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PARENT-TEACHER COLLABORATION AND ITS INFLUENCE ON STUDENT OUTCOMES IN DOLORES CENTRAL ELEMENTARY SCHOOL

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ABSTRACT

This study investigated the relationship between parent-teacher collaboration and student behavioral outcomes in an elementary school in Eastern Samar, Philippines. A descriptive-correlational research design was employed, involving 160 participants (60 teachers and 100 parents) from Dolores Central Elementary School, Dolores 1 District. Standardized instruments measured three aspects of parent-teacher collaboration (communication frequency, parental involvement, collaborative decision-making) and three domains of student behavioral outcomes (social behaviors, emotional regulation, classroom conduct). Data were analyzed using descriptive statistics and Pearson's correlation. Both teachers and parents reported very high levels of collaboration across all three dimensions. Student behavioral outcomes were also rated high to very high. Strong and statistically significant correlations were found between parent-teacher collaboration variables and student behavioral outcomes, especially for parental involvement (r = 0.76 to 0.79) and collaborative decision-making (r = 0.75 to 0.83). Communication frequency had weaker but still significant correlations. Parent-teacher collaboration, especially in shared decision-making and involvement practices, significantly supports students' behavioral development. Schools should institutionalize inclusive engagement strategies to further enhance behavioral outcomes.

KEYWORDS: *Parent-Teacher Collaboration, Parental Involvement, Collaborative Decision-Making, Communication Frequency, Emotional Regulation*

INTRODUCTION

In recent years, fostering strong parent-teacher collaboration has been increasingly recognized as a vital factor in enhancing student educational outcomes. Such collaboration refers to active partnerships between parents and educators aimed at supporting students' academic and behavioral development. It can take various forms, including regular communication, participation in school activities, and shared decision-making. Research consistently indicates that effective collaboration between parents and teachers can lead to positive outcomes such as higher academic achievement, better social skills, and improved emotional well-being (Fan & Chen, 2001; Wang & Sheikh-Khalil, 2019).

While global literature has extensively documented the benefits of parent-teacher partnerships, much of this work focuses on academic performance rather than behavioral outcomes. For example, Jeynes (2016) highlights a strong correlation between parental involvement and academic success but does not explore behavioral aspects such as emotional regulation, social interaction, and classroom conduct. Similarly, existing studies point out that cultural values, socioeconomic conditions, and community engagement significantly influence parental involvement (Bartolome et al., 2017; Jabar et al., 2020; Treviño et al., 2021; Zhang et al., 2021), yet these influences are often examined within Western contexts whose educational frameworks and community structures differ from those in the Philippines.

In the Philippine setting, the dynamics of parent-teacher collaboration are shaped by distinctive cultural norms, socioeconomic realities, and educational challenges. Within this national context, Eastern Samar presents a particularly relevant case for localized study due to its unique socio-cultural environment, the presence of indigenous communities, and its predominantly rural educational landscape. These factors may influence how parents and teachers interact, the forms of involvement that are most feasible, and the types of collaborative practices that yield the most impact on students.

Initially, this study intended to cover elementary schools across Eastern Samar to capture a wider scope of perspectives and practices. However, upon expert advice and practical consideration, the research focus was refined to a single district for more in-depth analysis. Ultimately, the research locale was identified as Dolores Central Elementary School, situated in District 1 of Dolores, Eastern Samar Division. This school served as a representative setting for examining the interplay

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between parent-teacher collaboration and student behavioral outcomes within the province's rural educational context.

Although both global and local literature highlight the value of parent-teacher collaboration, most studies focus on its relationship to academic performance, leaving behavioral outcomes – such as social skills, emotional regulation, and classroom conduct – less explored. In Eastern Samar, no known study has yet examined in detail how collaboration between parents and teachers influences student behavior at the elementary level. This is particularly true for Dolores Central Elementary School, whose socio-cultural environment and community dynamics may differ from both urban Philippine schools and rural schools in other regions.

Furthermore, existing research often treats "parent-teacher collaboration" as a broad concept without specifying which elements – such as communication frequency, nature of parental participation, or joint decision-making – are most effective in shaping behavior. Methodologically, the scarcity of quantitative studies in this field further limits evidence-based decision-making. While qualitative insights are valuable, there remains a need for empirical, statistically grounded analysis to identify significant relationships and patterns. Addressing this gap will provide not only localized evidence but also practical guidance for parents, teachers, and policymakers seeking to enhance student behavioral outcomes through stronger, targeted collaboration.

