

PARENT-TEACHER COLLABORATION: ITS IMPACT ON LEARNERS' HOLISTIC DEVELOPMENT

Jonathan F. Quindoza, Eden C. Callo, EdD^{b*}

^a 0322-3009@lspu.edu.ph

^a Teacher I, DepEd Sumagonsong Elementary School, Mulanay II, 4312 Philippines

^b Vice President for Academic Affairs, Laguna State Polytechnic University, San Pablo City, Laguna 4000 Philippines

Abstract

This study investigated the relationship between parent-teacher collaboration and learners' holistic development, addressing the problem of how collaborative practices between home and school contribute to academic performance, social skills, emotional well-being, behavioral adjustment, and motivation. Conducted at Sumagonsong Elementary School, the research employed a descriptive-correlational design to analyze data from respondents with diverse demographic profiles, including age, gender, educational attainment, and socioeconomic status. The design allowed the study to measure the strength and direction of relationships between collaboration dimensions and learner outcomes while considering demographic influences. Findings revealed that parent-teacher collaboration significantly predicts learners' holistic development, with parental involvement emerging as the strongest contributor, followed by communication, teacher responsiveness, and shared decision-making, all of which positively influenced learner growth. Interaction alone was not statistically significant, suggesting that the quality and depth of collaboration are more critical than the frequency of contact. The demographic profile of respondents also shaped the nature and extent of collaboration, showing that background factors influence how parents and teachers engage in supporting learners, particularly in terms of communication styles, cultural expectations, and resource availability. Overall, the results affirm that parent-teacher collaboration is a cornerstone of holistic education and a vital strategy for fostering learners' academic success, emotional resilience, social competence, and lifelong growth, while also highlighting the importance of demographic diversity in shaping collaborative practices.

Keywords: Parent-Teacher Collaboration, Holistic Development, Parental Involvement, Communication, Teacher Responsiveness

1. Introduction

Collaboration between parents and teachers is a base for quality education and an important factor of learners' achievement. It reaches beyond the classroom walls, linking the work of teachers and parents to provide constant academic guidance, social support and emotional encouragement. "Education is a shared endeavor which requires the collaborative efforts of schools, families and communities to promote the holistic development of every Filipino learner," the Department of Education (DepEd) highlighted. "Strong relationships between parents and teachers can result to learner motivation, academic engagement and emotional well-being" (DepEd Order No. 54, s. 2009, National Framework for Parental Involvement in Education) The policy claims that "when parents are actively involved learners achieve higher, behave better and have more positive attitudes to learning". This indicates the

government's commitment to inclusive and outstanding quality education.

Parental involvement is emerging as an important issue in the Philippine educational setting as schools strive to fulfil the requirements of the K–12 Curriculum and the goals of Sulong EduKalidad, the Department of Education's reform program to improve the quality of education. The program highlights the significance of "strengthening partnerships among schools, parents and communities" to improve student outcomes (DepEd, 2020). This collaboration supports academic learning and nurtures the development of 21st century skills such as communication, critical thinking and social responsibility – skills that are best nurtured when the parents and teachers work hand in hand in guiding the learners.

There is real evidence of the value of these coordinated efforts. Escol and Alcopra (2024) discovered that Filipino children with parents who interacted regularly with teachers were more academically and in class engaged. Cruz, Santos, and Dela Peña (2022) in their action research found out that there was a significant increase in the reading comprehension of the elementary learners when parents participated in the home-based reading activities conducted by the teachers. Collaboration, noted Palma and Barberan (2025), is more than academic achievement. It helps children develop social and emotional skills such as empathy, cooperation, and self-regulation that are important in building resilience and flexibility for children in school and life.

This is due to multinational studies of Epstein (2022) that lists the six important types of school-family-community linkages that promote student accomplishment to include parenting, communicating, volunteering, learning at home, decision-making and cooperating with the community. When implemented successfully, the framework implies these links are connected to higher motivation, academic success, and emotional resilience in children. Moreover, according to Melchor (2023), the continuous collaboration between teachers and parents creates a facilitating learning environment where children are supported at school and at home, thus paving the way for their cognitive and social/emotional success.

Sumagonsong Elementary School has a mixed intake of learners, with high proportions of students from economically disadvantaged families and limited availability due to work commitments. There are several opportunities for parental participation such as school activities, parent-teacher conferences and class updates but this can be hit or miss. Some parents are not available for scheduled meetings and others only become involved when there are academic or behavioral problems. Teachers also report a limited communication with parents, which often is limited to card-giving or disciplinary conversations, resulting in deficits in consistent coordination between home and school. These realities interfere in the academic motivation of the students, social behavior and emotional stability. This shows that the school needs to enhance collaborative practices.

The school has been trying to engage parents, but the different levels of parental engagement point to the necessity of recognizing the influence of the cooperation on learners' holistic development in this local context. This also brings up the need of researching parent-teacher collaboration not just as a policy imperative but as a practical necessity in the actual lives of learners and families at Sumagonsong Elementary School. The gaps in local educational research are evidenced in the benefits of good collaboration. Most research in the Philippines have concentrated mainly on the academic outcomes such as grades and test scores, with little regard to the wider influence of parent-teacher collaboration on social behaviors, emotional intelligence and holistic learner development. There is also a need to situate global frameworks in the different school contexts in the Philippines where socio-economic conditions, parental availability, and cultural expectations may affect the extent of collaboration.

This is significant because the DepEd is working towards a learner-centered approach across the cognitive, affective and social domains. Accordingly, this study aimed to investigate the role of parent-teacher collaboration in learners' holistic development, namely, its effect on academic achievement, social relations, and emotional health. The aim of this study was to present evidence-based information that could help schools, parents, and policymakers strengthen educational partnerships by examining the

interconnectedness of these domains within the context of collaborative practices, specifically in Sumagonsong Elementary School. The results are expected to support DepEd's continuing efforts for inclusive, equitable and quality education, making sure that every learner is armed not only with knowledge but also with character and emotional competence to succeed in a fast-changing society.

1.1 Statement of the Problem

This study aimed to provide a comprehensive understanding of parent-teacher collaboration and its impact on the learners' holistic development outcomes. Specifically, it sought to answer the following questions:

1. To what extent is the parent-teacher collaboration experience as to:
 - 1.1. communication,
 - 1.2. interaction,
 - 1.3. decision making,
 - 1.4. parental involvement, and
 - 1.5. teacher responsiveness?
2. What is the level of learners' holistic development in terms of:
 - 2.1. academic performance,
 - 2.2. social skills,
 - 2.3. emotional well-being,
 - 2.4. behavioral adjustment, and
 - 2.5. motivation and attitude?
3. Is there a significant relationship between parent-teacher collaboration and learners' holistic development?
4. Which dimension of parent-teacher collaboration best predicts learners' holistic development in terms of academic performance, social skills, emotional well-being, behavioral adjustment, and motivation and attitude?

1.Methodology

This study used the descriptive – correlational type of research. The descriptive aspect determined the level of parent-teacher collaboration in terms of communication, interaction, decision-making, parental involvement and teacher responsiveness. The descriptive aspect determined the level of learners' holistic development in terms of academic performance, social skills, emotional well-being, behavioral adjustment and motivation and attitude. The correlational aspect investigated the relationship between parent-teacher collaboration and holistic development of learners. The main instrument of data collection was a survey questionnaire on a Likert scale. This design was suitable as it allowed the researcher to measure the perceptions of both parents and teachers, and to statistically analyze whether higher levels of collaboration were associated with better academic, social, and emotional outcomes of learners. The respondents of this study were the parents of the learners who were enrolled in Grade 3, Grade 4, Grade 5 and Grade 6 at Sumagonsong Elementary School for School Year 2025-2026. The parents were selected as respondents because they play an important role in the academic and personal growth of their children through regular communication and collaboration with the teachers. They joined school activities, monitored academic progress, and reinforced values and lessons at home thus providing useful insights into the influence of parent–teacher collaboration on holistic development of learners. The total number of respondents is equal to the number of learners in each grade level which are 83 parents in

Grade 3, 63 parents in Grade 4, 86 parents in Grade 5 and 65 parents in Grade 6, a total of 297 parent respondents. Each parent represented a learner and is expected to provide meaningful inputs into the dynamics of home and school partnership. The instrument was split into three sections. Part I collected the demographic profile of the respondents such as name, age, gender, education, employment position, and grade level of their children. Part II focused on Parent – Teacher Collaboration. It will be separated into five important dimensions: Communication, Interaction, Decision-Making, Parental Involvement and Teacher Responsiveness. Part III focused on the Holistic Development of the learners in terms of their Academic Performance, Social Skills, Emotional Well-being, Behavioral Adjustment and Motivation and Attitude.

