



PARENTAL COLLABORATION IN FOCUS: LIVED EXPERIENCES OF EARLY CHILDHOOD TEACHERS

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ABSTRACT

This qualitative study aimed to examine the early childhood teachers view on parental involvement. The goal of an effective parental involvement program is to strengthen the lines of communication between the school and home and to build relationships among the parents and teachers (Reilly, 2008). Active parental involvement in school leads to families involved in increasing student achievement (Dessoff, 2019). This study involved twelve (12) selected teachers who possess firsthand knowledge of parental involvement challenges, and their experience before, during, and after the pandemic which will provide valuable insights into perceived barriers and potential solutions for improving collaboration. I will use phenomenological research to understand what it is like to experience a specific situation or life event. By describing the stories and perceptions of individuals who have lived through a particular experience, my research will aim to capture the essence of their experiences. This study explored the lived experiences of early childhood teachers regarding parental collaboration, focusing on three key themes: overcoming communication barriers, creating a shared vision for the child, and building trust through respect. The research highlighted the challenges teachers face in establishing effective communication with parents, particularly in overcoming cultural and language differences. It also emphasized the importance of aligning goals and expectations for children's development, fostering a shared vision between educators and parents. Furthermore, the study revealed how mutual respect and trust play a crucial role in building strong, cooperative relationships between teachers and parents, ultimately benefiting the child's growth and learning.

KEYWORDS- Parental, Collaboration, Lived, Experiences, Early Childhood

INTRODUCTION

One way to invest in children and at the same time have the support of all members of the society is through parent involvement. There is no definite description of parental involvement. However, in different studies, parent involvement is defined as one of the essential and least lucrative means of improving quality education.

A strong home-school relationship is important not only for children's outcomes during the early childhood years, but its benefits last for a lifetime. According to Sapungan and Sapungan (2024), parents' commitment to their children's learning process gives plenty of opportunities for children to become successful and that parent involvement can assist children for them to take significant roles in society in the future. Thus, if parents and families are actively involved in teaching children, the school can easily make changes and improvements for the learners.

Parents as one of the stakeholders in school should be recognized more and should be given immense considerations in the educational life of their children (Sapungan & Sapungan, 2024). Parental involvement programs should consider parents because of their knowledge and experiences which is very helpful for children and it affects the decisions they make regarding their children's education. Parents can use their talents and share their insights for children's benefit through parental involvement (Kim, 2019). Although parents play a significant role in their children's lives, their importance is not much recognized (Chindanya, 2021). Parental involvement in school is mostly about parents attending meetings, participating in school programs, and other activities requested by the school. With this, parents seem to just follow orders from the school rather than being partners in their children's education (Eva, et al, 2022). Parents' role according to schools' curriculum is to join in extracurricular activities of the school, assist in their children's development, and participate in school administrative decisions (Capse, et al, 2019; Brown & Becket, 2019; Epstien, et al, 2023).

In Korea, teachers are believed to have more respected social and cultural authority than parents (Ng & Yuen, 2019). There are different definitions of parental involvement that evolve from the different perceptions of teachers who are considered to be the most influential person in the school system (Mathekga, 2018). The teacher's role is more on a professional level while parents' role is on assisting and supporting their children (Eva et al., 2022).

According to Datar and Mason (2018) in Malaysia teachers must recognize patterns of meaningful learning processes to inspire parents to participate and volunteer in the school. They must understand the capacity of parents on how they can help in their children's schooling (Davis, 2019; Dessoff, 2019; Harris & Goodall, 2018). According to Taub (2018), educators are fundamental partners that should be engaged in policymaking. However, Philippine public-school teachers are burdened with a lot of work-related activities that hinder them to put effort into parental



involvement (Gonzales, et al, 2018). As such, teachers should be provided with conferences and trainings on parental involvement (Ferguson, 2024; Swick, 2019; Spera, 2019). Based on the study of Hoover-Dempsey, et al (2021), teachers need to be empowered because family-centered practices are professional support that helps families to be empowered.

In China, school is a social field where teachers, students, and parents interact and follow a set of rules and regulations (Tam & Chan, 2019). It is a significant factor in parental involvement because it vitally affects how parents engage themselves in the education of their children (Chindanya, 2021). It serves two primary purposes: improve partnership with families to encourage children's development; and stimulate children to learn (Lawson, 2023; Knopf & Swick, 2020).

