



Bridging the Gap: Analyzing Parent-Teacher Partnership on Students' Academic Achievement and Behavior

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Abstract

Parent-teacher partnership plays a vital role in promoting students' academic achievement and behavioral development through collaborative engagement between families and schools. This study examined the relationship between parent-teacher partnership and students' academic achievement and behavior among Junior High School students at Pandapan Integrated School, Main and Annex Campuses, Division of Tagum City, during School Year 2025–2026. A quantitative descriptive-correlational research design was employed involving 180 respondents, consisting of 169 parents and 11 teachers. Adapted and validated questionnaires measured parent-teacher partnership and students' behavior, while students' official fourth-quarter grades were used to assess academic achievement. Descriptive statistics, Spearman's rank-order correlation, and multiple linear regression analyses were utilized to analyze the data. The findings revealed that parent-teacher partnership was practiced at a high level, while students demonstrated satisfactory academic achievement and a high level of positive behavior. Parent-teacher partnership had significant positive relationships with both academic achievement and students' behavior. Regression analysis identified collaborating with the community as a significant predictor of academic achievement, whereas volunteering, decision-making, and collaborating with the community significantly predicted students' behavior. The study concludes that strengthening collaborative partnerships among parents, teachers, and community stakeholders contributes to improved educational outcomes and supports students' holistic development.

Keywords

parent-teacher partnership, academic achievement, student behavior, parental involvement, descriptive-correlational research

How to Cite

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Author Contributions

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Ethics Statement

This study was conducted in accordance with ethical standards.

INTRODUCTION

Students' academic achievement and behavior remain fundamental indicators of educational quality because they reflect learners' cognitive development, social competence, and overall educational success. Educational research recognizes that these outcomes are shaped not only by classroom instruction but also by the quality of collaboration among families, schools,

and communities. Parent-teacher partnership has emerged as a critical educational practice that promotes shared responsibility, strengthens communication, and provides coordinated support for learners' academic and behavioral development. Effective parenting serves as the foundation of this partnership because supportive parental practices foster learners' competence, responsibility, and positive educational outcomes (Baumrind, 1991). Likewise, sustained collaboration between parents and teachers has been shown to enhance students' academic achievement, engagement, and behavioral adjustment by creating supportive learning environments at home and in school (Ashfaq et al., 2024; Erdem & Kaya, 2020; Fu et al., 2022). Strong parent-teacher partnerships also cultivate positive school relationships that contribute to students' academic success, social competence, and holistic development (Lekli & Kaloti, 2015; Mensah & Koomson, 2020; Yu et al., 2023). Furthermore, culturally responsive parental involvement has been recognized as an essential strategy for strengthening educational quality by positioning families as active partners in learners' development (Cariaga et al., 2025).

Within the Philippine educational context, strengthening partnerships among schools, families, and communities continues to be an important strategy for improving educational outcomes. Schools increasingly recognize that students' academic achievement and behavior are influenced by parents' participation in educational activities, home learning support, and collaboration with teachers. Active parental involvement in school decision-making has been associated with improved academic achievement, while effective classroom management promotes responsible learner behavior and positive classroom engagement (Cauad, 2025; Dimacangun & Sambo, 2024; Fano et al., 2024). Moreover, sustainable educational quality depends on effective school resource management, instructional leadership, and active parental participation in school governance, which collectively strengthen school performance and student learning (Cariaga et al., 2026; Cubero & Cariaga, 2026; El Halaissi & Cariaga, 2026). Favorable classroom conditions likewise encourage learner motivation and participation, reinforcing the importance of supportive learning environments for academic success (Rosario, 2026). These perspectives align with the school-family-community partnership framework, which emphasizes parenting, communication, volunteering, learning at home, decision-making, and community collaboration as interconnected dimensions that support students' educational development (Epstein & Sheldon, 2016).

