



AN IN-DEPTH EXPLORATION OF PARENTS, TEACHERS AND STAKEHOLDERS' COLLABORATION EXPERIENCES TOWARDS LEARNERS' ACADEMIC SUCCESS: A MULTIPLE CASE STUDY

Earl A. Susbilla¹,

Cornelio R. Rollo²ⁱ

¹Teacher II,

Ellaw Integrated School,

Sitio Ellaw Barangay Laconon,

Tboli, South Cotabato,

Philippines

²Graduate School Faculty,

Ramon Magsaysay Memorial Colleges,

Pioneer Avenue,

Philippines

Abstract:

This study explored the collaborative experiences of parents, teachers, and stakeholders in promoting learners' academic success in the Tboli West District, Division of South Cotabato. The purpose was to understand how these groups collaborated, coped with challenges, and supported learners' academic success. Twelve informants, teachers, parents, and stakeholders from schools in Barangay Laconon, were interviewed in-depth and participated in group discussions. Data collection and analysis followed an adapted multiple-case study design based on emerging themes. The importance of teamwork has fostered good relationships through collaboration, support, the role of responsibilities, and personal experiences by reflection on how to contribute to the quality assurance of successful learners in the character of collaborative achievements, holistic support for education, intentional engagement, and diverse perspectives of education to develop a perspective of foundation for educational engagement. It bridged the gaps on how academic collaboration among parents, teachers, and stakeholders improves educational outcomes. To develop skills, enhance professional growth, and foster inclusive practices that support diverse paths to addressing student needs. The findings stressed the importance of collaboration and relational support in overcoming challenges and improving educational outcomes in diverse communities.

Keywords: educational management, academic success, parental involvement, teacher-parent collaboration, stakeholders, multiple case study, Philippines

ⁱ Correspondence: email eithanshwn128@gmail.com, earl.susbilla@deped.gov.ph, rollormmc@gmail.com

1. Introduction

"It takes a village to raise a child."

African Proverbs echoes the truth that a child's educational growth is not the responsibility of one person but of many.

Globally, organizations like UNESCO emphasize the need for multi-sectoral partnerships in sustainable development organizations in education. They enhance quality education within families and communities, empowering educators to support a resilient learning environment that creates resilience in the face of challenges. Despite international and national efforts, meaningful collaboration among parents, teachers, and stakeholders remains inconsistent, fragmented, and poorly understood in its practical application. Global discourse provides the foundation, but local action brings it to life (Jeynes, 2019; Park *et al.*, 2023; Ramos *et al.*, 2019; Kumar, 2024).

In the Philippines, program implementations such as Brigada Eskwela and the School-Based Management (SBM) framework underscore shared responsibility within the Department of Education, encouraging unity with parents and community stakeholders to support the holistic development of learners. Implementation with gaps persists in studies that show parental involvement is often not encouraged. Teachers burdened with administrative and academic tasks struggle to maintain active two-way communication with families. This gap between policy and practice raises critical questions about how collaboration is genuinely experienced (Briones, 2020; Cook *et al.*, 2018; Wehn *et al.*, 2020).

Despite the growing body of literature on educational collaboration, few studies holistically examine the intersecting experiences of parents, teachers, and stakeholders within a localized and contextualized setting. A multiple-case study examines and compares experiences in investigating subjective and objective dynamics across multiple cases in real situations. This study aimed to address the challenges in striving to create the framework of the transformative power of collaboration. By drawing on lived experiences, the findings would inform educators, school leaders, and policymakers on how to build more inclusive, sustained, and impactful partnerships, making this study both timely and necessary (Barela, 2022; Cavallone *et al.*, 2022; Li & Qiu, 2018).

2. Literature Review

2.1 Parents, Parents, Teachers, and Stakeholders' Collaboration Experiences Towards Learners' Academic Success

2.1.1 Academic Collaboration

Collaboration is required for inclusive education to succeed and reflect the best evidence-based practices. Together with other service providers, general and special education teachers must collaborate to share goals, plans, and physical spaces, ensuring that all students, including those with disabilities, can learn in inclusive settings. Teachers and

parents must collaborate in partnerships built on trust to provide inclusive education (Solone *et al.*, 2020).

2.1.2 Parental Involvement

Positive outcomes were closely related to concrete, structural factors like home-based involvement and behavioral support, interpersonal, relational processes such as communication, collaboration, and the parent-teacher relationship. Even after controlling for previous performance and behavior, children with good parent-teacher cooperation had better academic and social skills and fewer disruptive behaviors. If teachers and parents hold opposing views on a child's abilities, it may be because one teacher or parent praises the child's cooperation while the other does not (Cook *et al.*, 2018; Sheridan *et al.*, 2019).

2.1.3 The Success of Every Learner

Student success in higher education requires the development of a positive learner identity, a complex and long-term process of change. Examining how students' identities evolve as they transition from high school to college is imperative, particularly for those from disadvantaged backgrounds who may need more cultural capital to transition smoothly from high school to college. Learners in higher education often identify with concepts such as engagement and belonging in academic and social contexts (MacFarlane, 2018a).

