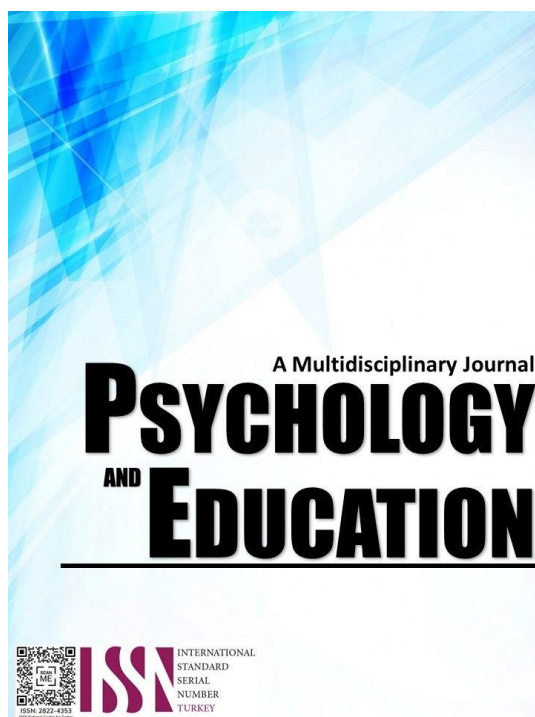


PARENT AND TEACHER PERCEPTIONS OF SHARED DECISION- MAKING: BASIS FOR A COLLABORATIVE GOVERNANCE PLAN



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Parent and Teacher Perceptions of Shared Decision-Making: Basis for a Collaborative Governance Plan

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Abstract

This mixed-methods study assessed the perceptions of shared decision-making among 48 stakeholders (40 parents, 8 teachers) at Tal-ot Elementary School to develop an evidence-based Shared Governance Plan. Grounded in Self-Determination, Shared Decision-Making, and Distributed Leadership theories, the research sought to determine the level of stakeholder satisfaction, identify challenges, and analyze the relationship between parent and teacher views. The respondent profile was characterized by a substantial female majority (85.4%), middle-adult age range, and High School level of education (64.6%). Findings revealed overwhelmingly positive perceptions of involvement and influence from both parents (Overall WM=4.28) and teachers (Overall WM=4.33). However, a critical issue was identified: a strong, significant inverse relationship existed between parent and teacher satisfaction levels ($r = -0.737$, $p = 0.037$), suggesting that the current governance structure creates an antagonistic, zero-sum environment. Furthermore, both groups reported a perceived gap between the opportunity to provide input and the final impact on core decisions, such as curriculum and policy. Thematic analysis identified key barriers, including communication challenges (rushed timelines), logistical and accessibility issues (transportation), and a lack of safe spaces for candid feedback. Consequently, the proposed Shared Governance Plan focuses on: formalizing separate and balanced authority for parent and teacher bodies to ensure binding influence; implementing multi-channel, accessible communication protocols with options for subsidized transportation/virtual engagement; and establishing a system for anonymous, documented feedback review to guarantee all opinions are seriously considered. The plan aims to shift the current framework from a competitive to a mutually satisfying, inclusive, and authoritative model for collaborative school governance.

Keywords: *shared decision-making, shared governance, parent-teacher collaboration, school governance plan, stakeholder participation, mixed-method research*

Introduction

The strategic partnership between educators and families in the educational landscape is critical for fostering positive student outcomes and enhancing academic performance. The researcher seeks to investigate parents' and teachers' perceptions of shared decision-making in education and to propose a shared governance plan to foster collaborative engagement among school stakeholders at Tal-ot Elementary School. Shared decision-making is increasingly recognized as a vital component of school governance. It promotes an environment of inclusivity, where diverse perspectives contribute to the educational process, positively impacting the students' learning experience (Patrick, 2022).

The existing literature emphasizes the need to integrate parental perspectives and teacher insights into decision-making processes. Studies have highlighted that when parents are actively involved in the educational decisions that affect their children, the resulting collaboration fosters a sense of ownership and enhances student achievement (Ahmad et al., 2024). This combination of insights serves as a pillar for improving teaching methodologies and refining educational strategies, ultimately cultivating a supportive educational climate (Werang et al., 2024). Collaborative efforts lay a foundation for productive relationships that can help address the complexities of student learning needs and drive better academic outcomes (Peng et al., 2022). Furthermore, collaborative approaches empower parents and teachers to share responsibility, leading to improved communication and trust within the school community and to the alignment of educational goals and strategies for student success (Fu et al., 2022).

Despite the acknowledged importance of parental and teacher collaboration in decision-making, significant gaps remain in understanding how these perceptions interact to influence shared governance. Additionally, there is an ongoing challenge of facilitating effective collaboration, particularly given the varying cultural and socio-economic factors that shape stakeholder engagement (Witkop et al., 2021). With advances in educational policies that emphasize shared governance, this study is timely and essential for exploring how various stakeholders at Tal-ot Elementary School perceive shared decision-making and how these perceptions can be harnessed to develop a coherent governance plan.

As the educational landscape evolves, the need for collaborative governance structures has never been more crucial. Innovations in educational practices, educational reforms, and recent global health challenges have accentuated the importance of flexibility and cooperation between all educational stakeholders. Such innovation catalyzes change and improvement, addressing existing barriers while ensuring that student welfare remains the central focus of educational governance (Pan & Liu, 2023).

By addressing the perceptions of both parents and teachers about shared decision-making, this research endeavors to fill the existing knowledge gap and provide a comprehensive framework for shared governance—an initiative that could foster a more inclusive

educational environment, improve academic performance, and strengthen the ties within the school community (Grijalva-Quiñonez et al., 2020). Thus, the findings of this study are poised to contribute valuable insights into the establishment of a proposed shared governance plan for school stakeholders at Tal-ot Elementary School.

