perceive the extent of teacher-parent partnership to a high extent across all areas, though their perceptions differ slightly in emphasis. Teachers’ highest rating on school policies and support system suggests their strong confidence in the effective implementation of policies that ensure fairness, discipline, and academic support for learners. This also reflects the teachers’ acknowledgment of structured systems that promote collaboration between home and school. On the part of parents, the highest rating on communication demonstrates their appreciation for the school’s openness and multiple communication channels that foster engagement and trust. The results imply that teacher-parent partnerships in public elementary schools are strong and well-practiced but can be further enhanced through sustained communication and shared participation in school initiatives. Schools may strengthen existing programs that encourage collaboration in policy implementation while addressing communication gaps observed by teachers. Regular parent-teacher conferences, digital communication platforms, and open forums can help bridge differences in perception and ensure that both parties have a shared understanding of their roles. This is similar with the discussion of Licaros (2023), that parent-teacher partnership is a powerful alliance that brings together the two most influential forces in a child's life – their parents and teachers. Nowadays, many teachers describe a mix of under-involvement and over-involvement of parents in their schools. There are the parents who are over-involved and tend to speak for all of the other parents, and then there are the parents who do not attend school events or parent-teacher conferences. This pattern feeds into itself, creating an unbalanced environment where not all parents are able to fully participate in the school life of their child. Most teachers think about having a good relationship with parents.

Table 2: Extent of Teacher-Parent Partnership in Public Elementary Schools as Perceived by the Two Groups of Respondents With Respect to the Different Aspects

Aspects	Teachers			Parents		
	W $\bar{X}$	VI	R	W $\bar{X}$	VI	R
Communication	3.82	High Extent	4	4.50	Very High Extent	1
School Policies and Support System	3.93	High Extent	1	4.31	High Extent	4
Parental Support	3.87	High Extent	2	4.37	High Extent	3
Shared Decision Making	3.86	High Extent	3	4.47	High Extent	2
Composite W$\bar{X}$	3.87	High Extent		4.41	High Extent	

3.3. Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Teacher-Parent Partnership in Public Elementary Schools with Respect to the Different Aspects

It can be reflected in the table the results of the t-test on the significant difference between the perceptions of teachers and parents regarding the extent of teacher-parent partnership with respect to communication, school policies and support system, parental support, and shared decision-making. The computed p-values for all aspects are 0.000, which are lower than the 0.05 level of significance. Therefore, the null hypothesis stating that there is no significant difference between the perceptions of teachers and parents is rejected. This indicates that a significant difference exists between the two groups' perceptions on all components of teacher-parent partnership. The results reveal that both teachers and parents recognize the importance of teacher-parent partnerships in public elementary schools, but their perceptions differ significantly in magnitude. The highest t-value in communication suggests that parents perceive their communication with teachers to be more extensive and effective than teachers do. Parents likely see their interactions as open, responsive, and regular possibly due to schools' efforts to keep them informed through meetings, digital platforms, and updates. However, teachers may view communication as still needing improvement, possibly constrained by workload, time limitations, or inconsistent feedback from parents. This indicates a perceptual gap where parents feel more connected than teachers perceive them to be. This is supported by the findings in the study of Pascua (2024) which disclosed that no significant difference in the frequency of collaboration between teachers and parents. Seemingly, a highly significant relationship was distinguished between the frequency of collaboration of parents and teachers and the level of pupil's performance.

Table 3: Result of the t-test in the Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Teacher-Parent Partnership in Public Elementary Schools with Respect to the Different Aspects

Aspects	Groups	N	Mean	SD	t-value	p-value	Ho	Verbal Interpretation
Communication	Teachers	228	3.821	0.368	-13.333	0.000	Rejected	Significant
	Parents	64	4.497	0.319				
School Policies and Support System	Teachers	228	3.925	0.367	-7.53	0.000	Rejected	Significant
	Parents	64	4.308	0.333				
Parental Support	Teachers	228	3.872	0.450	-8.349	0.000	Rejected	Significant
	Parents	64	4.370	0.296				
Shared Decision Making	Teachers	219	3.857	0.524	-8.985	0.000	Rejected	Significant
	Parents	64	4.467	0.261				

3.4. Significant Difference on the Perception of the Two Groups of Respondents on the Extent of Teacher-Parent Partnership in Public Elementary Schools with Respect to the Different Aspects in Terms of Their Profile

It can be gleaned from the table the F-test results on the significant difference in the perception of teacher-respondents regarding the extent of teacher-parent partnership in terms of their age, sex, civil status, educational attainment, position title, length of service, and number of in-service trainings attended. Across all profile variables and all aspects with respect to communication, school policies and support system, parental support, and shared decision-making, the computed p-values are all 0.000, which are lower than the 0.05 level of significance. Consequently, the null hypothesis is rejected in all cases, and the results are interpreted as significant. This finding indicates that teachers' perceptions of the extent of teacher-parent partnership significantly differ when they are grouped according to their demographic and professional characteristics. The variation across all profiles suggests that personal and professional factors meaningfully shape how teachers view and experience their collaboration with parents in public elementary schools. The significant results across all profile categories underscore that teacher-parent partnership is not perceived uniformly among teachers; instead, it is influenced by various demographic and professional factors. This partly aligned with the findings Joy (2025) on how teachers define parental involvement as a collaborative partnership between parents, educators, and students, rooted in communication, trust, and shared responsibility. Teachers emphasized that parental engagement encompasses both visible school-based participation and at-home support, with both dimensions reinforcing children's academic and social development.