2.2 Similarities Among Cases in Terms of Experiences, Coping, and Insights About Perspectives in Education Collaboration

2.2.1 Education Partnerships: Diverse Paths

The study organized how collaborative partnerships, leadership practices, and other strategies affected literacy outcomes. Good reading and writing skills can be developed in supportive environments, which remains a hallmark of effective instructional leadership. In this respect, parents carry out partnerships in the community aimed at creating a means to foster literacy growth. A holistic literacy framework should have comprehensive shared accountability. Leadership through teamwork, evidence-based teaching, community engagement to address socioeconomic diversity in objective barriers, and professional development were essential in achieving successful literacy outcomes (Mansueto *et al.*, 2024).

2.3 Differences Among Cases in Terms of Experiences, Coping, and Insights About Perspectives in Education Collaboration

2.3.1 Parental and Teacher Support Differences

Social inequalities, in terms of resource disparities and economic conditions, heavily impact parental support in students' education. Teachers, especially at the elementary level, provide structured support to face difficulties adapting curricula in the contextualized presence of remote families or shifting parental attitudes. These issues

consumed time in parental involvement with younger students and vary significantly between social backgrounds. As a result, teachers should adjust their support to suit the needs of students and the level of family participation (Dietrich *et al.*, 2021; Leech *et al.*, 2022).

3. Methodology

Under the umbrella plan, this paper outlines all the significant points focusing on a subject, including variables, ways of collecting data, and controlling variations. The two converging and diverging methods, knowing which one has applicable use, depend on how the research is supposed to take place and are settled on the multiple case study approach, appropriate for analyzing complex phenomena within varied contexts. Through careful planning of the design of the research, the intention was to improve and strengthen the validity and credibility of the results against scientific standards set by the studies (Abutabenjeh & Jaradat, 2018; Alpi & Evans, 2019; Dannels, 2018; Mora *et al.*, 2019).

Therefore, employing a multiple case study design allowed for a comprehensive exploration of complex phenomena across varied contexts, enhancing the depth and applicability of research findings. To utilize an approach to examine faculty and student experiences with research-based curricula. Revealing commonalities and unique challenges enriched the overall understanding of educational practices. It investigated resilient leadership in integrated schools. Demonstrating how multiple case studies could uncover nuanced insights into leadership strategies and their impact on school performance. The study emphasized the value of multiple case study designs in capturing the complexity of real-world situations, facilitating cross-case comparisons, and contributing to the development of intervention plans for more robust response on theories and practical applications (Pangandoyon *et al.*, 2024; Zou *et al.*, 2024)

3.1 Case 1 – Master Deo

Master Deo not his real name, is a Grade 5 teacher and Coordinator for Philippine Disaster Risk Reduction and Management (DRRM) in a local school. He has received specialized government training to effectively respond to varied calamities by ensuring the safety of children, his peers, and the community. His dedication to education, ignited by his experience as an IP teacher, enables him to address problems and the needs of his students

3.1.1 Collaboration and Support

It is one of Master Deo's experiences (SDE_IDI#1 or T.E_FGD#1) during his participation in describing their collaborative efforts towards learners' academic success among parents and stakeholders who support learners' academic success. Further, he shared how to relate his work. He also explained why he collaborates with and supports learners' academic success. He said:

"To be a teacher maging sa success sa mga bata kailangan pod nimo ideal ang mga parents because they are direct family. Kita secondary daw ang teachers must act academically. My experience is kailangan para ila nga background at least academically is mag process siya. Kailangan nimo ma kuha pinag isa/partnership sa parents.. Oh... family background para maka balo kung asa ko masulod. Ano ang e tudlo ko sa ila? Ano ang method ko na gamiton? Approaches ang strategies para maka focus man sa iyahang learning process." (SDE_IDI#1_9-22)

(As teachers, we are the light that illuminates children's success, which depends on the ideal families where they belong. Teachers' experiences can help us understand the differences between children, especially in their academic experiences. We can meet the children's parents and review their family background to determine the most effective strategies and approaches to help them focus on the learning process.)

Interrelationships were crucial for ensuring our learners' academic achievement, as supported by teachers, parents, and stakeholders. Literature supports teacher-parent relationships, school-family partnerships, and contextualized teaching in guaranteeing positive learning achievements. Our research emphasized teacher collaboration, stakeholder support, and personal learning strategies that contributed to the teacher-parent conversation and were instrumental in securing our academic success. Clarifies through effective school-family partnerships that enhance students' commitment and performance. Could investigate the impact of school-family alliances on teacher-parent interaction and conclude that teachers' strong ties with parents improve students' academic involvement. Head teacher-parent communication for inclusive education is suggested to improve communication between teachers and families, thereby assisting learners in various contexts (By & Mwirichia, 2021; Tonbak & Apaydin, 2019).

3.1.2 Role and Responsibilities

I asked Master Deo (SDE_IDI#1 or T.E._FGD#1), and he reflected on the language disparity as a vital hindrance in elaborating and expanding knowledge to satisfy content satisfaction and selecting effective methods in the learning process. To overcome the role and responsibilities, he had adapted and learned from them.

"Try to pag patudlo sa mga bata of right term, isa gihapon na siya ka mechanism, daw may interaction bala para sa ilaha. Kay ibig sabihin kung gina istorya nimo ang dialect may interaction kamo nga na hitabo in which is maka hatag sa ila sang comfort na welcome sila sa imo kay gapatudlo pod ka in which maka hatag motivation sa mga bata. Na open si sir maka pangutana ka sa ilaha... So didto mag sugod ang interaction mean didto mag simula ang academic nga pwedi mutaas ang ila nga self-esteem. Then sa culture through PTA, what is the role of bata, Ano ang mga patakaran, Ano ang mga republic act nga naga protekta sa ilaha ..." (SDE_IDI#1_94-104)

(Try to ask for help using the correct term (Tboli dialect); it is a mechanism that allows interaction with them. It means that if using their dialect, they can have an interaction that can give comfort, showing that they are welcome because they want to learn from them. It can give motivation to children that their teacher is open to learning. So, the interaction will start, and the academic self-esteem will increase. Then, in the culture, through the PTA, they will learn about the role of children, the rules, and the laws that protect them.)