Research Questions

This study aimed to assess parents' and teachers' perceptions of shared decision-making in education at Tal-ot Elementary School during the 2nd quarter of the school year 2025-2026, as a basis for developing a Shared Governance Plan for School Stakeholders. Notably, the study addressed the following questions:

1. What is the demographic profile of the parents and teachers in terms of:
 - 1.1. age;
 - 1.2. gender;
 - 1.3. educational attainment; and
 - 1.4. years of involvement in school activities/years of teaching experience?
2. What is the level of parent and teacher perception regarding their involvement and influence in shared decision-making processes at the school?
3. Is there a significant relationship between the level of parent and teacher perception on shared decision-making?
4. What issues and challenges do parents and teachers encounter in the existing shared decision-making processes?
5. Based on the findings, What Evidence-Based Collaborative Governance Plan can be developed to ensure parent and teacher participation in shared decision-making?

Methodology

Research Design

To gain a comprehensive understanding of parents' and teachers' perceptions of shared decision-making at Tal-ot Elementary School, the researcher employed a mixed-methods approach. A carefully designed survey questionnaire with a 5-point Likert scale was distributed to both parents and teachers. This scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), allowed respondents to express their level of agreement with statements concerning their involvement and influence in the school's decision-making processes. Additionally, the questionnaire gathered demographic data to profile the respondents. This approach enabled the statistical analysis necessary to address the research questions, including identifying the levels of perception and the significant relationships among them.

Furthermore, qualitative data were collected through open-ended questions to explore the issues and concerns encountered by both parents and teachers in the existing shared decision-making processes. This mixed-methods design ensured a holistic view of the research problem, resulting in a well-informed Proposed Shared Governance Plan for School Stakeholders.

Respondents

The respondents of this study consisted of all eight (8) teachers and forty (40) parents of Tal-ot Elementary School. Given the relatively small population, the researcher employed a total enumeration sampling method (also known as census sampling). This approach ensured that every member of the target groups was included, thereby providing a complete and accurate representation of the perceptions within the school community.

Instrument

The study used a modified survey questionnaire to assess perceptions of both teachers and parents regarding their involvement and influence in shared decision-making. The questionnaire contained four (4) parts. Part I gathered the demographic profile of the respondents, including age, gender, educational attainment, and years of involvement in school activities for parents. For teachers, it included educational attainment, age, gender, and years of teaching experience. Part II measured parents' perceptions of their involvement and influence in shared decision-making at Tal-ot Elementary School using a 5-point Likert scale. Part III assessed teachers' perceptions of their involvement and influence in school-level shared decision-making, using a 5-point Likert scale. Finally, Part IV identified the issues and concerns that parents and teachers encountered in the existing shared decision-making processes through a series of open-ended questions, which were analyzed thematically. This comprehensive instrument provided the data necessary to address all the research questions and craft a well-informed plan.

Procedure

To obtain permission to conduct the survey, the researcher sent a letter to the school administrator of Tal-ot Elementary School. Once permission was granted, the researcher facilitated the in-person delivery of the survey forms to parents and teachers to ensure proper guidance and timely completion.

The survey was conducted from September to November 2025. Forms were distributed at convenient times for the respondents and were collected within a week. After data collection, the researcher tallied and tabulated the responses for analysis and interpretation.

Data Analysis

The following statistical treatments were employed for this study:

Frequencies and Percentages were used to describe the demographic profile of the respondents, including gender, age, educational attainment, number of children in school, years of involvement in school activities for parents, and years of teaching experience and current teaching load for teachers.

A Likert-scale analysis (Mean) was used to determine the level of perception among teachers and parents regarding their involvement and influence in shared decision-making processes. This provided insights into each group's general sentiment.

Pearson Product-Moment Correlation Coefficient was employed to examine if there was a significant relationship between the level of parent perception and the level of teacher perception of shared decision-making. This analysis showed how the views of these two groups were related.

Thematic Analysis was applied to the qualitative responses regarding the issues and concerns that parents and teachers encountered in the existing shared decision-making processes. This helped identify key themes and patterns from the open-ended questions.

A five-point Likert scale was used to interpret the weighted mean of responses regarding parents' and teachers' perceptions of shared decision-making.

Ethical Considerations

Guided by fundamental ethical standards, this inquiry into parent-teacher perceptions of collaborative governance prioritized participant autonomy and data protection. A rigorous informed consent protocol ensured all contributors were apprised of the research objectives and their right to unconditional withdrawal. Furthermore, the study employed stringent de-identification techniques to guarantee anonymity, ensuring that all shared insights remained strictly confidential and untraceable to individual respondents.

This was especially important, as the study addressed sensitive topics, including professional satisfaction and school governance. The principles of beneficence and non-maleficence were central to the research, meaning the study was designed to bring about positive change by creating a practical plan to improve school governance, while taking care not to cause any harm or distress to the participants. The research findings were shared with the school community in an unbiased and transparent manner, presenting both positive and negative results with integrity. The ultimate goal was to produce a well-informed and beneficial Shared Governance Plan that genuinely empowered all stakeholders and improved the educational environment.

Results and Discussion

This section presents the data gathered from the respondents of Tal-ot Elementary School. The findings are organized according to the research objectives, starting with the participants' demographic profile, then their perceptions of shared decision-making, and finally the issues encountered in the process.

Profile of the Respondents

This section presents the demographic characteristics of the study participants. Analyzing respondents' profiles is essential, as factors such as age, gender, educational attainment, and years of experience significantly shape an individual's perspectives on organizational processes. These demographic variables provide a contextual foundation for understanding perceptions of shared decision-making at Tal-ot Elementary School.

