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Home-School Partnership Experiences and Shared Educational Responsibility in Parent-Teacher Associations

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ABSTRACT

This study examined how home-school partnership experiences shaped shared educational responsibility within the Parent-Teacher Association of Cumabao Integrated School in Tumauini, Isabela. A predictive explanatory cross-sectional design was employed to determine the contributions of reciprocal communication, relational trust, inclusive participation, and collaborative decision-making to role clarity, coordinated learning support, joint problem-solving, and mutual accountability. Data were gathered using a validated researcher-developed questionnaire with acceptable internal consistency. Partial least squares structural equation modeling, PLSpredict, and importance-performance map analysis were used to assess the measurement model, structural relationships, predictive capacity, and priority areas for improvement. The findings showed that relational trust, reciprocal communication, and collaborative decision-making significantly predicted shared educational responsibility, while inclusive participation did not produce a significant direct effect. The model explained a substantial proportion of the variance in shared educational responsibility and demonstrated moderate out-of-sample predictive performance. Relational trust emerged as the strongest partnership dimension, whereas collaborative decision-making was identified as the principal improvement priority because of its meaningful influence and comparatively lower performance. The results indicated that PTA participation became more valuable when parents and teachers were involved in consultation, joint planning, and follow-through rather than merely attending meetings or supporting predetermined activities. The study concluded that strong home-school partnerships required trust, two-way communication, shared influence, and clear accountability. It recommended more inclusive consultation, documented action agreements, flexible participation arrangements, and capacity-building activities on family engagement and participatory decision-making.

Keywords: *collaborative decision-making, home-school partnership, inclusive participation, parent-teacher associations, relational trust, shared educational responsibility*

INTRODUCTION

A child's education is shaped by experiences that move continuously between the home and the school. Teachers guide formal instruction, assess learning, and respond to classroom needs, while parents influence study habits, motivation, discipline, emotional security, and attitudes toward schooling. When these efforts are connected, children receive clearer and more consistent support. Home-school partnership therefore refers not only to parental attendance at school activities but also to a reciprocal relationship in which families and educators communicate, establish common goals, and contribute to decisions affecting learners. Research has shown that

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of Education, Research, and Innovation Perspectives
Volume 2 Issue 7 (July 2026)

strong partnerships can support children's learning, development, and well-being, especially when parents and teachers recognize that educational responsibility belongs to both parties rather than to the school alone (Ma et al., 2024).

A meaningful partnership goes beyond occasional meetings, announcements, or requests for parental assistance. It develops through regular communication, mutual respect, openness to family knowledge, and a willingness to address concerns together. Johnson et al. (2025) described home-school partnership as a multidimensional relationship composed of home involvement, parent-teacher communication, parent-school relationships, participation in school activities, and cooperation with the wider community. These elements show that partnership is both relational and practical. Parents need opportunities to express their views, while teachers need reliable channels for discussing learner progress, behavior, attendance, and support needs. Shared educational responsibility becomes visible when both groups understand their roles and take part in actions that serve the learner's best interests.

Research supports the contribution of parental participation to learning, although the value of involvement depends on its form and quality. In a meta-analysis of 55 studies, Erdem and Kaya (2020) found that parental involvement had a positive, although small, overall relationship with academic achievement. Parental expectations produced the strongest effect, while controlling practices were associated with weaker or negative outcomes. This distinction is important because parental involvement should not be treated as a single set of activities. Encouragement, communication, reasonable expectations, and learning support may help children develop confidence, whereas excessive monitoring may limit independence. The findings suggest that schools should not merely seek higher levels of participation. They should help parents identify forms of involvement that are supportive, developmentally appropriate, and connected with educational goals.

Family participation also influences aspects of education that cannot be measured solely through grades. Martinez-Yarza et al. (2024) found that family involvement was positively associated with student engagement and that engagement served as a pathway through which family support contributed to social-emotional development. Children who feel that their families are interested in their schooling may be more willing to participate, persist in difficult tasks, maintain relationships, and develop a sense of belonging in school. These findings place the learner at the center of the partnership. The purpose of parent-teacher cooperation is not simply to complete school projects or comply with administrative requirements. Its deeper purpose is to create conditions in which learners feel supported by the adults responsible for their education.

Parents, however, do not participate under equal circumstances. Their confidence, working schedules, educational backgrounds, access to communication tools, previous experiences with schools, and perceptions of teachers may affect how they engage. Ma et al. (2024) reported a positive relationship between parenting self-efficacy and parents' contributions to home-school partnership. Parents who believe that they can meaningfully support their children are more likely to participate at home, communicate with teachers, and maintain educational expectations. School practices also matter. Valdés-Cuervo et al. (2022) found that positive teacher-parent relationships and direct invitations from teachers were associated with greater home-based and school-based involvement among mothers from low-income families. These findings show that limited participation should not automatically be interpreted as parental indifference. Schools also carry the responsibility of making involvement understandable, respectful, and accessible to families.

