

Parent-Teacher Relationship as Correlates of Academic Performance of Junior High School Students

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Abstract— This study aimed to determine the connection of parent-teacher relationship and the academic performance in Science of Junior High School students in Surigao Del Norte Division. Data were gathered from 707 parents and students, and 112 junior high science teachers of the fourteen (14) districts of Surigao del Norte division using a researcher-made questionnaire. Data were analyzed using frequency count and percentage distribution, mean and standard deviation, point biserial correlation, spearman rank correlation and pearson product moment correlation. Based on the results of the study, it was found out that most of the respondents are females between the ages of 30 and 39, most are specializing in science, has a master's degree units and being on the early teaching years. The majority of parent-respondents are 40 to 49 year-old females who have completed high school but have not pursued higher education and earn Php 5,000.00 a month or less. The academic performance of the Junior High school students in science subject was very satisfactory at all grade levels. Teachers believe their communication, engagement, and involvement with their students' parents is great and that it does not affect the students' academic performance in class. Parents believe that their children's teachers have a good communication and involvement connection with them, and a much stronger relationship in terms of engagement, and that this has an impact on their children's academic performance.

Keywords: Academic performance, Correlation, Parent-teacher relationship, Perceptions.

I. INTRODUCTION

Parents and teachers work together to develop a support structure that allows students to perform well in school. It is through partnerships between families and schools that they may be able to bridge opportunity gaps. Boonk, Gijsselaers, Ritzen, & Brand-Gruwel (2018), believed that the Parent-Teacher relationship has been built through time and shares a common goal- which is to make the school a better and conducive place for the students to learn.

In Surigao del Norte Division, the junior high school students are really struggling to cope up with the teaching-learning process in the new normal education. In the scheme of home-based teaching and learning, in which the home is considered to be the new school and parents are the reinforcing agents of learning, it is indeed a challenge for the students, parents, and teachers. Despite the initiatives done by the junior high school science teachers, which include the printing of learning modules and distributing it to the students to ensure learning continuity, students still find difficulty to perform and answer the activities stipulated in their learning modules. They need someone in the family to guide them in

answering the modules. Thus, it is important that a good parent-teacher relationship is established.

The purpose of this study is to determine the connection of parent-teacher relationship and academic performance of the junior high school students in Science. It has been discovered that parent-teacher relationship is higher in primary school than in middle school, due to a greater amount of independence from young adult students (Oswald et al., 2017). Previous research has determined that there are three types of parental involvement: home-based communication, school-based engagement, and home-school involvement (Anthony & Ogg, 2019).

The parents' relationships in terms of communication, engagement and involvement with the teachers are very important in this recent learning modality, which is based on distance learning, since face-to-face interaction between students and their teachers is not yet allowed. Students are provided with self-learning modules in order for them to study at home instead of attending physically in school.

II. STATEMENT OF THE PROBLEM

This study aimed to determine the connection of parent-teacher relationship and academic performance of Junior High School students in Surigao Del Norte Division. Specifically, it sought to answer the following questions:

1. What is the level of the parent-teacher relationship in terms of:
 - 2.1. Communication;
 - 2.2. Engagement; and
 - 2.3. Involvement?
2. What is the academic performance in Science of the Junior High School students?
3. Is there a significant relationship between the parent-teacher relationship and the academic performance in Science of Junior High School students?

III. CONCEPTUAL FRAMEWORK

Figure 1 of the research paradigm showed how significantly the demographic profile of the respondents – Parents and Science Teachers - contribute in strengthening the relationship. This included the parent-teachers' profile with reference to age, sex, highest educational attainment, parent's occupation, parent's monthly income and the length of teaching experience, which all appeared in the first box. In addition, the second box showed the level of parent-teacher relationship in terms of communication, engagement, and involvement, as well as the connections of the aforesaid

variables on academic performance of the Junior High School students in Science that was projected in the third box.

The independent variables in this study focused on the level of Parent-Teacher Relationship in terms of Communication, Engagement, and Involvement. The dependent variable of the study was the change of academic performance of Junior High school students in Science.