Table 1. *Age Profile of the Respondents*

<i>Age</i>	<i>Frequency</i>	<i>Percentage</i>
20-30 y. o.	4	8.30
31-40 y. o.	29	60.40
41-50 y. o.	14	29.20
51 y. o. and above	1	2.10
Total	48	100.00

Table 1 shows the age profile of the respondents, indicating that the majority of the participants fall within the 31-40 age range, accounting for 60.4% (n=29) of the total sample (N=48). The next largest group is the 41-50 age bracket at 29.2% (n=14). The most petite proportions are the 20-30 age group (8.3%, n=4) and the 51+ age group (2.1%, n=1).

It implies that the respondents are predominantly in their middle adult years (31-50), a period when many have children in school or are established in their teaching careers. This suggests that the perceptions collected regarding shared decision-making and the proposed governance plan are primarily from individuals with significant, current stakeholder experience in the educational system (parents or teachers). The high representation in the 31-40 range, in particular, suggests the involvement of relatively younger, active parents and/or teachers who might be more attuned to contemporary discussions on school governance and decision-making. The findings may, therefore, reflect perspectives shaped by recent or ongoing practical engagement with educational policies and school

environments.

Table 2. Gender Profile of the Respondents

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Male	7	14.60
Female	41	85.40
Total	48	100.00

Table 2 shows that the majority of the 48 respondents were female (85.4%, 41 individuals), while male respondents accounted for a significantly smaller proportion (14.6%, 7 individuals).

It implies that the perspectives and experiences gathered regarding shared decision-making and the proposed shared governance plan are heavily skewed toward the views of female parents and/or teachers. This high female representation suggests the findings may be particularly reflective of the concerns, priorities, and roles traditionally associated with women in educational settings (e.g., teaching staff often being predominantly female, or mothers being the primary parent involved in school matters).

A potential implication for the proposed shared governance plan is the need to ensure the final plan and its implementation strategies actively seek and incorporate diverse viewpoints to achieve genuine representation. While the current sample strongly reflects the female perspective, a successful governance plan must also address the specific concerns and preferences of male stakeholders (both parents and teachers) to foster broad engagement and commitment across the entire school community.

Table 3. Educational Attainment of the Respondents

<i>Educational Attainment</i>	<i>Frequency</i>	<i>Percentage</i>
Elementary Graduate	2	4.20
High School Level	2	4.20
High School Graduate	31	64.60
College Level	4	8.30
College Graduate	1	2.10
Master's With Units	7	14.60
Doctorate Degree	1	2.10
Total	48	100.00

Table 3 shows the educational attainment of the 48 respondents in the study, revealing that the majority (64.6%) are High School Graduates. The next largest group is those with Master's With Units (14.6%), followed by those with College Level education (8.3%). All other categories (Elementary Graduate, High School Level, College Graduate, and Doctorate Degree) each represent less than 5% of the total.

It implies that the majority of the respondents, likely the parents given the study's focus on shared decision-making, possess at least a secondary level education, which suggests a basic level of literacy and educational understanding. However, the lack of higher education among over two-thirds of respondents (High School Graduate and below) suggests that their participation in shared decision-making processes for school governance may require clear, accessible communication and simple language to ensure complete comprehension and practical contributions to the proposed shared governance plan. The significant minority with Master's With Units suggests a segment of the population, perhaps the teachers or a highly educated group of parents, who are likely capable of engaging with complex educational and administrative concepts.

Table 4. School Activities/Years of teaching Experience

<i>Years of Involvement in School Activities/Years of teaching Experience</i>	<i>Frequency</i>	<i>Percentage</i>
Less than 1 year	5	10.40
1-5 years	23	47.90
6-10 years	9	18.80
11-15 years	4	8.30
16-20 years	6	12.50
21-25 years	1	2.10
Total	48	100.00

Table 4 shows the frequency and percentage distribution of the Years of Involvement in School Activities among the 48 respondents. The data indicate that the most significant proportion of participants, 47.90% (23 respondents), have been involved in school activities for 1-5 years. Following this, the second largest group, 18.80% (9 respondents), reports 6-10 years of involvement. Collectively, 66.7% of the participants have a tenure of 1-1 year in school activities. Conversely, only a tiny percentage, 2.10% (1 respondent), has the longest tenure of 21-25 years.

This implies that the majority of the stakeholders (teachers and/or parents) participating in this study have a moderate yet significant level of experience in school activities (1-10 years). This suggests that the individuals whose perceptions are being gathered for the Proposed Shared Governance Plan are not novices but have a foundational understanding of the school's operational culture and

previous engagement methods.

Level of Parent and Teacher Perception Regarding Their Involvement and Influence in Shared Decision-Making Processes at the School

This section provides a comparative analysis of parents' and teachers' perceptions of their respective involvement and influence in shared decision-making processes, serving as a critical baseline for the Proposed Shared Governance Plan. Both stakeholder groups demonstrated overwhelmingly positive perceptions.

Table 5. Level of Parent Perception Regarding their Involvement and Influence in Shared Decision-Making Processes At the School

<i>Statements</i>	<i>Weighted Mean (WM)</i>	<i>Verbal Interpretation</i>
I feel that my opinion is valued by the school administration when making decisions.	4.20	Agree
I have opportunities to provide input on school policies and programs.	4.10	Agree
I am regularly informed about decisions made by the school that affect my child.	4.30	Strongly Agree
My feedback is taken into consideration by teachers when addressing classroom issues.	4.23	Strongly Agree
I believe parents have a significant influence on the overall direction of the school.	4.38	Strongly Agree
The school actively seeks parent involvement in academic and extracurricular planning.	4.45	Strongly Agree
I am confident that my concerns will be heard and addressed by school leadership.	4.28	Strongly Agree
I am satisfied with the current level of parent representation in school committees.	4.28	Strongly Agree
I feel that my cultural background and values are respected in the school's decision-making processes.	4.15	Agree
There are clear and accessible channels for parents to participate in school governance.	4.43	Strongly Agree
Overall Mean	4.28	Strongly Agree

Table 5 shows the level of parent perception regarding their involvement and influence in school-based shared decision-making processes, as evidenced by an Overall Weighted Mean (WM) of 4.28, which falls within the verbal interpretation of "Strongly Agree." This indicates a generally very positive outlook among parents concerning their participation and influence. The data reveals that the highest-rated areas, all categorized as "Strongly Agree," pertain to the school's active efforts and the perceived impact of parents. Specifically, parents "Strongly Agree" that the school actively seeks parent involvement in academic and extracurricular planning (WM=4.45), there are clear and accessible channels for parents to participate in school governance (WM=4.43), and that they believe parents have a significant influence on the overall direction of the school (WM=4.38). The lowest-rated statement, while still categorized as "Agree," is I have opportunities to provide input on school policies and programs (WM=4.10). In essence, the parents acknowledge the existing opportunities and are highly satisfied with the school's efforts to seek involvement, their influence, and the clarity of governance channels.