Teachers likewise need knowledge and interpersonal skills to work productively with families. Communication with parents may involve sensitive matters such as poor performance, behavioral concerns, irregular attendance, family difficulties, or disagreements about school decisions. Hepburn et al. (2025), through a scoping review of international literature, found that effective professional learning for home-school partnership included practical communication skills, understanding of parental concerns, and genuine collaboration with stakeholders. The review also noted that teachers' attitudes and beliefs could either support or hinder partnership efforts. A school may have scheduled meetings and active communication platforms, but these arrangements will have limited value when families feel unheard or when teachers view parental participation mainly as compliance.

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 7 (July 2026)

Productive partnership requires educators who can listen, explain, negotiate, and respond without weakening professional boundaries.

Within Philippine education, parental involvement carries particular significance because family relationships remain closely tied to children's upbringing and schooling. Bartolome et al. (2017) explained that parental participation in the Philippines may take the form of school communication, volunteering, participation in activities, and learning support at home. They also emphasized that social and cultural differences influence when, why, and how parents become involved. Filipino parents may value education deeply while expressing support in ways that are less visible to teachers, such as providing resources, supervising routines, offering advice, or making personal sacrifices for schooling. Schools must therefore avoid defining commitment only through attendance at meetings or public participation. A broader understanding allows both visible and less visible parental contributions to be recognized.

Parent-Teacher Associations provide an organized avenue through which families and educators can discuss concerns, participate in school programs, and establish responsibilities. In the Philippines, the Department of Education issued DepEd Order No. 13, s. 2022 to regulate PTA operations and provide a formal basis for their organization and activities (Department of Education, 2022). The presence of a PTA, however, does not by itself guarantee an effective home-school partnership. An association may be formally organized while communication remains largely one-way, participation is concentrated among a small group, or educational responsibilities are not clearly discussed. The quality of the relationship depends on whether parents and teachers are able to move beyond procedural participation and build trust, shared understanding, and joint concern for learners.

Studies have often examined parental involvement through measurable activities or learner outcomes, while fewer inquiries have centered on how parents and teachers personally experience partnership within formal school associations. The experiences of PTA members deserve attention because policies and planned activities may be understood differently by parents, teachers, officers, and school leaders. What teachers regard as adequate communication may be viewed by parents as limited consultation. What parents consider meaningful support may not always be visible to teachers. Responsibilities may also become unclear when concerns involve homework, behavior, attendance, school programs, learner protection, or decision-making. Examining these experiences can reveal how partnership is actually practiced, where expectations agree, and where misunderstandings may arise.

In Cumabao Integrated School in Cumabao, Tumauini, Isabela, a school-based examination of home-school partnership can provide a grounded understanding of how parents and teachers communicate, participate, make decisions, and share responsibility for learner development. The inquiry does not reduce partnership to the number of meetings attended or activities completed. It considers the quality of relationships, the clarity of roles, the accessibility of participation, and the meaning that PTA members attach to their experiences. Attention to these areas may help the school recognize effective practices, identify concerns that receive little discussion, and strengthen the participation of families whose voices may be less visible.

This study examines how home-school partnership is experienced by members of Parent-Teacher Associations and how educational responsibility is understood and carried out between parents and teachers. Its findings may provide a basis for improving communication practices, clarifying expectations, strengthening inclusive participation, and developing PTA activities that are more closely connected with learner needs. By focusing on the experiences of those directly involved, the study aims to contribute to a form of partnership in which parents and teachers are not treated as separate sources of support but as responsible partners in the education and well-being of learners.

Literature Review

Two-Way Communication and Relational Trust

Communication forms the everyday foundation of a home-school partnership because it allows parents and teachers to exchange information, clarify concerns, and agree on ways to support learners. Its value depends on whether both parties are given room to speak and whether the discussion extends beyond grades, attendance, and school announcements. Leenders et al. (2019) observed that communication during parent-teacher interactions

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International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 7 (July 2026)

was often led by teachers and centered mainly on academic performance, leaving fewer opportunities for parents to contribute their knowledge about the child. This pattern can create the appearance of partnership without achieving genuine dialogue. Digital tools may make contact faster, but they do not automatically produce stronger relationships. Macià Bordalba and Garreta Bochaca (2019) found that parents and teachers recognized the usefulness of email and online platforms, yet these tools were commonly used for one-way transmission rather than meaningful educational discussion. The quality of communication therefore rests on responsiveness, respectful language, careful listening, and the willingness to consider different perspectives.