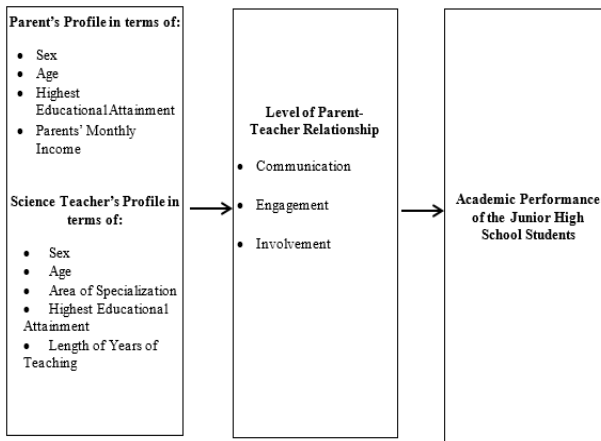


Figure 1
Research Paradigm

IV. METHODS

A. Research Design

This was a quantitative study approach that utilized Descriptive-Correlational Research Design which tested the significant relationship between the parent-teacher relationship and their profile and the significant relationship between the parent-teacher relationships and the academic performance of the Junior High School students of Surigao del Norte Division.

B. Respondents

There were two sets of respondents in this study. The first sets of respondents were all the junior high school science teachers who are purposively selected from fourteen (14) districts of the Division of Surigao del Norte and were currently teaching science subject from Grade 7 to Grade 10. The second set of respondents were the parents from the fourteen (14) districts of the Division of Surigao del Norte who were currently under the science class of the identified first set of teacher respondents

C. Research Instrument

A researcher-made survey questionnaire was utilized as the main gathering tool in obtaining the needed data in the study.

D. Data Analysis

Frequency Count and Percent. These were used to determine the proficiency level of the teachers handling electrical technology subjects. Mean and standard deviation. These were used to find out the student' learning outcomes. One-Way Analysis of Variance (ANOVA) and Scheffe's Test. These were used to find out the significant difference in the teaching proficiency level of teachers in electrical technology and students' learning outcomes when grouped by profile.

Pearson-r and t-Test. These were used to test the significant relationship between the proficiency level of teachers and students' learning outcomes.

V. RESULTS AND DISCUSSIONS

TABLE 1. Parent-Teacher Relationship in Terms of Communication as Perceived by Parent-Respondents

Statement	Mean	SD	VI	QD
As a parent, I...				
1. Talked to the teacher about the most effective way on how my child will learn in his/her science subject.	3.54	0.69	SA	VH
2. Called the teacher if I have any points to clarify or questions about the content of the module of my child in science.	3.54	0.70	SA	VH
3. Responded to calls or texts from my child's Science teacher about the modules in science.	3.57	0.68	SA	VH
4. Responded to the invitation of the teacher in school to let me know the progress of my child's learning in science.	3.57	0.63	SA	VH
5. Called the teacher if there are new modules in science to be distributed to the students.	3.55	0.66	SA	VH
6. Asked the teacher through call or text regarding concerns about the schedule in returning the Science modules.	3.50	0.73	A	H
7. Participated in the group chat assigned by the teacher to monitor/supervise my child's performance in science.	3.38	0.86	A	H
8. Called/texted the teacher to give updates or difficulties in answering the module in science once a week.	3.45	0.76	A	H
9. Asked for videos and links from the teacher to be sent to Facebook messenger as a guide in answering the module in science.	3.35	0.89	A	H
10. Participated in "virtual meetings" or "group chat" set by the teacher for quick delivery of information and to provide other references for my child's learning in answering the module.	3.35	0.88	A	H
Average	3.48	0.64	A	H

As shown in the table, an average mean value of 3.48 with SD=0.64 with a verbal interpretation of agree and describe as high. The results showed that both indicators 3 and 4 were rated highest, responded to the invitation of the teacher in school to let them know the progress of their child's learning in science (M=3.57, SD=0.63) and responded to calls or texts from their child's science teacher about the modules in science (M=3.57, SD=0.68) with a verbal interpretation as strongly agree and described as very high.