Objectives

This study generally aimed to determine if parent-teacher collaboration possesses significant relationship with student behavioral outcomes in Dolores Central Elementary School, Dolores I District, in Eastern Samar.

Specifically, this study aimed to:

1. determine the level of parent-teacher collaboration in elementary schools in Eastern Samar in terms of: (a) communication frequency; (b)types of parental involvement; and (c) collaborative decision-making.
2. assess the level of students' behavioral outcomes in terms of: (a) social behaviors; (b) emotional regulation; and (c) overall classroom conduct.
3. ascertain the relationship between specific aspects of parent-teacher collaboration and student behavioral outcomes in Eastern Samar elementary schools.

Hypothesis of the Study

H_o: There is no significant relationship between specific aspects of parent-teacher collaboration and student behavioral outcomes in Dolores Central Elementary School. schools.

LITERATURE REVIEW

The Importance of Parent-Teacher Collaboration

A growing body of research highlights the essential role of parent-teacher collaboration in promoting holistic student development. International studies have consistently shown that when parents are actively involved in their children's schooling, students tend to demonstrate higher academic performance and greater emotional and social well-being (Driessen et al., 2021). Parent-teacher collaboration has been associated with a stronger sense of student support and belonging, contributing to a more positive school experience.

Local findings echo this trend. For example, Cruz et al. (2023) reported that in both urban and rural Philippine settings, strong communication between parents and teachers significantly enhanced students' academic achievement. These collaborations go beyond mere academic support; they also contribute to the child's identity development, motivation, and behavior in school. As Jeynes (2016) emphasizes, effective family-school partnerships form a critical foundation for lifelong learning and character development.

While these benefits are widely acknowledged, much of the literature continues to emphasize academic outcomes, with relatively less attention paid to behavioral and emotional dimensions. This gap underscores the need for studies, particularly in the Philippine context, that explore the full spectrum of student development.

Factors Influencing Effective Parent-Teacher Collaboration

Effective collaboration between parents and teachers is shaped by multiple intersecting factors, including socio-economic conditions, cultural beliefs, and communication styles. Munir et al. (2023) found that families from lower socio-economic backgrounds often face structural barriers—such as time constraints, lack of transportation, or limited understanding of the school system—which can hinder sustained engagement with teachers. These findings are consistent with observations in many Philippine public schools.

Garcia and De Guzman (2020) emphasized that cultural norms and perceptions of authority influence how Filipino parents view their role in education. In some communities, parents may see teachers as the sole authority on schooling, leading to less proactive involvement. In contrast, when schools adopt inclusive and culturally responsive engagement strategies, parents are more likely to participate meaningfully.

Communication also plays a vital role. Chen and Rivera-Vernazza (2023) noted that schools that invest in training teachers to build stronger communication channels with families saw significantly improved parental involvement and satisfaction. In the Philippine setting, face-to-face meetings and community-based dialogues have been found effective, especially in rural areas, where digital communication may be less accessible.

These findings suggest that successful collaboration is not automatic—it depends on the broader social, cultural, and economic context, as well as the quality of school-led initiatives to engage families. However, the specific dynamics of these factors in rural Eastern Samar remain largely undocumented.

Impact on Student Behavioral and Emotional Outcomes

Beyond academic success, parent-teacher collaboration is increasingly recognized for its role in supporting students' behavioral and emotional development, particularly in fostering emotional regulation and social behaviors. Studies have shown that parental involvement positively influences emotional

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regulation in children, contributing to better academic and social outcomes (Utami & Murti, 2022). Moreover, parental involvement enhances social skills and classroom conduct, supporting findings from previous research (Mereoiu et al., 2016; Garcia & De Guzman, 2020)

Pinatil et al. (2022), in a study involving public elementary schools in the Philippines, reported that students with actively engaged parents showed higher levels of classroom participation, respect for rules, and social interaction. Their findings confirm that behavioral improvements are not just incidental but are often direct results of consistent home-school communication.

Emotional well-being is another critical dimension. Utami (2022) found that students with supportive parental involvement reported lower levels of anxiety and stronger self-esteem. Miguel (2021) similarly observed that Filipino students whose parents maintained ongoing engagement with teachers felt more emotionally secure, which contributed to better classroom adjustment and resilience.

Despite these insights, existing studies often present generalized conclusions without examining which specific aspects of collaboration such as frequency of communication, nature of involvement, or shared decision-making are most influential. Moreover, little is known about how these dynamics unfold in rural and marginalized communities such as those in Eastern Samar.