It implies that the foundational environment for shared decision-making is already robust and highly favorable to parents' perspectives, which is an excellent starting point for the proposed Shared Governance Plan. The high overall agreement suggests that the school has successfully established effective communication and participation mechanisms, particularly in seeking involvement and making information accessible. However, the slightly lower mean for having opportunities to provide input on school policies and programs (WM=4.10, Agree) compared to the strong agreement on seeking involvement (WM=4.45) suggests a minor gap where opportunities for direct, substantive input on formal policies and programs could be strengthened and made more explicit. Since parents already feel their opinions are valued (WM=4.20). Their influence is significant (WM = 4.38). The proposed Shared Governance Plan should build on this high trust and satisfaction by formalizing and clearly defining the specific roles and mechanisms through which this perceived influence can be exercised, thereby transitioning from a sense of involvement to an institutionalized governance structure.

This aligns with the study by Baraki et al. (2022), which demonstrates the significant positive impact of parental engagement on scholastic achievement. Specifically, the overall weighted mean of 4.28, categorized as "Strongly Agree," showcases parents' confidence in their influence and involvement, corroborating Baraki's assertion about the positive feedback loop between parental involvement and students' academic outcomes. The high levels of agreement on statements regarding the school actively seeking parental involvement (WM = 4.45) and the perceived significant influence of parents on school direction (WM = 4.38) further reinforce the critical role of parents in fostering an effective educational environment, as emphasized by Baraki et al. (Baraki et al., 2022).

Moreover, while Maya-Hernández et al. (2025) primarily focus on perceptions of school nutrition programs, underscoring the importance of stakeholder perceptions in educational contexts. However, this study does not primarily address parental involvement in decision-making processes directly affecting academic performance. As a result, citation Maya-Hernández et al. (2025) should be omitted from this context.

Additionally, Yulianti et al. (2023) provide supporting evidence that parental involvement plays a crucial role in educational settings. However, their study highlights challenges in standardizing achievement scores, which may limit the generalizability of their findings. Further emphasis on the various facets of school-related activities can strengthen the argument for

the importance of parental involvement. Retaining citation Yulianti et al. (2023) is warranted as it supports the importance of parental engagement.

To further contextualize, findings from Kahunzire et al. (2023) support the notion that effective participation in governance enhances parental commitment, ensuring that decisions reflect community values and needs. This is substantiated by data showing that parents feel confident their concerns will be addressed by school leadership ($WM = 4.28$), indicating a responsive administrative structure capable of facilitating parental involvement in governance (Kahunzire et al., 2023). The successful engagement of parents in decision-making underlines the need for formal structures that enable participation.

In summary, the studies affirm that fostering a positive perception among parents regarding their involvement in decision-making processes can significantly augment engagement levels, ultimately benefiting both academic achievement and community satisfaction. The data presented indicate a solid foundation for implementing further initiatives to enhance parental involvement and ensure their voices are systematically integrated into school governance frameworks.

Table 6. *Level of Teacher Perception Regarding their Involvement and Influence in Shared Decision-Making Processes at the School*

<i>Statements</i>	<i>Weighted Mean (WM)</i>	<i>Verbal Interpretation</i>
Teachers are given ample opportunities to participate in discussions about school policies.	4.63	Strongly Agree
Our opinions are seriously considered by the administration when making important school decisions.	4.13	Agree
We have a significant influence on the curriculum and instructional materials used in our classrooms.	4.13	Agree
The school administration is transparent about how and why decisions are made.	4.38	Strongly Agree
Our feedback is regularly solicited and valued in the shared decision-making process.	4.25	Strongly Agree
We feel empowered to propose new initiatives or changes to school procedures.	4.50	Strongly Agree
There are clear and effective channels for us to communicate our ideas to school leadership.	4.25	Strongly Agree
Our involvement in decision-making is seen as a professional responsibility and is supported by the school.	4.38	Strongly Agree
Decisions made by the school leadership reflect the collective input of the teachers.	4.38	Strongly Agree
The process of shared decision-making is fair and equitable for all teachers.	4.25	Strongly Agree
Overall Weighted Mean	4.33	Strongly Agree

Table 6 shows the teachers' perceptions of their involvement and influence in shared decision-making processes, with an Overall Weighted Mean of 4.33, corresponding to a verbal interpretation of Strongly Agree. This indicates a highly positive perception among teachers regarding their participation in school governance. Individually, the highest rated statement, "Teachers are given ample opportunities to participate in discussions about school policies," received a weighted mean of 4.63 (Strongly Agree), suggesting broad access to decision-making forums. Most other statements, including those concerning transparency (4.38), feeling empowered to propose changes (4.50), and communication channels (4.25), also received a Strongly Agree rating. The lowest-rated statements, though still receiving an Agree rating (weighted mean of 4.13), were "Our opinions are seriously considered by the administration when making important school decisions" and "We have a significant influence on the curriculum and instructional materials used in our classrooms," suggesting these areas, while generally positive, are perceived slightly less strongly than the initial opportunities for involvement.