Although previous studies have consistently demonstrated positive relationships between parent-teacher partnership and student outcomes, important gaps remain in the literature. Most investigations have examined parental involvement as a general construct or have focused exclusively on either academic achievement or student behavior. Existing evidence has not comprehensively explained how the individual dimensions of parent-teacher partnership simultaneously influence both academic achievement and behavioral outcomes among students in Philippine public secondary schools (Ashfaq et al., 2024; Erdem & Kaya, 2020; Fu et al., 2022). In addition, studies have shown that students' behavior is shaped by multiple interacting influences, including classroom practices, family support, and school climate, highlighting the complexity of behavioral development within educational settings (Sun & Shek, 2012). Recent literature has also emphasized the need for context-specific investigations that consider cultural, institutional, and socioeconomic factors affecting parental involvement and student engagement, particularly in developing countries where educational and family contexts vary considerably (Cariaga et al., 2025; Jalem et al., 2025; Yang et al., 2023). Addressing these empirical and contextual gaps is necessary to generate evidence that can guide schools in strengthening collaborative partnerships and improving educational outcomes.

In response to these gaps, this study examined the relationship between parent-teacher partnership and students' academic achievement and behavior among Junior High School students at Pandapan Integrated School, Main and Annex Campuses, Division of Tagum City, during School Year 2025–2026. Specifically, the study determined the level of parent-teacher partnership across the dimensions of parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community and examined their relationship with students' academic performance and behavioral outcomes. The findings are expected to provide empirical evidence that will assist school administrators, teachers, parents, the Parent-Teacher Association, and the Department of Education in strengthening home-school collaboration and community engagement. Although limited to one public secondary school, the study contributes context-specific evidence on how multidimensional parent-teacher partnership supports students' academic achievement and behavioral development within the Philippine secondary education context.

METHODOLOGY

Design

This study employed a quantitative research approach based on the positivist paradigm, which assumes that reality is objective and measurable through statistical analysis. Specifically, a descriptive-correlational research design was utilized to determine the relationship between parent-teacher partnership and students' academic achievement and behavior without manipulating the study variables. Multiple linear regression analysis was likewise performed to determine whether the dimensions of parent-teacher partnership significantly predicted students' academic achievement and behavior.

Sampling

The study involved 180 respondents consisting of 169 parents and 11 Junior High School teachers from the Main and Annex Campuses of Pandapan Integrated School, Division of Tagum City, during School Year 2025–2026. Total enumeration was used to include all Junior High School teachers, while simple random sampling was employed to select parent respondents. Participants were included if they were officially connected with the Junior High School department and voluntarily agreed to participate. Individuals who did not meet the inclusion criteria or declined participation were excluded.

Collection

Ethical clearance and institutional approvals were secured before data collection. The researcher informed all participants about the study's objectives, voluntary participation, confidentiality, and their rights as respondents before obtaining informed consent. Data were collected using adapted questionnaires. The parent-teacher partnership instrument was based

on Epstein's School, Family, and Community Partnership Framework, while the students' behavior instrument was adapted from Dimacangun and Sambo (2024). The instruments underwent expert validation and pilot testing among 20 respondents excluded from the final sample, yielding a Cronbach's alpha coefficient of .937, indicating excellent reliability. Parents and teachers assessed parent-teacher partnership, teachers evaluated students' behavior, and students' academic achievement was measured using their official fourth-quarter grades obtained from school records. Completed questionnaires were reviewed, coded, and prepared for statistical analysis.

Analysis

Descriptive and inferential statistics were employed to analyze the data. Mean and standard deviation were used to determine the levels of parent-teacher partnership, students' academic achievement, and students' behavior. Spearman's rank-order correlation coefficient (Spearman's rho) determined the relationships between parent-teacher partnership and the dependent variables because the data did not satisfy the assumptions for parametric correlation analysis (Schober et al., 2018). Multiple linear regression analysis identified the dimensions of parent-teacher partnership that significantly predicted students' academic achievement and behavior. All statistical tests were conducted at the .05 level of significance.

Ethical Considerations

The study complied with established ethical standards for research involving human participants. Institutional approval and ethical clearance were obtained before data collection. Participation was voluntary, and informed consent was secured from all respondents. Confidentiality and anonymity were protected through the use of numerical codes instead of personal identifiers. Participants were informed of their right to withdraw from the study at any time without penalty, and all data were used solely for research purposes and stored securely by the researcher.

Limitations and Rigor

The study was limited to one public secondary school, which may restrict the generalizability of the findings. In addition, the assessment of parent-teacher partnership and students' behavior relied partly on self-reported responses that may have been influenced by response bias. Nevertheless, methodological rigor was strengthened through expert validation, pilot testing, excellent instrument reliability (Cronbach's $\alpha = .937$), the use of multiple data sources, and appropriate statistical analyses to ensure the validity and reliability of the findings.