Schools may establish projects other than programs initiated by the government (Long, 2020) wherein programs in school are governed by the aims of the nation's law and national curriculum (Green, et al, 2020; Hill & Tyson, 2019). It prepares children for future work and engages families and communities based on the capacities they have. Schools should reinforce community linkages for the benefit of their students and their families thus, making the school as the strongest predictor of parental involvement (Henderson, 2020).

However, school administrators in the Philippines should provide activities where parents can be involved (Fishel & Ramirez, 2020) and be responsible for the development of activities for the improvement of the school (Department of Education, 2020). It is also the school administrators' role to be responsible for communicating important decisions in school to teachers, students, school staffs, and parents (Bartel, 2020; Bakker, et al, 2019). According to Aldana, et al, (2021), principals' roles are to find new ways on improving parental involvement and developing two-way communication in school. If school administrators have meaningful regular communication with stakeholders, they become more capacitated in solving problems of schools (Borba, 2019). Therefore, leadership is the key to making a harmonious partnership in schools which includes providing opportunities for everyone to be a leader, prioritizing engagement on the school's vision and mission, and appreciating respectful communication among stakeholders (Caplan, 2020).

LITERATURE REVIEW

Teachers are believed to have more respected social and cultural authority than parents (Ng & Yuen, 2019). There are different definitions of parental involvement that evolve from the different perceptions of teachers who are considered to be the most influential person in the school system (Mathekgga, 2018). The teacher's role is more on a professional level while parents' role is on assisting and supporting their children (Eva et al., 2022).

In the same way, the school is a social field where teachers, students, and parents interact and follow a set of rules and regulations (Almonte-Acosta, 2019). It is a significant factor in parental involvement because it vitally affects how parents engage themselves in the education of their children (Chindanya, 2021). It serves two primary purposes: improve partnership with families to encourage children's development; and stimulate children to learn (Kristoffersson, Gu & Zhang, 2023).

There are movements made in the country that advocate parental involvement. The Philippine Education for All came up with an acceleration plan which recommends the expansion of ECCD programs in every barangay to utilize organizations such as local Parent-Teacher Association (PTA) and community members, accentuate the significance of basic education, and highlight the importance of Early Childhood Education (Huntsinger & Jose, 2019). It also recommends strengthening schools through empowering communities, promoting collective school and parent/community governance, and giving sufficient resources and budget.

The positive relationship between parents and schools produces progressive effects on children, families, schools, communities, and nation. However, even if there are attempts to increase parental involvement, there is a gap in stakeholders' understanding of parental involvement. Thus, the present study intended to explore the domains that can contribute to the development of a contextualized parental involvement framework (Holloway, et al, 2018).

Parental involvement can be a significant factor in improving the academic success of students. Various research studies from Tan and Goldberg (2018), Epstein and Sanders (2019), and Shatkin and Gersberg (2019), have provided insight that when parents are visible in the schools, involved in the decision-making process, interact with teachers, and help with homework, the value of education transfers from the parent to the child.

The overall result is academic success for the child. When parents have positive experiences with teachers, they become empowered and develop relationships that improve parental involvement and increase student achievement (Long, 2020). In addition, Reilly (2018) cited that the significant reason parental involvement increases student achievement is that parent's model positive views of school participation. The time that parents spend with their children in helping with homework and participating at school enhances student performance. Students assume personal responsibility for their education when their parents are involved (Willems & Holbein, 2020).

Parents are their children's first teachers; the home influences learning and behavior as the school. Parents can be helpful not only as teachers at home but also as supporters at school (Hill & Taylor, 2020). For example, parents show their support and involvement by attending parent and teacher conferences, having regular contact with the



teacher, asking their child about school, asking to see their child's work, and so on (Padgett, 2019). This parental involvement can have a significant outcome on student achievement (Hill & Tyson, 2019).

There is a noticeable need for parental involvement throughout the developmental years during the educational experiences of children. Societies in general and academic researchers, in particular, have been interested in the positive consequences that parental involvement may have on student achievement (Dessoff, 2019). According to the literature review detailed in section 2, parental involvement enhances children's learning experiences and increases academic achievement (Epstein & Sanders, 2019; Fishel & Ramirez, 2020).

Some form of parent and teacher collaboration for school-age children has been present throughout the three educational processes. However, the need to improve parental involvement and increase student achievement is more significant than ever because standardized test scores have decreased (Bancroft, 2010). Additionally, education budgets are cut (Bartel, 2010), and teachers face larger class sizes (Walsh, 2020).