It implies that the school has successfully established a culture of strong teacher involvement and influence in its decision-making, aligning with the goals of shared governance. The consistently high 'Strongly Agree' ratings suggest that the school leadership has effectively implemented mechanisms that provide teachers with ample opportunities to participate and feel empowered. The lower, yet still positive, 'Agree' ratings for being "seriously considered" and having a "significant influence on the curriculum" suggest that, while teachers are involved, they are not yet considered a priority. Their opinions are heard, there may be a slight perceived gap between opportunity for input and the final impact or weight of that input on high-stakes administrative and curricular decisions. This overall positive perception serves as a strong foundation for the proposed Shared Governance Plan, as teachers are already predisposed to trust the decision-making structure and are likely to embrace a formal plan that codifies and potentially enhances their current level of participation.

This aligns with the study of Yasin et al. (Alhassan & Alhassan, 2022), which emphasizes the need for empowering leadership within school environments to enhance overall teacher effectiveness and engagement. This perspective is corroborated by Wahyuti and Tehable (2025), who note that empowering leadership significantly improves teacher motivation and performance in educational settings. Both studies reinforce the notion that shared decision-making processes foster an environment wherein teachers feel capable and involved.

The elevated levels of educator participation in school governance — reflected in a weighted mean of 4.33 — highlight the need to foster a supportive environment that empowers educators to engage meaningfully. This is crucial as Darwis et al. (2023)

indicate that strong leadership and participative governance are associated with higher levels of job satisfaction among teachers, which can positively influence student performance.

Furthermore, Perez and Banayo (2023) explore how leadership practices can significantly affect teacher performance and interactions, aligning with the perception that current decision-making mechanisms within the school encourage collaboration and empowerment among teachers. Moreover, the effective communication channels mentioned (4.25) resonate with the findings of Mandey et al. (2025), which assert the role of transparent leadership in fostering a conducive environment for teacher engagement and input. Similarly, the perception that teachers' feedback is regularly solicited (4.25) aligns with Joo and Kim's analysis (Joo & Kim, 2024), suggesting that the collaborative relationship between teachers and the administration enhances the decision-making framework at schools.

The statement "Our opinions are seriously considered by the administration when making important school decisions" received a slightly lower average (4.13); however, this still aligns with the idea posed by Bogler and Nir (Bogler & Nir, 2025) that while perceptions may vary, the overall atmosphere of participation can build a more competent and effective teaching environment. Their research highlights the importance of respecting teachers' contributions to governance, ideally resulting in a direct impact on curriculum and instructional materials.

In considering the transformational leadership styles of school administrators, the findings also align with the work of Atik and Çelik (2020), indicating that principals who embody empowering leadership traits can enhance teacher satisfaction and, consequently, their pedagogical effectiveness. The responses further suggest that teachers feel empowered to propose new initiatives (4.50), echoing the themes found in Sukarno's analysis (Ampo, 2024), who elaborates on how participative leadership fosters an innovative culture in educational contexts.

Overall, the data reinforce the extensive literature suggesting that teachers' active involvement in decision-making processes translates to a stronger sense of professional responsibility and commitment to their institution's goals. This is also emphasized in the call for continuous improvement and empowerment mechanisms within educational policies, as discussed by Mascarenhas et al. (Gökkyer et al., 2023), highlighting the synergy between teacher agency and school leadership dynamics.

Significant Relationship Between the Level of Parent and Teacher Perception on Shared Decision-Making

This section presents the statistical findings on the relationship between the levels of parent and teacher perceptions of shared decision-making processes at the school. This analysis determines whether parents' views of the process are statistically associated with teachers' views, using the relevant correlation coefficient and testing its significance.

Table 7. Significant Relationship Between the Level of Parent and Teacher Perception on Shared Decision-Making

Variable	Correlation Coefficient	p-value	Level of Significance	Decision	Interpretation
Level of Parent and Teacher Perception on Shared Decision-Making	-0.737	0.037	0.05	Reject the null Hypothesis.	Significant

Table 7 presents the results of the correlation analysis to determine the significant relationship between the overall Level of Parent Perception and the overall Level of Teacher Perception regarding shared decision-making. The computed Correlation Coefficient is -0.737, indicating a strong inverse (negative) relationship between the two variables. The p-value for this relationship is 0.037. Since the p-value of 0.037 is less than the established 0.05 Level of Significance, the Null Hypothesis is rejected, leading to the interpretation that there is a Significant Relationship between the parent and teacher perception levels. This intense negative relationship means that as the overall level of positive perception increases for one group (e.g., parents), it tends to decrease for the other group (teachers), and vice versa.

It implies that the factors influencing stakeholder satisfaction with shared decision-making are not perceived uniformly across the parent and teacher groups; instead, they appear to be in opposition. The strong negative correlation (- 0.737) is a critical finding, suggesting that current processes or decisions may benefit one group at the expense of the other. For example, processes that maximize teacher autonomy or time efficiency might unintentionally restrict parent access or input, leading to higher teacher satisfaction and lower parent satisfaction (or vice versa). This perception gap poses a significant challenge for the proposed Shared Governance Plan, as any changes intended to improve the experience for one group must be carefully scrutinized to ensure they do not inadvertently diminish the positive perception of the other group. The school must address the underlying factors driving this inverse relationship to create genuinely collaborative, mutually satisfying governance structures.

This aligns with the study of Santiago et al., which illustrates the importance of congruence in family-school partnerships. Their findings indicate that perceptions of parent-teacher relationship quality can significantly influence stakeholder satisfaction in shared decision-making contexts (Santiago et al., 2022). The strong negative correlation observed between parent and teacher perceptions of shared decision-making suggests that positive perceptions in one group may be associated with negative perceptions in the other. This phenomenon indicates that the shared governance framework must account for divergent perspectives to foster effective collaboration among stakeholders (Santiago et al., 2022).