Table 4.1: Result of the F-Test on the Significant Difference on the Perception of the Teacher- Respondents on the Extent of Teacher-Parent Partnership in Public Elementary Schools with Respect to the Different Aspects in Terms of Their Profile

Aspects/Profile	F-value	p-value	Ho	Verbal Interpretation
Age				
Communication	9.993	0.000	Rejected	Significant
School Policies and Support System	5.030	0.001	Rejected	Significant
Parental Support	7.236	0.000	Rejected	Significant
Shared Decision Making	8.502	0.000	Rejected	Significant
Sex				
Communication	203.147	0.000	Rejected	Significant
School Policies and Support System	86.605	0.000	Rejected	Significant
Parental Support	69.507	0.000	Rejected	Significant
Shared Decision Making	173.268	0.000	Rejected	Significant
Civil Status				
Communication	57.174	0.000	Rejected	Significant
School Policies and Support System	26.792	0.000	Rejected	Significant
Parental Support	35.87	0.000	Rejected	Significant
Shared Decision Making	69.197	0.000	Rejected	Significant
Educational Attainment				
Communication	19.647	0.000	Rejected	Significant
School Policies and Support System	7.719	0.000	Rejected	Significant
Parental Support	9.300	0.000	Rejected	Significant
Shared Decision Making	14.983	0.000	Rejected	Significant
Position Title				
Communication	70.632	0.000	Rejected	Significant
School Policies and Support System	41.476	0.000	Rejected	Significant
Parental Support	29.733	0.000	Rejected	Significant
Shared Decision Making	66.376	0.000	Rejected	Significant
Length of Service				
Communication	26.597	0.000	Rejected	Significant
School Policies and Support System	13.897	0.000	Rejected	Significant
Parental Support	14.518	0.000	Rejected	Significant
Shared Decision Making	24.078	0.000		Significant
In-service Trainings Attended				
Communication	23.018	0.000	Rejected	Significant
School Policies and Support System	17.302	0.000	Rejected	Significant
Parental Support	21.827	0.000	Rejected	Significant
Shared Decision Making	20.795	0.000	Rejected	Significant

It can be displayed from the table 4.2 below the results of the F-test conducted to determine whether there are significant differences in the perceptions of parent-respondents regarding the extent of teacher-parent partnership in public elementary schools when grouped according to their profile variables, namely: age, sex, civil status, monthly family income, educational attainment, and occupation. The table reveals that all computed p-values are greater than 0.05, leading to the acceptance of the null hypothesis across all aspects communication, school policies and support system, parental support, and shared decision-making. The corresponding verbal interpretation for all categories is “Not Significant.” This means that parents, regardless of their demographic and socioeconomic background, share similar perceptions of how teacher-parent partnerships are carried out in schools. There is a consistent pattern of agreement among parents that the partnership between teachers and parents is practiced to a comparable extent, irrespective of their personal or economic differences. This further denotes that the absence of significant differences in parents’ perceptions across all profile variables indicates a homogeneous view of teacher-parent partnership practices among parent-respondents. This uniformity suggests that parents whether young or old, male or female, single or married, of varying educational attainment or income levels perceive the school’s partnership initiatives in a relatively consistent manner. This implies that the non-significant results across all variables suggest that partnership practices are perceived as equitable, accessible, and consistently implemented. These findings affirm that public elementary schools have fostered an inclusive and standardized approach to teacher-parent collaboration an encouraging indicator that supports sustained community trust and shared accountability

in promoting student success. This is supported by the findings in the study of Luna (2023), that learners' perception on parent-child relationship showed significant difference, while learners' perception on parental involvement in six categories indicated high involvement. Results showed a significant difference between the parent-child relationship and parental involvement. However, there is no significant difference between academic performance in English on their perception of the parent-child relationship and parental involvement.

Table 4.2: Result of the F-Test in the Significant Difference on the Perception of the Parent- Respondents on the Extent of Teacher-Parent Partnerships in Public Elementary Schools with Respect to the Different Aspects in Terms of Their Profile