It can be inferred from the results that parents believed that keeping in touch with teachers about their children's progress was a good way to help them perform well in school. Anthony and Ogg (2019) study revealed that teachers can help students succeed academically by communicating with parents and responding promptly to their concerns.

As shown in table 2, an average mean value of 3.54 with SD=0.51 with strongly agree and describe as very high. The table revealed that entertained call/s and queries from the parents especially regarding the modules in science (M=3.84, SD=0.37) and extended call/s and sent message/s to parents regarding their child's assignments and performance tasks in schools in science (M=3.69, SD=0.52) were rated very high and interpreted as strongly agreed by the teachers. While sent videos and links that can guide parents and teach their children through Facebook messenger (M=3.32, SD=0.83) and set "virtual meetings" and "group chat" separately for parents and students to drive information and provide knowledge and other learning resources for students' enrichment in science (M=3.25, SD=0.90) were rated least yet agree and describe as high.

The result suggested that teachers believed that constant communication with the parents resulted to better performance of the students. Bender (2005) supported that effective communication with parents involved establishing conversations with them early in the school year, keeping

them informed about important classroom events, and keeping them up-to-date on their child's progress on a regular basis.

TABLE 2. Parent-Teacher Relationship in Terms of Communication as Perceived by Science Teacher-Respondents

Statement	Mean	SD	VI	QD
As a teacher, I...				
1. Constantly communicated with the parents especially if it concerns the preferred learning style of the student/s in science.	3.65	0.61	SA	VH
2. Entertained call/s and queries from the parents especially regarding the modules in science.	3.84	0.37	SA	VH
3. Extended call/s and sent message/s to parents regarding their child's assignments and performance tasks in school in science.	3.69	0.52	SA	VH
4. Invited the parents to visit the school to discuss either the progress or the difficulties met by their children in science.	3.55	0.60	SA	VH
5. Constantly communicated to parents regarding the availability of modules for distribution on its schedule.	3.71	0.46	SA	VH
6. Constantly communicated to parents regarding modules due for retrieval in science for the given period.	3.65	0.53	SA	VH
7. Invited parents to join group chat set-up purposively for them in science class.	3.33	0.81	A	H
8. Do follow-up call/s to parents thrice a week to monitor student's progress in answering the module and to provide help as needed.	3.38	0.76	A	H
9. Sent videos and links that can guide parents and teach their children through Facebook messenger.	3.32	0.83	A	H
10. Set "virtual meetings" and "group chat" separately for parents and for students to drive information and provide knowledge and other learning resources for students' enrichment in science.	3.25	0.90	A	H
Average	3.54	0.51	SA	VH

Tables showed that parents and teachers had different perspectives on communication in the parent-teacher relationship. Parents agreed that they did not have frequent communication with the teacher about any updates on their children's performance since they lacked gadgets that were used to further communicate with teachers; however, teachers claimed that they kept the parents up-to-date on all of their children's progress but unable to connect further with the parents through digital media. As supported by Anthony and Ogg (2019), parents were more inclined to participate when teachers communicate with them on a frequent basis and answer their concerns.

On the Level of the Parent-Teacher Relationship in terms of Engagement

Table 3 showed that perception of parent-respondents in relation to their engagement with the teachers showed a very high result, and a variable interpretation of strongly agree, with an overall mean of 3.54 (SD=0.58) which was strongly agree and was described as very high. Results recognized that meaningful partnership of parents and teachers supported the best learning outcomes for the child (M=3.61, SD=0.60) and helped my child in answering the modules in a way he/she can understand the content of the module in science (M=3.57, SD=0.63) were rated the highest with a verbal interpretation of strongly agree and described as very high. On the other hand, followed the idea or method of teaching the module suggested by the science teachers (M=3.52, SD=0.68) and actively involved myself in discussing the topics with the teacher related to the module and transfer ideas effectively to my child (M=3.48, SD=0.73) were rated the least yet interpreted

strongly agree and agree respectively, and described as very high.