Furthermore, Urick's research emphasizes the complexities of school leadership and its connection to teacher retention, highlighting

that teacher perceptions significantly impact their willingness to engage in shared decision-making processes (Urlick, 2020). This highlights a duality in which the investment levels of both teachers and parents in shared governance outcomes can exacerbate conflicts, as one group's needs may overshadow the other's (Urlick, 2020). The identification of a robust inverse relationship suggests potential discord between parents' and teachers' perceptions, underscoring the need for leadership approaches that integrate both perspectives to ensure equitable decision-making (Urlick, 2020).

Moreover, the work of Eleftheriadou and Vlachou underscores the importance of stakeholder engagement in shaping educational practices. Their findings advocate for inclusive practices, asserting that both parent and teacher roles in the development and implementation of educational plans affect their perceptions of fairness and democratic participation in decision-making (Eleftheriadou & Vlachou, 2023). Similarly, research by Torres et al. suggests that effective shared leadership models must recognize differing perspectives to optimize stakeholder satisfaction in educational settings, demonstrating that efficient governance often requires balancing various stakeholders' inputs and concerns (Torres et al., 2020).

The implications of these observations are crucial for implementing a Shared Governance Plan. For instance, Zulauf and Zinsser's findings indicate that stakeholders' perceptions of their roles fundamentally shape interactions and decision-making within the school context (Zulauf & Zinsser, 2020). The strong inverse correlation highlights significant divergences in perceptions that could hinder efforts to create collaborative educational environments, urging schools to navigate stakeholder engagements and expectations thoughtfully (Zulauf & Zinsser, 2020).

Conclusively, to foster effective shared decision-making structures, schools must recognize and address the underlying factors that contribute to the significant relationships illustrated in previous studies. Stakeholder perceptions can create barriers to constructive collaboration. Therefore, transformative governance approaches should focus on fostering trust and open communication between parents and teachers to mitigate conflicts and enhance overall governance satisfaction (Santiago et al., 2022; Urlick, 2020; Torres et al., 2020; Zulauf & Zinsser, 2020).

Issues and Concerns That Parents and Teachers Encounter in the Existing Shared Decision-Making Processes

Main Problem Number 1: What specific challenges or issues have you encountered when participating in the school's decision-making processes?

Communication Challenges in Decision-Making Processes

Effective communication is paramount in engaging stakeholders in school decision-making processes. Participants highlighted significant challenges in this area. According to Musengamana et al., effective communication within schools fosters a climate in which teachers and parents feel their voices are valued in decision-making, ultimately positively impacting the educational environment (Musengamana et al., 2024). The lack of timely communication can hinder meaningful contributions from teachers and parents, thereby reducing their involvement in crucial discussions about school activities and policies. Respondents noted that vague communication can lead to misunderstandings regarding the decision-making process, ultimately resulting in feelings of disengagement among stakeholders.

In illustrating this issue, Respondent 3 stated, "There are too many occasions when teachers and parents feel rushed with little time to express their views before decisions are finalized." This aligns with Respondent 6's comment that "decisions often emerge too quickly, leaving many teachers without the chance to provide input." Lastly, Respondent 4 shared, "When information is shared late, it can lead to confusion and hesitance among us regarding our suggestions."

These illustrate a cycle of ineffective communication that may disenfranchise key stakeholders in the educational ecosystem. If stakeholders do not fully understand decision-making processes or are not adequately informed, they may feel undue pressure to concede to decisions made without their input. The concerns raised by these respondents capture a significant barrier that can hinder collaboration among parents, teachers, and administrators.

Research shows that clarity in communication and the ability to present information promptly can enhance stakeholders' engagement and positively affect their attitudes toward school policies (Musengamana et al., 2024).

Transportation and Accessibility Issues

Transportation is a crucial factor in facilitating equitable participation by stakeholders in the school decision-making process. Liu and Yin argue that access to education-related meetings and events directly impacts the extent to which parents, particularly those from rural areas, can engage with school boards and provide necessary input (Liu & Yin, 2020). When significant transportation barriers exist, such as limited public transport options or high travel costs, it may discourage participation from a diverse range of stakeholders, leading to decisions that do not reflect the community's holistic needs.

Respondent 2 expressed this concern by stating, "Travelling into town for meetings is often a struggle. The costs and time involved add more stress." Similarly, Respondent 29 noted, "As a solo parent, managing to bring my child to school events can be a burdensome task." Finally, Respondent 45 shared, "When parents can't easily reach meetings, they tend to become frustrated and withdraw from the system."

These illustrate the type of logistical barriers that can disengage parents from participating in school matters. The increased effort required to access the facilities necessary for discussions can exacerbate the already complex relationship between schools and their communities. When essential stakeholder groups, such as parents in dual-income households or low-income brackets, are excluded due to these limitations, representation in decision-making diminishes.

Research shows that improving transportation and accessibility significantly increases stakeholder participation, leading to better overall decision-making outcomes in schools (Liu & Yin, 2020).

Timing Constraints and Limitations on Engagement

Time constraints emerged as a commonly reported obstacle to broader engagement by both teachers and parents in school decision-making processes. Timing is crucial to ensure substantial participation, as individuals are often juggling multiple responsibilities and may lack the bandwidth to engage fully (Nnunduma & Hussein, 2023). When significant decisions are made with inadequate notice or rushed timelines, the quality of input from various stakeholders diminishes, leading to potential dissatisfaction and disengagement.

Respondent 5 stated, "With everything going on in our lives, time is often not on our side when it comes to providing input." Respondent 17 highlighted a similar sentiment: "Not all of us have the time to speak up, especially when we don't know how to get involved." Additionally, Respondent 15 reflected on how "extracurricular activities and social media often leave little time for proper engagement with school matters."

These illustrate how time management issues can undermine the collaborative environment schools need to thrive. When teachers and parents feel uniformly pressed for time, their willingness to engage decreases, further exacerbating a cycle of diminished participation in critical decision-making assemblies. Collaborative efforts depend on flexibility and understanding of participants' scheduling constraints.