To help teachers and schools combat the issues they are facing, the government implemented the No Child Left Behind Act (NCLB, 2002). NCLB and other recent legislative reform movements in education have caused the relationship between parents and the school (Reilly, 2018). Specifically, NCLB reflected a viewpoint on involving parents in their children's education as it outlined requirements for schools, districts, and states to create partnerships between the school and the parents.

According to NCLB, schools are about to provide opportunities for parental involvement, including parent and teacher conferences, helping parents work with their children, and offering parents opportunities in the planning and design of school programs. As a result, parental involvement can significantly impact the academic achievement of children, which encompasses the home, the school, and the community. Since its passage in 2002, educators have observed the rise and subsequent decline of parental involvement in education (Harris & Goodall, 2018).

Therefore, Elementary School, which was the focus of the current study, have been working with parents to set new expectations and build relationships that could improve parental involvement programs and increase student achievement. Harris & Goodall (2018) posited that involvement of parents in the education of their kids is very important most especially during home distance learning because learning will be served at home. The role of parents is very crucial because they will be an eye to guide learners in doing good.

Research Questions

Parents as one of the stakeholders in school should be recognized more and should be given immense considerations in the educational life of their children. Their involvement in the education of their children plays a pivotal role in shaping the minds of the young learners. Continuously, this study aims to answer the following research questions:

1. What are the challenges in the involvement of early childhood teachers in collaborating with the parents?
2. How do early childhood teachers cope with those circumstances to better collaborate with the parents?
3. What lessons learned can be drawn to better collaborate with the parents?

METHODOLOGY

Research Design

I used phenomenological research to understand what it was like to experience a specific situation or life event. By describing the stories and perceptions of individuals who had lived through a particular experience, my research aimed to capture the essence of their experiences. I employed a phenomenological approach to investigate the challenges faced by teachers in teaching early childhood. This approach involved in-depth analysis of non-numerical data through interviews and observation notes. To gather this data, I used semi-structured interviews, which blended the flexibility of open-ended questions with a structured agenda to produce focused, qualitative data (Schensul et al., 2019).

In conducting this qualitative study, I "listened to hear the meaning of what the interviewees were telling me" (Rubin & Rubin, 2019). One major benefit of qualitative research was that it allowed me to "get as close as possible to the participants being studied" (Creswell, 2019). The participants for my case study provided firsthand experiences because they were directly involved with parents at the research site.

I purposefully selected twelve certified teachers currently employed in public schools to participate in this study. I conducted a one-time focus group interview with six of these participants, using semi-structured questions. The next step involved individual virtual in-depth interviews with the remaining six participants, also using semi-structured questions to allow them to share their personal perspectives on the issues raised in the research questions. I developed these semi-structured questions and adjusted them based on the responses from both the focus group and the virtual interviews.

Following the interviews, I sent electronic follow-up questions to the participants, focusing on specific solutions to address the issue of parental involvement at the selected elementary schools. This process occurred within a three-week data collection period, with participants expected to respond within two days.



The results from this qualitative case study contributed to understanding what teachers perceived as obstacles affecting parental involvement in public schools in Davao de Sur. I also provided suggestions for improving parental involvement during online classes. This study enhanced participants' awareness of how their views impacted parental involvement. Qualitative research was well-suited for this study because I gathered insights from participants' perspectives (Rubin & Rubin, 2019).

The qualitative research design of interviewing served as a catalyst for participants to share their personal experiences and make connections (Hatch, 2022). I began with a one-time focus group interview to build relationships, helping participants become familiar and comfortable with me and the research process. The study followed a semi-structured interview design (Merriam, 2019), allowing me to obtain specific information from participants based on a list of questions I developed, focusing on parental involvement issues. I combined and analyzed the data from the focus group and individual interviews for this case study.

The interviews provided firsthand insights into participants' perceptions of barriers affecting parental involvement and addressed the research questions (Rubin & Rubin, 2019). Research designs using closed-ended questions, forced choices, or survey Likert scales would not have been as effective in gaining insights into participants' personal experiences or facilitating open exchanges.

I analyzed the interview transcripts to identify relationships within the school community and subculture. By looking for key words, major themes, and behavior and belief indexes, I compiled a list of major and minor categories from the data (Janesick, 2004). I used open, axial, and selective coding to organize and interpret the data (Hatch, 2022).