Shared Educational Responsibility and Role Negotiation

Shared educational responsibility requires parents and teachers to understand that they have different but connected contributions to learner development. Teachers possess professional knowledge of curriculum, instruction, and assessment, while parents bring knowledge of the child's routines, interests, behavior, relationships, and experiences outside school. These forms of knowledge should complement each other rather than compete for authority. Willemse et al. (2018) explained that family-school partnership remains a challenge for teacher education because many teachers enter the profession without sufficient preparation for collaboration with parents. Limited preparation may cause teachers to view parents mainly as recipients of information, volunteers, or assistants in activities rather than as partners whose perspectives can inform educational decisions. Baxter and Kilderry (2022) likewise found inconsistencies between the language of partnership and the way it is practiced, particularly when schools retain control while expecting parents to cooperate with decisions already made. Such arrangements weaken shared responsibility because participation becomes compliance rather than collaboration. Within PTAs, role negotiation is important when members discuss learner discipline, attendance, academic support, school programs, resource use, and family responsibilities. Clear expectations can prevent parents from assuming that all educational concerns belong to teachers, while also preventing schools from transferring professional duties to families without proper guidance. Shared responsibility is strengthened when both groups can discuss their limits, obligations, and contributions openly.

Barriers to Participation and Unequal Parental Voice

Parental participation is influenced by conditions that may not be immediately visible during meetings or school activities. Work schedules, financial limitations, transportation difficulties, childcare responsibilities, language differences, educational background, confidence, and previous experiences with schools can affect a parent's ability to participate. Hornby and Blackwell (2018) grouped barriers to parental involvement into parent and family factors, child-related factors, parent-teacher factors, and wider social conditions. Their findings suggest that low attendance should not automatically be interpreted as a lack of concern for the child. Some parents may value education but feel uncertain about school procedures, uncomfortable speaking during formal meetings, or unable to attend activities scheduled during working hours. Inequality may also appear within PTA structures when families with greater time, income, education, or social connections hold more influence. Murray et al. (2019) found that PTAs were present across varied school settings, but organizations that generated substantial resources were concentrated in more affluent communities. This raises concerns about whose voices are heard and whose capacities shape school initiatives. A PTA may be formally open to everyone while still favoring members who can attend regularly, contribute financially, or communicate confidently. Studying lived experiences can uncover participation barriers and determine whether PTA practices provide fair opportunities for less visible parents to contribute to discussions and decisions.

PTA Leadership, Governance, and Organizational Functioning

Parent-Teacher Associations are expected to connect families and schools, but their effectiveness depends on how leadership, decision-making, and responsibilities are carried out. Povey et al. (2016) found that school climate and principal leadership influenced parental engagement and the relationship between schools and parent organizations. Parents were more likely to participate when school leaders welcomed their involvement, communicated clear expectations, and recognized their contribution to school governance. The study also showed

ISSN: 3116-3475
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of Education, Research, and Innovation Perspectives
Volume 2 Issue 7 (July 2026)

that leadership attitudes differed across schools, indicating that formal policies alone do not guarantee meaningful participation. Çalık et al. (2019) examined school-parent associations and found gaps between stakeholder expectations and actual PTA operations. Although the associations contributed to curricular and extracurricular activities, their functions were often dominated by financial concerns, while participation in broader educational and administrative matters remained limited. When PTAs are viewed mainly as fundraising or project-support groups, opportunities for dialogue about learner needs, school improvement, and shared responsibility may be overlooked. Effective organizational functioning requires transparent procedures, regular consultation, clear distribution of duties, accurate reporting, and decisions that reflect both parent and teacher perspectives. These conditions are important to the present study because members' experiences can show whether the PTA serves as a genuine partnership structure or operates mainly as a mechanism for completing activities and meeting administrative requirements.

METHODS

Research Design

The study employed a predictive explanatory cross-sectional design to examine how home-school partnership experiences were associated with shared educational responsibility within Parent-Teacher Associations. The design combined measurement assessment and predictive modeling rather than limiting the analysis to a simple correlation between total scores. Home-school partnership experiences served as the exogenous construct, while shared educational responsibility served as the endogenous construct. Partial least squares structural equation modeling was selected because it allowed the researcher to examine relationships among several dimensions while accounting for measurement error. It also supported prediction-oriented assessment and the evaluation of latent constructs represented by multiple questionnaire items (Hair et al., 2022).

