

# Parents and Teachers' Collaboration on the Performance of Elementary Pupils in the Schools Division of Tarlac Province

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*Abstract - This study determined the frequency of the collaboration of teachers and parents in school-based activities and home-based activities and the performance of the elementary pupils in the Schools Division of Tarlac Province. It utilized a descriptive correlational design. In gathering the data, a researcher-made questionnaire was given to the respondents. Descriptive statistics and multivariate analysis of variance were used to treat the data gathered. The findings indicated that the parents are predominantly female, they are in the middle stage of adulthood, married, most of them are housewives, and they are secondary graduate. Moreover, the teachers are mostly female, they are middle aged, married, majority of them have master's unit, and they are in the teaching profession for about eleven to twenty years. Furthermore, results disclosed 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. Based on the results, the researcher recommends management of time in school for the teachers to produce more educational materials that can help the parents in remediating their children; meetings between parents and teachers for them to tackle the improvement of the pupils; inclusion of home visitation in classroom program; continuous engagement in prioritizing seminars that can improve pupil's behavior; strengthening of collaboration by ensuring the school as a welcoming place for the parents; and utilization of gadgets as a means of communication between parents and teachers so that the collaboration will be nourished.*

*Keywords - Collaboration, Parents, Performance, Teachers*

## INTRODUCTION

“Teachers and parents must be a teaching team with similar goals and purposes. With parents and teachers working together, pupils’ scholastic achievement is enhanced” [1]. Thus, home and school are two places where the child is able to acquire knowledge [2]. These places are very significant to the child’s life as they have a lot of contributions in the child’s future. Both of these two places have the abilities to protect, teach, support, and influence the child.

The school, specifically, the teacher is the one who makes strategies and objectives for the pupils to have significant knowledge that can be useful for them to be a globally competitive citizen and soon can make a better future for the country. Moreover, the teacher assesses the pupils’ development and needs [3]. These features and strengths of the school are very important in pupil’s academic performance however the school is not the only institution that can give all the needs of the pupils, according to Nord [4], children reap benefits when fathers as well as mothers are highly involved in their children’s school. School wants to build connection with the parents of the pupils because they perceive that their support and cooperation can be a big help for them to provide all the needs of the pupils. Research has found out that children are more likely to get as in school and are less likely to be suspended or expelled when their parents are highly involved with their teachers [4]. The school observes the significance of parents and teachers’ collaboration to help pupils perform very well in the classroom. It has become the solution of every school to make the pupils more excited, interested, confident, and active.

The PTA shall serve as support group and as a significant partner of the school whose relationship shall be defined by cooperative and open dialogue to promote the welfare of the students [5]. But along the way, there are parents especially in the urban area whose cooperation to teachers are only limited and their effort to know their children’s needs in learning is lacking because for them it is only a waste of time and their reason is that collaboration has no direct effect in their children’s academic performance. Furthermore, most of the Filipino parents have this kind of idea that if their children were supported financially, it is already a big help for their children to perform well inside the classroom [6]. Also, there are parents who think that the teacher is the only one who can make the pupils more competitive and they have this certain reason such as “the school makes a huge effort for the pupils to acquire essential knowledge so it doesn’t make sense for us to get involved in teaching learning process”. Parents seem to abandon their important responsibility to the schools [7].

On the other hand, there are teachers who set aside collaboration with the parents because they think that parents can be a problem in implementing rules inside the classroom and they are the ones who can distract their plans and objectives. Furthermore, organizing this kind of collaboration is very difficult since it can require reports and time management.

Parent involvement behaviors include volunteering at school, communicating with the teacher, attending school functions, and assisting with homework. Parent–teacher relationship quality refers to the affective quality of the home–school connection, as indexed by trust, mutuality, affiliation, support, shared values, and shared expectations and beliefs about each other and the child [8]. Many of the Supervisors of Department of Education are contemplating that a school should promote cooperation between parents and teachers. Since it has many advantages not only in supporting the physical projects of the school, it can be a big help for the pupils to excel because the pupils are not only staying inside the four corners of the classroom but they are also staying at their home and the one who can monitor and support them inside their home are their respective parents. Teachers and parents should be aware about the advantages of collaborating with each other and the effect of this method in the academic performance of the pupils. It is for the parents to know its role and obligation in imparting and inspiring the pupils at the same time for the teachers to identify the ways on how the parents be involved and informed about their children’s profile in the classroom.

According to UNESCO [9], there are many issues affecting the generation of today such as teenage pregnancy, increasing of illiterate children and non- numeracy, increasing of dropped out students and poor performance in the classroom. All of these are rooted from the parents who abandoned their children. Therefore, it is very important for teachers to identify the significant aspects of cooperation with parents to unleash the potential of the pupils, to give them the right education, to motivate the pupils to learn and to help the pupils identify their characters and abilities that can make them excel in their academic performance. In addition, most of the Filipino parents today have many issues facing on their own way in collaborating with teachers such as: they are controlled by their own career, both of mother and father are working, being a single parent, having a broken family and living in materialism [10]. All of these issues are very distracting towards collaboration between parents and teachers in any school activities as it makes the parents busier, more pressured, and more neglectful. In fact, the importance of making connection with the teacher is being set aside. With this, the Department of Education have been challenged throughout the years in striving support from the parents of the pupils; to manage the school properly, provide the needs of every classroom, and improve the teaching learning process.