RESULTS AND DISCUSSION

Table 1 presents the overall level of parent-teacher partnership across the dimensions of parenting, communication, volunteering, learning at home, decision-making, and collaborating with the community. The findings revealed an overall mean of 3.28, interpreted as high, indicating that the school consistently promoted collaborative relationships with parents in supporting students' learning and development. Among the six dimensions, communication obtained the highest mean ($M = 3.38$), whereas decision-making recorded the lowest mean ($M = 3.13$). Nevertheless, all dimensions were rated high, suggesting that parents generally perceived the school as actively fostering meaningful partnerships across various aspects of the educational process. The high overall rating indicates that the school successfully established collaborative practices that encouraged parents to become active participants in their children's education. This finding suggests that parent-teacher partnership extended beyond routine communication and involved shared responsibility in promoting students' academic achievement, behavioral development, and overall well-being. Such collaboration creates continuity between home and school by encouraging consistent support, mutual trust, and shared educational expectations, all of which contribute to a more supportive learning environment. The relatively higher rating for communication emphasizes its importance as the foundation of effective parent-teacher partnership. Maintaining regular and reciprocal communication enables parents and teachers to exchange information regarding students' academic progress, behavioral concerns, and developmental needs, thereby strengthening collaborative efforts to support learners. Previous studies similarly reported that effective communication strengthens trust between schools and families, promotes active parental involvement, and improves students' educational outcomes by facilitating timely intervention and shared decision-making (Abubakari, 2020; Kraft & Rogers, 2015; Vukašinović et al., 2025). The present findings therefore suggest that continuous communication remains essential for sustaining productive partnerships between schools and families. Likewise, the high ratings for parenting and volunteering indicate that the school actively encouraged parents to participate both at home and in school activities. Supporting parents through educational guidance and providing opportunities for volunteer participation reinforce their capacity to contribute meaningfully to their children's academic and personal development. Previous research demonstrated that supportive parenting practices enhance students' motivation, self-efficacy, and academic performance, while parental volunteering strengthens school engagement and promotes positive relationships among families, teachers, and the wider school community (Fényes et al., 2025; Hayek et al., 2022; Sirait & Slameto, 2024; Yau et al., 2022). These findings suggest that schools become more effective when they intentionally create opportunities for parents to participate in educational activities.

Although decision-making obtained the lowest mean among the partnership dimensions, its high descriptive rating indicates that parents still perceived opportunities to participate in school governance and educational planning. However, the comparatively lower score suggests that greater efforts may be needed to involve parents more actively in curriculum development and institutional decision-making processes. Previous studies emphasized that meaningful parental participation in school governance strengthens educational quality by promoting transparency, shared accountability, and collaborative problem-solving among stakeholders (Cauad, 2025; Cubero & Cariaga, 2026; Yulianti et al., 2022). Expanding parents' participation in these areas may therefore further strengthen the overall effectiveness of parent-teacher partnership. Overall, the findings demonstrate that parent-teacher partnership was well established within the school and reflected a collaborative educational environment characterized by effective communication, active parental involvement,

and shared commitment to student success. Strengthening the relatively lower dimensions, particularly decision-making and collaboration with the community, may further enhance sustainable partnerships that contribute to continuous school improvement and holistic student development (Cariaga et al., 2025; Epstein & Sheldon, 2016).

Table 1
Summary of the Level of Parent-Teacher Partnership

Dimension	Mean	Interpretation
Parenting	3.31	High
Communicating	3.38	High
Volunteering	3.37	High
Learning at Home	3.24	High
Decision-making	3.13	High
Collaborating with Community	3.22	High
Overall	3.28	High