This suggested that parents regard parental engagement in their children's education as a key component in their children's academic performance. The more engaged they were in the teaching-learning process, the more motivated their children were to perform in class. Martinez (2015) revealed that highly engaged family members outperformed others with non-involved family members.

TABLE 3. Parent-Teacher Relationship in Terms of Engagement as Perceived by Parent-Respondents

Statement	Mean	SD	VI	QD
As a parent, I...				
1. Gave attention to the teacher's suggestions and information about my child's preferred learning style in science.	3.55	0.67	SA	VH
2. Helped my child in answering the modules in a way he/she can understand the content of the module in science.	3.57	0.63	SA	VH
3. Gave time in teaching and answering my child's module.	3.55	0.65	SA	VH
4. Gave the appropriate materials needed by my child in answering the lessons in the module.	3.56	0.63	SA	VH
5. Followed the idea or method of teaching the module suggested by the Science teacher.	3.52	0.68	SA	VH
6. Helped and support the teachers' plan and activities for the academic progress in science of my child.	3.54	0.68	SA	VH
7. Actively involved myself in discussing the topics with the teacher related to the module and transfer the ideas effectively to my child.	3.48	0.73	A	H
8. Worked together with the teacher to find a way in support to my child's learning needs in science.	3.49	0.70	A	H
9. Engaged with teachers to better understand my child's educational needs.	3.52	0.68	SA	VH
10. Recognized that meaningful partnership of parents and teachers and recognize that each member supports the best learning outcomes for the child.	3.61	0.60	SA	VH
Average	3.54	0.58	SA	VH

TABLE 4. Parent-Teacher Relationship in Terms of Engagement as Perceived by Science Teacher-Respondents

Statement	Mean	SD	VI	QD
As a teacher, I...				
1. Listened to suggestions and information extended by parents regarding their children's preferred learning style in science.	3.56	0.64	SA	VH
2. Encouraged the parents to teach their children at home and guide them in answering their science modules.	3.74	0.50	SA	VH
3. Motivated parents to give ample and quality time with their children by teaching them answer the Science modules.	3.71	0.61	SA	VH
4. Acquaint parents on the educational needs and learning materials of their children to be used in their science classes.	3.55	0.64	SA	VH
5. Gave parents the idea/s on ways to teach their children in answering the lessons found in the modules.	3.63	0.65	SA	VH
6. Worked together with parents for the students' well-being in science.	3.66	0.62	SA	VH
7. Engaged with parents in discussing about science in order for them to transfer their ideas effectively.	3.46	0.75	A	H
8. Worked with parents to plan ways to support students' needs in learning in science.	3.54	0.67	SA	VH
9. Built partnership with parents to facilitate better understanding of the needs of students in science.	3.67	0.61	SA	VH
10. Recognized meaningful partnership with parents by recognizing that each member should support the best learning outcomes for their child in science.	3.66	0.61	SA	VH
Average	3.62	0.55	SA	VH

Table 4 showed that perception of teacher respondents in relation to their engagement with the parents yielded a very high result, and a variable interpretation of strongly agree, with an overall mean of 3.62 (SD=0.55). Results showed that encouraged the parents to teach their children at home and

guide them in answering their science modules (M=3.74, SD=0.50) and motivated parents to give ample and quality time with their children by teaching them answer the science modules (M=3.71, SD=0.61) were rated the highest. Meanwhile, worked together with parents to plan ways to support students' needs in learning in science (M=3.54, SD=0.67) and engaged with parents in discussing about science in order for them to transfer their ideas effectively (M=3.46, SD=0.75) were rated the least with an interpretation of strongly agree and agree and description of very high and high respectively.