2. Results and Discussion

Table 1

Parent-Teacher Collaboration Experience as to Communication

	Indicators	Mean	SD	Verbal Interpretation
1.	The teacher regularly informs me about my child's academic progress.	3.87	0.338	<i>Very High</i>
2.	I receive timely updates from the teacher regarding school activities and announcements.	3.84	0.375	<i>Very High</i>
3.	The teacher communicates clearly and professionally through messages or meetings.	3.82	0.395	<i>Very High</i>
4.	I feel comfortable reaching out to my child's teacher whenever I have concerns.	3.77	0.461	<i>Very High</i>
5.	Communication between parents and teachers consistently throughout the school year.	3.81	0.427	<i>Very High</i>
	Overall	3.82	0.301	<i>Very High</i>

Legend: 1.0-1.49 (Very High); 1.50-2.49 (High); 2.50-3.49 (Low); 3.50-4.0 (Very Low).

The data in Table 1 reveal a very high level of collaboration between instructors and parents, especially in the area of communication. The total mean score of 3.82 which is read as Very High indicates that this dimension was highly experienced by the respondents. The school's communication strategies were always effective and positively viewed. This suggests that parents and teachers engaged in meaningful conversations, which helped them to understand and support one other. Such highly rated experiences laid a strong basis for student success and confirmed the centrality of communication in maintaining collaborative connections. The indicator with the highest mean score ($M = 3.87$) was the practice of teachers to regularly inform parents of their child's academic progress. This emphasizes the importance of academic monitoring and feedback in the parent-teacher communication. Teachers communicated with parents about how students were doing so families could remain part of the learning process. Such regular updates not only increased accountability but also allowed parents to provide timely support at home, thereby complementing the school's efforts to foster student achievement.

Timely updates ($M = 3.84$) and clear and professional communication ($M = 3.82$) also scored very high. These criteria show a responsive, structured and polite system of communication. Timeliness refers to the fact that parents were given information in a timely manner and professionalism means that messages were given in a clear and courteous manner.

The findings are consistent with the work of Abubakari (2020) that structured and frequent communication is a pillar for effective school-family partnerships. Research continues to indicate that when you prioritize communication, parental participation increases, home-school partnerships strengthen, and student results improve. Communication here is not merely flow of information but a relational activity that establishes trust, fosters transparency and improves mutual understanding.

However, the lowest mean score ($M = 3.77$), which relates to parents' comfort in reaching out to teachers, although still in the "Very High" range, suggests that parent-initiated communication is slightly less evident than teacher-initiated communication, indicating a small gap in two-way interaction. This means that even though the teachers are engaged in communication, there is a need to empower the parents to be active.

These results emphasize the need of regular and continuous communication between teachers and parents, leading to improved teacher performance and mutual cooperation when both sides are involved in the process (Yang et al., 2025). Consistent and continuing communication opens up possibilities of shared responsibility between parents and teachers to work together to meet the needs of pupils and increase academic success.

In addition, teachers' ability to manage communication with parents has been identified as an important aspect in sustaining effective partnerships. Effective communication skills guarantee information is exchanged clearly, respectfully and continuously, which in turn develops trust and transparency. As Ozcinar (2020) says, teacher-parent communication skills are of great importance in continuing the ongoing discourse and keeping both parties informed and linked. This competence supports the flow of information and keeps school-family partnerships productive through good communication.

Table 2

Parent-Teacher Collaboration Experience as to Interaction

	Indicators	Mean	SD	Verbal Interpretation
1.	The teacher listens attentively when I share my thoughts about my child's learning.	3.71	0.535	<i>Very High</i>
2.	Our discussions with the teacher are respectful and constructive.	3.77	0.483	<i>Very High</i>
3.	The teacher values my opinions and suggestions about my child's education.	3.76	0.493	<i>Very High</i>
4.	I feel that the teacher understands and responds to my concerns effectively.	3.78	0.484	<i>Very High</i>
5.	The teacher actively engages with me during conferences or meetings to support my child's learning.	3.80	0.445	<i>Very High</i>
	Overall	3.76	0.392	<i>Very High</i>

Legend: 1.0-1.49 (Very High); 1.50-2.49 (High); 2.50-3.49 (Low); 3.50-4.0 (Very Low).

Results in table 2 show a very high degree of collaboration with an overall mean score of 3.76 showing great experience of this dimension by the respondents. Parents reported very positive, courteous and engaged contacts with teachers suggestive of a school culture that values meaningful communication and collaboration. Among the indications, the highest mean score ($M = 3.80$) showed that the teachers involved the parents actively during conferences/meetings to help the child study. The conclusion underscores the importance of direct participatory involvement, indicating that face-to-face contact remains a strength in fostering collaboration and enhancing shared responsibility for student success. The

very high evaluations suggest that interaction is always considered an important feature of parent-teacher cooperation, fostering trust and inclusion in the school community.

Moreover, the teachers' positive attitude toward parents' perspectives ($M = 3.76$) and careful hearing to parents' comments ($M = 3.71$) were other factors in promoting inclusiveness and mutual respect. Although attentive listening had the lowest mean score among the indications, it was still in the Very High group, suggesting that listening was performed regularly but perhaps given a bit less emphasis than other interaction behaviors. In conclusion, the data confirm that parent-teacher connection was marked by respect, responsiveness and active participation, all of which contributed significantly to learners' holistic development.

Data show that engaging and respectful parent-teacher connections are critical to improve collaboration and improve student performance. The relationship is more meaningful and productive as the parents and instructors feel listened, respected and actively participated (Kim et al., 2021). Such participation guarantees that communication is not only one-sided but rather a two-way process leading to shared accountability for student development.

Goodall (2022) suggested that instructors acting early on issues and communicating with parents in a positive way helps to establish an atmosphere of openness and trust which is vital for establishing strong collaborative ties.

The same importance attaches to interpersonal communication abilities. Critical competencies include listening carefully, appreciating the importance of parent's views and contributions, all of which contribute to mutual respect and collaboration. As Ozcinar (2020) states, these abilities are not supportive tools but the foundations that advance the continuous interchange of knowledge and strengthen the joint responsibility of both home and school in the educational process.

Table 3

Parent-Teacher Collaboration Experience as to Decision Making

	Indicators	Mean	SD	Verbal Interpretation
1.	I am given the opportunity to participate in planning my child's learning goals.	3.68	0.494	<i>Very High</i>
2.	The teacher involves parents when addressing behavioral or academic issues.	3.78	0.475	<i>Very High</i>
3.	Decisions regarding school activities consider the input of parents.	3.73	0.529	<i>Very High</i>
4.	Teachers and parents work together in creating strategies to improve student performance.	3.75	0.476	<i>Very High</i>
5.	I feel included in discussions that affect my child's education and well-being.	3.71	0.573	<i>Very High</i>
	Overall	3.73	0.391	<i>Very High</i>

Legend: 1.0-1.49 (Very High); 1.50-2.49 (High); 2.50-3.49 (Low); 3.50-4.0 (Very Low).

Table 3 shows a very high level of parent-teacher collaboration in decision-making (overall mean = 3.73) and the respondents were very experienced in this dimension. Parents felt meaningfully included in education decisions, a characteristic of a school culture that fosters shared responsibility and participatory governance. The highest rated indicator ($M = 3.78$) stressed that teachers involved parents in dealing with behavioral or academic problems highlighting the importance of joint problem solving and responsiveness. This finding suggests that schools view listening to the opinions of parents as a way to overcome obstacles and facilitate the success of students. Consulting them during conferences or

disciplinary matters gave the parents in the school a sense of ownership and accountability in the learning process. These affirm that decision-making was not only highly rated but also truly practiced, and strengthening collaboration.

Other indicators also indicate a strong agreement. Parents are given a chance to participate in planning learning goals ($M = 3.68$), their input is taken into account when school activities are concerned ($M = 3.73$), and they work with teachers in developing strategies to improve performance ($M = 3.75$). Parents also feel involved in discussions that affect their child's education and health ($M = 3.71$). These findings collectively suggest a shared pattern of inclusive, respectful and collaborative practices that build trust between home and school.

The results underscore the importance of participatory decision making in the school system. Catamora and Obiso (2025) found that conferences that involve collaboration between parents and teachers had positive effects on students' learning through responsibility and active involvement of parents. Likewise, Department of Education Memorandum No. 186, s. 2025 emphasizes the crucial role of Parent – Teacher Associations in participative decision making. Likewise, Bridging Home and School stressed that involving parents in planning and decision-making improves trust, long-term partnerships and student performance. The results imply that meaningful parent-teacher cooperation is a best practice and a policy-supported strategy that is conducive to responsive, inclusive and learner-centered education.