Challenges to Effective Parent-Teacher Collaboration

Although the benefits are clear, various barriers continue to hinder parent-teacher collaboration. Mann and Gilmore (2021) identified common challenges such as lack of time, cultural misunderstandings, and institutional disconnects. These are especially prominent in underserved settings where both teachers and parents face competing priorities and limited support systems.

In the Philippine context, Garcia (2018) reported that many parents, particularly those in rural communities, feel hesitant or even intimidated when engaging with school personnel. This perceived power imbalance often leads to passive forms of participation or disengagement altogether. Schools, therefore, must address not only logistical but also relational and cultural obstacles to build genuine partnerships.

These challenges highlight the importance of tailoring engagement strategies to specific local contexts – taking into account the lived experiences, beliefs, and constraints of the community. However, few studies have closely examined these barriers and enablers in places like Dolores, Eastern Samar, where cultural norms, economic realities, and educational conditions uniquely intersect.

METHODOLOGY

Research Design

This study employed a descriptive-correlational research design to investigate the relationship between parent-teacher collaboration and student behavioral outcomes in Dolores Central Elementary Schools, Eastern Samar. This design allowed for the examination of existing relationships between variables without manipulating any factors, thereby providing insights into how different aspects of parent-teacher collaboration may influence student behavioral outcomes. This design is particularly effective in educational research where controlled experimentation may not be feasible.

Research Locale and Participants of the Study

Participants included 60 elementary school teachers and 100 parents from Dolores Central Elementary School, Eastern Samar. Stratified random sampling ensured representation across grade levels and socio-economic backgrounds. While the sample size of 160 participants is sufficient for the context of Dolores Central Elementary School, the findings may be influenced by the specific socio-cultural and educational environment of Eastern Samar. The generalizability of these results to other regions or schools with different socio-economic or cultural characteristics may require further research with a more diverse sample.

Research Instruments

Parent-teacher collaboration was assessed using adapted and validated tools: the Parent-Teacher Communication Scale (Epstein et al., 2009), the Parental Involvement in School Scale (Fan & Chen, 2019), and a decision-making scale adapted from Hoover-Dempsey & Sandler (1997). Student behavioral outcomes were measured using the Social Skills Improvement System (SSIS; Gresham & Elliott, 2008), focusing on three domains: social behaviors, emotional regulation, and overall classroom conduct. The instruments used in this study were adapted for the Philippine context. The language of the tools was translated and pilot-tested with a small group of parents and teachers from a similar district to ensure clarity and cultural relevance. This process helped validate the suitability of these instruments for this research context.

Data Collection Procedure

After ethical clearance and consent collection, surveys were distributed in person and. Responses were collected over one month. Data were coded and analyzed using SPSS.

Data Analysis

Descriptive statistics (means, standard deviations) summarized the levels of collaboration and behavioral outcomes. Pearson correlation tests determined the strength and significance of relationships between collaboration dimensions and behavioral domains. While Pearson correlation tests were used to explore relationships between variables, it is important to note that correlation does not imply causation. Future research using experimental or longitudinal designs may help to better understand the causal relationships between parent-teacher collaboration and student behavioral outcomes.

Ethical Considerations

Ethical considerations were paramount throughout the research process. Participants were informed about the study's purpose, procedures, and their right to withdraw at any time without penalty. Data were collected and stored securely, ensuring that individual responses remain confidential. Identifiable

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information was removed from the data set to protect participants' privacy. Participation in the study was entirely voluntary, and no coercion was involved.

RESULTS AND DISCUSSION

Level of Parent-Teacher Collaboration

Table 1 presents the level of parent-teacher collaboration as perceived by both teachers (n = 60) and parents (n = 100). All three dimensions—communication frequency, parental involvement, and collaborative decision-making—were rated at a very high level by both groups. Teachers reported the highest mean for communication frequency (M = 4.78, SD = 0.37), indicating frequent and consistent interactions with parents. Parents also perceived high levels of communication (M = 4.44, SD = 0.63), albeit slightly lower than teachers.

Table 1. Level of Parent-Teacher Collaboration Based on Teacher (n=60) and Parent (n=100) Responses

Variable	Mean (Teachers)	SD	Level	Mean (Parents)	SD	Level
Communication Frequency	4.78	0.37	Very High	4.44	0.63	Very High
Parental Involvement	4.32	0.64	Very High	4.44	0.54	Very High
Collaborative Decision-making	4.43	0.63	Very High	4.35	0.60	Very High

Both groups consistently rated parental involvement and collaborative decision-making as very high, with means ranging from 4.32 to 4.44. These findings suggest a strong culture of mutual engagement and shared responsibility in the participating elementary school.