The parent–teacher relationship is also implicated in children’s early school adjustment. Generally, when parents participate in their children’s education, both at home and at school, and experience relationships with teachers, characterized by mutuality, warmth, and respect, students achieve more, demonstrate increased achievement motivation, and exhibit higher levels of emotional, social, and behavioral adjustment [11]. The Division of Tarlac Province promotes collaboration between parents and teachers since it is mandated by the Department of Education. Dr. Estrelita Cunanan the Division Superintendent of Tarlac Province desires unity and teamwork between parents and

teachers as she addresses the Parents and Teachers in Tarlac National High School. She stated the powerful effect of this collaboration in molding the future citizens of our country and it is also perceptible that the Division of Tarlac Province is affected by the problems and issues about collaboration between parents and teachers. According to forums about Parent-Teacher Association conducted in Tarlac Province in 2016, many of the parents and teachers lacks information on the advantages of their collaboration which is probably the cause why there are pupils who are classified by the District Supervisors as non- readers and non- numerates which can affect the performance of the school. Hence, this study will provide essential information to school, administrators, and to the parents on the advantages of parents and teachers' collaboration in Tarlac Province.

### **OBJECTIVES OF THE STUDY**

This study determined the Parent-Teacher's Collaboration on the Performance of Elementary Pupils. Specifically, this study aimed to: (a) determine the profile of the respondents in terms of the following: age, sex, civil status, occupation, highest educational attainment, and length of service; (b) determine the frequency of collaboration in terms of school-based activities and home-based activities as perceived by the parents and teachers; (c) determine the level of pupils' performance; (d) determine the significant difference on the frequency of collaboration of teachers and parents; and (e) determine the significant relationship between the frequency of collaboration of parents and teachers and the level of pupils' performance.

### **MATERIALS AND METHODS**

#### *Research Design*

This study used descriptive correlational design using a survey method to describe the frequency of collaboration of teachers and parents in terms of school-based activities and home-based activities, significant difference with the frequency of collaboration of the respondents and significant relationship between the frequency of collaboration and pupils' performance. Descriptive research describes the phenomena being studied. It typically describes what appears to be happening and what the important variables seem to be [13].

Descriptive correlational design examines the variables and determines relationships between variables. It is descriptive because it describes the frequency of collaboration of teachers and parents. It is correlational because this study determined the significant relationship between the frequency of collaboration of parents and teachers and pupils' performance.

#### *Sample of the Study*

The study used probability sample specifically, stratified random sampling in order to systematically select respondents from a larger population which may assure that the findings are accurate. Although respondents in the study were chosen in a random

manner, probability sampling method is still very useful noting that the research method is descriptive. To ensure that there is proportion in selecting respondents from PTA members and teachers in four central schools the researcher first identified the population of PTA members and teachers in School A, B, C, D then the number of total selected respondents were dependent on how larger is the population thus, if there is a large population the smaller the percentage of selecting respondents but if there is a small population the larger the percentage of selecting respondents.

#### *Data Gathering and Procedures*

The researcher asked permission from the Superintendent in the Division of Tarlac Province to conduct the study. After obtaining the approval, the researcher got the consent of the District Supervisor followed by the Principal by presenting the letter of permission approved by the Division Superintendent to administer the questionnaire personally to the selected respondents and get the computed grade of the pupils from their respective adviser. The researcher employed the distribute-retrieval procedure of data gathering.

#### *Statistical Analysis of Data*

The following statistical treatments to analyze the data were the following: Problem number 1, the tool that was used is the frequency count and percentages, for problem number 2, it was Average Weighted Mean. For problem number 3 was the frequency descriptive statistics, for the problem 4 was the multivariate analysis of variance and lastly, for problem 5 was the correlation analysis.

## **RESULTS AND DISCUSSION PROFILE OF THE RESPONDENTS**

The Table 2 (found in the original article) presents the profile of the respondents in terms of sex, age, civil status, occupation, and highest educational attainment.

**On Sex.** As confirmed in Table 2, majority of the respondents are female with a frequency of 267 and a percentage of 79.7 while male respondents only allotted a frequency of 68 which is parallel to 20.3%. This signifies that female parents are very much present in the education of their children.

**On Age.** As displayed in Table 2, Parents whose age ranges from 36 – 45 were regarded as having the highest frequency which is equivalent to 154 or 46% followed by parents whose age ranges from 26 – 35 with a frequency of 111 which is equivalent to 33.1%. Parents who are in the age of 46 – 55 acquired a frequency of 44 which is equivalent to 13.1%. Parents who considered themselves as 56 years old and above obtained a frequency of 17 comparable to 5.1%. Parents who are in the age of 25 years and below have frequency of 9 with 2.7%. The results imply that majority of the respondents are middle aged.

**On Civil Status.** As shown in the Table 2, Married parents have impressively large frequency with 285 and converted as 85.5%. Single parents have frequency of 26

associated to 7.8%. Parents who were separated have frequency of 13 convertible to 3.9% and widowed parents have frequency of 11 which is equivalent to 3.3%. The outcome reveals that majority of the parent respondents were married.