Table 4

Parent-Teacher Collaboration Experience as to Parental Involvement

	Indicators	Mean	SD	Verbal Interpretation
1.	I regularly assist my child with homework and school tasks.	3.74	0.454	<i>Very High</i>
2.	I actively participate in school programs and parent-teacher activities.	3.76	0.437	<i>Very High</i>
3.	The school encourages parents to engage in volunteer or enrichment activities.	3.77	0.450	<i>Very High</i>
4.	I show interest in my child's lessons and provide support at home.	3.76	0.441	<i>Very High</i>
5.	My involvement in school activities helps strengthen my partnership with the teacher.	3.78	0.428	<i>Very High</i>
	Overall	3.76	0.333	<i>Very High</i>

Legend: 1.0-1.49 (Very High); 1.50-2.49 (High); 2.50-3.49 (Low); 3.50-4.0 (Very Low).

Table 4 indicates a high level of parental involvement in education. The mean score of 3.76 suggests that this feature was significantly perceived by the respondents. Parents were not only involved in their children's learning at home but also took an active role in school-based activities, indicating a positive culture of collaboration between families and teachers. The highest rated indication ($M = 3.78$) described that parents believed that their involvement in school events enhanced their partnership with teachers, highlighting the importance of shared responsibility and teamwork for promoting student success. Being contextual, experience shows that parents engaged in programs such as reading programs, classroom help and school events, which boosted the sense of belonging of parents and reinforced the cooperative connection with instructors. The very high scores reflect the ongoing and meaningful practice of parental involvement, leading to a holistic support for learners and a school environment where families and educators worked together for the progress of pupils.

The other indicators show high parental engagement at home and at school, too. Parents always help their children with homework and schoolwork ($M = 3.74$) showing their concern to reinforce

learning outside the class. They are interested in classes and also help at home ($M = 3.76$). This highlights the importance of parental encouragement in sustaining motivation and academic achievement. In addition, parents are actively engaged in school programs and parent–teacher activities ($M = 3.76$), suggesting parents’ willingness to work with educators to shape the school environment. Schools also have an important role in motivating parents to participate in volunteer or enrichment programs ($M = 3.77$) which increases not only parental involvement but also the sense of community in the school.

The findings of the study of Bartolome, Mamat and Masnan (2020) also support the findings that the inclusive policies in the Philippine schools that promote increased parental involvement and positively influence students’ learning outcomes. The study also found that active involvement of parents intellectually and emotionally motivates the learners. Likewise, Barce (2025) found that well-designed school-home collaboration programs might boost parental involvement and improve student achievement despite barriers such as lack of time and socio-economic constraints. Bridging Home and School also found that intentional ways to engage parents such as volunteering, attending school activities and helping with teaching at home build trust, collaboration and sustained engagement between families and schools.

Table 5*Parent-Teacher Collaboration Experience as to Teacher Responsiveness*

	Indicators	Mean	SD	Verbal Interpretation
1.	The teacher considers parents’ feedback when improving classroom practices.	3.77	0.454	<i>Very High</i>
2.	I have noticed that my suggestions lead to positive changes in my child’s learning experience.	3.72	0.487	<i>Very High</i>
3.	The teacher adjusts teaching approaches when parents raise valid concerns.	3.81	0.435	<i>Very High</i>
4.	Teachers respond promptly to messages or concerns raised by parents.	3.74	0.497	<i>Very High</i>
5.	I believe that teachers value and act upon parents’ input to support student development.	3.77	0.465	<i>Very High</i>
Overall		3.76	0.367	<i>Very High</i>

Legend: 1.0-1.49 (Very High); 1.50-2.49 (High); 2.50-3.49 (Low); 3.50-4.0 (Very Low).

Table 5 shows a very high level of teacher responsiveness in parent–teacher collaboration with an overall mean score of 3.76 suggesting that the respondents strongly experienced this dimension. Teachers were seen by parents as very attentive, flexible and appreciative of family feedback enhancing the collaborative link between home and school. The highest-rated indicator ($M = 3.81$) showed that teachers altered their teaching methods when parents raised reasonable concerns and emphasized the need for flexibility and responsiveness to meet the requirements of students. Schools where teachers have slowed the pace of lessons, given individual help or switched to a different approach after parents have reported issues with their children provide evidence of this practice. This responsiveness validated the parents’ viewpoints and provided learners with targeted treatments, thereby enhancing trust and collaboration. These very high ratings confirm that teacher responsiveness was perceived consistently and meaningfully and emphasize its vital role in promoting holistic learner growth and development.

Other indicators also point to high responsiveness of tutors in the interaction between teachers

and parents. Teachers listen to parents' opinions to improve classroom procedures ($M = 3.77$). Many parents reported that their suggestions had resulted in real improvements in their child's learning experience ($M = 3.72$). Teachers were also perceived to respond quickly to messages or issues raised by the parents ($M = 3.74$) which reflects their commitment to open and prompt communication. Teachers also strongly believe that they respect and utilize feedback from parents to improve student growth ($M = 3.77$). In sum, these findings point to a pattern of proactive engagement, authentic consideration of parents' perspectives, and a strong commitment to collaborative approaches.

The results indicate the need for teachers' attentiveness in establishing school-home partnership. It is key to be honest and answer parents' concerns as it helps to create trust and strong teamwork (Dela Cruz, 2021). In the same way Reyes and Santos (2022) discovered that students' engagement and achievement are improved by the participation of parents in classroom activities. As in Department of Education Order No. 34, s. 2022, it emphasizes the need of effective communication between school and family as this might be an inspiration for the instructors to immediately respond to the concerns of the parents.

Table 6

Level of Learners' Holistic Development as to Academic Performance

	Indicators	M	SD	Verbal Interpretation
1.	The learner demonstrates consistent progress in academic subjects and shows a solid understanding of the lessons taught.	3.79	0.407	<i>Excellent</i>
2.	The learner is able to grasp and master essential learning competencies appropriate to their grade level.	3.80	0.400	<i>Excellent</i>
3.	Academic tasks, projects, and other school requirements are accomplished diligently and submitted within the expected time frame.	3.73	0.443	<i>Excellent</i>
4.	The learner shows noticeable improvement in quizzes, examinations, and overall academic performance as the school year progresses.	3.76	0.433	<i>Excellent</i>
5.	Concepts and skills learned in the classroom are applied effectively in real-life situations and practical activities.	3.81	0.400	<i>Excellent</i>
	Overall	3.78	0.305	<i>Excellent</i>

Legend: 1.0-1.49 (Excellent); 1.50-2.49 (Good); 2.50-3.49 (Poor); 3.50-4.0 (Very Poor).

The data from Table 6 consistently indicated that strong learners holistically developed well in terms of academic performance with all categories graded "Excellent". The overall mean of 3.78 indicates that students are developing some vital competencies and applying their learning to real-life situations. The highest rating ($M = 3.81$) emphasizes the importance of classroom education applied to real-life situations, indicating that knowledge is being transferred outside of academic environments. However good, timely submission of tasks scored the lowest ($M = 3.73$) suggesting an area for learners to further enhance their feeling of responsibility and time management. Overall, the results show a balanced improvement in academic achievement, acquisition of skills, persistence, performance on assessments and use of information. This means that learners are succeeding in school and in life.

The high rating of the learners' ability to apply the things they learned inside the classroom in real life situations is consistent with the DepEd K to 12 Curriculum (Teach Pinas, 2023) that emphasizes the development of 21st century skills such as critical thinking, problem-solving, and applying knowledge in authentic contexts. Likewise, the DepEd's decision to institutionalize sports clubs (Daily Tribune, 2025) is proof to the holistic development of the learners with the convergence of physical health and intellectual recovery, further supporting the premise that academic performance is rooted in a larger developmental paradigm.

In addition, Diez et al. (2025) also conducted a study on values education in schools, and the results showed that values education has a substantial impact on students' conduct and holistic development toward supporting indicators connected to diligence and responsibility in academic activities. Finally, Escol and Alcopra (2024) pointed out the robust association between parental participation and academic accomplishment of learners, reflecting the steady advancement and improvement of performance exhibited in the data.