The present study found that the level of parent-teacher collaboration, as perceived by both teachers and parents, was consistently very high across all three dimensions: communication frequency, parental involvement, and collaborative decision-making. These findings affirm that strong, consistent engagement exists between home and school among the participating elementary schools in Dolores I District.

This result aligns with Ashfaq, Sami, and Yousaf (2024), who concluded that effective parent-teacher collaboration significantly enhances student performance, especially when communication is frequent and decision-making is shared. Their study in preschool contexts similarly emphasized the importance of sustained dialogue and partnership between educators and families. Likewise, Tambunan et al. (2023) demonstrated that when a teacher-parent partnership learning system is systematically implemented, student outcomes improve significantly, especially when parent backgrounds and school contexts are considered.

These findings are also consistent with the broader trend observed in international literature: where parental engagement, when aligned with school efforts, leads to a more supportive and holistic educational environment (De Raeymaecker & Dhar, 2022).

Level of Student Behavioral Outcomes

Table 2 summarizes the student behavioral outcomes as assessed by teachers and parents. Across both groups, all behavioral domains were rated high to very high. Specifically, overall classroom conduct received the highest ratings from both teachers (M = 4.44, SD = 0.59) and parents (M = 4.46, SD = 0.57), reflecting strong adherence to rules and appropriate behavior in the classroom.

Social behaviors were also consistently rated very high (teachers: M = 4.31; parents: M = 4.40), indicating that students exhibit positive interpersonal skills. Although both groups rated emotional regulation positively, teachers assessed it slightly higher (M = 4.22, SD = 0.74) than parents (M = 4.17, SD = 0.68), with the parent response falling just within the high category. These ratings affirm that, from both perspectives, students generally demonstrate favorable behavioral dispositions.

Table 2. Level of Student Behavioral Outcomes Based on Teacher (n=60) and Parent (n=100) Responses

Variable	Mean (Teachers)	SD	Level	Mean (Parents)	SD	Level
Social Behaviors	4.31	0.57	Very High	4.40	0.60	Very High
Emotional Regulation	4.22	0.74	Very High	4.17	0.68	High
Overall Classroom Conduct	4.44	0.59	Very High	4.46	0.57	Very High

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In terms of student behavioral outcomes, both teachers and parents rated students' social behaviors and overall classroom conduct at a very high level, with emotional regulation rated as high to very high. These results indicate that, in general, students demonstrate desirable behaviors in school settings and have developed positive interpersonal and emotional coping skills.

This is supported by De Raeymaecker and Dhar's (2022) systematic review which emphasized the critical role of parental emotion socialization in shaping children's ability to regulate their emotions effectively. Their findings suggest that students benefit behaviorally when parents are emotionally responsive and involved—factors which are likely reinforced through effective parent-teacher collaboration.

Consistent with Lin and Faldowski's (2023) findings, our study demonstrates that emotional regulation is not only a result of parental support but also contributes to the effectiveness of collaborative efforts between school and home. This bidirectional relationship emphasizes the need for integrated approaches that involve both emotional and behavioral support to optimize student outcomes.

Relationship Between Parent-Teacher Collaboration and Student Behavioral Outcomes

Tables 3 and 4 display the correlation results between parent-teacher collaboration dimensions and student behavioral outcomes based on teacher and parent data respectively. All correlations were positive, with several reaching statistically significant levels ($p < 0.05$), indicating that increased collaboration is associated with better student behavior.

From the teacher data (Table 3), parental involvement showed strong and significant correlations across all behavioral outcomes: social behaviors ($r = 0.76$), emotional regulation ($r = 0.79$), and classroom conduct ($r = 0.63$). Collaborative decision-making also demonstrated strong relationships, particularly with social behaviors ($r = 0.75$) and emotional regulation ($r = 0.66$). Communication frequency, however, showed weaker or non-significant correlations—only social behaviors and emotional regulation reached significance, while its relationship with classroom conduct was not statistically significant ($p = 0.2053$).

Parent responses (Table 4) mirrored these findings but with even stronger correlations overall. The strongest relationships emerged between collaborative decision-making and student behaviors, especially with social behaviors ($r = 0.83$) and classroom conduct ($r = 0.75$). All correlations in the parent dataset were statistically significant, underscoring the importance parents place on being involved and consulted in school matters.