Teachers play a crucial role in overcoming language barriers, addressing cultural diversity, and facilitating effective strategies to transmit knowledge. Our language and cultural differences could subvert students' involvement and performance. We are teachers working in multicultural classrooms, parent-teacher associations, and child welfare policies, as well as examining the impacts of local dialects on learning. Our differences in language posed significant challenges to education, particularly for instructors teaching students from diverse linguistic backgrounds. Discussed how Arabic language students in Algeria found English challenging because of variations in morphology, phonology, and syntax. It corresponds to Master Deo's insight that teaching becomes difficult when students' dialects are unknown. It discusses how such Lao University students experienced cultural and linguistic diversity constraints in the learning procedure in Vietnam, emphasizing the demand for language adjustment measures (Quanjin *et al.*, 2024; Yahia, 2024).

3.1.3 Personal Experiences and Reflections

Master Deo (SDE_IDI#1) also shared his experiences in DepEd during deployments in far-flung areas, such as integrating within the community to overcome cultural disparities. Moreover, sometimes, he wanted to be a facilitator and a model to bridge the gap and utilize it in motivating others to become successful learners someday.

"With my experience sa ano with 7 years in teaching not only a teacher but also collaborator as well as mentor sa mga bata na aton gina tudluan. Siguro experience ko is maging open din sa ila ipakita nimo ang imo kaugalingon as a model. Ahh... since I am also belong specially here sa tanan nako nga gitudluan na nga school is almost IP communities. Even though am not belonged to this tribe pero ang kasing kasing nako is belong sa I.P. ..." (SDE_IDI#1_26-31)

(With my 7 years of teaching experience, I am a teacher, collaborator, and mentor to the children I have taught. My experience was to be open to them as a model since I belong here. All schools that I have assigned are IP communities. Even though I do not belong to this tribe, my heart belongs to IP.)

Teachers deployed in remote areas faced challenges related to language barriers, cultural disparities, and diverse student needs. The study on the growth of continuing

professionalization was a significant objective for rural educators, and we found that inadequate training and infrastructure hinder effective teaching in remote communities. Aligned with Master Deo's reflections on overcoming cultural gaps and adapting to new environments. We examined the limitations of single-grade teacher education in preparing educators for multi-grade classrooms in rural settings. It highlights the need for teacher training to innovate intervention programs to equip educators with culturally responsive teaching methods. The theme is also emphasized by those who have explored the integration of technology in rural mathematics education (Andrade *et al.*, 2023; Mpahla & Makena, 2022; Simuja & Shikesho, 2024).

Table 2: Collaborative Experiences Toward Learners' Academic Success

Clustered Themes	Emergent Themes
Parents are also ideal because they are a direct family. Partnership with your parents. Family background to know where I can enter.	Collaboration and Support
We need to learn even what the father and mother have. To teach it to the children. Please give them the comfort that they are welcome to you.	Role and Responsibilities
My experience in teaching is teaching as a collaborator as well. Mentor to children. Be open to them when you show yourself as a model.	Personal Experiences and Reflections

3.2 Case 2 – Mah Jim

Mah Jim, an internal stakeholder who played the role under this pseudonym for anonymity, is actively involved and well-coordinated with the PTA officials of Ellaw Integrated School. Mah Jim exhibits leadership by identifying ways to enhance community involvement and initiating legal processes to improve service provision in schools and the broader community.

3.2.1 Collaboration and Support

Teamwork was essential in overcoming challenges and ensuring academic transformational success for the learners. They provide vital support to teachers and the institution. They partner with teachers and parents to improve the school environment and ensure that children's education cannot be interrupted.

“Kay kung ang stakeholders naga panguna in terms sa problema sa school. Ah... madali pag solve sa mga problema kay importante ang isa ka stakeholder ah... supportahan gid ang teachers kag ang school.” (MJE_IDI#2_209-212)

(Because if the stakeholders lead in terms of the problems in the school, it is easy to solve problems when the stakeholders are important. Ah, that supports the teachers and the school.)

Cooperation between our parents, teachers, and stakeholders is vital in achieving educational goals to ensure the quality of students' academic achievement. Our collaborative school-community partnership helps create an environment that supports learning, improves resource utilization, boosts student participation and teamwork, fosters stakeholder engagement, and promotes approaches to school-community cooperation. Stakeholders, parents, school administrators, and community leaders are essential in creating a healthy in-classroom environment in developing a framework to build sustainable plans in school-community partnerships, emphasizing that successful collaboration between schools and stakeholders enhances students' academic performance. Furthermore, rural school-community partnerships, social capital, leadership, and a shared vision are the primary factors contributing to successful collaboration (Ngoben, 2024; Zuckerman, 2023).