Research indicates that accommodating stakeholder schedules by offering more flexible meeting times or alternative methods for contribution can significantly improve involvement levels and enhance the quality of decisions made in schools (Nnunduma & Hussein, 2023).

Main Problem Number 2: In what ways do you believe the current shared decision-making processes could be improved to better address your concerns and perspectives?

Enhancing Communication and Collaboration in Decision-Making Processes

The theme of enhancing communication and collaboration is pivotal in improving shared decision-making in educational settings. According to Holme et al., fostering partnerships between schools and communities effectively builds a collaborative environment in which parents and teachers can meaningfully participate in decision-making, thereby creating a more inclusive educational experience (Holme et al., 2020). Adequate communication allows stakeholders to express their concerns and suggestions, ensuring that all voices are valued and heard. Effective decision-making requires not just the exchange of ideas but also an understanding of diverse perspectives, which can be accomplished through structured communication channels. These channels should prioritize transparency and accessibility to encourage active participation from all stakeholders involved.

Respondent 1 said, "I'm providing clear rationales for decisions and actively soliciting input from all stakeholders."

Respondent 6 remarked, "By providing more time for consultation and ensuring that everybody's opinion is considered, the process can improve significantly."

Respondent 41 stated, "Improving communication and giving everyone a chance to share their ideas is crucial for effective decision-making."

These illustrate the critical role that communication plays in the success of shared decision-making processes. Respondents have highlighted the need for proactive engagement, such as seeking input from all stakeholders and facilitating open discussions, which are essential to building mutual understanding among teachers, parents, and school administrators. This approach aligns with the notion that effective communication fosters collaboration, thereby enhancing decision-making in schools. Moreover, the importance of clear, reasoned explanations for decisions helps build trust and transparency among all parties involved. Research shows that significant improvements in decision-making quality can arise from establishing clear communication strategies and fostering an environment that encourages stakeholder involvement (Cano-Hila & Martí, 2022). Additionally, fostering a culture of openness and feedback can ensure that all thoughts and suggestions are taken seriously, leading to better outcomes in educational decision-making (Ferreira et al., 2020).

Structuring Inclusive Meetings to Promote Participation

The second theme focuses on structuring inclusive meetings to foster active participation and collaboration among stakeholders in decision-making. Conducting regular, structured meetings allows all parties, including parents and teachers, to have designated times to contribute their insights and concerns. According to Cano-Hila and Martí, establishing such frameworks not only helps facilitate open dialogue but also directly contributes to building trust and ensuring that everyone's voice is valued (Cano-Hila & Martí, 2022). This proactive approach mitigates common logistics challenges, thereby increasing attendance and participation in decision-making

processes. By fostering a culture that welcomes and acts on suggestions, educational institutions can significantly enhance community engagement.

Respondent 2 suggested, "Conducting meetings within the school and allocating a budget for transportation assistance would help improve participation."

Respondent 3 expressed, "Regular meetings where both teachers and parents can freely share suggestions would help everyone feel included."

Respondent 12 mentioned, "Listening and understanding each opinion while gathering all agreed decisions is a must for better outcomes."

These illustrate the various perspectives on how to enhance participation through well-structured meetings. Respondents emphasized the need to make logistical arrangements that enable broader participation, recognizing that physical or financial barriers can prevent valuable stakeholders from voicing their opinions. Their insights underline the importance of a planned approach to meetings that prioritize inclusivity, thereby fostering a sense of belonging and commitment among participants. Research shows that when schools create opportunities for regular and inclusive meetings, it fosters a sense of ownership among community members, which can lead to improved educational outcomes (Davies et al., 2023). This structured approach to meetings also normalizes the practice of collaboration and feedback, reinforcing the significance of shared governance in educational decision-making processes (Siga & Madhakomala, 2023).

Ensuring Safe Spaces for Open Expression

The final theme centers on the need to create safe spaces for open expression in educational settings. Creating a safe environment where all stakeholders can express their opinions without fear of judgment is vital for effective decision-making. As Ferreira et al. suggest, active participation hinges on fostering an atmosphere conducive to honest communication, where anonymity and confidentiality can be maintained, allowing individuals to share their thoughts freely (Ferreira et al., 2020). Establishing methods such as anonymous suggestion boxes or smaller group discussions can empower individuals to contribute more candidly, further enriching the decision-making process.

Respondent 4 emphasized, "Creating safe spaces for honest expression is key; using anonymous suggestion boxes can help ensure that all voices are heard."

Respondent 10 noted, "The school needs to conduct more forums where parents and teachers can interact openly."

Respondent 29 asserted, "Teachers and parents must improve decision-making for the unity and improvement of the school."

These illustrate the need for a supportive environment in which stakeholders feel secure in expressing their views. Respondents demonstrated an understanding of the importance of psychological safety in fostering active participation. Recognizing that fear of judgment can stifle contributions, they advocated for initiatives that promote confidential sharing, which is essential for gathering diverse opinions that support effective decision-making. Research shows that educational institutions that prioritize creating safe spaces for dialogue experience higher rates of stakeholder engagement and improved decision-making outcomes (Gunherani, 2023). By encouraging an open and supportive atmosphere, schools can ignite greater community involvement and promote shared success in achieving educational goals (Adriyanto et al., 2020).

Main Problem Number 3: Can you share a specific instance or a story where you felt your voice was or was not heard in a school decision, and what was the outcome of that experience?