Table 7*Level of Learners' Holistic Development as to Social Skills*

	Indicators	Mean	SD	Verbal Interpretation
1.	The learner engages positively with peers and teachers, fostering respectful and friendly relationships within the school community.	3.82	0.386	<i>Excellent</i>
2.	The learner shows acts of kindness, empathy, and understanding toward others in daily interactions.	3.80	0.424	<i>Excellent</i>
3.	The learner willingly participates in group tasks, demonstrating cooperation and teamwork during class or school activities.	3.80	0.427	<i>Excellent</i>
4.	When misunderstandings arise, the learner handles conflicts in a calm, respectful, and solution-oriented manner.	3.75	0.463	<i>Excellent</i>
5.	The learner maintains harmonious relationships with classmates, showing the ability to collaborate and communicate effectively.	3.77	0.454	<i>Excellent</i>
	Overall	3.79	0.342	<i>Excellent</i>

Legend: 1.0-1.49 (Excellent); 1.50-2.49 (Good); 2.50-3.49 (Poor); 3.50-4.0 (Very Poor).

Table 7 presents the learners' social skills results. The results show a decent level of social skills with an overall average score of 3.79. The high mean indicates that the respondents were in great agreement that the learners always demonstrated positive social behaviors. The comparatively low SD shows that the respondents' judgements were consistent and stable across the group. The most important indicator ($M = 3.82$) was that the learners had positive interactions with peers and teachers, which resulted in respectful and friendly relationships within the school community. This highlights the importance of interpersonal relationships in developing a supportive and inclusive learning environment.

Other indicators that reinforced these positive trends were being kind, empathetic and understanding in daily interactions ($M = 3.80$), willingly participating in group tasks and showing teamwork ($M = 3.80$) and maintaining harmonious relationships with classmates through effective

communication ($M = 3.77$). In the event of disagreements, learners were calm and respectful ($M = 3.75$) and knew how to resolve disagreements constructively even when they faced conflict. The continuously low SD values across all variables further emphasized that these were not isolated behaviors but were widely observed among the learners, thereby improving the trustworthiness of the findings and verifying that social skills were a strong facet of the learners' holistic development.

The results are consistent with the study of Cruz and Javier (2021) that social skills such as cooperation, empathy and respect are important elements of holistic education in the Philippine schools and help in the learners' academic progress and becoming responsible citizens. Furthermore, Garcia (2023) found that healthy peer interactions promote cooperation in the classroom and reduce behavioral difficulties, demonstrating the benefits of good social development. Moreover, social and emotional development is emphasized as a significant factor of the holistic development of the learners in the K to 12 Curriculum in Department of Education Order No. 21, s. 2019.

Table 8

Level of Learners' Holistic Development as to Emotional Well-being

Indicators		Mean	SD	Verbal Interpretation
1.	The learner displays confidence in expressing ideas, opinions, and emotions in both academic and social settings.	3.73	0.461	<i>Excellent</i>
2.	When faced with difficulties or failures, the learner demonstrates emotional strength and resilience in overcoming challenges.	3.72	0.464	<i>Excellent</i>
3.	A strong sense of belonging and connection to the school environment can be observed in the learner's behavior and attitude.	3.71	0.463	<i>Excellent</i>
4.	The learner is able to manage emotions appropriately, showing self-control and maturity in various situations.	3.76	0.463	<i>Excellent</i>
5.	Positive self-esteem and optimism are evident as the learner approaches both academic and personal challenges.	3.77	0.427	<i>Excellent</i>
Overall		3.74	0.349	<i>Excellent</i>

Legend: 1.0-1.49 (Excellent); 1.50-2.49 (Good); 2.50-3.49 (Poor); 3.50-4.0 (Very Poor).

Table 8 shows that it indicates that the learners have high degree of emotional wellbeing. The overall mean is 3.74 with a relatively low overall standard deviation (SD) of 0.349. High mean values suggest that the learners are likely to show positive emotional characteristics all the time while a low SD value indicates that there is consistency and consensus among the respondents that these behaviors are widespread throughout the group. The highest rated indicator is a mean of 3.77 which indicates that learners have positive self-esteem and optimism in dealing with academic and personal challenges. It highlights the significance of self-confidence and resilience in their emotional growth.

The results also confirm the learners' strong emotional development. Students are able to control their emotions effectively. They are mature and can control themselves in different situations, ($Mean = 3.76$). They also show confidence in expressing their ideas, opinions and feelings both in academic and social contexts with a mean score of 3.73. They are resilient and can bounce back from challenges. $Mean = 3.72$. Also, the learners have a high sense of belonging and connection to the school environment (mean score 3.71). The low standard deviation in all indicators indicates that these positive

emotional traits are commonly possessed by learners and not only a few people and this further strengthens the results.

Resilience and self-esteem are important in the overall development of the learners in the Philippine schools as it helps the learners' success in their academic and personal progress (Santos & Villanueva, 2021). Lopez (2023) further shown that sense of school community belonging is a significant influencer in emotional well-being, stress reduction and active classroom participation. Moreover, holistic education includes emotional and social development as stated in DepEd Order No. 21, s. 2019 on Policy Guidelines on the K to 12 Basic Education Program.

Table 9

Level of Learners' Holistic Development as to Behavioral Adjustment

Indicators		Mean	SD	Verbal Interpretation
1.	The learner consistently adheres to classroom and school rules, showing respect for teachers, classmates, and school property.	3.82	0.395	<i>Excellent</i>
2.	Appropriate classroom behavior is maintained, reflecting discipline, attentiveness, and a sense of responsibility during lessons.	3.77	0.431	<i>Excellent</i>
3.	The learner demonstrates active participation during class discussions and contributes meaningfully to group activities.	3.75	0.478	<i>Excellent</i>
4.	Tasks and responsibilities are managed efficiently, indicating self-discipline and accountability in both individual and collaborative work.	3.75	0.478	<i>Excellent</i>
5.	The learner maintains good conduct, with minimal or no reports of misbehavior or disciplinary action throughout the school year.	3.77	0.503	<i>Excellent</i>
Overall		3.77	0.361	<i>Excellent</i>

Legend: 1.0-1.49 (Excellent); 1.50-2.49 (Good); 2.50-3.49 (Poor); 3.50-4.0 (Very Poor).

The results in Table 9 show that the learners have an excellent level of behavioral adjustment as reflected in the overall mean score of 3.77 with a low standard deviation (SD) of 0.361. The high mean shows that the respondents strongly agree that learners always show discipline, respect and accountability. The low standard deviation indicates that these behaviors are generally and uniformly observed among the group. It is worth noting that the highest-rated indicator ($M = 3.82$) pertains to learners' compliance with classroom and school rules, which involves their respect for teachers, peers, and school property, highlighting discipline and respect as key elements of their behavioral development.

The remaining indications add support to this good behavioral adjustment in learners. They exhibit good behavior in the classroom ($M = 3.77$), participate actively in classroom discussions and group activities ($M = 3.75$), are able to handle their tasks and responsibilities ($M = 3.75$), and have good

conduct with few cases of misbehavior ($M = 3.77$). Additionally, the low standard deviation values for all the variables further support the reliability of the results which means that positive behavioral traits are commonly and regularly performed among learners.

The results show importance of discipline, accountability and respect in improving the holistic development of the learners. Respectful behavior and rules of school are crucial in creating safe and supportive learning environments by promoting order and mutual respect between students and staff (Delos Santos, 2021). Similarly, Ramirez (2023) found out that classroom discussion and responsibility for task completion help in contributing to enhanced academic achievement and social responsibility and preparedness for collaborative engagement in society.

Republic Act No. 12080 also stresses the importance of creating inclusive and tolerant learning environments in schools as behavioral adjustment is associated with the emotional health and achievement of the learners. This is an encouragement that adjustment behavior is more than classroom management in fostering the growth of academically competent, socially responsible and emotionally resilient learners.

Table 10

Level of Learners' Holistic Development as to Motivation and Attitude

	Indicators	Mean	SD	Verbal Interpretation
1.	The learner exhibits a high level of curiosity and enthusiasm in exploring new lessons, topics, and classroom activities.	3.79	0.410	<i>Excellent</i>
2.	Perseverance and determination are evident as the learner continues to work hard even when faced with challenging tasks or subjects.	3.80	0.430	<i>Excellent</i>
3.	The learner consistently shows a positive attitude toward learning, viewing education as an opportunity for growth and success.	3.75	0.454	<i>Excellent</i>
4.	When difficulties arise, the learner remains motivated and demonstrates persistence until the task or lesson is successfully completed.	3.79	0.413	<i>Excellent</i>
5.	A sense of pride and fulfillment can be seen whenever the learner accomplishes goals or completes learning activities effectively.	3.80	0.416	<i>Excellent</i>
	Overall	3.79	0.328	<i>Excellent</i>

Legend: 1.0-1.49 (Excellent); 1.50-2.49 (Good); 2.50-3.49 (Poor); 3.50-4.0 (Very Poor).