On the Level of the Parent-Teacher Relationship in terms of Involvement

TABLE 5. Parent-Teacher Relationship in Terms of Involvement as Perceived by Parent-Respondents

Statement	Mean	SD	VI	QD
As a parent, I...				
1. Obeyed to the school rules and regulations.	3.63	0.60	SA	VH
2. Supported all projects implemented by the school either General Parent-Teacher Association or Homeroom Parent-Teacher Association.	3.57	0.62	SA	VH
3. Attended consultative meetings scheduled by the school.	3.58	0.63	SA	VH
4. Participated in Gulayan sa Paaralan Program as encouraged by the teacher.	3.42	0.67	A	H
5. Participated Learning Continuity Plan orientation via online sponsored by the Department of Education as encouraged by the teacher.	3.27	0.80	A	H
6. Joined "Division Stakeholders' Forum and Awarding of the Most Outstanding SSG/SPG Organization and Adviser" via Facebook live as encouraged by the teacher.	2.99	1.07	A	H
7. Participated in Brigada Eskwela, Oplan Balik Eskwela and Volunteer Works Program in the maintenance and sanitation of school facilities, and established prevention and mitigation structures for COVID-19 as encouraged by the teacher.	3.44	0.69	A	H
8. Answered Department of Education quarterly monitoring survey to improve the quality of service.	3.49	0.67	A	H
9. Participated special activities initiated by the Science teachers/school.	3.34	0.78	A	H
10. Joined and contributed in generating new ideas via Stakeholders Proposal to school.	3.28	0.82	A	H
Average	3.40	0.58	A	H
As a teacher, I...				
1. Oriented parents on school rules and policies to have a clearer view of their role as parents.	3.69	0.52	SA	VH
2. Encouraged parents to support every project of the school either in General Parent-Teacher Association or Homeroom Parent-Teacher Association to provide conducive educational ambiance for their children.	3.68	0.52	SA	VH
3. Motivated parents to actively attend and participate school meetings to have an interactive exchange of ideas on the agenda.	3.76	0.43	SA	VH
4. Informed ahead the parents on the schedule of modules to maintain its hundred percent distribution performance of the given modules.	3.63	0.54	SA	VH
5. Reminded the parents on the schedule of modules' retrieval to ensure a hundred percent performance of the collection of the answered modules.	3.57	0.55	SA	VH
6. Gave suggestion to parents regarding alternative ways to help the student understand and answer the module in science.	3.62	0.54	SA	VH
7. Asked the parents regarding students' progress in answering their science modules.	3.63	0.54	SA	VH
8. Encouraged parents to support community involvement program set by the school such as Brigada Eskwela.	3.67	0.53	SA	VH
9. Updated parents regarding students' monthly performance.	3.67	0.54	SA	VH
10. Reminded parents to actively involved in students learning.	3.66	0.53	SA	VH
Average	3.66	0.48	SA	VH

Table 5 showed that parents and teachers had different perspectives on involvement in the parent-teacher relationship. As noticed, most parents did not have the resources to participate in a wide range of school-sponsored events due to prior obligations and financial constraints. Teachers, on the other hand, claimed to have been able to inform and encourage parents to actively participate and involve. Previous studies have found that parental involvement at school improved student academic performance (Anthony and Ogg, 2019).

On the Academic Performance in Science of the Junior High School Students

TABLE 6. showed the academic performance in science of junior high school students.

Level	Mean	SD	Description
Grade 7	87.65	3.65	Very Satisfactory
Grade 8	86.55	2.83	Very Satisfactory
Grade 9	85.55	3.37	Very Satisfactory
Grade 10	86.83	3.49	Very Satisfactory

This table presented the Academic Performance per grade level which had an interpretation as Very Satisfactory. Where it revealed that Grade 7 student's performance had a mean of 87.65 (SD=3.65), Grade 8 mean 86.55 (SD=2.83), Grade 9 mean 85.55 (SD=3.37), and Grade 10 mean 86.83 (SD=3.49). Based on the information gathered, both parents and teachers believed that the more engaged parents were, the better their children's performance. The findings of the study supported Cole (2017), who explained that the more the parents were engaged, the more the students would be active and would most likely excel in academics. In addition, Jezierski & Wall (2019) stated that the higher the rate of parent engagement, it highly affected students' success, bridged achievement gaps, and elevated academic progress.