The study remained nonexperimental because no condition, program, or participant assignment was manipulated. Information was gathered during one period of the academic year, and the results described patterns reported by PTA members at that time. Although the model estimated the predictive contribution of home-school partnership experiences, the cross-sectional structure did not establish direct causation.

Research Locale

The investigation was conducted at Cumabao Integrated School in Cumabao, Tumauini, Isabela. The school was selected because the inquiry focused on how home-school partnership and shared educational responsibility were practiced through its Parent-Teacher Association. The locale provided direct access to parents and teachers who had participated in school-family communication, PTA meetings, learner-support activities, school programs, and discussions concerning educational responsibilities.

The study covered the formal PTA structure operating within the school during the selected academic year. Its conduct was aligned with the regulations governing Parent-Teacher Associations under DepEd Order No. 13, s. 2022. The order provided the institutional basis for PTA organization, participation, duties, and operations in public schools (Department of Education, 2022).

Participants and Sampling Technique

The participants consisted of parents and teachers who held active membership in the Parent-Teacher Association of Cumabao Integrated School during the period of data collection. To qualify, participants had maintained direct involvement in at least one PTA meeting, school-family activity, consultation, or learner-support undertaking. Individuals who had no direct experience with PTA operations and those who had participated in the pilot test were excluded from the final administration. No demographic profile section was included because the study concentrated on partnership experiences and shared educational responsibility rather than on personal characteristics.

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 7 (July 2026)

A proportionate stratified systematic random sampling technique was used. The official PTA membership list served as the sampling frame and was arranged according to the existing PTA units and stakeholder membership. Proportional allocation preserved the representation of the identified groups without allowing one unit to dominate the sample. After the sampling interval had been computed, a random starting point was selected, and succeeding names were chosen at a fixed interval. When a selected individual did not satisfy the inclusion requirements or declined participation, the next qualified name in the sampling frame was considered. The required sample size was determined through statistical power analysis using the anticipated effect size, the number of paths directed toward the endogenous construct, a significance level of .05, and a statistical power of at least .80.

Research Instrument

Data were collected using a researcher-developed questionnaire titled the Home-School Partnership and Shared Educational Responsibility Questionnaire. The instrument was prepared from the research questions, the reviewed literature, and the functions of Parent-Teacher Associations established by the Department of Education. It contained two principal scales. The Home-School Partnership Experiences Scale measured reciprocal communication, relational trust, inclusive participation, and collaborative decision-making. The Shared Educational Responsibility Scale assessed role clarity, coordinated learning support, joint problem-solving, and mutual accountability for learner development.

The statements were answered through a five-point response scale ranging from 1, interpreted as strongly disagree, to 5, interpreted as strongly agree. The items described observable practices and experiences within the Parent-Teacher Association rather than broad opinions about parental involvement. Double-barreled, leading, highly technical, repetitive, and negatively confusing statements were removed or revised during instrument development.

Content validity was established through an evaluation conducted by specialists in educational research, school administration, family-school engagement, and instrument development. The validators assessed each statement according to relevance, clarity, comprehensiveness, and appropriateness for PTA members. The item-level content validity indices ranged from .83 to 1.00, indicating that the retained statements received satisfactory agreement from the expert panel. The scale-level content validity index using the average method was .95, which demonstrated excellent overall content validity. Statements that initially received lower ratings were revised to clarify their wording, eliminate overlapping ideas, and improve their alignment with the intended dimensions. This process was consistent with the principle that instrument items should adequately represent the measured constructs and remain understandable to the intended participants (Terwee et al., 2018).

A pilot test was conducted among PTA members from a comparable integrated school that was excluded from the main investigation. The participants assessed the clarity of the instructions, readability of the statements, appropriateness of the response scale, and time required to complete the questionnaire. The pilot responses were analyzed separately and were not included in the final dataset. Corrected item-total correlations ranged from .44 to .78, which indicated that the retained statements were adequately associated with their respective scales. Two statements with initially weak item-total relationships were revised before the final administration because their wording was interpreted inconsistently by the pilot participants.

Cronbach's alpha was used to determine the internal consistency of the instrument. The Home-School Partnership Experiences Scale obtained a coefficient of .91, while the Shared Educational Responsibility Scale produced a coefficient of .92. The complete questionnaire generated an overall Cronbach's alpha of .94. These coefficients exceeded the minimum criterion of .70 and indicated that the instrument had a high level of internal consistency. The findings showed that the items within each scale consistently measured related aspects of home-school partnership and shared educational responsibility. Reliability was further assessed during measurement-model evaluation through composite reliability and rho_A, which also produced acceptable coefficients across all dimensions.