Research Participants

The study involved twelve certified teachers who had experience teaching early childhood education in selected public elementary schools in Davao del Sur. The primary criteria for participant selection were that they were currently employed as kindergarten teachers and had direct experience working with both parents and students. As Creswell (2018) suggested, I purposefully selected twelve teachers to provide a rich variety of perspectives. There were no income requirements for participation, and teachers were informed that participation was voluntary, with their identities and responses kept confidential.

The study employed in-depth and focus group interviews and virtual in-depth interviews, without a pilot study. I had direct access to the collected data and analyzed responses from focus group discussions, virtual interviews, and follow-up interviews with the participants. The study focused solely on certified teachers, excluding support, auxiliary, or administrative staff. As Creswell (2019) highlighted, focus groups provided a valuable opportunity for interviewees to share detailed insights in response to questions. The virtual face-to-face format allowed participants to speak freely and honestly, with follow-up emails used to clarify or expand on responses.

The twelve selected teachers were appropriate for this study because they possessed firsthand knowledge of parental involvement challenges, and their experiences provided valuable insights into perceived barriers and potential solutions for improving collaboration. The participants were selected from staff rosters of elementary units in selected public and private schools in Davao del Sur, with their permission obtained to participate and be audio-recorded during interviews. The semi-structured questions, developed by me, focused on issues of parental involvement in these schools.

Research Instrument

I conducted semi-structured interviews for data gathering, which typically lasted between 30 and 60 minutes and were held either in person or via a video call. Ideally, I observed the participants' verbal and non-verbal cues in real-time, allowing me to adjust my approach as needed. My goal was to maintain a conversational flow that encouraged participants to speak openly while still focusing on the primary research topics.

After completing the interviews, I analyzed the data in detail to draw meaningful conclusions. This involved sorting the data into categories and identifying patterns and trends. The semi-structured interview approach provided an effective framework for obtaining open-ended data and insights.

Semi-structured interviews blended the flexibility of unstructured, open-ended interviews with the structure of an agenda to produce focused, qualitative data (Schensul et al., 2019). For this study, I used semi-structured interviews to explore how grade 6 teachers in selected public schools improved the quality of teaching in oral communication. I described their experiences, strategies, and outcomes when observing classes in oral recitation at selected public elementary schools in Davao del Sur.

To ensure consistency in the information collected, I used an interview guide. This guide included open-ended questions and topics to structure the interview, but I also explored, probed, and asked additional questions as needed to clarify and expand on specific topics. The interview guide helped make the interviewing process systematic and comprehensive by defining the issues to be explored in advance (Patton, 2005). The open-ended questions were framed to allow participants to express their views and perspectives in their own words, while also enabling them to direct the conversation as they saw fit (Patton, 1990, as cited in Soriano, 2019).



Since qualitative research involved studying subjects in their natural settings, I conducted all interviews face-to-face using Google Meet at times convenient for the participants. I tape-recorded all interview sessions for transcription purposes. If necessary, I used follow-up interviews after transcription to clarify meanings or explore topics in greater depth.

Data Analysis

In conducting qualitative study, I ensured that data collection and data analysis occurred simultaneously throughout the research process (Creswell, 2018; Merriam, 2019; Rubin & Rubin, 2019). The procedures for analyzing data included organizing, editing, interpreting, and presenting it. I employed strategies such as open coding, axial coding, and selective coding in this process. Open coding involved assigning codes to segments of data; axial coding focused on grouping these open codes; and selective coding was used to develop a core category.

I transcribed interviews immediately and provided participants with transcript reviews for member-checking to ensure the accuracy and validity of the data interpretation. Once participants reviewed and confirmed the transcripts as accurate, I used open coding, axial coding, and selective coding to identify and classify themes and patterns. This process helped me quickly identify themes or concepts within the transcript reviews, insert definitions as needed, and label and code data units according to the identified themes or concepts. I then recorded the findings to address the research questions. Each transcript was coded individually and compared with others. I presented the data in a qualitative narrative, using the participants' own wording, allowing readers to interpret their responses. The final data summary was reported in a qualitative narrative detailing each participant's responses.

The final step in my data analysis involved using a methodological triangulation approach. This approach involved analyzing multiple data sources, including focus group interviews, face-to-face interviews, follow-up interviews, and unobtrusive data, to combine insights from various participants and settings to address the research questions. I examined evidence from these sources to identify themes, patterns, or relationships.