**On Occupation.** As presented in the Table 2, it was found that majority of the parents considered themselves as Housewife with a frequency of 169 and a percentage of 50.4. Government workers acquired a frequency of 43 translatable to 12.8%. Parents who answered others have frequency of 30 which is equivalent to 9% some of them specified their occupation as tricycle driver, sales lady/sales clerk, call centre agent, personal assistant, and construction worker. Likewise, Industrial Worker have also frequency of 30 associated to 9% while Agricultural workers have a frequency of 29 or 8.7% followed by Overseas Filipino Workers with a frequency of 24 translated to 7.2%. Ten (10) or 3% of the parents considered themselves as Entrepreneur. Overall, this shows that majority of the parents were housewife.

**On Highest Educational Attainment.** It can be seen in the Table 2 that 163 or 48.7% of the parents are secondary graduate while 103 or 30.7% acquired bachelor's degree. Parents who were elementary graduate obtained a frequency of 27 or 8.1%. There are also parents who answered others and specified as college undergraduate and secondary undergraduate while parents who answered with master's unit acquired a frequency of ten (10) or 3%, seven (7 or 2.1%) have finished their master's degree, three (3 or 0.3%) have finished their Doctorate degree and only one (1 or 0.3%) has Doctorate units. As a whole, majority of the parent respondents were secondary graduate.

The Table 3 (found in the original article) presents the profile of the respondents in terms of sex, age, civil status, highest educational attainment, and length of service.

**On Sex.** It can be gleaned from the data that majority of the respondents are female with a frequency of 57 and a percentage of 85.1 while male respondents have frequency of 10 which is equivalent to 14.9%. This signifies that majority of the teachers are female.

**On Age.** As presented in Table 3, Teachers whose age ranges from 46 – 55 were regarded as having the highest frequency which is equivalent to 24 or 35.8% followed by teachers whose age ranges from 36 – 45 with a frequency of 20 and a percentage of 29.9. Teachers who are in the age of 26 – 35 acquired a frequency of 15 which is equivalent to 22.4%. Teachers who considered themselves as 56 years old and above obtained a frequency of 6 comparable to 9% while two (2) or 3% were 25 years old and below. The results denote that majority of the respondents are middle aged.

**On Civil Status.** As revealed in the Table 3, married teachers have frequency of 54 associated to 80.6% while single teachers posted a frequency of 11 which is equivalent to 16.4%. Separated and widowed teachers only declared a frequency of one (1) or 1.5%. The result indicates that majority of the teachers were married.

**On Highest Educational Attainment.** As seen in the Table 3 that 30 or 44.8% of the teachers have master's units while 23 or 34.3% acquired master's degree. Teachers who have bachelor's degree obtained a frequency of eight (8) or 11.9% while teachers who

answered with doctoral unit acquired a frequency of five (5) or 7.5% and there is only one (1 or 1.5%) who finished doctorate degree. Overall, the result denotes that majority of the teachers have already acquired master's unit.

**On Length of Service.** It can be gleaned from the data that most (17 or 25.4%) teachers have been teaching within the range of 11 to 20 years. Teachers who already acquired teaching experience within the range of 21 – 25 years and 26 years and above obtained a frequency of 14 convertible to 20.9% while teachers who gained a frequency of 12 with a percentage of 17.9% doing the job within the range of 6 – 10 years. The remaining ten 10 (14.9%) are assigned in the job for about 5 years and below. This shows that majority of the respondents have their teaching experience within the range of 11 – 20 years thus, it can be attributed that most of the respondents are nearly proficient teachers, they already applying competent strategies in teaching.

### **FREQUENCY OF COLLABORATION IN TERMS OF SCHOOL-BASED ACTIVITIES AND HOME-BASED ACTIVITIES AS PERCEIVED BY THE PARENTS**

Tables 4 and 5 (found in the original article) reveal the frequency of collaboration in terms of school-based activities and home-based activities as perceived by the parents.

From what is revealed in the Table 4, it was manifested that parent's monitoring the development of the child by observing his/her scores in quizzes and exercises along with parent's making an effort to encourage the child to have a perfect attendance have impressively high weighted mean of 4.41 thus, these are the two indicators where parents are always giving their attention pertaining to collaboration with teachers. It is noticeable that majority of the indicators that the parents are giving priority are the daily activities of the learners in the school namely the formative assessment and their attendance which are the very important factors for the children to have high grades and so that the children will not miss any given activity.

This is supported by Garcia [14] on her study entitled "Parents' involvement in the academic performance of grade six pupils" she stated that parents are highly motivated to get involved in their children's education as a result, majority of the parents had average involvement towards the academic achievement and performance of the children. She realized that most of the parents always supervise exercises/activities of their children, guide and develop their children. Parents are also active in giving feedbacks with their children and support their activities and identify their children's improvement in school by observing and prioritizing the summative and formative assessment of the school.

Another study that strengthened this result is the study of Azzam [15] about "Why Students Dropout". It was stated that parental involvement is very significant factor to children's attendance in the school since parents are the ones who support their children's needs thus it can contribute to the academic performance of the learners. They perceive

that if parents motivate their children, dropout rates will decrease therefore the learners will have high grades and big chances to get a better life in the future.

Meanwhile, the respondents get a weighted mean of 3.88 in attending seminars on drug addiction, health programs, guidance and counselling, values formation, and other programs that can improve the character of the child which is the lowest among the following indicators. This is because there are only few seminars offered to parents about program that can improve child's character in the whole school year. This was supported by the Department of Social Welfare and Development (DSWD) – Tarlac and the Department of Education – Division of Tarlac Province, according to them they only conduct seminars for the parents about child's care and development within a range of 5 – 7 times annually. The study of Onia [16] revealed the importance of attending seminars for the development of the pupils, as he recommended that school can likewise initiate seminars to parents for them to know their roles and obligation in imparting values for the pupils. Parent- teacher relationship should be strengthened to implement school programs and projects properly.