Table 2 presents the level of students' academic achievement based on their fourth-quarter grades. The findings revealed a mean grade of 84.36 (SD = 4.72), which is interpreted as satisfactory. The relatively small standard deviation indicates that students' grades were closely distributed around the mean, suggesting a generally consistent level of academic performance among the respondents. Overall, the findings indicate that students were able to meet the expected learning standards during the study period. The satisfactory level of academic achievement suggests that students demonstrated adequate mastery of the prescribed learning competencies and maintained acceptable academic performance despite the diverse factors that influence learning outcomes. Academic achievement reflects learners' ability to attain expected educational standards and serves as an important indicator of cognitive development, academic competence, and overall educational effectiveness (Moore, 2019; Steinmayr et al., 2015). The consistency observed in students' grades further implies that the learning environment, instructional practices, and support systems provided by the school contributed to relatively stable academic performance across the student population. The findings may also indicate that the collaborative efforts of parents, teachers, and the school created conditions that supported students' learning. Research has consistently demonstrated that students tend to achieve better academic outcomes when parents actively participate in their education through regular communication with teachers, home-based learning support, and school-related activities (Ashfaq et al., 2024; Erdem & Kaya, 2020). Likewise, sustained parent-teacher relationships strengthen students' academic performance by promoting consistent monitoring, shared educational expectations, and timely academic intervention whenever learning difficulties arise (Fu et al., 2022). These collaborative practices reinforce students' motivation, accountability, and engagement, thereby contributing to improved academic performance.

Although the overall academic achievement was satisfactory, the findings also suggest opportunities for further improvement. Recent evidence indicates that students' academic performance is influenced not only by instructional quality but also by motivational factors, parental support, and learning environments that encourage persistence and self-regulated learning (Hayek et al., 2022; Liljeröd et al., 2025). Schools may therefore strengthen existing academic support programs by expanding parental engagement initiatives, enhancing home-school communication, and providing additional learning opportunities that address students' individual academic needs. Such initiatives may help improve academic performance beyond satisfactory levels while promoting continuous educational growth and learner success.

Table 2
Summary of Students' Academic Achievement

Variable	N	Mean	SD	Interpretation
Academic Achievement (Grades)	180	84.36	4.72	Satisfactory

Table 3 presents the overall level of students' behavior in terms of behavior toward classmates and schoolmates, behavior toward school activities, and behavior toward teachers and persons in authority. The findings revealed an overall mean of 3.26, interpreted as high, indicating that students generally demonstrated desirable behaviors within the school environment. Among the three dimensions, behavior toward teachers and persons in authority obtained the highest mean (M = 3.36), followed by behavior toward classmates and schoolmates (M = 3.31), whereas behavior toward school activities recorded the lowest mean (M = 3.12). Despite these differences, all dimensions were rated high, suggesting that students consistently exhibited respect, responsibility, and appropriate conduct in various school settings. The high level of students' behavior indicates that learners generally adhered to school rules, maintained positive interpersonal relationships, and demonstrated responsible participation in academic activities. Positive student behavior plays a crucial role in creating an orderly and supportive learning environment where learners can develop academically and socially. Previous studies have shown that appropriate classroom behavior contributes significantly to academic performance because students who demonstrate discipline, cooperation, and respect are more likely to remain engaged in classroom instruction and achieve positive educational outcomes (Dimacangun & Sambo, 2024; Fano et al., 2024). The findings therefore suggest that the school has established a learning environment that encourages desirable student conduct and promotes positive behavioral development. Behavior toward teachers and persons in authority obtained the highest rating, indicating that students consistently demonstrated respect for school personnel and complied with established rules and expectations. Respectful teacher-student relationships foster positive classroom climates that encourage cooperation, attentiveness, and appropriate classroom behavior. Students who experience supportive relationships with teachers are more likely to develop self-

discipline, comply with school policies, and participate constructively in learning activities (Mensah & Koomson, 2020). These findings highlight the importance of positive interactions between teachers and students in maintaining an effective learning environment. Similarly, the high rating for behavior toward classmates and schoolmates suggests that learners generally maintained positive peer relationships characterized by respect, cooperation, and empathy. Positive peer interactions strengthen students' sense of belonging and encourage active participation in school activities, thereby supporting both academic and social development. Research has shown that healthy peer relationships are strongly associated with students' academic achievement and school engagement because supportive social environments promote confidence, collaboration, and emotional well-being (Yu et al., 2023). The findings therefore indicate that students were able to establish constructive relationships that contributed to a positive school climate.

Although behavior toward school activities obtained the lowest mean among the three dimensions, it remained within the high descriptive level, indicating that students generally participated responsibly in classroom and school-related activities. The comparatively lower rating may suggest that some learners continue to experience hesitation or varying levels of participation during classroom tasks, presentations, or other learning activities. Student engagement is strengthened when classrooms provide interactive learning experiences that encourage collaboration, participation, and meaningful involvement in academic tasks (Gomes et al., 2023). Consequently, schools may further enhance student participation by implementing learner-centered instructional strategies that promote confidence, active engagement, and collaborative learning experiences. Overall, the findings demonstrate that students consistently exhibited positive behavior across different aspects of school life. The combination of respectful teacher–student relationships, positive peer interactions, and responsible participation in school activities reflects a supportive educational environment that contributes to learners' academic success and holistic development. Maintaining this positive behavioral climate through continuous collaboration among teachers, parents, and school administrators may further strengthen students' personal, social, and academic growth.