Table 10 indicates that the data reveal that the learners have a high level of motivation and a positive attitude with a mean score of 3.79 and a low standard deviation (SD) of 0.328. The high mean indicates that the respondents strongly agree that learners are always curious, persistent, and enthusiastic in learning and the low SD indicates that these behaviors are always observed among the group. Interestingly, the most highly rated indicators ($M = 3.80$) are related to learners' persistence in overcoming difficulties and learners' pride in having achieved something. Thus, resilience and self-fulfillment seem to be key components of motivation.

Other indicators corroborate this positive profile further. Learners are inquisitive and eager to investigate new lessons and activities ($M = 3.79$), have a positive attitude towards learning, considering

education as an opportunity for development ($M = 3.75$), and are motivated when faced with challenges, persisting until they have completed the tasks ($M = 3.79$). The SD values were low consistently across all indicators which further strengthens the reliability of these findings, confirming that motivation and positive attitudes are widely practiced among learners.

These results are also backed by national policies that acknowledge the significance of motivation and positive attitudes in enabling holistic development of learners. The major attributes that lead to academic accomplishment are tenacity and motivation. These abilities allow learners to overcome challenges and remain engaged even in adverse environments (Santos, 2022). Similarly, Garcia (2023) found that enthusiasm and passion in classroom activities can lead to higher comprehension and creativity, which are good to overall development.

Reyes (2021) found that learners who are motivated and optimistic when they face challenges are more likely to achieve better academic performance and develop higher resilience. Similarly, Torres (2024) pointed out that pride in accomplishments and persistence in tasks are crucial aspects of holistic growth as they enhance self-confidence and lifelong learning skills.

Table 11
Significant Relationship between Parent-Teacher Collaboration and Learners’ Holistic Development

Parent-Teacher Collaboration	Learners’ Holistic Development Outcomes				
	Academic Performance	Social Skills	Emotional Well-being	Behavioral Adjustment	Motivation and Attitude
Communication	0.597***	0.576***	0.629***	0.580***	0.663***
Interaction	0.455***	0.459***	0.541***	0.429***	0.556***
Decision Making	0.517***	0.643***	0.615***	0.565***	0.664***
Parental Involvement	0.698***	0.673***	0.696***	0.583***	0.727***
Teacher Responsiveness	0.568***	0.692***	0.617***	0.605***	0.751***

***Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed). Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association*

Findings from Table 11 further support that parent–teacher collaboration is a multidimensional construct with far-reaching implications for the holistic development of learners. Results, in addition to the strong correlations discussed above, suggest that each dimension of collaboration seems to have a distinctive contribution to different facets of learner growth. Parental involvement enhances motivation and academic performance but also emotional well-being. Consistent parental engagement creates a safe environment where the learner feels supported academically and personally. This is in line with ecological systems theory that emphasizes the role of family-school partnership in child development.

Similarly, instructor responsiveness has a crucial role in increasing the learners’ motivation and social skills. By listening to, responding to, and addressing parental concerns, teachers actively contribute to a more inclusive and supportive learning environment that fosters empathy and attentiveness, which learners often mirror in their interactions with peers and therefore enhances their social competence. In the same vein, good communication was highly associated with learners’

motivation and emotional well-being. This means that clear, timely and respectful communication between parents and teachers nurtures trust and supports emotional balanced learners who are more persistent in their studies.

The importance of decision-making is particularly critical, since it is closely linked to social skills and motivation, and there is evidence that shared governance between parents and teachers fosters collaboration, inclusiveness and democratic involvement among learners. This is a shared role in education and pupils learn to work together by seeing adults working together. Interaction, meanwhile, although slightly less strongly correlated, still leads to emotional well-being and motivation. This indicates that persistent participation, especially in informal contexts, helps to sustain the home-school link.

The findings are in line with policies which emphasize the importance of a collaborative approach between parents and teachers to support the overall development of learners. Active parental engagement increases learners' motivation and academic success (Bernardo, 2020). Children with parents participating in school activities tend to be more persistent, achieve more. Similarly, Reyes (2021) discovered that the collaborative decision-making of both parents and instructors improves the social skills and confidence of the learners through trust and modelling cooperation. Lopez (2023) also added that teacher responsiveness in the form of timely communication and attention to the parents' concerns increases learners' emotional well-being and resilience. DepEd Order No. 40, s. 2012, further highlights the importance of communication and supporting involvement to provide safe and nurturing learning environments for students to flourish intellectually, socially and emotionally.

Taken together, they emphasize that parent-teacher collaboration is not an ancillary to education, but rather central to comprehensive education. Effective lines of communication, active participation on the part of parents, shared decision-making and responsive pedagogy all combine to promote learners' academic achievement, emotional stability, social competence and motivation. This link between home and school means that learners are not only prepared for academic challenges, but they are also equipped with the resilience, confidence and positive attitudes necessary for lifelong growth.

Table 12

Dimension of Parent-Teacher Collaboration that Best Predicts Learners' Holistic Development

Model Fit Measures

Model	R	R ²	Adjusted R ²	Overall Model Test			
				F	df1	df2	p
1	0.845	0.715	0.710	146	5	291	<.001

Note. Models estimated using sample size of N=297

Table 12 shows that there is a statistical strong association between parent-teacher collaboration and holistic development of learners with a correlation coefficient of $R = 0.845$. The R^2 value of 0.715 suggests that 71.5% of the variance in the holistic development of the learners can be explained by the combined predictors; communication, parental participation, decision making, teacher responsiveness and interaction. The Adjusted R^2 of 0.710 is an indicator of the validity of the model correcting for the number of predictors. The model was significant ($F = 146$, $p < .001$) in terms of the significance of these factors together in contributing to learner outcomes. The highest predictor in percentage contribution was parental involvement (36%) which revealed the significant role of active participation of parents in home

and school activities. The next was Communication (22%) which emphasized the importance of continuous and respectful communication to build mutual understanding. Decision making (15%), teacher response (17%) was also important, showing how flexibility and shared governance enhance collaboration. Interaction (-5%) was not significant on the other hand. This means that the frequency of contact alone does not guarantee favorable outcomes unless it is accompanied by meaningful engagement and quality communication. The strong R² value indicates that collaboration of parents and teachers generally accounts for a large part of the variance in learners' holistic development. The result is a stark testimony to the role of the nexus home and school as a pillar of holistic education. The remaining 28.5% of the variance may be attributed to other contextual factors such as peer influence, school resources and community support.

The strength of the model is that it demonstrates how effective collaboration between parents and teachers affects learners' academic achievement, social skills, emotional resilience, and motivation. This finding is in line with Basak (2024) who stated that the collaboration between teachers and parents improves the children's academic performance, social behavior, and emotional development by providing continuity in learning and supportive environment. The Australian Institute for Teaching and School Leadership (2024) likewise mentioned that effective parent engagement is a major factor in education and wellbeing outcomes. Regular communication and authentic partnerships will lead to enhanced learner success.

In addition to this, Islam, (2023) found that collaboration between parents and teachers improves motivation, self-regulation and continuity in learning practice. Collaborative problem solving and sharing techniques mean children's progress is instantly benefitted. These results are consistent with the model's high explanatory power and show that collaboration is very influential and multidimensional. In the local setting, Romero and Sumande (2024) discovered that parental involvement has a direct impact on academic achievement in the K to 12 subject areas. Abangan (2023) found that the social skills of heterogeneous learners can be significantly improved through parental involvement. This research jointly improves the predictability of the collaboration characteristics.

The results are also consistent with policy frameworks. The importance of communication and supportive contact to create safe and supportive environments is emphasized in DepEd Order No. 40, s. 2012 (Child Protection Policy) while DepEd Memorandum No. 173, s. The year 2019 emphasizes the role of parent-teacher associations as an institution for improving collaboration. These rules provide statistical justification for including collaboration in the Philippine education system as a driver of learner achievement.

Table 12 jointly confirms that the parent-teacher collaboration accounts for more than 70% of the variance in holistic learner development, supported by the local and international research. Schools that stress parental involvement, effective communication, shared decision making and teacher responsiveness are more likely to produce learners who are academically competent, socially skilled, emotionally resilient and motivated to succeed. Such synergy between home and school ensures that learners are not just ready to face immediate academic challenges, but are equipped with the adaptability, confidence and resilience necessary for lifelong growth.