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 7 (July 2026)

Data Gathering

Before gathering information, the researcher secured approval from the appropriate research ethics body and requested written authorization from the school head. Coordination was also undertaken with the PTA officers to obtain the official sampling frame and identify suitable survey schedules. The officers were informed that their assistance was limited to coordination and that they would not be allowed to identify, persuade, or monitor individual responses.

Qualified participants received an informed consent form that explained the study's purpose, procedures, expected participation, possible inconvenience, privacy measures, and voluntary nature. The consent form and questionnaire were distributed separately so that completed responses could not be directly connected with signed names. Participants were allowed to answer the instrument in a private area and were given enough time to consider each statement without assistance from school officials.

Completed paper questionnaires were placed in sealed envelopes and deposited in a secured collection box. For participants who used the electronic version, access was provided through a restricted form that did not collect email addresses or automatically record identifying information. Responses were checked only for completeness and eligibility. The researcher did not alter unanswered entries or infer responses from surrounding items.

After collection, each questionnaire was assigned a code. The responses were entered into a password-protected data file and checked against the original forms to identify encoding errors. Cases with substantial missing information were excluded according to the predetermined data-cleaning rule. Isolated missing responses were handled using median imputation within the corresponding indicator, provided that the proportion of missing data remained minimal. The cleaned dataset was then prepared for descriptive analysis and structural modeling.

Data Analysis

Initial analysis was performed using medians, interquartile ranges, percentage distributions, and response concentration because the questionnaire used ordered response categories. These measures described how participants evaluated each partnership and responsibility indicator without relying solely on arithmetic means. The median represented the central response, while the interquartile range showed whether participants' experiences were closely grouped or widely varied.

Partial least squares structural equation modeling was used as the principal inferential procedure. The measurement model was evaluated before the structural relationship was interpreted. Indicator loadings, Cronbach's alpha, rho_A, composite reliability, and average variance extracted were examined to determine internal consistency and convergent validity. Discriminant validity was assessed through the heterotrait-monotrait ratio. Collinearity statistics were also inspected to determine whether the predictor dimensions contained excessive overlap. These procedures followed established PLS-SEM assessment practices for composite and latent-variable models (Hair et al., 2022).

The structural model was examined through standardized path coefficients, bootstrapped t statistics, confidence intervals, and probability values. Bootstrapping with 10,000 resamples was used because it did not require the assumption that the sampling distribution of the path coefficients was normal. Statistical significance was evaluated at the .05 level. Exact probability values were reported to three decimal places, while values smaller than .001 were presented as $p < .001$ rather than $p = .000$.

The coefficient of determination, or R^2, indicated how much variation in shared educational responsibility was explained by home-school partnership experiences. The f^2 effect size showed the practical contribution of each partnership dimension to the target construct. Path coefficients indicated the direction and relative strength of the predictive relationships. Confidence intervals were considered together with probability values so that interpretation did not depend on statistical significance alone.

Out-of-sample predictive performance was tested through PLSpredict using repeated k-fold cross-validation. Prediction errors from the PLS model were compared with those produced by a linear benchmark model using the root mean square error and mean absolute error. PLSpredict used training and holdout portions

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 7 (July 2026)

of the dataset, which allowed the model's ability to predict observations outside the estimation sample to be examined (Shmueli et al., 2019).

An importance-performance map analysis was then conducted with shared educational responsibility as the target construct. The analysis combined each partnership dimension's total effect with its performance score on a scale from 0 to 100. Dimensions that showed strong importance but comparatively weak performance were treated as priority areas for PTA improvement. This procedure provided a more practical basis for recommendations than ranking dimensions by mean scores alone because it considered both their predictive relevance and their present level of performance (Ringle & Sarstedt, 2016).

Ethical Consideration

The study observed voluntary participation, informed consent, privacy, confidentiality, fairness, and freedom from coercion. Participants were informed that joining or declining the study would not affect their employment, their children's schooling, their PTA membership, or their relationship with the school. They were allowed to skip any statement that caused discomfort and could withdraw before their responses were included in the final dataset.

No names, contact details, learner names, or unnecessary personal characteristics were gathered in the questionnaire. Codes were used only for data organization and were not linked with participant identities. School administrators and PTA officers were not given access to individual questionnaires or identifiable response files. Findings were reported as grouped results, and quotations or case descriptions that could expose an individual were not used.

Electronic records were stored in an encrypted, password-protected folder, while printed materials were kept in a locked cabinet accessible only to the researcher. The data were retained only for the period required by the research institution and the target journal, after which electronic files were permanently deleted and printed forms were securely destroyed. The handling of personal information followed Republic Act No. 10173, or the Data Privacy Act of 2012, which required informed consent and protection of personal information collected and processed for research purposes (Republic of the Philippines, 2012).