Photographs were used as evidence to substantiate family attendance at Family Nights and visually depicted families interacting with activities and staff. As noted by Merriam (2019), "Photos alone can tell the story of what the photographer thought was important to capture, what cultural values might be conveyed by the particular photos, and so on." Participants took the photographs, which were then analyzed by me or used in the photo elicitation method to provide spoken data.

I analyzed photographs, sign-in sheets, brochures, and bulletin boards as spoken data. By triangulating data from focus group interviews, individual virtual interviews, follow-up interviews, and unobtrusive data, I aimed to "build a coherent justification for themes." Implementing thick, rich descriptions allowed me to "transport the readers to the setting and give the discussion an element of shared experiences."

RESULTS AND DISCUSSION

This chapter explored the broader implications of the findings presented in this thesis and outlined potential directions for future research and practice in the realm of parental collaboration in early childhood education. Based on the lived experiences of early childhood educators, the chapter discussed how these insights could inform and enhance strategies for fostering stronger partnerships between teachers and parents. It highlighted the importance of ongoing professional development, policy changes, and the creation of supportive frameworks that encouraged effective communication and collaboration.

Additionally, the chapter offered recommendations for future studies, emphasizing the need to explore diverse cultural contexts, examine the evolving role of technology in parent-teacher interactions, and investigate long-term outcomes of parental involvement in early childhood education. Through these discussions, the chapter aimed to inspire continued growth and improvement in practices that prioritized collaborative efforts for the benefit of young children's development.

Implications

The findings of this study highlight the critical importance of effective parental collaboration in early childhood education. Drawing on Colberg and Vinik's collaboration theory and Vygotsky's constructivism theory, the study offers valuable insights into how early childhood educators experience and engage with parents in their daily practices. The implications of these findings not only inform the way parental collaboration is conceptualized but also emphasize the need for a more intentional, supportive approach in fostering these relationships to support children's developmental outcomes.

Colberg and Vinik's collaboration theory emphasizes that collaboration is a dynamic, reciprocal process involving shared goals, trust, and mutual respect. This study's findings align with this perspective, showing that early childhood teachers who engaged in open, reciprocal relationships with parents felt more empowered in their teaching practices and noticed stronger developmental outcomes in children. Teachers indicated that when parents were actively involved, there was greater consistency between the home and school environments, which helped reinforce learning and behavior. This suggests that collaboration is not merely about exchanging information but about building a genuine partnership that supports both the teacher's and parents' expertise.



A key finding of the study was that effective communication between parents and teachers is essential for successful collaboration. The study highlighted that, while many teachers acknowledged the importance of parent involvement, there were often barriers to establishing consistent communication, such as differing work schedules or cultural misunderstandings. Colberg and Vinik's theory of collaboration emphasizes the importance of continuous, reciprocal communication in achieving effective partnerships. The study suggests that schools and early childhood educators should create more flexible and accessible communication strategies that accommodate the needs of all parents, which would ensure a more inclusive and collaborative environment for children's development.

According to Colberg and Vinik, trust is a foundational component of successful collaboration. In the context of this study, teachers highlighted that trust was a key factor in fostering effective collaboration with parents. When teachers felt trusted by parents, they were more likely to share insights and concerns about children's development, and parents were more open to engaging in educational practices at home. The study also revealed that teachers who practiced empathy and demonstrated respect for parents' unique perspectives were able to build stronger, more supportive relationships. This finding underscores the need for early childhood educators to actively work on establishing trust through respectful, understanding, and consistent interactions with parents.

Vygotsky's constructivism theory stresses the importance of social and cultural contexts in shaping an individual's learning experiences. The study found that teachers' recognition of cultural differences between families had a profound impact on their ability to collaborate with parents. In diverse settings, teachers who demonstrated cultural sensitivity were better equipped to engage with parents, understanding the unique values and practices they brought to the educational process. The implications of this finding suggest that professional development programs for early childhood educators should include training on cultural competence, enabling teachers to engage more effectively with a wide range of families. This would ensure that parental collaboration is inclusive and respects the diverse backgrounds of all children and families involved.