The Ineffectiveness of Communication in School Decision-Making

In contemporary educational settings, effective communication is paramount for successful decision-making among faculty, students, and administration. Unfortunately, many educators feel their voices remain unheard during crucial discussions about school policy and procedures. According to Schaefer et al., the lack of an inclusive communication environment can lead to feelings of disengagement and frustration among staff, ultimately hampering effective educational governance (Schaefer et al., 2024). As Respondent 1 expressed, "I suggested an approach to student discipline, but it was not heard. The outcome was continued reliance on less effective methods." Similarly, Respondent 3 shared, "There was a time when I suggested adding more reading activities for the grade five learners, but the idea was not discussed during the meeting." These sentiments were echoed by Respondent 12, who noted, "Some were assertive and insisted on their preferred decision while others were passive and agreed to avoid conflict."

These illustrate how ineffective communication can stifle innovation and prevent meaningful contributions to school governance. When teachers perceive that their suggestions are disregarded, it breeds a culture of dissatisfaction, leading to low motivation and decreased morale among staff. As suggested by Ahmadi and Yousofi, fostering a participative culture can pave the way for resolving communication barriers within schools (Ahmadi & Yousofi, 2024). Research demonstrates that inclusive communication facilitates the integration of varied perspectives and makes implementing new ideas more effective (Wen, 2023).

The Importance of Inclusivity in Decision-Making

Inclusive decision-making is vital in educational institutions, as it directly impacts the efficacy of policies and ultimately the educational experience for students and staff alike. Involving all stakeholders in the decision-making process fosters a sense of ownership and responsibility. Respondent 2 insisted on limiting athletes' participation during sports activities, reflecting a desire for inclusivity in governance, even if it wasn't universally accepted. Respondent 4 observed during staff meetings that, "Arguing the situation that we didn't consider our decision did not agree with suggestions," illustrating the consequences of sidelined voices. Meanwhile, Respondent 6 stated, "I suggested adjusting the class schedule to add more time, and it was approved, which helped improve pupils' performance." These illustrate how inclusivity influences the effectiveness of decision-making in schools. When educational leaders prioritize collaborative methods that account for diverse opinions, they enhance the quality of decision-making, leading to improved outcomes. Research indicates that integrating diverse voices into school governance can lead to more thoughtful and impactful school policies (O'Brien et al., 2021). A commitment to collaborative governance nurtures a culture in which school members feel empowered and motivated to contribute, thereby enhancing the overall educational experience (T., 2025).

The Role of Student Voice in Shaping School Policies

The concept of student voice has gained considerable traction in recent years, acknowledging the crucial role that students play in shaping their educational experiences and school policies. Through participatory initiatives, students can significantly enhance their institutions' decision-making landscape. Respondent 19 pointed out that, "The problem has been solved because of the initiative of the school head," emphasizing the impact students can have through advocacy. Further, Respondent 31 noted that "open communication is important because students' voices can be heard, leading to peaceful and effective decision-making in school." Additionally, Respondent 45 shared success in implementing a rainwater collection system, saying, "I felt happy because everyone agreed."

These illustrate how student involvement can lead to significant changes in the school environment. By acknowledging students' perspectives in decisions about their education, schools can create more adaptive and relevant learning environments. Research shows that student voice initiatives not only improve educational outcomes but also increase engagement and a sense of belonging within the school community (Hinrichs et al., 2025). Engaging students in governance builds their capacity to express their opinions and fosters a democratic culture within educational institutions (Lee, 2025).

Conclusions

The following conclusions were drawn based on the findings.

The demographic data indicate that perceptions of shared decision-making and the proposed governance plan are heavily reliant on the views of female stakeholders in their 30s and 40s, with moderate experience in school engagement and a High School level of education. This profile suggests the findings are particularly reflective of the concerns of the primary parent and/or female teaching population, who have enough practical involvement to offer informed views. However, the limited representation of male stakeholders, younger and older adults, and those with higher educational attainment highlights a potential skew in the data, necessitating a cautious interpretation of the findings to ensure the final proposed plan can effectively serve and engage the entire, diverse school community. Both parents and teachers demonstrate high levels of satisfaction and a positive perception of their involvement and influence in the school's decision-making processes. This indicates that the school has successfully cultivated an environment of trust and effective communication where stakeholders feel their participation is valued and sought. The minor, yet consistent, dip in means for both groups concerning the ultimate impact or weight of their input on key administrative and curricular decisions suggests that the most critical area for the proposed governance plan is not establishing involvement, but rather formalizing the authority and mechanisms through which their strongly desired influence can be clearly and consistently exercised in high-stakes decisions.

A strong inverse relationship exists between the levels of parent and teacher perceptions of shared decision-making, indicating that the current governance framework is perceived antagonistically by the two core stakeholder groups. The primary issues and concerns encountered by parents and teachers in the existing shared decision-making processes center around systemic failures in communication, logistics, and inclusiveness, which collectively lead to feelings of rushedness, disengagement, and a lack of final influence among key stakeholders. Specifically, the processes are hampered by untimely and vague communication, significant transportation and time constraints that limit equitable physical participation, and a perceived environment where input is not always seriously considered or structured into a safe, formalized space, leading to decisions that do not fully reflect the collective voice of the community.

The following recommendations were drawn based on the conclusions.

Design communication materials and engagement sessions for the Proposed Shared Governance Plan using clear, simple language and accessible formats to ensure full comprehension and effective participation from the majority of High School Graduate stakeholders, while actively implementing specific strategies to increase the representation and input of male parents and teachers in all decision-making bodies. Formalize the proposed Shared Governance Plan with explicit mechanisms that clearly define and enhance the authority of both parent and teacher representatives, particularly ensuring their binding influence on major curriculum changes, school policies, and resource allocation to solidify the perceived impact of their input. Redesign the proposed Shared Governance Plan with explicit, separate, and balanced roles for parents and teachers in each decision stage, ensuring that the process includes distinct mechanisms that

simultaneously address the unique priorities of each group without creating trade-offs in satisfaction. Implement a structured, multi-channel communication protocol that mandates timely decision-making notices and clear rationales, while concurrently offering subsidized transportation options or highly flexible, virtual engagement alternatives to overcome logistical barriers and ensure equitable participation from all parents and teachers.

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