Table 3
Summary of Students' Behavior

Dimension	Mean	Interpretation
Behavior Toward Classmates/Schoolmates	3.31	High
Behavior Toward School Activities	3.12	High
Behavior Toward Teachers and Persons in Authority	3.36	High
Overall	3.26	High

Table 4 presents the relationship between parent–teacher partnership and students' academic achievement. The results revealed a statistically significant positive correlation between the two variables ($\rho = .260$, $p < .001$), leading to the rejection of the null hypothesis. Although the strength of the relationship was weak, the findings indicate that higher levels of parent–teacher partnership were associated with better academic achievement among students. The significant positive relationship suggests that collaborative partnerships between parents and teachers contribute to students' academic success by creating consistent educational support across home and school environments. When parents and teachers maintain regular communication, share educational expectations, and work collaboratively to monitor students' progress, learners are more likely to receive timely academic guidance and encouragement. Such coordinated support promotes positive learning behaviors, strengthens students' motivation, and enhances their ability to meet academic expectations. Although the observed correlation was relatively weak, it nevertheless demonstrates that parent–teacher partnership remains an important factor associated with students' academic performance. The present findings are consistent with previous studies demonstrating that parental involvement contributes positively to students' academic achievement. A meta-analysis reported that parental involvement has a statistically significant positive effect on academic performance across different educational levels and cultural settings, emphasizing that active parental participation consistently enhances students' learning outcomes (Erdem & Kaya, 2020). Likewise, sustained parent–teacher relationships have been shown to improve students' academic achievement by strengthening communication, increasing parental engagement, and promoting coordinated educational support between families and schools (Fu et al., 2022). Similar evidence also indicated that effective parent–teacher collaboration enhances students' academic performance because regular interaction enables parents to reinforce school learning at home while teachers provide continuous academic guidance in the classroom (Ashfaq et al., 2024).

Despite the statistical significance of the relationship, the relatively weak correlation indicates that parent–teacher partnership represents only one of several factors influencing students' academic achievement. Academic performance is a multifaceted outcome that is also shaped by learners' motivation, study habits, cognitive abilities, classroom instruction, peer relationships, and the broader learning environment (Hayek et al., 2022; Yu et al., 2023). Consequently, while strengthening parent–teacher partnership remains an important educational strategy, schools should complement these efforts with instructional interventions, learner support programs, and school improvement initiatives that collectively promote academic success. Overall, the findings underscore the importance of sustained collaboration between parents and teachers in supporting students' educational development. Schools that encourage meaningful parental involvement through effective communication, shared responsibility, and continuous academic monitoring are more likely to establish supportive learning environments that contribute to improved student achievement. Strengthening these collaborative practices may therefore enhance students' academic outcomes while fostering stronger partnerships among families, teachers, and the school community.

Table 4
Correlation Between Parent-Teacher Partnership and Students' Academic Achievement

Variables	Spearman's ρ	p-value	Decision
Parent-Teacher Partnership and Academic Achievement	.260	.000	Reject H_0 ; Significant

Table 5 presents the relationship between parent-teacher partnership and students' behavior. The results revealed a statistically significant positive relationship between the two variables ($\rho = .167$, $p = .025$), resulting in the rejection of the null hypothesis. Although the correlation was weak, the findings indicate that higher levels of parent-teacher partnership were associated with more positive student behavior. This suggests that collaborative relationships between parents and teachers contribute to desirable behavioral outcomes by providing learners with consistent guidance, shared expectations, and coordinated support across home and school environments. The significant positive relationship implies that when parents and teachers work collaboratively, students are more likely to demonstrate appropriate behavior toward classmates, participate responsibly in school activities, and show respect for teachers and persons in authority. Consistent communication and mutual cooperation enable both parents and teachers to reinforce similar behavioral expectations, monitor students' progress, and address emerging concerns before they develop into more serious disciplinary issues. Such collaboration provides students with a stable support system that promotes self-discipline, responsibility, and positive social interaction. The findings corroborate previous research emphasizing the importance of parental involvement in promoting students' behavioral engagement and overall school adjustment. A comprehensive review concluded that parental involvement positively influences students' behavioral engagement by strengthening learners' commitment to school, improving self-regulation, and encouraging active participation in academic and extracurricular activities (Yang et al., 2023). Likewise, positive relationships within the school environment have been shown to contribute to students' social competence and behavioral development by fostering supportive interactions among teachers, parents, and peers (Yu et al., 2023). These findings collectively suggest that students benefit when schools and families maintain collaborative partnerships that reinforce consistent behavioral expectations and provide continuous guidance.