3.2.3 Role and Responsibilities

I asked Mah Jim (MJE_IDI#2 or S.E._FGD#2) for variation, and he reflected on the disparity of language as a vital hindrance in elaborating and expanding knowledge to satisfy content satisfaction and selecting effective methods in the learning process. To overcome the role and responsibilities, he must adapt and learn from them. Further, Mah Jim shared:

"Bilang Stakeholder ang dako nga problema sa parents kag studyante ang ginatawag nga early marriage. Amo na ang dako nga nakita ko . Sayang man tong mga bata nga naka honor tapos gipa asawa sila sang temprano kay maka guba sa future sang mga kabataan."
(MJE_IDI#2_258-261)

(As stakeholders, the biggest problem for parents and pupils is the phenomenon of early marriage. It is a pity for those children who receive honors after being married early, as it can ruin their future.)

Stakeholder engagement in our education provided resources and addressed sociocultural issues, such as language divergence and early marriages, which could impact students' educational success. Lao students in Vietnamese universities investigated challenges adapting to the language and culturally sensitive teaching practices. We emphasize the importance of utilizing students' native languages to promote their native language and enhance learning experiences, which aligns with Mah Jim's observations about language being challenging to comprehend. Our multilingual classrooms encountered language barriers. Angola experienced communication problems when instructed by foreign teachers who were unaware of their native language. We emphasize the need for linguistic adaptation in education (Da Costa, 2021; Quanjin *et al.*, 2024).

3.2.4 Personal Experiences and Reflections

Mah Jim (MJE_IDI#2) or (S.E_FGD#2) also shared his experiences as a father and a provider for his family's school needs. He finds ways to pursue his children's dreams as a leader in the community.

“Bilang parents’ ah tanan mabudlayan nga sitwasyon maagyan mana para sa imo kabataan. Ang kabudlay lang nga na agyan ko nang kulang sa financial support halos hindi mo gid mahatag sa imu kabataan sa tungod sa kapigado. Bilang tatay himuon mo na lang ang tanan para lang maka padayon ang imong bata sapag eskwela.” (MJE_IDI#2_231-235)

(As parents, we can overcome all difficult situations for our children. The most difficult struggle I encounter is the lack of financial support, because of poverty, we can hardly meet the needs of children. As a father, I will do everything to ensure my children can continue attending school.)

Parental engagement was a key factor in a child's educational path, especially in low-income and rural areas, economic challenges in education, parents' role in academic success, and the general social issues influencing student learning. Our economic uncertainty was one of the most significant barriers to a child's education. Exploring the financial hardship our parents face may affect students and how to overcome financial constraints that contribute significantly to higher dropout rates. Research revealed that children with parents attending school face significant difficulties managing economic burdens and study duties, thereby straining the economic stress on education. A Davao City, Philippines, study on teachers' financial literacy determined that economic stress negatively impacts their performance. Emphasizes the broader significance of financial struggles to students and teachers, supporting Mah Jim's musings on struggling to support his children's education (Lopez *et al.*, 2024; Niznik *et al.*, 2022).

Table 3: Collaborative Relationships Supporting Learners' Academic Success

Clustered Themes	Emergent Themes
Stakeholders are the main in terms of the problem in the school. Support the teachers and the school. The partner of our teachers and parents to improve the well-being of the school.	Collaboration and Support
The biggest problem for student parents is the so-called early marriage. Pity for those children who got honors after they were married early. It can ruin the future of your children.	Role and Responsibilities
As parents, we face difficult situations, including financial struggles due to poverty. I'm committed to doing everything to ensure my child's education. We prioritize our children's needs.	Personal Experiences and Reflections

3.3 Case 3 – Yeh Lita

Yeh Lita Yeh Lita (not her real name) is a mother of four children, including two honor students, at Ellaw Integrated School. She is a single parent, a local farm worker in Sitio Ellaw, and a strong woman. These were her inspirational responses during our In-depth interview and focus group discussion.

3.3.1 Collaboration and Support

She commented that she was determined to stand by the teachers and support them so her child gets what he needs to stay motivated and succeed in school, while also working to provide for other students who may not have as much.

“Mmm.. Nuyo maka tumong mestulo yoh mukom kam nga anyu yagal gal lagam na la gana manage. Trabaho mag inadlaw kami, support kam nga manage. Kinahanglan ko guno manage.. . (YLE_IDI#3_297-299)

“I would help the teachers in any way I could. I would ask what the children need if they want to go to school. I will work diligently daily to support our children and provide them with what they need in school.”

Cooperation between our teachers, parents, and stakeholders within the society contributes to the literal assurance of students' achievements. The stakeholders' educational contribution provides students with emotional, financial, and social support. The fuel of courage to stay in school despite socioeconomic challenges, parental engagement, collaboration between schools and society, and economic issues surrounding education. Parents' encouragement was among the key factors contributing to students' performance. Research on parental encouragement found that parents from low-income backgrounds value education. Even though resources were not available, established endeavors impacted children's school motivation. Yeh Lita's story consistently valued her child's education through hard work and doing what she could (Donkor, 2023).

3.3.2 Role and Responsibilities

As I sought further clarification from Yeh Lita (YLE_IDI#3 or P.E._FGD#3), she reflected on the disparity of language as a vital hindrance in elaborating and expanding knowledge to satisfy content satisfaction and selecting effective methods in the learning process. To overcome the role and responsibilities, she must adapt and learn from them. Further, Yeh Lita shared.