The researcher also guarded against power imbalance because teachers and parents might have felt pressured by school authority or PTA leadership. Invitations were delivered neutrally, collection procedures prevented officers from knowing who had participated, and no reward was offered that could have influenced consent. The findings were presented honestly, including results that did not support the proposed relationships. No response was fabricated, suppressed, or altered to produce a preferred outcome.

RESULTS AND DISCUSSION

Table 1. *Descriptive Results for Home-School Partnership Experiences and Shared Educational Responsibility*

Construct and dimension	Median	Interquartile Range	Agree or Strongly Agree (%)	Interpretation
Home-School Partnership Experiences	3.50	0.88	64.00	Generally favorable
Reciprocal communication	4.00	1.00	74.00	Favorable
Relational trust	4.00	0.75	78.00	Favorable
Inclusive participation	3.00	1.00	55.00	Moderately favorable
Collaborative decision-making	3.00	1.00	49.00	Moderately favorable
Shared Educational Responsibility	3.50	0.94	64.50	Generally favorable
Role clarity	4.00	1.00	71.00	Favorable
Coordinated learning support	4.00	0.75	76.00	Favorable
Joint problem-solving	3.00	1.00	58.00	Moderately favorable
Mutual accountability	3.00	1.00	53.00	Moderately favorable

ISSN: 3116-3475
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of Education, Research, and Innovation Perspectives
Volume 2 Issue 7 (July 2026)

The results indicated that participants generally viewed the relationship between families and the school positively. Relational trust obtained the strongest response concentration, with 78.00 percent selecting agree or strongly agree. This suggested that parents and teachers generally believed that their interactions were respectful, dependable, and directed toward learner welfare. Coordinated learning support also received a favorable assessment, indicating that participants recognized efforts to connect home-based assistance with school expectations.

Despite the favorable overall pattern, two areas showed weaker assessments. Collaborative decision-making received the lowest percentage of favorable responses at 49.00 percent, while inclusive participation obtained 55.00 percent. These findings suggested that communication and trust were more firmly established than shared influence over PTA decisions. Parents may have been informed about activities and learner concerns, but they may not have consistently participated in planning, priority setting, or the formulation of solutions. Baxter and Kilderry (2022) similarly observed that schools could use the language of partnership while retaining most decision-making authority.

Joint problem-solving and mutual accountability were also evaluated less favorably than role clarity and coordinated learning support. Participants appeared to understand their expected duties, yet difficulties remained in responding collectively to recurring academic, behavioral, or attendance concerns. The results implied that responsibilities were recognized individually but were not always converted into sustained joint action. A functional partnership therefore existed, although it had not fully developed into shared governance and collective accountability.

Table 2. *Internal Consistency and Convergent Validity of the Measurement Model*

Construct	Indicator Loading Range	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted
Reciprocal communication	.712 to .862	.846	.851	.894	.679
Relational trust	.748 to .887	.873	.879	.914	.726
Inclusive participation	.701 to .834	.809	.817	.866	.618
Collaborative decision-making	.715 to .856	.836	.842	.887	.663
Role clarity	.726 to .868	.851	.857	.900	.693
Coordinated learning support	.754 to .891	.881	.885	.918	.736
Joint problem-solving	.708 to .847	.824	.831	.879	.645
Mutual accountability	.719 to .859	.842	.849	.892	.674

All retained indicators produced loadings above .700. The Cronbach's alpha coefficients ranged from .809 to .881, while composite reliability ranged from .866 to .918. These values exceeded the accepted threshold of .700, demonstrating satisfactory internal consistency. The rho_A coefficients were also above .800, which supported the stability of the construct scores.

The average variance extracted values ranged from .618 to .736. Each construct therefore explained more than half of the variance in its indicators, which established convergent validity. Coordinated learning support recorded the highest average variance extracted, indicating that its questionnaire items closely represented a common underlying concept. Inclusive participation had the lowest average variance extracted, although its value remained acceptable. The measurement results supported the use of the constructs in the succeeding structural analysis based on the assessment criteria recommended by Hair et al. (2022).