On the Significant Relationship between the Parent-Teacher Relationship and their Profile

TABLE 7. Relationship between Profile and Parent-Teacher Relationship as Perceived by Teacher-Respondents

Profile	Factor	r	p	D	I
Sex	Communication	0.04	0.66	NR	NS
	Engagement	-0.08	0.30	NR	NS
	Involvement	-0.09	0.37	NR	NS
Specialization	Communication	0.16	0.10	NR	NS
	Engagement	0.15	0.12	NR	NS
	Involvement	0.15	0.10	NR	NS
Age	Communication	0.04	0.70	NR	NS
	Engagement	0.10	0.28	NR	NS
	Involvement	-0.11	0.25	NR	NS
Highest Educational Attainment	Communication	-0.14	0.15	NR	NS
	Engagement	-0.05	0.60	NR	NS
	Involvement	-0.10	0.32	NR	NS
Length of Service	Communication	0.04	0.70	NR	NS
	Engagement	0.03	0.75	NR	NS
	Involvement	-0.08	0.40	NR	NS
Legend:		<i>D - Decision on Ho</i>		<i>I - Interpretation</i>	
		NR - Not Rejected		NS - Not Significant	

The results in the Table showed that there was no significant relationship between the parent-teacher relationship as perceived by the teachers and their profile. This was based on the p-values obtained for each pair of profile and factor of parent-teacher relationship. The relationship between sex and parent-teacher relationship got p-values of 0.66 in communication, 0.30 in engagement, and 0.37 in involvement. The relationship between specialization and parent-teacher relationship got p-values of 0.10 in communication, 0.12 in engagement, and 0.10 in involvement. Between age and parent-teacher relationship, the p-values are 0.70 in communication, 0.28 in engagement, and 0.25 in involvement. Between the highest educational attainment and parent-teacher relationship, the obtained p-values were 0.15 in communication, 0.60 in engagement, and 0.32 in involvement.

Between length of service and parent-teacher relationship, the obtained p-values were 0.70 in communication, 0.75 in engagement, and 0.40 in involvement.

Since the obtained p-values were greater than 0.05 level of significance, their null hypotheses were not rejected. This meant that their corresponding r-values were not significantly different from zero. Thus, the relationship between profile and perceived parent-teacher relationship was not significant.

This showed that the teacher's profile had no bearing on how the parent-teacher relationship was perceived. Teachers thought that education was for everyone and that it was a teacher's responsibility to educate children regardless of their socioeconomic background.

TABLE 8. Relationship between Profile and Parent-Teacher Relationship as Perceived by Parent-Respondents

Profile	Factor	r	p	D	I
Sex	Communication	0.15	<0.001	R	S
	Engagement	0.20	<0.001	R	S
	Involvement	0.08	0.04	R	S
Age	Communication	0.13	<0.001	R	S
	Engagement	0.12	<0.001	R	S
	Involvement	0.21	<0.001	R	S
Highest Educational Attainment	Communication	0.36	<0.001	R	S
	Engagement	0.37	<0.001	R	S
	Involvement	0.32	<0.001	R	S
Income	Communication	0.41	<0.001	R	S
	Engagement	0.39	<0.001	R	S
	Involvement	0.33	<0.001	R	S

Legend: D - Decision on Ho, I - Interpretation, R - Rejected, S - Significant, NR - Not Rejected, NS - Not Significant

Table 8 showed the relationship between the profile of the parents and their perceived parent-teacher relationship.

The Table showed that the obtained p-values were <0.001 in both communication and engagement and 0.04 in involvement when the relationship between sex and parent-teacher relationship as perceived by the parents was measured. Since these p-values were less than 0.05, their corresponding null hypotheses were rejected. Similar results were obtained between parent-relationship and profile in terms of highest educational attainment and income as their p-values were all less than 0.001.