“Samla gama gumlo kadi. Trabaho padayaon para kam manage undo tumubong. Tumobong hamlo yoh komtidih laan yoh klowelen.” (YLE_IDI#3_334-335)

(Because she thinks that despite the difficulties, she can do it. For the future of her children.)

Language differences and economic challenges were significant problems for our parents, educators, and students in education. Parents and local stakeholders must adapt to overcome these challenges so that children can access quality education, including addressing multilingual education issues, providing parent support, and finding ways to break down socioeconomic educational barriers. Language disparity was a significant barrier to adequate education and learning. Our research on multilingual education among Indigenous Amazonian societies found that differences in language commonly lead to academic difficulties (Gabriela *et al.*, 2024)

Table 4: Collaborative Efforts in Learner Support

Clustered Themes	Emergent Themes
I will help the teachers. I should find a way. My child needs him to go to school.	Collaboration and Support
Despite the difficulties, he can do it for the future of his children.	Role and Responsibilities

3.4 Case 4 – Pastor D

Pastor D. (pseudonym) is a local preacher from Sitio Ellaw in Barangay Laconon. Pastor D was the one who mobilized parents through the Bayanihan program, making parents appreciate education in their community and acquire skills on how to cooperatively involve with teachers and others. He focused on accessibility in education. He has worked to improve routes to school and secured substantial support for educational activities.

3.4.1 Collaboration and Support

He has supported his child in learning by teaching him good values, checking his schoolwork, and even assisting him with his studies. He also provided school supplies and coordinated with teachers regarding the needs of students and schools.

“Yom katobong beh mayu you ka honor. Mku do yom ahhh... Geh una una gena yom ah... geh pray dewata kat ngun,, Manage honor doh ah... Gam mlán kaheyu gel katulo udo.”
(PDE_IDI#4_355-357)

(I help my child receive an award in school and pray to God for wisdom to succeed. Taught him good manners and gave him a guide of advice.)

Further, Pastor D shared,

"Sok gla gefat do beh guno gineheyom klatas lani getulok kuku hiya yom du-o dang . getutulo noh yom dum dang galanem meyom dang tanbahu. Ahhh misyom getulong nukol ani yom mu bilang tinu oh do yom kat ngun yah. Beh part be guno manage ani ahh.. tilub yom Guno yo do nim mnagi niyom yanbahu niyom no moh yoh." (PDE_IDI#4_388-392)

(When I get home, I check his paper to see what he writes in school and help him as much as possible, using what I learned while still in school. I also discuss what I had entrusted him with so he can have a basis and offer advice.)

Parent, teacher, and community collaboration was vital to student academic achievement. Our parental involvement significantly influences student learning, and the school needs to support student motivation and foster strong school-community relationships. Aligned with the parents, they have a significant role in their children's education. Parental involvement has been investigated for its role in increasing students' school performance, highlighting how contact with instructors, active school participation, and homework assistance from home improve students' emotional and educational performance (Omarkhanova *et al.*, 2024).

3.4.2 Role and Responsibilities

Pastor D (PDE_IDI#4 or P.E._FGD#4) was reflecting on his opinion about the disparity of language, which was a vital hindrance in elaborating and expanding knowledge to meet the satisfaction of content and selecting effective methods in the learning process. I worked so hard to provide for my child and never stopped finding ways to fund education.

"Beh ka hanagi ko hu doh ,na kay sidak syom, gel glanem amil hamabal do yom ah mo gasto yo cal. Beh kanegi hilah.. ah.. Yo hum kalanem hamabal do yom ah... kideh gal hinabal in laba kina hanglan yom nuwit. Beh guno Mnagi ah... nahuna ginayam beh. Kamalud gamayam beh ah... tabahu beh tao." (PDE_IDI#4_369-372)

(When I send my children to school, I look for ways to support them financially. Giving them what they need. Moreover, when looking for it, I worked hard with people and went to the forest of fields to harvest "krungon.")

Parents played a significant role in their children's academic achievement, particularly in areas that face economic challenges and language barriers. Balancing economic hardships while educating their child demonstrates resilience and persistence, despite language barriers in education and financial difficulties, and parental support in overcoming these obstacles. Our language barriers were a significant hindrance to student learning participation. Language challenges students to comprehend the meaning they encounter when instructed by foreign instructors. Difficulty learning and connecting with language variation led to comprehension problems and a lack of

engagement, further underscoring the need for language adjustment to our successful teaching-learning (Da Costa, 2021).

Table 5: Collaborative Roles and Support Toward Learners' Academic Success

Clustered Themes	Emergent Themes
I help my child to be honored. I always pray to God for him. Given the wisdom to go to school. I also teach him good manners and advice well.	Collaboration and Support
I am really looking for ways to pay for them. I give him what he needs. I worked hard. I would work for people. I would go to the fields and harvest 'krungon.'	Role and Responsibilities

3.5 Case 5 – Master Jojo

Master Jojo, not his real name, he has spent almost eight years in this school as a Grade V teacher under Demamis IS. I am very sure that he is devoted to the role he is playing. In employing the contextualized teaching method, he excels at addressing students' diverse needs with a passionate commitment. From in-depth interviews and group discussions, Master Jojo can rely on an experienced approach to personalized support within the learning team.

3.5.1 Collaboration and Support

I inquired about alternatives from Master Jojo (SJJD_IDI#5) or (T.D_FGD#5), and he realized that his pupils needed support to achieve their success. It is fun working with parents because they share the same achievement and a common goal of helping students in remote areas.