Although the relationship was statistically significant, the relatively weak correlation indicates that parent-teacher partnership alone does not fully explain variations in students' behavior. Behavioral development is influenced by multiple interacting factors, including classroom management, peer relationships, school climate, family environment, and individual learner characteristics. Previous studies have demonstrated that effective classroom management and positive learning environments significantly influence students' behavior by encouraging discipline, responsibility, and respectful interactions within the classroom (Dimacangun & Sambo, 2024; Fano et al., 2024). Consequently, strengthening parent-teacher partnership should be accompanied by school-based behavioral programs and supportive classroom practices to maximize positive student outcomes. Overall, the findings highlight that parent-teacher partnership remains an important contributor to students' behavioral development. Although its direct influence was modest, sustained collaboration between parents and teachers establishes a supportive educational environment in which students receive consistent behavioral guidance from both home and school. Strengthening communication, parental engagement, and collaborative interventions may therefore further promote positive student behavior and contribute to a safe, respectful, and inclusive school environment.

Table 5
Correlation Between Parent-Teacher Partnership and Students' Behavior

Variables	Spearman's ρ	p-value	Decision
Parent-Teacher Partnership and Students' Behavior	.167	.025	Reject H_0 ; Significant

Table 6 presents the multiple regression analysis examining the predictive influence of the six dimensions of parent-teacher partnership on students' academic achievement and behavior. The findings revealed that collaborating with the community was the only significant predictor of students' academic achievement ($\beta = .421$, $p = .001$). In contrast, volunteering ($\beta = .433$, $p = .013$), decision-making ($\beta = -.387$, $p = .008$), and collaborating with the community ($\beta = .449$, $p = .001$) significantly predicted students' behavior, whereas parenting, communicating, and learning at home did not demonstrate statistically significant predictive effects. These findings suggest that not all dimensions of parent-teacher partnership contribute equally to educational outcomes, and that specific forms of collaboration exert greater influence depending on the outcome being examined. The significant effect of collaborating with the community on students' academic achievement highlights the importance of extending educational partnerships beyond the school and family. Schools that establish strong relationships with community organizations, local agencies, and other stakeholders provide students with broader learning opportunities, additional educational resources, and support systems that enhance academic development. Community-based partnerships enrich students' learning experiences by connecting classroom instruction with real-world contexts, thereby improving academic engagement and performance. This finding supports previous research demonstrating that community participation contributes significantly to students' academic achievement by strengthening educational support beyond the classroom and promoting shared responsibility for student learning (Sivananthan & Wedikandage, 2023). Likewise, the school-family-community partnership framework emphasizes that sustainable educational improvement depends on meaningful collaboration among schools, families, and community stakeholders rather than on isolated school initiatives alone (Epstein & Sheldon, 2016).

The regression analysis further revealed that volunteering positively predicted students' behavior. This finding indicates that active parental participation in school activities contributes to the development of positive student behavior by strengthening parents' connection with the school and increasing their awareness of students' educational experiences. Parents who volunteer in school activities are more likely to reinforce school values, monitor students' progress, and

collaborate with teachers in promoting responsible behavior. Previous studies similarly reported that parental volunteering strengthens students' engagement, enhances school connectedness, and contributes to positive behavioral outcomes by creating supportive relationships among families, teachers, and the school community (Fényes et al., 2025; Yang et al., 2023). These findings suggest that volunteer programs serve not only as opportunities for parental participation but also as mechanisms for reinforcing positive student behavior. Interestingly, decision-making emerged as a significant negative predictor of students' behavior. Although parental participation in school decision-making is generally regarded as beneficial, the present finding suggests that greater involvement in decision-making does not necessarily translate into more positive behavioral outcomes. This result may reflect differences in the quality, consistency, or implementation of collaborative decision-making processes rather than the value of parental participation itself. It is possible that participation becomes less effective when parents are consulted only during disciplinary concerns or when roles and expectations are not clearly defined. Previous research emphasized that parental involvement in school governance contributes positively to educational outcomes when participation is meaningful, collaborative, and supported by effective communication between schools and families (Cauad, 2025; Yulianti et al., 2022). Consequently, schools should ensure that parents are engaged proactively in educational planning and policy implementation rather than primarily in response to behavioral concerns.