Aspects/Profile	F-value	p-value	Ho	Verbal Interpretation
Age				
Communication	0.994	0.402	Accepted	Not Significant
School Policies and Support System	0.641	0.591	Accepted	Not Significant
Parental Support	1.498	0.224	Accepted	Not Significant
Shared Decision Making	0.490	0.691	Accepted	Not Significant
Sex				
Communication	0.001	0.973	Accepted	Not Significant
School Policies and Support System	0.002	0.967	Accepted	Not Significant
Parental Support	0.243	0.624	Accepted	Not Significant
Shared Decision Making	1.546	0.437	Accepted	Not Significant
Civil Status				
Communication	0.441	0.645	Accepted	Not Significant
School Policies and Support System	2.818	0.068	Accepted	Not Significant
Parental Support	0.040	0.960	Accepted	Not Significant
Shared Decision Making	1.031	0.363	Accepted	Not Significant
Monthly Family Income				
Communication	0.510	0.677	Accepted	Not Significant
School Policies and Support System	0.349	0.790	Accepted	Not Significant
Parental Support	0.057	0.982	Accepted	Not Significant
Shared Decision Making	1.481	0.229	Accepted	Not Significant
Educational Attainment				
Communication	1.587	0.190	Accepted	Not Significant
School Policies and Support System	0.768	0.550	Accepted	Not Significant
Parental Support	1.769	0.135	Accepted	Not Significant
Shared Decision Making	2.484	0.053	Accepted	Not Significant
Occupation				
Communication	0.490	0.690	Accepted	Not Significant
School Policies and Support System	0.292	0.831	Accepted	Not Significant
Parental Support	1.241	0.303	Accepted	Not Significant
Shared Decision Making	1.993	0.125	Accepted	Not Significant

3.5. Extent of Challenges Encountered in Teacher-Parent Partnership in Public Elementary Schools as Perceived by the Two Groups of Respondents

The table reveals that both teachers and parents encounter challenges in teacher-parent partnerships, but teachers experience them more frequently with an overall weighted mean of 3.66 verbally interpreted as Often; compared to parents with an obtained overall weighted mean of 3.26, verbally interpreted as Sometimes. Both groups identified Item "lack of awareness among stakeholders in school-initiated programs" as the most common challenge and ranked first, while Item "limited time in implementing different activities in school-initiated program" was ranked as the least. This suggests a shared recognition of communication and participation gaps within school-community collaboration. The results indicate that teachers are more exposed to operational difficulties such as stakeholder engagement, resource management, and administrative coordination, which explains their higher frequency ratings. Parents, on the other hand, perceive challenges less often, as they may only observe the outcomes of school initiatives rather than the processes behind them. The shared ranking of top and least challenges signify alignment between teachers and parents on what aspects hinder effective collaboration primarily awareness and outreach rather than time or scheduling issues. These findings imply the need for schools to enhance information dissemination, stakeholder inclusion, and communication systems to ensure all parents are well-informed and involved in school activities. Strengthening awareness campaigns, conducting orientation programs,

and providing teachers with greater administrative and resource support can help address these challenges. By improving stakeholder engagement and sustaining effective collaboration, schools can foster stronger partnerships that contribute more meaningfully to student learning and community development. This aligns with the citation of Flynn (2022) that another reason for teachers failing to communicate with the family was the teacher's lack of understanding of the importance of parental involvement and their beliefs about parents' efficacy in improving academic success. Teachers with limited life experience may know little about a family's daily experience. However, the most serious obstacle to increasing parental involvement in schools was the failure of our teacher education programs to adequately train preservice teachers. Good communication skills between parents and educators is the key to motivating children's learning and their success at school.

Table 5: *Extent of Challenges Encountered in Teacher-Parent Partnership in Public Elementary Schools as Perceived by the Two Groups of Respondents*

Challenges Encountered	Teachers			Parents		
	W $\bar{X}$	VI	R	W $\bar{X}$	VI	R
1. Lack of administrative support .	3.70	Often	5	3.33	Sometimes	3.5
2. Lack of involvement among parents and other stakeholders.	3.72	Often	3.5	3.17	Sometimes	9
3. Lack of fund for school-initiated programs.	3.64	Often	7	3.33	Sometimes	3.5
4. Overlapping of schedule for the implementation of different programs.	3.53	Often	9	3.19	Sometimes	8
5. Limited resources for the implementation of school-initiated programs.	3.73	Often	2	3.31	Sometimes	5.5
6. Lack of time management.	3.72	Often	3.5	3.31	Sometimes	5.5
7. Lack of awareness among stakeholders in school-initiated programs.	3.88	Often	1	3.41	Sometimes	1
8. Insufficient sustainability in implementing programs.	3.69	Often	6	3.38	Sometimes	2
9. Inadequate personnel in the implementation of different programs.	3.61	Often	8	3.20	Sometimes	7
10. Limited time in implementing different activities in school-initiated programs .	3.41	Sometimes	10	3.02	Sometimes	10
Overall W$\bar{X}$	3.66	Often		3.26	Sometimes	

4. Conclusion & Recommendations

The study concludes that there is a significant difference between teachers' and parents' perceptions of teacher-parent partnerships in public elementary schools, particularly across communication, school policies and support systems, parental support, and shared decision-making. Among teachers, these perception differences are influenced by profile variables such as age, sex, civil status, educational attainment, position, length of service, and training exposure, whereas parents' profiles were not significant factors.

Based on these findings, it is recommended that school administrators establish transparent communication platforms, conduct workshops on parent engagement, develop inclusive parental involvement programs, allocate resources to sustain partnership initiatives, and implement advocacy campaigns to promote collaborative school-family relationships. Teachers and parents are encouraged to maintain clear and respectful communication, prioritize the child's best interests, and adopt the proposed action plan, while similar studies may explore additional variables for broader insights.

Compliance with ethical standards

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