Table 3. Correlation Between Parent-Teacher Collaboration and Student Behavioral Outcomes (Teacher Data)

Independent Variable	Social Behaviors		Emotional Regulation		Overall Classroom Conduct	
	R	*p-value*	*r*	*p-value*	*r*	*p-value*
Communication Frequency	0.32	0.0127	0.34	0.0070	0.17	0.2053
Parental Involvement	0.76	0.0000	0.79	0.0000	0.63	0.0000
Collaborative Decision-making	0.75	0.0000	0.66	0.0000	0.59	0.0000

Table 4. Correlation Between Parent-Teacher Collaboration and Student Behavioral Outcomes (Parent Data)

Independent Variable	Social Behaviors		Emotional Regulation		Overall Classroom Conduct	
	R	*p-value*	*r*	*p-value*	*r*	*p-value*
Communication Frequency	0.62	0.0000	0.57	0.0070	0.53	0.0000
Parental Involvement	0.73	0.0000	0.62	0.0000	0.71	0.0000
Collaborative Decision-making	0.83	0.0000	0.77	0.0000	0.75	0.0000

Perhaps the most crucial finding of this study lies in the significant positive relationships identified between parent-teacher collaboration and student behavioral outcomes. Both teacher and parent data revealed strong correlations, particularly in the dimensions of parental involvement and collaborative decision-making. These results highlight the

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importance of treating parents not just as passive supporters but as active partners in the educational process.

For instance, parental involvement was strongly associated with social behaviors ($r = 0.76$) and emotional regulation ($r = 0.79$) in the teacher dataset, while similar high correlations were evident in the parent data (e.g., $r = 0.73$ for social behavior). These findings echo the work of Tambunan et al. (2023), who emphasized that the quality of parental engagement—not just frequency—plays a crucial role in shaping academic and behavioral outcomes.

Moreover, collaborative decision-making emerged as the most consistently and strongly associated variable, especially in the parent dataset ($r = 0.83$ with social behavior; $r = 0.77$ with emotional regulation). In alignment with previous research, our study found a significant relationship between parent-teacher collaboration and emotional regulation in students. Specifically, the reciprocal relationship between parental support and children's emotional regulation has been well-documented in recent literature. Lin and Faldowski (2023) demonstrated that parental support and emotional regulation exhibit a bidirectional relationship, which strengthens over time and plays a pivotal role in school readiness. Our findings are in line with this, as we observed that the collaborative dynamics between home and school similarly support students' emotional regulation and social behaviors. These findings emphasize the importance of fostering a supportive environment both at home and in school to enhance students' behavioral and emotional development.

These consistent relationships across datasets suggest that mutual respect, shared values, and joint action between schools and families are key mechanisms by which positive student behaviors are cultivated. This is especially critical in the elementary years, where developmental trajectories are highly influenced by both home and school environments.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Parent-teacher collaboration is consistently perceived at a very high level by both teachers and parents. This suggests that elementary schools in the Dolores I District have cultivated effective communication strategies and fostered strong partnerships with families.
2. Students' behavioral outcomes are generally rated as very high, indicating that learners demonstrate positive social interaction, emotional regulation, and classroom conduct from both home and school perspectives.
3. There is a significant and positive relationship between parent-teacher collaboration and student behavioral outcomes. Stronger collaboration, particularly in areas of shared decision-making and active involvement, correlates with better behavioral outcomes.
4. The agreement between teacher and parent perspectives adds credibility to the findings, highlighting the relevance of collaboration in improving student discipline, emotional maturity, and peer interaction.
5. However, existing literature reveals that such relationships may vary depending on cultural context, student age, and the nature of involvement, underscoring the need for culturally responsive and developmentally appropriate collaboration models.

Recommendations

Based on the findings and conclusions, the following are recommended:

1. Institutionalize regular collaboration activities such as joint parent-teacher workshops, open communication platforms, and shared goal-setting for student behavior monitoring.
2. Sustain and enhance communication with parents not only for problem-solving but also to recognize and reinforce positive student behaviors.
3. Participate actively in school decision-making and support children's behavior at home through consistent values and routines aligned with school expectations.
4. Develop programs that promote emotional regulation and social skills in partnership with both teachers and parents.
5. Create or update division-level frameworks that encourage holistic collaboration, taking into account diverse family structures and capacities for engagement.
6. Future research could explore longitudinal studies that examine the long-term effects of parent-teacher collaboration on students' academic and behavioral outcomes. Additionally, research could investigate the role of cultural and linguistic factors in parent-teacher collaboration, particularly in rural and marginalized communities in the Philippines. By expanding the scope of research to include different regions and family structures, we can gain a more comprehensive understanding of the factors that promote positive student behaviors.

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