“First, I am hesitant tong first nakon nga ano diri. Due to the differences from mine, I figured out they really need my help para sa success sa ilan nga learners.”
(SJJD_IDI#5_416-418)

(At first, I was hesitant because of their differences, but then I realized that they needed help for the success of their learners.)

Teachers, parents, and society must work together to foster students' success, particularly in rural areas where study centers are often scarce. The teachers who serve in rural areas, such as Master Jojo, appreciate the need to involve parents and stakeholders in the study process to ease access to student care. Teacher-parent collaboration and community involvement in education are measures to help students in rural schools. Parental support plays a significant role in academic achievement. The collective examination of the school environment focused on parental support, teacher morale, and student motivation toward academic achievement. When teachers and parents collaborate, students achieve greater academic success because they have

increased motivation and better access to an enhanced learning environment (Werang *et al.*, 2024).

3.5.2 Role and Responsibilities

Master Jojo (SJJD_IDI#5 or T.D._FGD#5) could sense the challenge and eagerness to make learners successful because their success satisfied him. As a teacher, I would like to fight through obstacles, especially students' farewells, and knowing that contributes to their prosperity.

"I am a person who believes that even obstacles hinder me. So, I am challenged and eager to pursue it. Oh,... just to make learners successful. If they prosper, I am fulfilled."
(SJJD_IDI#5_458-460)

(I am a person who, despite obstacles, is challenged and eager to pursue. To make them successful, if they prosper, I will be fulfill.)

Teachers are responsible for influencing the individual academic development of students. Their commitment and strategies for discipline and perseverance help motivate students to train with more effective skills to aim for themselves and prepare for future obstacles. Master Jojo exemplifies perseverance as a teacher, dedicated to helping students achieve their goals despite challenges. Teacher commitment, discipline strategies, and teacher perseverance affect students' success. The most significant components affecting students' achievement were the research traits of passionate teachers, established dedication, enthusiasm, and determination. Highlighted the significant procedure in learning, aligned with Master Jojo's assertion of a lasting impact on students (Daskan, 2023).

3.5.3 Personal Experiences and Reflections

Master Jojo (SSJD_IDI#5 or T.D._FGD#5) shared his experiences. Making a point regarding the gap we faced in bridging the old lifestyle of the community with modern technology. Despite all the culture shock and language barriers, his commitment and voluntary willingness allowed him to adjust gradually and value connecting through their traditions and language.

Moreover, Master Jojo revealed techniques for converting their imagination into an actual multimedia presentation using TV and adapting technologies.

"...Ang luck gid sila sing advance nga education .Ulihi naman sila na anu sa mga technologies . So gani introduce ang mga halimbawa sa mga T.V. Cellphone. Na kung theory hindi sila maka cope sa emung gina tudlo sa dapateh.. follow mopa with the pictures and any thing any needs nga para makiat mo sa elan ga emu ni ang ginahambal mo. Amuni Siya te kungwala sang proft.Daw hundi man nila ma patihan ang emigin tudlo. Kay wala paman sila sang amu n inga mga bagay sa mga gina introduce mom aging. Fulfilling man

in may part nga from time to time na appreciate man nila kung anu ang gusto pa abot sa ela..." (T.D._FGD#5_1378-1386)

...They are lucky in terms of advanced education, but they are late in terms of technology. So, even introduce the examples of TVs and cell phones. If, in theory, they cannot cope with a method, what would instill in them? Follow up with pictures and any other necessary discussion points if there is no proof. They cannot believe the truth they are trying to say because they have nothing to introduce and fulfill, and they appreciate what they still want.

Instruction in ethnically diverse and technologically deprived settings was challenging for our teachers. Master Jojo facilitates a learning process that addresses language, culture, and technological differences, providing quality education to our students. Teachers' adjustments in multicultural classrooms, technology's role in rural education, and how to incorporate culture into instruction require strategies for handling linguistic and cultural diversity within multicultural classrooms. Our approach to conflict management in multicultural classrooms emphasizes that cultural awareness of students' backgrounds helps construct a more inclusive and effective learning environment. Teachers proposed ample time to meditate on the exact approach in contemplating learning as a model to imitate and develop competencies in handling multicultural student populations, aligning with Master Jojo's experience of gradually adapting to a new culture (Avagimyan *et al.*, 2023; Velázquez, 2024).

Table # 6: Collaborative Approaches Toward Learners' Academic Attainment

Clustered Themes	Emergent Themes
I was hesitant because of the difference from mine. I need my help for the success of learners. They are not familiar with trends of dances but eagerness and constantly training and practicing	Collaboration and Support
I am challenged and eager to pursue it. Make learners successful. If they prosper, I am fulfilled.	Role and Responsibilities
My effort is to impart advanced education to the community. I've encountered challenges. Bridging the gap between their traditional lifestyles. Introducing concepts like TV and cell phones.	Personal Experiences and Reflections

3.6 Case 6 – Mah Bobong

Mah Bobong was the alias given to him for anonymity. He is a sitio official of the Demamis and an essential ally of the PTA officials of the Integrated School of Demamis, representing the community in its demands for better infrastructure, easier access to basic services, and projects on general community development.

3.6.1 Collaboration and Support

He supports children in school. He showed them that, despite his busy life, he is committed to giving his time and being involved as a father in his community, who supports education. As I delved deeper, he related to being a stakeholder, working with teachers, parents, and students to address challenges and provide support in every way he could, including financial and emotional assistance.