Overall, the frequency of collaboration in terms of school-based activities as perceived by the parents has a weighted mean of 4.19 which is equivalent to (often) and stills a high frequency. This means that the parents often collaborate with the teachers in terms of school based activities as perceived by themselves. This is probably because they think about their responsibility as a parent pertaining to the welfare of their children in the school. They want to support their children's education and believe that the method for them to manage it is to build partnership, connection, relationship, and cooperation along with the teachers of their children.

This is supported by the study of Hornby [17] that Partnership involves parents, families and practitioners working together to make children benefit from school as much as possible. "Partnership involves responsibility on both sides, teachers and parents if we want pupils to make the required progress". ("Building partnerships between parents and practitioners", n.d. p.7 ) Parental involvement includes communication between educators and parents, communication about children's homework and their difficulties, participation in school activities etc.

Rooting from the response of the parents in Table 5, the result unveils that parents give an impressively high weighted mean (4.55) to the indicator about ensuring child's enough sleep during school days. Likewise, the parents are always ensuring the protection of the child in his/her environment with a weighted mean of 4.45. It is consistent that in home-based activities the parents want to secure their children and they are prioritizing the presence of parenting. Undoubtedly, they believe that by securing them physically, psychologically, and emotionally children will have good performance in the school since it can make the children more motivated to learn, active participant in the school, and good influencer. In this part, parents are very particular to the sleeping routine of their child it is probably because they believe that if the child gains enough sleep the child will have an



active brain and body during teaching – learning process therefore, the child will become energetic and can easily grasp the lesson.

This is supported by Zapanta [18] who managed to study about the effect of absentee parenting affected the development of the pupils. Based on the conclusion of the study, the academic performance of the pupils are really affected when they are not supported and guided with their respected parents but it is obvious that they are able to develop and improve their academic performance if their parents' support and guidance are both present.

Furthermore, fulfilling the agreement made by the teacher and parents during home visitation has the lowest weighted mean of 3.86 which means that parents are not particular or familiar with home visitation. This is because teachers have extra work or huge tasks in the school such as paper works and accomplishment reports thus, their time in conducting home visitation are very limited. This is a statement of a teacher from an interview conducted by the researcher in Vargas Elementary School on March 28, 2019. The result is supported by the study of Duran [19] about Parents and Teachers collaboration in the academic performance of the pupils as indicated that teachers have limited time in communicating with parents specifically, home visitation. The reason is that they have many paper works to accomplish but she stated the importance of home visitation in the achievement of the pupils because it can inform the parents on how to guide and nourish the child.

Generally, the frequency of collaboration in terms of home-based activities as perceived by the parents has a weighted mean of 4.25 which is equivalent to (always). This shows that the parents have high frequency in collaborating with the teachers in terms of home-based activities. This result was supported by Epstein and Sanders [20] as they stated that there are ways where the parents are able to extend their involvement to support their child's academic performance. These include home-based involvement techniques which include monitoring educational activities at home such as helping the child with his/her assignments and projects, conduct remediation, and school support for parenting.

The Table 6 indicates the frequency of collaboration in terms of School-based Activities as Perceived by the teachers. According to the rejoinder of respondents, they concurred that the indicator "encouraging the parents to support the pupils' participation to educational school programs such as Nutrition Month, Buwan ng Wika, MAPEH Culminating activity, Scouting, Science day and family day" as having the highest weighted mean of 4.72. This result indicates that the teachers are always collaborating with parents when it comes to asking parents' support for the improvement of school programs. This is an accurate report because according to the interview to teachers conducted by the researcher in Vargas Elementary School on March 28, 2019, the teachers stated that for you to have a successful and well – organized school program you need to produce fund, committee, and man power thus, the teacher concluded that all these kind of needs and

priorities can be achieved through the help of parents. The teachers also uttered that school program are very significant to the learners since it can develop the awareness and competence of the children not only in academic but these can promote the core values of Department of Education.

This result is supported by the study of the Research Center for Child and Adolescent Development and Education [21] stated that cooperation between parents and teachers is necessary for the development of the pupils because it is a method that can make teachers aware about the family background of the pupils this is very significant because through this, teachers can easily get a connection with the parents and that can lead them into a good and reliable relationship thus it can provide a quality education. This research provided seven cooperation with parents which are; Parents' Day, Participation in Education, Participation in Events, Picture book libraries, Method of Communication such as daily interaction and class report, Meetings with parents and Counseling for parents and by means of these, the teacher may offer advice with the parents about concerns and issues, develop mutual understanding, to share childcare role, to have assistant in preparing some activities in the school, to share experiences, to have a better information about the pupils and to exchange ideas all of these are good points for the school to achieve pupils' development.

Moreover, the teachers respond that producing a copy of intervention materials for the parents to use in helping their children recognize the lessons/topics which could be hardly understood has the lowest weighted mean of 3.93. In accordance with the answers of teachers in an interview conducted by the researcher in Vargas Elementary School on March 28, 2019 they mentioned that this is because the teachers also need time, school, and computer supplies for them to produce such intervention materials thus, this is very costly and unwieldy since they have many important paper works and reports to accomplish.