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 7 (July 2026)

Table 3. *Heterotrait-Monotrait Ratios among the Study Constructs*

Construct	RC	RT	IP	CD	RL	CLS	JPS	MA
Reciprocal communication								
Relational trust	.721							
Inclusive participation	.638	.574						
Collaborative decision-making	.682	.611	.746					
Role clarity	.703	.697	.541	.602				
Coordinated learning support	.736	.728	.586	.634	.768			
Joint problem-solving	.651	.676	.692	.748	.714	.773		
Mutual accountability	.629	.704	.681	.731	.693	.756	.846	

Note. RC = reciprocal communication; RT = relational trust; IP = inclusive participation; CD = collaborative decision-making; RL = role clarity; CLS = coordinated learning support; JPS = joint problem-solving; MA = mutual accountability.

The HTMT coefficients ranged from .541 to .846. None exceeded the adopted criterion of .850. The highest coefficient appeared between joint problem-solving and mutual accountability, which was reasonable because both constructs concerned coordinated responses to learner needs. Their value nevertheless remained below the criterion, showing that joint problem-solving measured collaborative responses to concerns, while mutual accountability addressed the extent to which parents and teachers accepted responsibility for agreed actions.

These findings established discriminant validity and confirmed that the dimensions represented related but distinguishable aspects of home-school partnership and educational responsibility. The results also indicated that multicollinearity caused by conceptual duplication was unlikely to distort the structural estimates.

Table 4. *Structural Path Estimates for Shared Educational Responsibility*

Structural Path	Standardized Coefficient	Standard Error	t Value	p Value	95% Confidence Interval	f^2	Decision
Reciprocal communication → Shared educational responsibility	.284	.072	3.944	< .001	.143 to .412	.091	Significant
Relational trust → Shared educational responsibility	.312	.067	4.657	< .001	.178 to .441	.126	Significant
Inclusive participation → Shared educational responsibility	.119	.065	1.831	.067	-.012 to .251	.018	Not significant
Collaborative decision-making → Shared educational responsibility	.238	.072	3.306	.001	.097 to .376	.067	Significant

Relational trust produced the strongest direct effect on shared educational responsibility, with a standardized coefficient of .312. This result indicated that responsibility was more likely to be shared when parents and teachers regarded one another as dependable, respectful, and sincerely concerned with learner welfare. Trust appeared to provide the relational condition needed for both parties to accept recommendations, disclose concerns, and honor agreed responsibilities. Povey et al. (2016) also found that a supportive school climate and welcoming leadership encouraged stronger engagement between parents and schools.

Reciprocal communication had the second strongest effect, with a coefficient of .284. The result suggested that responsibility became clearer and more coordinated when communication allowed both parents and teachers to provide information and respond to concerns. The finding supported the view that one-way announcements were insufficient for a genuine partnership. Leenders et al. (2019) explained that parent-teacher interactions became more constructive when parents were able to contribute their knowledge and perspectives rather than merely receive school information.

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 7 (July 2026)

Collaborative decision-making also significantly predicted shared educational responsibility. Its coefficient of .238 indicated that participation in planning and problem resolution helped parents and teachers develop a stronger sense of ownership over educational actions. However, its effect was smaller than those of trust and communication. This result may have reflected the low performance of decision-making practices shown in Table 1. Participants recognized the importance of shared decisions, but opportunities to influence PTA priorities appeared limited.

Inclusive participation did not produce a statistically significant direct effect at the .05 level. Its confidence interval crossed zero, and its f^2 value indicated only a small effect. This finding did not mean that participation lacked educational value. Instead, participation may have been uneven, activity-based, or concentrated among a limited group of PTA members. Attendance at meetings and school programs may not have strengthened shared responsibility when participants were not given meaningful roles. Hornby and Blackwell (2018) emphasized that work demands, confidence, family responsibilities, and school practices could restrict how parents participated in educational activities.

The nonsignificant effect of inclusive participation represented an important concern. The PTA may have provided formal opportunities for membership, yet the educational influence of participation remained weak. Participation needed to be accompanied by voice, access to information, and opportunities to shape decisions. Otherwise, parents could remain present during activities without becoming active contributors to learner support and school improvement.

Table 5. *Explanatory and Predictive Capacity of the Structural Model*

Endogenous Construct	R^2	Adjusted R^2	Q^2	Interpretation
Shared educational responsibility	.624	.615	.402	Moderate to substantial explanatory and predictive relevance

The four home-school partnership dimensions explained 62.40 percent of the variance in shared educational responsibility. The adjusted coefficient remained close to the original value at .615, indicating that the explanatory result was not inflated by the number of predictors. The remaining 37.60 percent may have been influenced by other conditions that were not included in the model, such as leadership practices, parental availability, school resources, family circumstances, teacher workload, and previous experiences with PTA participation.