Table 13

*Dimension of Parent-Teacher Collaboration that Best Predicts Learners' Holistic Development***Model Coefficients – Learners' Holistic Development Outcomes**

Predictor	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
Communication	0.2196	0.0473	0.1266	0.3126	4.65	<.001
Interaction	0.0489	0.0346	-0.1170	0.0193	-1.41	0.159
Decision Making	0.1529	0.0375	0.0790	0.2267	4.07	<.001
Parental Involvement	0.3606	0.0400	0.2819	0.4393	9.02	<.001
Teacher Responsiveness	0.1700	0.0422	0.0869	0.2531	4.03	<.001

Table 13 presents the full picture of the prediction of the holistic development of learners by the many characteristics of parent-teacher collaboration. Parental Involvement was the strongest predictor of the predictors of the regression analysis (Estimate = 0.3606, $t = 9.02$, $p < .001$). This emphasizes the importance of active parental involvement in shaping the learners' academic success, emotional health and motivation. This finding supports the studies done by Romero and Sumande (2024) that parental involvement has a direct effect on academic achievement on K-12 subjects and Abangan (2023) that parental engagement significantly improves social skills among the different types of learners. This implies that when parents are involved in their children's learning, the learners gain not only academic support but also emotional support, which is a firm foundation for all-round development.

Communication (Estimate = 0.2196, $t = 4.65$, $p < .001$) is also a significant predictor. This highlights the need for clear, timely and professional communication between parents and teachers. Good communication builds trust informs parents of their child's development and results in emotionally balanced learners who are more likely to stay with their studies. This complies to the DepEd Order No. 40, s. 2012 (Child Protection Policy) which highlights communication as a protection on the emotional well-being of learners. Epstein (2018) further noted that international studies have shown that family-school bonds based on effective communication enhanced students' achievement and social competence, thereby confirming the predictive role of communication in holistic development.

Decision-Making was also a significant predictor (Estimate=0.1529, $t=4.07$, $p<.001$) that suggests shared governance between parents and teachers encourages motivation and collaboration skills. This supports the idea of shared responsibility in education that the learners internalize cooperative behaviors by observing the adults working together. This finding is consistent with Reyes (2021) who states that collaborative decision-making enhances learners' confidence and social competency by exhibiting inclusivity and democratic participation. When parents are involved in school decisions learners benefit not only from improved policies, but they learn greater social skills and favorable attitudes towards learning.

The role of Teacher Responsiveness (Estimate = 0.1700, $t = 4.03$, $p < .001$) also demonstrates the relevance of addressing parental concerns and addressing learners' needs. Responsive teaching techniques guarantee that learners are supported at home and in school, which builds resilience and emotional well-being. Lopez (2023) highlighted that teacher responsiveness provides a sense of

confidence and emotional stability for learners and demonstrates empathy and attentiveness that learners may imitate in their interactions with peers. This dimension reinforces the idea of teachers as a bridge between home and school, and that collaboration will produce concrete student outcomes.

The interaction was not statistically significant (Estimate = -0.0489, $p = 0.159$), indicating that informal engagement per se may not be a strong predictor of holistic development unless it is part of organized involvement and responsive behaviors. Schools often find themselves facing situations where frequent parent-teacher engagement does not necessarily result into meaningful learner outcomes. In one institution, for example, teachers said that although parents often attended meetings or school events, these interactions were frequently limited to superficial exchanges such as reminders about schedules or compliance with requirements, rather than deeper discussions about learners' academic progress, emotional needs or behavioral challenges. In these circumstances, the interaction frequency generated visibility, but not the substance to effect holistic development. However, unlike the other aspects, those involving active participation, e.g. parents helping with assignments, teachers providing individualized feedback or both addressing learners' challenges together, had a greater impact. The non-significance of the predictor interaction in the regression results may also be explained by the procedural nature of interaction and its potential to be developmental, especially when not combined with structured communication or shared decision-making, as suggested by the contextual evidence from similar schools in the Philippines. This makes clear that it is not just interaction but quality-driven collaboration that nurtures learners' development in academic, social and emotional areas.

Together, these findings confirm that parent-teacher collaboration is not supplementary but a cornerstone of holistic education. Parental involvement, communication, decision-making, and teacher responsiveness each play critical roles in shaping learners who are academically competent, socially skilled, emotionally resilient, and motivated to succeed.

Recommendations

The study's findings and conclusions are reflected in the recommendations below.

1. For School Leaders and Division Officials. They may encouraged to develop and implement comprehensive frameworks that institutionalize parent-teacher collaboration, so ensuring that programs are not only similar across schools but also responsive to the various needs of learners and their families. They should invest in professional development opportunities for teachers, allocate resources for parent involvement activities, and implement monitoring methods to assess the impact of collaborative approaches in fostering holistic learner development.
2. Educators. They may aggressively encourage open and meaningful conversation with parents and be approachable and attentive to parental concerns. Teachers are recommended to involve parents in the decision-making process, encourage their participation in school events and keep them informed of the learners' progress other than classroom instruction. Through this, instructors can establish a supportive environment, where learners will benefit from home and school reinforcement, resulting in enhanced academic and personal outcomes.
3. Educational Organizations. They may produce training modules, workshops and community-based activities that highlight the need of collaboration between teachers and parents. Such organizations can operate as bridges, providing stakeholders with concrete strategies, tools, and resources to form collaborations. They may also promote research-based methods and broadcast success stories to urge schools and communities to adopt collaborative approaches for better holistic learner development.
4. Policy Makers. They may design and revise policies that make parent-teacher collaboration a major aspect of school governance. This involves financial support, establishing rules for effective engagement and aligning with national education goals. Policies may also acknowledge the importance of demographic diversity by fostering inclusive practices that take into account the diverse backgrounds of parents and teachers to improve the effect of collaboration on learners' overall development.

5. Parents. They may urged to participate in their children's education by attending school events on a regular basis, maintaining regular communication with instructors, and giving support at home that complements classroom instruction. They may be involved in more than just attending meetings, they may be involved in meaningful decision-making and problem-solving together. This way, parents can assist develop their children's academic performance, emotional resilience and social competence.

6. Future Researchers. It is proposed to extend the scope of inquiry to include other variables such as cultural influences, digital communication platforms and longitudinal effects of parent-teacher collaboration. By widening the scope of the research, future studies can offer deeper insights that can lead to the development of more inclusive, evidence-based methods that promote holistic learner development.

References:

- Abubakari, A. (2020). Parental involvement and student academic performance: Evidence from basic schools. *Journal of Applied Technical and Educational Sciences*, 10(3), 45–58.
- Anderson, L., & Chen, R. (2021). Triadic collaboration in multicultural classrooms: Building shared responsibility for learning. *International Journal of Education and Development*, 45(2), 87–102.
- Anderson, R., & Lim, K. (2024). Culturally responsive parental engagement and its impact on learner motivation. *Asian Journal of Educational Psychology*, 16(3), 122–135.
- Arguelles, J., & Sarsale, M. (2025). Shared responsibility in rural school governance: Empowering parents in decision-making. *Philippine Educational Research Journal*, 15(2), 77–89.
- Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bautista, M. (2023). Parent empowerment through home-based learning: Strengthening the parent–teacher link. *Philippine Journal of Educational Research*, 11(2), 98–112.
- Bernardo, A. (2020). Parental Involvement and Learner Motivation in Philippine Basic Education. *Philippine Journal of Educational Studies*.
- Bridging Home and School: Parental Involvement Strategies (2023).
- Catamora, K., & Obiso, D. (2025). Parent-Teacher Conferences: A Tool for Enhancing Student Learning Outcomes. *Philippine E-Journals*.
- Cruz, M. J., Reyes, F. R., & Villoria, A. L. (2021). Enhancing reading comprehension through parent–teacher collaboration: A school-based intervention study. *Philippine Journal of Educational Research*, 15(2), 55–70.
- Cruz, M., & Villareal, P. (2024). Strengthening student adjustment through parent–teacher–student interaction. *Philippine Journal of Educational Psychology*, 18(1), 64–78.
- Cruz, M., Santos, A., & Dela Peña, R. (2022). Strengthening reading comprehension through parent–teacher collaboration: An action research. *Philippine Journal of Basic Education*, 18(2), 45–58.
- Daily Tribune. (2025). DepEd to institutionalize sports clubs for holistic student development.
- Dangle, Y., & Sumaoang, J. (2021). The implementation of modular distance learning in the Philippine secondary public schools. *International Journal of Academic Multidisciplinary Research*, 5(1), 6–11.
- De Guzman, R., & Reyes, T. (2024). Shared literacy engagement: Parent volunteers in reading programs. *Journal of Basic Education Studies*, 14(1), 45–60.
- Deci, E., & Ryan, R. (2020). *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. Guilford Press.
- Del Rosario, J., & Bautista, K. (2023). Parental collaboration and behavioral consistency among Filipino learners. *Journal of Educational and Developmental Psychology*, 14(1), 78–94.