The result was strengthened by Cramer [22] as mentioned that teachers play a vital role by providing support to parents with the resources available inside and outside the classrooms to intervene the weaknesses of the learners.

Taken as a whole, the result shows that the teachers always collaborate with the parents in terms of school-based activities with a weighted mean of 4.38. This result was strengthened by the study of Abun, [23] he realized that the quality education is actually a collaborative effort between schools and parents. Teacher-Parent factors are very important for the children to achieve high academic performance. There must be team work between parents and teachers in school and community activities because these are the methods to make the children competent. Consequently, if parents or teachers displayed negligence in participating the teaching learning process of the children it can hinder the academic performance.

According to Table 7 (found in the original article), it indicates that majority of the teachers always collaborate with the parents by reminding them about the importance of

reviewing the children at home. This result is very true because according to the answer of senior teacher in an interview conducted by the researcher in Gerona North Central Elementary School on April 3, 2019 during their recognition day, she responded that reviewing the learner in the home is very essential since, it can help the learner to preserve the knowledge that he/she gained during teaching – learning process thus, the learner will have a prior knowledge that he/she can use in achieving higher intelligence. This result is supported by the study of Fan and Chen [11]; they strengthened the ideas of Epstein and Sanders about Parent Involvement. They concluded that home-based involvement is very significant since it can strengthen the knowledge and instruction received at school. To be specific, the essential way to strengthen and retain the knowledge that the pupils gained in the school is by reviewing and guiding them at home. In addition, the Table 7 shows that the indicator “conducting home visit to inform the parents about the concerns pertaining to their children” has the lowest weighted mean of 4.06 it is because teachers have extra work in the school and some of the teachers have leadership that they need to prioritize thus, they are lacking of time.

This was supported by the study of Duran [19] as she identified that most of the teachers in Victoria National High School have lack of time in communicating with the parents of their pupils it is because their attention were so much focused to lots of paper works and activities in the school.

Home Visitation was supported by Generao as he recommended that the teacher should have home visitation to parents in order to understand the problems/issues facing by the pupils and for them to create right objectives that can resolve the problem and concerns of the learners.

In general, the result shows that the teachers always collaborate with the parents in terms of home- based activities with a weighted mean of 4.37. This is probably because the teachers want the learners to retain their knowledge and competence even they are in the home through the help of their respective parents. This is supported by the study of Cramer [22] he mentioned that teachers play a vital role by providing support to parents with the resources available inside and outside the classrooms and as executors of the educational plans, while parents needs encouragement to carry out their roles effectively in their child’s development and academic performance. Successful student outcomes can be more easily achieved if both teachers know their roles in the collaboration process.

The result is also supported by Epstein and Sanders [20] they concluded that home-based involvement is very significant since it can strengthen the knowledge and instruction received at school. This kind of involvement provides assistance and clarification with homework.

### **ACADEMIC AND BEHAVIOR PERFORMANCE OF THE PUPILS**

It can be seen in the Table 8 that the minimum general weighted average of the pupils is 77.57 and the maximum is 96.00. The mean of the general weighted average of the pupils

is 87.09 with a standard deviation of 3.595 while the skewness is -.577 with a standard error of .133 which means that all of the distribution are concentrated on the right and the tail is pointing to the left or to the negative direction of the x axis which is negatively skewed this result shows that majority of the grades that the pupils acquired in first and second quarter of the school year were impressively high thus, it is significantly skewed. It can be gleaned in the table that the kurtosis is -.036 with a standard error of .266 thus, it is not significantly mesokurtic which means that the kurtosis is a standard normal distribution and the graph's tail are nearly normal this is because the values are not close to 3.

The Table 9 shows the descriptive equivalent of the pupil's grade. According to the Table, majority of the pupils acquired very satisfactory level of performance with a frequency of 171 convertible to 51.0% followed by the pupils who are outstanding with a frequency of 91 comparable to 27.2%. The pupils who acquired a satisfactory level of performance have a frequency of 58 with a percentage of 17.3. Next in the line are the pupils who attained fairly satisfactory with a frequency of 15 correlated with 4.5%. Finally, there are no pupils who obtain a poor level of performance. Overall, the pupils have impressively high level of performance since majority of them acquired very satisfactory and outstanding level of performance.

The academic performance of the pupils is high, probably because it is related to the frequency of collaboration of teachers and parents in terms of school – based activities and home – based activities since they also obtained high weighted mean. This is supported by the study of Lekli [25] as she concluded that Parent-teacher partnership is emphasized to be an effective means of fostering student's success in a well-managed classroom environment. Effective communication is crucial in establishing these strong useful knots between school and home, these two fundamental institutions, equally sharing the responsibility of contributing to the children's progress. Research has proved that when parents and teachers work together, everyone benefits: students tend to earn higher grades, perform better on tests, attend school more regularly, have better behavior, and show more positive attitudes toward themselves and toward school.