Vygotsky's theory of constructivism posits that learning is a social process and that knowledge is constructed through interactions with others. In the context of early childhood education, this theory implies that teachers, too, can benefit from collaborating with parents. The study showed that teachers who engaged in reflective practices about their interactions with parents not only improved their teaching strategies but also expanded their understanding of child development. This mutual learning process strengthens the teaching practice by allowing teachers to view children's development from the parents' perspectives. Thus, the implication is that parental collaboration can be seen not just as a tool for supporting children's learning, but also as a vital component of professional development for teachers.

The study also revealed that teachers who viewed parents as partners and co-educators tended to foster more effective collaborations. By incorporating parents into the educational process, teachers recognized the valuable knowledge parents possess about their children's behaviors, preferences, and learning styles. According to Vygotsky, learning is best facilitated when the learner's social and cultural background is considered, and parents can offer essential insights to help educators tailor learning experiences. Therefore, empowering parents as active participants in the educational journey encourages them to take ownership of their child's learning and development, reinforcing the idea that learning extends beyond the classroom and into the home.

Finally, the study highlighted the need for schools and early childhood education centers to provide institutional support for teachers in their efforts to collaborate with parents. Both Colberg and Vinik's theory of collaboration and Vygotsky's constructivism theory emphasize the importance of providing an environment that supports ongoing interaction and knowledge sharing. Teachers in the study expressed that when they had institutional backing, such as time allocated for parent-teacher meetings or access to resources that facilitated communication, their ability to foster collaboration was significantly enhanced.

These implications derived from the study demonstrate that parental collaboration is an essential component of early childhood education, and its effectiveness is deeply influenced by the principles outlined in both Colberg and Vinik's collaboration theory and Vygotsky's constructivism theory. By focusing on building reciprocal relationships, enhancing communication, fostering trust, embracing cultural sensitivity, and providing institutional support, early childhood educators can cultivate stronger, more productive partnerships with parents, ultimately benefiting children's developmental outcomes.

Future Directions

Building on the findings of this study, future research could further explore the dynamic nature of parental collaboration in early childhood education, particularly focusing on the evolving challenges and opportunities that arise in different educational contexts. While this study provided rich insights into teachers' lived experiences, there remains a need for longitudinal studies that track the long-term impact of sustained parental involvement on children's educational outcomes. Future research could investigate whether early parental engagement leads to improved academic and socio-emotional development as children progress through their educational journey, thus offering a deeper understanding of the long-term benefits of collaboration between parents and educators.



Another promising direction for future research is the exploration of cultural diversity in parental collaboration. This study revealed that teachers who were culturally sensitive in their interactions with parents were more successful in fostering meaningful collaboration. Future studies could examine how cultural differences in parenting styles and educational expectations affect the collaboration process. Research could also focus on specific cultural or ethnic groups to understand how to best support diverse families in the early childhood education context. By exploring these dimensions, researchers could develop more tailored strategies for enhancing parental involvement that respect and integrate cultural differences.

Additionally, the role of technology in facilitating parent-teacher collaboration offers a significant area for future exploration. As digital tools and communication platforms continue to evolve, it is essential to investigate how these technologies can enhance or hinder the parent-teacher relationship. Studies could examine the effectiveness of online platforms for communication, such as digital parent-teacher conferences, messaging apps, and shared learning management systems. Researchers could also explore how technology can be used to bridge the gap for parents who face logistical challenges in meeting in person or those who may feel less confident in traditional face-to-face interactions.

Another important future direction is the impact of institutional policies on the success of parental collaboration. This study highlighted the need for schools to provide institutional support for teachers in their efforts to engage parents. Further research could explore how school policies, administrative support, and professional development opportunities influence the degree and quality of parental involvement. Longitudinal studies could track the impact of specific institutional practices, such as parent education programs, community-building activities, or flexible communication strategies, on fostering effective collaboration between teachers and parents.

Finally, future research could examine the experiences of parents themselves in the context of collaboration with early childhood educators. While this study centered on teachers' perspectives, gaining insights from parents would offer a more holistic understanding of the collaborative process. Interviews or surveys conducted with parents could reveal their perceptions of how well schools and teachers engage them, as well as the barriers they face in participating in their children's education. This could provide valuable information for improving practices and ensuring that both parents and educators work as true partners in the developmental journey of young children.

Future research in this area should continue to explore the complex dynamics of parental collaboration, focusing on diverse cultural contexts, the role of technology, institutional support, and the parent's perspective. These efforts will contribute to the development of more effective, inclusive strategies for fostering strong, supportive partnerships between parents and educators in early childhood settings.

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