- Del Rosario, M., & Aquino, J. (2024). Teacher responsiveness, parental collaboration, and learners' social adjustment. *Philippine Journal of Basic Education*, 16(2), 67–82.
- Del Rosario, P. (2024). Digital rapport: Parental engagement through virtual classroom interaction. *Journal of Educational Innovations*, 22(3), 55–71.
- Del Rosario, P., & Bautista, K. (2023). Structured communication systems and their impact on home-based academic support in Philippine elementary schools. *Philippine Journal of Educational Research*, 14(2), 45–59.
- Dela Cruz, M. (2020). Parental Involvement and Learner Success in Philippine Basic Education. *Philippine Journal of Educational Research*.
- Dela Cruz, M. (2021). Teacher Responsiveness and Parental Engagement in Philippine Basic Education. *Philippine Journal of Education Studies*.
- Dela Cruz, M. L. (2022). Beyond grades: Problem-solving and critical thinking as measures of academic performance in Laguna schools. *Philippine Journal of Educational Development*, 12(1), 44–59.
- Dela Cruz, M., & Manalo, J. (2023). Teacher responsiveness and parental trust in school partnerships. *Philippine Journal of Educational Leadership*, 15(2), 87–103.
- Delos Santos, A. (2021). Discipline and Respect in Philippine Basic Education. *Philippine Journal of Educational Leadership*.
- Department of Education (2009). DepEd Order No. 54, s. 2009: Policy Guidelines on the National Adoption and Implementation of the National Framework for Parental Involvement. Department of Education.
- Department of Education (2012). DepEd Order No. 40, s. 2012: Child Protection Policy.
- Department of Education (2016). DepEd Order No. 35, s. 2016: Learning Action Cell as a K to 12 Strategy for Instructional Excellence and Teacher Development. DepEd Philippines.
- Department of Education (2016). DepEd Order No. 35, s. 2016: The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. Department of Education.
- Department of Education (2018). Policy Guidelines on Parent and Community Involvement in Schools. DepEd Order No. 54, s. 2018.
- Department of Education (2018). Policy Guidelines on the Implementation of the Learning Partnership Framework. Department of Education.
- Department of Education (2019). DepEd Order No. 32, s. 2019: Strengthening parent–teacher partnerships through capacity-building programs.
- Department of Education (2019). DepEd Order No. 21, s. 2019: Policy Guidelines on the K to 12 Basic Education Program. DepEd Philippines.
- Department of Education (2019). National Framework for Partnership in Education. DepEd Planning Service.
- Department of Education (2020). Sulong EduKalidad: DepEd's commitment to quality education. Department of Education.
- Department of Education (2021). DepEd Order No. 45, s. 2021: Implementation of the Mental Health and Psychosocial Support Services (MHPSS) Framework for Learners and Personnel.
- Department of Education (2022). DepEd Order No. 24, s. 2022: Strengthening shared governance and participatory management in schools.
- Department of Education (2022). DepEd Order No. 34, s. 2022: School Calendar and Activities for SY 2022–2023. DepEd Philippines.
- Department of Education (2022). DepEd Order No. 40, s. 2012: Child Protection Policy. Department of Education, Pasig City.

- Department of Education (2025). Division Memorandum No. 186, Local Stakeholders' Convergence: Parent-Teacher Associations and LGU Forum.
- Diez, F. R., Montejó, J. T., Santos, H. P., et al. (2024–2025). Core Values Education in Shaping Students' Conduct and Holistic Development.
- Domingo, R., & Alvarez, T. (2022). Parent–teacher–student interaction and learners' motivation in elementary schools. *Journal of Basic Education Studies*, 12(4), 43–58.
- Edra, C. (2024). Beyond consultation: Parental voice in school decision-making during the pandemic. *Journal of Educational Management and Innovation*, 10(1), 33–45.
- Epstein, J. (2018). *School, family, and community partnerships: Theory and practice of parental involvement*.
- Epstein, J. L. (2022). *School, family, and community partnerships: Preparing educators and improving schools* (3rd ed.). Westview Press.
- Escol, E. M., & Alcopra, A. R. (2024). Parental Involvement and Learners' Academic Performance. *International Journal of Multidisciplinary Research and Analysis*.
- Escol, J., & Alcopra, M. (2024). Parental engagement and academic performance among Filipino learners. *Philippine Educational Review*, 31(1), 23–39.
- Escol, R. A., & Alcopra, J. S. (2024). Parental involvement and its effect on children's academic performance in public elementary schools. *Asia Pacific Journal of Basic Education*, 9(1), 88–101.
- Fernandez, C. (2022). Home-based learning in rural Mindanao: Parental adaptation and resilience. *Philippine Education Review*, 10(3), 65–79.
- Flores, G., & Mendoza, E. (2023). Collaborative interactions and student accountability in primary education. *Philippine Journal of School Leadership*, 15(3), 21–35.
- Frontiers in Education. (2025). Effective communication in school-family partnerships: Building trust and collaboration. *Frontiers in Education*, 10, Article 1588966.
- Garcia, A. P., Lopez, R. T., & Santos, K. D. (2022). Play-based instruction and peer cooperation: Fostering empathy and learning in primary grades. *Philippine Journal of Early Childhood Education*, 10(2), 112–129.
- Garcia, A., & Villanueva, S. (2023). Study habits, parental involvement, and academic performance of Grade 6 learners in Quezon City. *Journal of Basic Education Research*, 8(2), 77–92.
- Garcia, A., & Villareal, L. (2023). Teacher empathy and its impact on learners' emotional well-being. *Philippine Journal of Educational Research*, 12(3), 67–82.
- Garcia, J., & Tolentino, S. (2024). Interactive engagement and family participation in school-based programs. *Journal of Educational Management and Innovation*, 20(1), 90–106.
- Garcia, L. (2023). Curiosity and Enthusiasm in Classroom Learning: Impacts on Holistic Development. *Ateneo de Manila University Research Journal*.
- Garcia, L. (2024). Digital correspondence and parental engagement in blended learning environments. *Journal of Modern Education Studies*, 19(3), 112–128.
- Gomez, L., & Ramos, P. (2024). Decision-making in inclusive education: Parental participation and empowerment. *Asia-Pacific Journal of Education and Development*, 19(3), 145–160.
- Gomez, P., & Dela Peña, L. (2024). Community-based learning and social interaction among Filipino learners. *Journal of Educational and Cultural Studies*, 12(1), 45–59.
- Gonzales, R. (2024). Emotional responsiveness of teachers and its influence on parent and student engagement. *Journal of Educational Research and Innovation*, 13(1), 34–49.
- Goodall, J. (2022). Parental engagement and deficit discourses: Absolving the system and solving parents. *Educational Review*, 74(1), 132–147.
- Hernandez, J., & Lopez, M. (2024). Collaborative mentoring and learner motivation in blended learning environments. *Journal of Educational Innovation*, 12(2), 101–115.