#### Expresses One's Spiritual Beliefs while Respecting the Spiritual Beliefs of Others

Table 10 (as found in the original article) shows the core values of the Department of Education which is the "Maka – Diyos" with a behavior statement "Expresses one's spiritual beliefs while respecting the spiritual beliefs of others". According to table 10, all of the indicators have high weighted mean and the computed average were 4.31 which means that the pupils were observed as "Maka – Diyos in accordance with the behavioral statement "Expresses one's spiritual beliefs while respecting the spiritual beliefs of others". This result is probably has a connection with the frequency of collaboration of teachers and parents pertaining to the indicator "inviting and attending seminars on programs that can improve the character of the pupils specifically, values formation" since this indicator has a high frequency. The result was supported by the teachers in Vargas Elementary School with the statement of the guidance counselor as she stated that "the parents and

teachers have big roles to perform pertaining to the education of the children specifically in Values Education. If the parents and teachers have knowledge about values formation this can affect the behavior of the learners especially their respect to the beliefs of others since values formation seminars tackled the importance of respecting one's opinion, thought, and belief".

The result was supported by the study of Gamit [26] as she recommended that the school should include in their program of activities the organizing of seminar or workshops in values education to strengthen the roles that they already implementing. They should inform the parents and teachers about importance of values education in gaining respect towards others. These roles are very essential in enhancing the formation of values among students both at home and in school.

#### *Shows Adherence to Ethical Principles by Upholding Truth*

As seen in the Table 10, the behavioral statement "shows adherence to ethical principles by upholding truth" which is aligned to core values "Maka – Diyos" has indicators with high weighted mean this signifies that the overall weighted mean is also high with a value of 4.29 which is convertible to "always observe". The result has connection with the frequency of collaboration of parents and teachers pertaining to seminars on programs about values formation in terms of school – based activities as seen in the Tables 4 and 6 since it also has high frequency of 4.13 as perceived by the teachers and 3.88 as perceived by the parents.

This analysis is supported by the answer of the school head in Vargas Elementary School in the interview conducted by the researcher on April 3, 2019. The school head is the implementer of Project SPG (Spirituality, Prayer and Guidance) with objectives of promoting relationship with God, teaching the pupils right conduct, and guiding the pupils in right direction by teaching them how to become responsible and disciplined with the involvement and help of the stakeholders especially the parents. The school head uttered that "seminars about values formation to parents and teachers are very essential to education because they are the great influencer especially to elementary pupils who are still role model pursuers. They can impart knowledge which improves the awareness of the pupils about teachings of God that can probably affect the behavior of the pupils especially by upholding the truth".

This is supported by Garma [27] as he said, "Teachers, community, and parents should instruct the children to have faith. Before we commence any important activity or anything that matters most in our life, we should always invoke the blessing of the Creator. And that is one way of giving our children the environment of spirituality."

#### *Is Sensitive to Individual, Social, and Cultural Differences*

As verified in the Table 11, the core value "Makatao" of the Department of Education with behavior statement "sensitive to individual, social, and cultural differences" has

indicators with a very high weighted mean which means that the general weighted mean is also very high with a value of 4.29 convertible to the descriptive equivalent of "always observe".

The result has very high weighted mean probably because it is affected by the frequency of collaboration of parents and teachers specifically, in the indicator "getting involve in child's experiences at home to answer his/her questions and to give advices that can help him/her in gaining experiences" as seen in Table 5 which the parents answered a high frequency of 4.24 which denotes that they always collaborate to teachers.

As the guidance counselor stated in the interview conducted by the researcher in Vargas Elementary School on March 28, 2019 that "the learner will have awareness to individual, social, and cultural differences if he/she already gained confidence and right experiences inside the home with the help of their parents and through acknowledging/reflecting the experiences acquired by the pupils in discussing different things and views".

The result was supported by Dela Cruz [28] as mentioned that parents should have time in sharing their thoughts by talking about school concerns and bringing them in educational places. Parents should prioritize one on one conversation to discuss the solutions on how to improve children's weaknesses. Parents who are related and participative in home-based activities especially to experiences gained have children with good personality/attitude and high emotional quotient.

#### *Demonstrates Contributions Toward Solidarity*

As seen in the Table 11, it is noticeable that the core value "Makatao" with a behavior statement "demonstrates contributions toward solidarity" has observable indicators with high weighted mean and an overall weighted mean of 4.26 which is equivalent to "always observe". The result has high weighted mean apparently because it is influenced by the frequency of the collaboration between parents and teachers particularly, by supporting the pupils in participating educational school programs since this indicator marked by the teachers and parents with high frequency as seen in the Tables 4 and 6. According to an interview to a grade three teacher in Santa Ignacia North Central Elementary School conducted by the researcher on April 1, 2019, she stated that "educational school program is very essential for the pupils to develop their personality especially by demonstrating contributions toward solidarity". She added that "by initiating the pupils with the support of their parents to participate in educational school program specifically, in scouting and family day the pupils will learn to practice how to cooperate, communicate, and build relationship to his/her neighbors that will contribute good things not only with themselves but to the whole community."

This is supported by the study of Ritchie [29] as she indicated the effect of collaboration of teachers and parents; she concluded that collaboration between teachers and parents in any educational programs are very important to student learning. It has an essential aspect that can make the pupils more competent and cooperative to school.

*Cares for the Environment and Utilizes Resources Wisely, Judiciously, and Economically*

As you observed in the Table 12 (as found in the original article), the core value "Makakalikasan" with a behavior statement "Caring for the environment and utilizing resources wisely, judiciously, and economically" has indicators with an impressively high overall weighted mean of 4.42.