Among all predictors, collaborating with the community demonstrated the strongest positive influence on students' behavior. This finding indicates that partnerships involving schools, families, community organizations, and local stakeholders create supportive environments that reinforce positive values, discipline, and social responsibility. Community-based programs expose students to constructive learning experiences, mentorship opportunities, and social support networks that complement the efforts of parents and teachers. These collaborative initiatives strengthen students' sense of belonging and encourage responsible behavior both within and beyond the school setting. Recent studies similarly emphasized that inclusive partnerships involving schools, families, and communities enhance educational quality by promoting shared responsibility and culturally responsive support systems that address learners' diverse developmental needs (Cariaga et al., 2025; Cubero & Cariaga, 2026). Overall, the regression findings demonstrate that community collaboration consistently influenced both academic achievement and students' behavior, while volunteering specifically strengthened behavioral outcomes. These results underscore the importance of expanding parent-teacher partnership beyond traditional home-school interactions by actively engaging community stakeholders in educational programs. Schools may therefore benefit from strengthening partnerships with local government units, community organizations, business sectors, and parent associations to establish sustainable support systems that promote learners' academic excellence, positive behavior, and holistic development.

Table 6
Regression Analysis of Parent-Teacher Partnership Dimensions as Predictors of Students' Academic Achievement and Behavior

Predictor	Academic Achievement β	p	Behavior β	p
Parenting	-0.088	.557	-0.140	.349
Communicating	0.064	.731	0.038	.835
Volunteering	0.285	.102	0.433	.013*
Learning at Home	-0.130	.351	-0.045	.744
Decision-making	-0.126	.384	-0.387	.008*
Collaborating with Community	0.421	.001*	0.449	.001*

Note. $p < .05$.

Conclusion and Recommendations

The study concluded that parent-teacher partnership was practiced at a high level across the dimensions of parenting, communication, volunteering, learning at home, decision-making, and collaborating with the community, indicating that the school consistently promoted collaborative relationships that supported students' educational development. Students likewise demonstrated satisfactory academic achievement and a high level of positive behavior, suggesting that they generally met the expected academic standards while maintaining appropriate conduct toward classmates, school activities, and teachers. Furthermore, parent-teacher partnership exhibited significant positive relationships with both students' academic achievement and behavior, indicating that stronger collaboration between parents and teachers was associated with more favorable educational outcomes. The regression analysis further revealed that the influence of parent-teacher partnership varied across its dimensions. Collaborating with the community emerged as the only significant predictor of students' academic achievement, whereas volunteering, decision-making, and collaborating with the community significantly predicted students' behavior. These findings underscore the importance of strengthening school, family, and community partnerships to create supportive learning environments that promote both academic success and positive behavioral development. Overall, the study affirms that sustained collaboration among parents, teachers, and community stakeholders remains an essential component of improving educational quality and fostering holistic student development.

Based on the findings, school administrators should strengthen existing parent-teacher partnership programs by expanding opportunities for meaningful parental participation, particularly in school governance and collaborative decision-making. Schools should also sustain effective communication practices and develop structured initiatives that encourage parents to support learning at home while increasing volunteer participation in school activities. Moreover, stronger partnerships with local government units, community organizations, and other stakeholders should be established to provide additional educational resources, learning opportunities, and student support services that can further enhance academic achievement and positive behavior. Teachers and parents should continue working collaboratively by maintaining

regular communication, monitoring students' academic progress and behavioral development, and implementing consistent support strategies across home and school environments. Future researchers are encouraged to replicate the study in different educational settings using larger and more diverse samples to improve the generalizability of the findings. Additional studies may also examine other factors influencing students' academic achievement and behavior, such as school climate, learner motivation, socioeconomic conditions, and instructional practices, to develop a more comprehensive understanding of the determinants of student success.

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