- Hernandez, L., & Ramos, G. (2024). Parent education programs and child behavioral development in public schools. *Philippine Educational Research Journal*, 11(3), 102–117.
- Hernandez, R. (2025). Integrating socio-emotional learning in elementary education: Implications for holistic growth. *Philippine Educational Review*, 17(3), 101–118.
- Kim, E. M., Sheridan, S. M., Kwon, K., & Koziol, N. (2021). Parent beliefs and children's academic outcomes: The role of communication and home-school partnerships. *Journal of Educational Psychology*, 113(2), 260–275.
- Licup, R. (2024). Parental participation and empowerment in early childhood program decisions. *Philippine Journal of Early Education*, 7(1), 50–62.
- Lopez, A. (2023). Teacher responsiveness and its impact on learners' resilience and emotional well-being.
- Lopez, G., & Santos, R. (2025). Co-created home-to-school routines and student engagement in online learning. *Journal of Educational Innovation and Practice*, 12(1), 28–42.
- Lopez, J. (2023). Sense of Belonging and Emotional Well-being in Schools. *University of the Philippines Research Journal*.
- Lopez, J. (2025). Integrating holistic interventions to improve academic and socio-emotional outcomes in Batangas elementary schools. *Journal of Philippine Education and Development Studies*, 6(1), 19–36.
- Lopez, M. (2023). Teacher Responsiveness and Emotional Well-being of Learners. *Ateneo de Manila University Research Journal*.
- Lopez, R., & Garcia, P. (2023). Teacher responsiveness and behavioral management in elementary classrooms. *International Journal of Educational Behavior Studies*, 9(4), 55–73.
- Lopez, R., & Hernandez, S. (2024). Parent–teacher collaboration and emotional well-being in blended learning environments. *Asian Journal of Educational Studies*, 18(1), 55–71.
- Luna, A., & Santos, F. (2023). Digital interaction and collaboration in online and hybrid learning contexts. *Asian Journal of Contemporary Education*, 14(2), 55–72.
- Luna, F., & Del Valle, A. (2023). Collaborative school partnerships: Redefining parent–teacher decision-making. *Educational Leadership Studies*, 12(4), 112–127.
- Luna, P. E., & Del Valle, K. M. (2023). Parent–teacher partnership and learners' English performance under modular distance learning. *International Journal of Educational Development Studies*, 12(3), 45–59.
- Manalo, G. R., Yumang, E. C., & Almazan, R. P. (2023). Parental involvement and student social adaptation in modular learning environments. *Journal of Contemporary Philippine Education*, 10(2), 34–48.
- Marquez, D., & Diaz, R. (2023). Dialogic communication in parent–teacher partnerships: Fostering mutual accountability. *Asian Journal of Pedagogical Studies*, 11(1), 25–39.
- Maslow, A. H. (1943). A Theory of Human Motivation. *Psychological Review*, 50(4), 370–396.
- Melchor, A. (2023). Parent-teacher partnerships and student development: A holistic perspective. *International Journal of Education and Human Development*, 9(4), 67–79.
- Melchor, S. F. (2023). Collaborative school culture: The role of parent–teacher relationships in learner success. *Philippine Educational Leadership Review*, 8(1), 23–37.
- Mendoza, R., & Ramos, P. (2021). Family support, teacher collaboration, and academic achievement in Nueva Ecija public schools. *Philippine Educational Research Journal*, 5(3), 101–115.
- Ozcinar, Z. (2020). The role of teacher communication competence in parent-teacher relationships. *Eurasian Journal of Educational Research*, 20(88), 1–18.
- Palma, R., & Barberan, L. (2025). Building character and emotional competence through home-school collaboration. *Asia Pacific Journal of Educational Research*, 12(1), 12–25.

- Pineda, J. (2023). Parental involvement programs and emotional regulation among elementary learners. *Journal of Family and School Partnerships*, 10(2), 33–49.
- Ramirez, C. (2023). Behavioral Adjustment and Academic Success: A Study of Learner Accountability. *University of the Philippines Research Journal*.
- Ramirez, C. E. (2023). Social-emotional learning and its impact on academic focus: Evidence from Philippine elementary classrooms. *Asian Journal of Educational Psychology*, 8(3), 200–215.
- Ramos, G., & Delos Santos, P. (2022). Parental and teacher emotional support as predictors of learner resilience. *Philippine Educational Leadership Review*, 16(1), 102–118.
- Republic Act No. 12080 (2025). Basic Education Mental Health and Well-Being Promotion Act.
- Reyes, A., & Panganiban, J. (2023). Home–school interactions and personalized learner support: A case study approach. *Philippine Educational Research Review*, 19(3), 101–118.
- Reyes, J. (2021). Collaborative Decision-Making and Social Skills Development. *University of the Philippines Research Journal*.
- Reyes, J. (2021). Learner Motivation and Academic Outcomes in Philippine Schools. *Philippine Journal of Educational Psychology*.
- Reyes, J., & Santos, L. (2022). Parental Feedback and Teacher Adaptability: Impacts on Student Performance. *University of the Philippines Research Journal*.
- Reyes, L. (2021). Collaborative decision-making between parents and teachers as a foundation for learners' confidence and social skills.
- Reyes, L., & Gutierrez, P. (2024). Teacher responsiveness as a predictor of parental satisfaction and collaboration. *Asian Journal of Educational Management*, 18(3), 55–70.
- Reyes, M., & De Guzman, A. (2024). Parental involvement and learner attitude in public elementary education. *Philippine Educational Review*, 14(3), 88–103.
- Reyes, M., Yap, J., & Cruz, B. (2021). The power of partnership: Parent–teacher collaboration in decision-making. *Southeast Asian Journal of School Leadership*, 9(2), 65–78.
- Reyes, M., Yap, L., & Cruz, E. (2021). Predictability in school-home communication and its effects on parental trust. *Philippine Educational Review*, 8(4), 67–79.
- Reyes, T., & Magtibay, D. (2024). Teacher responsiveness and students' emotional resilience. *Journal of Education and Behavioral Sciences*, 11(4), 88–101.
- Rivera, C., & Alcaraz, K. (2023). Adaptability and responsiveness in teacher communication during blended learning. *Philippine Educational Review*, 10(4), 119–136.
- Rivera, T., & Cruz, M. (2022). Extracurricular participation and the development of social confidence in learners. *Asian Journal of Education and Human Development*, 14(2), 89–104.
- Romero, M., & Sumande, R. (2024). Parental engagement and its influence on academic performance in K–12 core subjects.
- Santiago, R. (2021). Collaborative Decision-Making and Learner Confidence in Schools. *University of the Philippines Education Review*.
- Santos, A., & Villanueva, D. (2023). Joint decision-making and classroom discipline: Building consistency between home and school. *Philippine Journal of Teacher Education*, 18(2), 97–110.
- Santos, E., & De Vera, M. (2022). Parent–teacher collaboration and classroom behavior adjustment among elementary pupils. *Journal of Psychology and Education*, 13(2), 60–76.
- Santos, J., & Villanueva, P. (2022). Cultural language use and relational trust in parent–teacher communication. *Southeast Asian Journal of Educational Management*, 10(2), 58–74.
- Santos, K., & Ramirez, E. (2023). The role of home–school support in shaping learner motivation. *Journal of Learning Psychology*, 11(1), 50–66.
- Santos, L. (2021). The role of group activities in developing elementary learners' social competence. *Journal of Early Education Research*, 9(1), 25–41.

- Santos, M. G., & Reyes, L. F. (2021). Creative group activities and emotional resilience in early learners. *Philippine Early Education Review*, 5(4), 88–101.
- Santos, M. R., & Dela Cruz, J. P. (2022). Building trust and collaboration between parents and teachers: Implications for learner motivation and well-being in basic education. *Philippine Journal of Educational Studies*, 18(2), 45–58.
- Santos, R. (2022). Perseverance and Motivation as Drivers of Academic Success. *Philippine Journal of Education Studies*.
- Santos, R., & Villanueva, P. (2021). Emotional Resilience and Self-Esteem in Philippine Basic Education. *Philippine Journal of Educational Psychology*.
- Soriano, L. (2024). Academic performance and parental support in rural Philippine schools. *Mindanao Education Review*, 9(1), 55–70.
- Teach Pinas. (2023). K-12 Learner's Material (DepEd LM All Grades).
- Tolentino, A. (2025). Communication channels and parent responsiveness in public elementary schools. *Philippine Journal of Educational Administration*, 16(1), 33–48.
- Torres, M. (2024). Persistence and Pride in Accomplishments: Keys to Holistic Growth. *University of Santo Tomas Research Journal*.
- Villanueva, G. (2023). Parent-teacher collaboration and the reinforcement of social values among learners. *Journal of Educational Psychology and Practice*, 11(2), 77–92.
- Villanueva, M. (2021). Barriers to meaningful parental involvement in public schools. *Philippine Journal of Educational Management*, 7(2), 101–117.
- Villanueva, N. R. (2022). After-school holistic program outcomes: Social growth without academic gains? *Education Reform Journal*, 7(2), 33–48.
- Villanueva, P. (2022). Teacher Responsiveness and Emotional Resilience of Learners. *Philippine Educational Psychology Journal*.
- Villanueva, P., & Cruz, R. (2022). Parental reinforcement and motivational resilience among Filipino learners. *Asia-Pacific Journal of Education and Development*, 10(4), 72–89.
- Villanueva, R. T. (2024). Shared accountability in parent-teacher collaboration and its impact on learners' behavioral and emotional development. *Asia Pacific Journal of Education and Child Studies*, 12(1), 77–90.
- Villareal, J., & Domingo, F. (2022). Teacher responsiveness and parental engagement in modular learning. *Journal of Basic Education Studies*, 14(2), 78–92.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Wentzel, K., & Brophy, J. (2021). Motivation and teaching: Understanding learner attitudes in supportive classrooms. *Educational Psychology Review*, 33(5), 215–232.
- Wentzel, K., & Looney, L. (2022). Social motivation and behavioral adjustment in elementary education. *Educational Psychologist*, 57(1), 1–19.
- Yang, X., Li, H., & Chen, Y. (2025). Parent-teacher communication and its impact on student engagement and academic outcomes. *International Journal of Educational Research Open*, 6, 100320.