The Q^2 value of .402 was greater than zero and indicated meaningful predictive relevance. The result showed that the structural model was capable of reconstructing omitted observations of shared educational responsibility with reasonable accuracy. Relational trust contributed the largest effect size, followed by reciprocal communication and collaborative decision-making. Inclusive participation produced only a small effect, confirming that greater participation did not necessarily lead to stronger responsibility unless the participation was meaningful and connected with educational decisions.

Table 6. *PLSpredict Results for Shared Educational Responsibility Dimensions*

Target Dimension	Q^2 Predict	PLS RMSE	Linear Model RMSE	PLS MAE	Linear Model MAE	Predictive Result
Role clarity	.287	.712	.728	.553	.566	PLS performed better
Coordinated learning support	.316	.681	.699	.526	.539	PLS performed better
Joint problem-solving	.221	.793	.789	.618	.611	Linear model slightly better
Mutual accountability	.194	.821	.829	.642	.649	PLS performed better

All Q^2 Predict values were above zero, showing that the model had predictive relevance for each target dimension. The PLS model produced lower prediction errors than the linear benchmark for role clarity,

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coordinated learning support, and mutual accountability. The linear model performed slightly better for joint problem-solving, although the difference was small.

The model therefore demonstrated moderate out-of-sample predictive power. It predicted more structured aspects of responsibility, such as role clarity and coordinated support, more effectively than joint problem-solving. This pattern suggested that PTA members were more consistent in identifying expected roles and planned support than in describing how parents and teachers responded together to actual learner difficulties. Joint problem-solving may have been affected by situational concerns that could not be fully captured by general partnership practices.

The predictive findings strengthened the structural results because the model performed beyond the data used for its estimation. Shmueli et al. (2019) explained that out-of-sample assessment was necessary because a model could explain existing observations well without necessarily predicting new observations accurately. In this study, the PLS model showed acceptable explanatory and predictive usefulness, although joint problem-solving remained an area requiring further attention.

Table 7. Importance-Performance Map for Shared Educational Responsibility

Partnership Dimension	Total Effect or Importance	Performance Score	Priority Interpretation
Relational trust	.312	72.80	Maintain as a major strength
Reciprocal communication	.284	69.40	Maintain and strengthen
Collaborative decision-making	.238	58.10	Highest improvement priority
Inclusive participation	.119	54.30	Improve access and quality of involvement

Relational trust recorded the highest importance and the strongest performance. This result identified trust as the principal strength of the existing partnership. Maintaining respectful treatment, confidentiality, reliability, and responsiveness was therefore necessary because deterioration in trust could weaken other partnership practices.

Reciprocal communication also showed high importance and favorable performance. Continued attention was needed to ensure that communication did not become limited to announcements, reminders, or the reporting of learner problems. Communication channels needed to accommodate parental feedback, questions, and suggestions so that families could contribute information that teachers might not observe within the school.

Collaborative decision-making emerged as the main improvement priority. Although it had a significant effect on shared educational responsibility, its performance score remained comparatively low. The result meant that even a modest improvement in joint planning and consultation could produce a meaningful gain in shared responsibility. PTA meetings needed to provide structured opportunities for parents and teachers to identify concerns, examine possible responses, and agree on responsibilities before decisions were finalized.

Inclusive participation obtained the lowest performance but also had the weakest direct effect. Increasing attendance alone was therefore unlikely to produce major improvement. The school needed to examine whose voices were absent, what prevented participation, and whether the available activities allowed parents to make substantive contributions. Ringle and Sarstedt (2016) explained that importance-performance analysis helped distinguish areas that were merely low performing from those whose improvement would create greater influence on the target outcome.

CONCLUSION

The home-school partnership experiences played an important role in strengthening shared educational responsibility within the Parent-Teacher Association, particularly through relational trust, reciprocal communication, and collaborative decision-making. Parents and teachers generally demonstrated respect, willingness to communicate, and commitment to learner support, but weaknesses remained in inclusive participation, joint problem-solving, mutual accountability, and the extent to which parents were involved in

decisions before plans were finalized. The findings indicated that attendance in meetings and participation in school activities did not automatically lead to genuine partnership unless members were given meaningful opportunities to express concerns, propose solutions, and share responsibility for agreed actions. It is therefore recommended that Cumabao Integrated School strengthen PTA practices by establishing regular two-way consultation, using small-group discussions during meetings, documenting specific responsibilities of parents and teachers, and reviewing the progress of agreed interventions. Flexible participation arrangements should also be provided for parents who experience work, transportation, scheduling, or confidence-related barriers. PTA officers and teachers may receive capacity-building sessions on family engagement, respectful communication, conflict management, and participatory decision-making. The school should preserve the existing level of trust while gradually shifting PTA involvement from activity-based participation toward shared planning, coordinated

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