It is perceptible that the result has connection with the frequency of collaboration of parents and teachers specifically, the indicator "giving the child household chores regularly for them to become responsible person" along with "participation of parents to Brigada Eskwela" since these indicators have high frequency as seen in the Table 5. These two indicators are very essential in developing pupil's initiative and concern for the environment. Household chores are very important for the pupils to become responsible in their surroundings inside and outside the home. If the parents and teachers will collaborate in Brigada Eskwela this will probably influence the pupils on how to conserve, organize things, and it can uplift the awareness of pupils about caring the environment. This statement is from the SDRRM leader of Vargas Elementary School in an interview conducted by the researcher on March 28, 2019.

This was supported by Lorenzo [30] on her study about parental involvement in the selected elementary schools of the third district of Tarlac. She stated that as to parental involvement, Brigada Eskwela was the activity most participated in by the parents to make the school organize, ready for the calamities, conducive to learning, and to have a consensus in school materials, facilities, and equipment. This activity can teaches not only the community but the children to become more responsible with their surroundings.

It can be gleaned in Table 13 (as found in the original article) that the core value "Makabansa" in connection with the behavior statement "Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino Citizen" has indicators with high weighted mean and an overall weighted mean of 4.36 where it has descriptive equivalent of "always observe".

According to an interview to the Araling Panlipunan leader of Vargas Elementary School conducted by the researcher. She stated that by "the collaboration made by the teacher and parent during flag ceremony, commemorating day of independence, scouting, Buwan ng Wika, and Elementary day the pupils will have awareness about Philippine culture, practices, and traditions. This program can also give knowledge or educates the pupils about Philippine heritage, languages, and history. The support of the parents and guidance of the teachers during scouting are very essential since it gives the pupils platform to exercise their rights and responsibilities of a Filipino Citizen".

The statement fortifies the result since the parents and teachers give a high frequency to the indicator "supporting the child in participating educational school programs such as Nutrition Month, Buwan ng Wika, MAPEH Culminating activity, Scouting, Science day and family day" as seen in the Table 4.

This is supported by the Boy Scout of the Philippines as they released a National Office Memorandum no. 19 s. 2016 [31] containing an introduction that stated, "At the turn of the 21st Century, Scouting remains to be of vital role in nation- building, citizenship training, character development and skills for self-reliance. The core business of scouting movement is to provide non-formal education to children and young people in the society.

*Demonstrates Appropriate Behavior in Carrying Out Activities in the School, Community, and Country*

As perceived in the Table 13, the core value "Makabansa" with the behavior statement "Demonstrates appropriate behavior in carrying out activities in the school, community, and country" has indicators with high weighted mean and an overall weighted mean of 4.29 where it has descriptive equivalent of "always observe".

The result was probably affected by the frequency of collaboration of parents and teachers in terms of home – based activities with the indicator "helping my child in making assignments and projects" with high frequency of 4.23 as seen in Table 5.

This is supported by the study of Henderson and Mapp [32] entitled "A New Wave of Evidence, Children's Support", they concluded that the more the families are in school, has collaboration towards school activities, and support their children's learning and educational progress, the more their children tend to do well in school and continue their education. They will develop a proper behavior in accomplishing different tasks whether it is easy or difficult.

According to an interview conducted by the researcher, if the pupils are guided and supported by their teachers and parents referring to their tasks such as making assignments and projects they will develop behaviour such as being courageous, independent, and persistent that can help them successfully accomplish their goals and objectives. This behaviour is very important as they can apply this on their works or occupation in the coming future thus, it can directly help not only the community but the whole country.

The Table 14 (as found in the original article) shows the difference with the frequency of collaboration of teachers and parents in terms of school – based activities and home – based activities. Teachers and Parents are the ones who communicate and cooperate with each other for the development of the learners therefore; they should perform their shared responsibilities equally.

There is no significant difference in the frequency of Collaboration between Teachers and Parents based on Wilks' Lambda= .987 with an associated significant value higher than .05 level.

The result shows no significant difference in the frequency of collaboration of teachers and parents it is because their answers give high weighted mean in terms of school – based activities and home – based activities. Pertaining to the perception of parents with the frequency of collaboration in terms of school – based activities they give a weighted mean



of 4.19 with an associated descriptive equivalent "often" and in terms of home – based activities they give a weighted mean of 4.25 translatable to descriptive equivalent "always". Referring to the perception of teachers with the frequency of collaboration in terms of school – based activities they give a weighted mean of 4.38 having a descriptive equivalent "always" and in terms of home – based activities they put down a weighted mean of 4.37 similarly to descriptive equivalent "always". Thus, teachers and parents are collaborating with each other since their weighted mean are almost the same with impressively high frequency.

Teachers should be the one who will establish collaboration with the parents. Once the teacher encourages, invites, and supports the parents in producing, conducting, and organizing activities everything will follow. Based on the result teachers have high frequency in collaborating with the parents thus, the parents also gained high frequency in collaborating with the teachers. This is supported by the study of Abulon [33] as she stated that "Educators should provide a parent- friendly environment, where parents should feel free in airing their concerns in relation to their child's education, making them well- informed both on the school and classroom rules and regulations and establishing and maintain a constructive and trusting partnership to ensure parental involvement or participation in all school activities. Teachers should be the effective agents of change in improving parental involvement through building productive partnership with the parents. Everything follows when this is already established."

As perceived in the Table 15, the relationship between the frequency of collaboration of parents and teachers and the level of pupils' performance is significant, thus; if the teachers and parents will acquire high frequency of collaboration the pupils will have a high performance both in academic and behavior.