The results above meant that there was a significant relationship between the profile of the parents and their perceived parent-teacher relationship. The positive sign of the r-values suggested that females who are coded '2' tend to have better relationship with the teachers than male parents. Also, older parents, those with higher educational attainment, and with higher income tend to have better relationship with the teachers of their children.

Parents' perceptions of the parent-teacher relationship were strongly influenced by their socioeconomic status. Low-income parents usually faced financial difficulties, leaving them with little time to monitor their children's education (Chevalier et al., 2013).

Table 9 presented the relationship between parent-teacher relationship and the academic performance of the students in science subjects.

TABLE 9. Relationship between parent-teacher relationship and the academic performance of the students in science subjects

Respondent	Factor	r	p	D	I
Teachers	Communication	0.04	0.68	NR	NS
	Engagement	0.06	0.54	NR	NS
	Involvement	0.03	0.74	NR	NS
Parents	Communication	0.33	<0.001	R	S
	Engagement	0.37	<0.001	R	S
	Involvement	0.35	<0.001	R	S

Legend: D - Decision on Ho, I - Interpretation, R - Rejected, S - Significant, NR - Not Rejected, NS - Not Significant

Gleaned from the Table were p-values of 0.68 in communication, 0.54 in engagement, and 0.74 in involvement when the relationship between parent-teacher relationship as perceived by teachers and the academic performance of their students was measured. Since these p-values were greater than 0.05, the null hypotheses were not rejected. This implied that there was no significant relationship between the academic performance of the Junior High school students and the relationship of their teachers to their parents.

On the other hand, p-values which were less than 0.001 were obtained when the relationship between the academic performance of the students in science subjects and the relationship of their parents to their teachers was measured. Since the p-values were less than 0.05, the null hypotheses were rejected. This meant that there was a significant relationship between the academic performance of the students in science subjects and the relationship of their parents to their teachers. The positive sign of the r-values implies that they tend to have better academic performance in science subjects as the relationship of their parents to their science teachers got more harmonious.

The results suggested that teachers perceived student academic performance as a collective effort involving both parents and students. Students with more involved parents on their academics had higher academic performance than students with less involved parents, according to Smoskoska (2020). On the other hand, parents believed that a better parent-teacher relationship led to better academic performance. Parents believed that understanding more about the school's academic program and how it works, as well as getting ideas from teachers on how to help and support their children, will benefit them from being more involved in their children's education (Lunar, 2016).

VI. CONCLUSIONS

The parent-respondents were mostly females who were 40-49 years old, had graduated in high school but did not pursue college, and earned Php 5,000.00 or below monthly.

Science teaching is a female-dominated profession. The Junior High School science teachers in Surigao del Norte Division were middle-aged teachers who had minimal experiences in teaching but had started to pursue their graduate studies.

The parents believed their relationship with their children's teachers was strong in terms of communication and involvement, as well as extremely strong in terms of engagement. In terms of communication, engagement, and involvement, the teachers considered their relationship with their students' parents was excellent.

Despite the pandemic, students in Junior High School were able to gain the essential knowledge in science classes.

Parents' perceptions of the parent-teacher relationship were strongly influenced by their socioeconomic status. However, teachers thought that education was for everyone and that it was a teacher's responsibility to educate children regardless of their socioeconomic backgrounds.

Parents believed that a better parent-teacher relationship led to better academic performance. When parents have good relations with the science teachers of their children, the academic performance of their children in science got better. Teachers perceived student academic performance as a collective effort involving both parents and students.

Recommendations

1. In order to strengthen the parent-teacher relationship, they must assess their teacher's relationship status with the parents.
2. They also need to facilitate various trainings and seminars that can help them improve their teacher's communication with the parents and build positive relationship.
3. They were encouraged to participate in constructive trainings and seminars that would help them develop and stimulate positive relationships with their parents and foster good communications with them through numerous mediums.
4. They were welcome to use the results of this study as a guide for future research.

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