"So, sa akon noh a mo ning importante. Kita naga suporta sa aton nga kabataan sapag eskwela. So, kon...halimbawa may mga bayanihan or may mga trabahuon sa eskwelahan. Ah... syempre kinahanglan nila ang parents nila. Nga mag trabaho aton eh hatag ang aton panahon. Ipakita man naton sa kabataan naton naga supportive kita sa iyaha. So, atlist ah... para malipay pud siya .ahh... makita niya ikaw nga ginikanan niya naga suporta man. .Kung ano ang kinahanglan sa imo. Kinahanglan niya oras mo sa eskwelahan so ikaw kung ano ka busy dapat matagaan gid naton . Sang panahon .Nga para makita sang bata nation. Nga ginikanan ang aton nga tatay very supportive sa aton pag eskwela."
(BBSD_IDI#6_587-595)

So, we are essential. We support our children in school. For example, if "Bayanihan" activities or jobs are available at school. Of course, they need their parents. Let us work; give us our time. Let us show our children that we are supportive of them. So, at least to make him happy, too. He can see that his parents also support him with his needs. He needs time at school, so no matter how busy we are, we should be mindful of it. So that our child can see that, as a parent, our father is very supportive of us going to school.

Parental and stakeholder involvement in the learning process helped support student achievement. Research has shown that when students, parents, educators, and stakeholders work together, students achieve better academically and socially. Parental involvement, community support, and the impact of stakeholder collaboration on education played a significant role in diverse challenges in children's academic performance and well-being. We researched the effect of parental involvement on educational success and found positive results for learners with engaged parents. The participation highlights the relationship of parents at school functions, their vigilance in children's education, and their contact with teachers (Thomas *et al.*, 2024).

3.6.2 Role and Responsibilities

Mah Bobong (BBSD_IDI#6 or S.D_FGD#6) stated that, as parents, we must emphasize instilling values in the child. They must be taught and disciplined. Even in difficult times, he has never seen himself giving up on his problems. Besides, he is happy that other parents have helped send their children to school too, as he said:

"As a parents tanan nga kapaitan. So, na agyan naton ah... kay nga ah man gusto naton masuportahan ang aton nga mga kabataan. So, ang isa ka magulang tudluan naton sila sang ma ayu. Kag desiplinahon naton sila sang ensakto. Para sa ila mali. So, ang imo lang nga himuon. Hinayhinayon mo siya estoryahon. Hindi mo dapat siya biglaon. Kay basi kon mag bato. Dira naghalin ang mag blangko ang imo bata... naton... So. kon ano tong Nakita naton sa iya desiplinahon sang ensakto. Kag tudluan sang maayo. Kag ipa athag naton ah... Sa iya nga ang aton nga gina pang tudlo sa iya . Para na sa iya nga kaayuhan. Hindi na para sa iban kundi para sa iya." (BBSD_IDI#6_540-548)

As a parent, I have no bitterness. So, we have given it because we want to support our children. As parents, let us teach our children how to be good. Moreover, we will discipline them appropriately. For them, it is wrong. So, all have to do is. Talk to him slowly. Should not rush him. Because if they resist. It is where a child comes from without learning. Let's. So, what we saw in him will be disciplined correctly. And teach well. Moreover, let us make it clear. It is to him that we still point. It is for his good, not for others, but for him.

Parents are the pillars of their children's education because they teach them discipline and resilience. Mah Bobong's reflection highlights the significance of leading children patiently, emotionally, and morally, which enables them to endure hardships, involving parental discipline, academic resilience, and the influence of parental support on student achievement. Our parental discipline play a crucial role in shaping our children's academic behaviour. We investigated the impact of emotional intelligence, spiritual intelligence, family support, and school environment on student discipline. We also noted that family control and school involvement significantly help students focus, respect rules, and perform academically. It supports Mah Bobong's statement that parents must direct their children patiently and with discipline so that they could be successful in the long run (Costache *et al.*, 2023; Dewi *et al.*, 2021).

3.6.3 Personal Experiences and Reflections

Guided experiences could teach patience. I understand Mah Bobong (BBSD_IDI#6 or S.D._FGD# 6). His experiences have challenged children to make sense of problems like early marriages by developing growth through meaningful discipline, applying appropriate measures, and cooperating with tribal policies.

"Na encounter naton kung anu ang naagian naton sa pag bulig. Sa pamatasan sa aton mga bata syempre. Example sa bata mo gina guide muna siya ah... may mga panahon nga ma encounter mo ang bata mu nga hindi bala sila sa gina tudlo mo. Usahay, bilang kita nga giniklanan kundi bilang stakeholder. Tudluan naton sila sang insakto kag desiplinahon kag hindi naton sila pag sakiton. Kundi iparamdam naton sa ela kung anu ang importante ang ginatudlo naton sa ela. Para at list ma huna-huna niya man sa pila ka adlaw nga tama ang gina pang tudlo naton. Kung di para lang sa aton kun di para man sa iya ka ah... para

man sa kadamuan. Hindi lang sa mata naton makita. Makita man naton ang iban nga bata kung di ah... buligan naton as ah stakeholder. Mabuligan naton sila kung, paanu naton itanong ang aton mga kabataan kag sa mg kabataan ng mga Nakita naton..at list ah... Bisan sa amu lang na bagay so mabulign naton sila sa pag discipline sa pagtudlo kung anu ang maayu. Para at list makita pud nila kag nalipay man pd kita nga ginatudlo naton kun kun ibutang nila sa huna-huna. Kag eh apply nila sa elahang sarili so basi sa pila ka adlaw. Ma example kita nga kung wala naton pag sundon katong genalaygay sang ginikanan naton. Labi na sa mga tao naga concern naton. Dako pud to nga bulig para sa ela." (S.D._FGD#6_1454-1470)