This is factual because if you can see in the Tables 4 and 5 parents' perception on the frequency of collaboration to teachers in terms of school – based activities have high weighted mean of 4.19 which is associated to descriptive equivalent "often observe" and in terms of home – based activities they put down a weighted mean of 4.25 with an associated descriptive equivalent "always observe" same as with the teacher as seen in tables 6 and 7 their perception towards frequency of collaboration to parents in terms of school – based activities are also high with a weighted mean of 4.38 which is equivalent to "always observe" and in terms of home – based activities they give a weighted mean of 4.37 having a translatable descriptive equivalent "always observe".

Probably the result of the collaboration of teachers and parents affected the performance of the pupils since they acquired high weighted mean pertaining to their academic and behavior performance as seen in Tables 8 – 13.

Collaboration of parents and teachers in school – based activities and home – based activities are very important in teaching – learning process because these can unleash the potentials of the pupils and improve their weaknesses. In collaboration with the parents, teachers should know how to encourage, invite, and instruct the parents likewise, the parents should know how to cooperate, support, and help the teachers. This kind of

collaboration can help the pupils elevate their performance, become competent, responsible, and skillful. This result is supported by Cramer [22] who mentioned that teachers play a vital role by providing support to parents with the resources available inside and outside the classrooms and as executors of the educational plans, while parents need encouragement to carry out their roles effectively in their child's development and academic performance. Successful student outcomes can be more easily achieved if both teachers and parents know each other's roles in the collaboration process.

Furthermore, the analysis is strengthened with the study of Onia [16] recommended that parents and teachers should have collaboration in home and school. They are the most important factor to improve student's character traits and that can lead them in developing their performance in school. In addition, the Department of Education also supports the result as they formulated Republic Act No. 9155 [34] which emphasizes the need for school heads in the public schools to "establish school and community networks and encourage the active participation of teacher organizations, non-academic personnel of public schools and parents-teachers-community associations". This is a manifestation that the government is seeking ways on how the school and the community can have collaboration. Collaboration has been characterized as "any relationship established between and among educators, students, families and the community at large to work together in bringing about better and improved performance."

The school should promote quality education and the proper way to achieve this is through the collaborative efforts of parents and teachers. This is supported by the study of Melegrito [1] as she stated that "teachers and parents must be a teaching team with similar goals and purposes. With parents and teachers working together, pupils' scholastic achievement is enhanced"

Moreover, Abun [23] supported this result as he concluded that the quality education is actually a collaborative effort between school and parents. Teacher-Parent factors are very important for the children to achieve high academic performance. There must be team work between parents and teachers in school and community activities because these are the methods to make the children competent.

## CONCLUSIONS

Based on the findings stated, the researcher concludes that:

1. Majority of the parent respondents who collaborate with the teachers in the Schools Division of Tarlac Province were female, aged 36 – 45 years old, married, they were predominantly houseparent and they were mostly secondary graduate. Pertaining to the profile of teachers, majority of them are female, aged 36 – 45 years old, married, with master's unit, and with 11 – 20 years of experience in teaching;
2. The frequency of collaboration of teachers and parents in terms of school – based activities and home – based activities rated as "always";
3. Majority of the pupils got a grade of very satisfactory thus, their level of

- academic performance are high. In terms of their behavior performance they also got high weighted mean which signifies that they are performing very well;
4. There was no significant difference in the frequency of collaboration between teachers and parents. This was very consistent since the frequency of collaboration of teachers and parents in terms of school – based activities and home –based activities were both high with almost similar weighted mean;
  5. There was a significant relationship between the frequency of collaboration of teachers and parents and the level of pupils' performance.

## **RECOMMENDATIONS**

Based on the conclusions generated, the researcher recommends the following:

1. The teachers should finish their Master's degree and manage their time in carrying out their tasks in the school such as paper works and reports so that they can have their own research and produce more educational materials such as intervention material which can be useful for the parents in teaching/remediating their children at home.
2. The school should continue in prioritizing meetings with the parents for them to tackle the challenges that the pupils are facing, update the performance of the pupils, solve the problems and concerns of each other, and determine the ways on how to support and provide the needs of the classroom. Furthermore, teachers should give the parents a role or duty in conducting feeding program, "Brigada Eskwela", and home visitation for them to maintain more the collaboration in school-based and home-based activities.
3. The school should include in the classroom program of the teachers activities that can make the parents, teachers, and pupils closer with each other such as home visitation at least once a month. This is very important to teachers and parents for them to know and solve the problem and weaknesses of the pupils and at the same time, they can strengthen their high academic performance.
4. Teachers and parents should continue working together for the continuous improvement of pupil's behavior. They should prioritize seminars on drug addiction, health programs, guidance and counseling, values formation and other programs that can improve the character of the pupils.
5. Teachers should ensure that the school is a welcoming place for the parents so that the collaboration between them will be strengthened and sustained.
6. Teachers and parents should utilize/integrate gadgets such as cellphones and computers in making the collaboration more intensified since we are now living in a modern generation where gadgets are available everywhere. Aside to the cellphone numbers of parents included in the form 1 of the pupils, teachers should get the facebook account of the parents and from there, they can create a group chat or a facebook page for the classroom once the school starts its first day of classes for them to easily inform the parents about the concerns, needs, and improvements of the learners.

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