(We have encountered what we have gone through to help in our children's behaviour, of course. For example, you guide your child first. Sometimes you encounter your child and realize they are not what you taught them. Sometimes, not as parents but as stakeholders. Let us teach them correctly and discipline them, and let us not hurt them. However, let us make her feel that what we are teaching her is important so that he can think in a few days that what we are teaching is correct. If it is not just for us, if it is not for him, it is also for many people. It is not just with our eyes to see. We can also see other children; if not, let us help as stakeholders. We can help them. How can we ask our children and the children of those we saw? Even if it is just our thing, we can help them with discipline in teaching what is good. They can also see the list, and we are happy that we are teaching them to keep it in mind. Furthermore, they will apply for it independently, which may take a few days. We can be a good example if we follow our parents' advice. We are especially concerned about the people. It is also a big help for her.)

Cultural practices, such as tribal culture and arranged marriage, often influence students' learning processes. Our community leaders and teachers, such as Mah Bobong, highlight the importance of cultural values in influencing school attendance and achievement as they intersect with the learning process in students' school life, including early marriage and artistic practice. Parental influence was crucial in preventing early marriage and educating our children. Analyzed the connection between parental roles and early marriage prevention and confirmed that parental support deficiency, low learning motivation, and social pressures were causes of early marriage among adolescent girls. It aligns with Mah Bobong's concerns about the persistence of early marriage among tribal students and the need for intervention framework to provide structured guidance (Idawati *et al.*, 2023)

Table 7: Collaborative Efforts Toward Learners' Academic Excellence

Clustered Themes	Essential Themes
We support our children in school; they need their parents. Show our children that we are supportive of them.	Collaboration and Support
As a parent, let's teach them how to be good We will discipline them properly.	Role and Responsibilities
Our experiences in guiding children have taught us. Importance of patience and understanding.	Personal Experiences and Reflections

3.7 Case 7 – Yeh Sal

Yeh Sal, not her real name, is a mother of two children and an honour student at Demamis Integrated School. She has held critical positions with an indomitable spirit and great dedication despite the heavy burden of responsibility. She could not forget her students' possible need for better grades at any cost. Her inspiration in our in-depth interview and focus group discussions revealed the sacrifices she was willing to make and her resolute determination toward the development of her family and academics.

3.7.1 Collaboration and Support

I was inquiring about Yeh Sal (MSD_IDI#7 or P.D_FGD#7). She shared that I always support my children's education by helping them with their homework, checking their lessons, and tutoring them on their assignments. I was willing to sacrifice, knowing that as a parent, dedication would serve as an example in reinforcing the learning that was so important.

“Ining Bata ko nga part sang may kabulig ang bata gentudlo man ko... ga bali tudlo study nga kung anu ang ela sa eskwelahan. Dapat mag bulig man ko sa mga bata. Halimbawa akon bata kun anu man basahon niya eh answeran nya nga mag sacrifice man ka sa iya tudlo man para mabantay kung anu gina lessons nila sa eskwelahan.” (MSD_IDI#7_671-675)

(This child of mine is now my assistant in his studies. Part of teaching him is that we should teach him at his school. I should help my son. The child is my example. If he has any homework, he will answer that I will sacrifice for him in teaching. I want to monitor what lessons they have in school.)

Parental engagement significantly contributes to shaping students' experiences and achievements at school. Yeh Sal emphasized the importance of supporting our children by helping them complete their homework and facilitating their studies to stimulate their study habits, parental engagement, the impact of education, and home-based engagement on education. Our parents' active participation in their children's learning process is significant for their academic performance. Although younger children had a substantial advantage from parental guidance, parental contributions decreased with age. Our ongoing support at an early stage enables students to acquire

stronger self-regulation and time-management abilities (Deslandes & Rousseau, 2023; Wang & Li, 2024).

3.7.2 Role and Responsibilities

Furthermore, I requested other details from Yeh Sal (MSD_IDI#7 or P.D_FGD#7). She described how she has worked sincerely and hard by making flour in the canteen and selling it to feed her children. She wanted to continue her children's education in spite of the struggles and hoped that her children would not give up on school.

"Kay kis-ah man ma feel ko nga wala pa sa akon ang 4P's perti man ka budlay .HImu man ako ka harina tapos eh baligya sa canteen agud mapa eskwela sa mga bata nga ...Pero subong nga daw medyu kag maka anu gid sa bata ba kay may 4P's man ko maka tulong sa akon kag medyu na ma huna ko sa bata para maka eskwela siya nga gadumdum ko man.Maka sacrifice ko sa ilaha lin sa grade 1 upto grade 10..." (MSD_IDI#7_691-696)

(Sometimes, when I do not have the 4Ps, it is hard for me to do it. I also make flour and then sell it at the canteen to support the children's education. However, now that it is a little helper, can it help the child? I recall that the child had to go to school. I can also make sacrifices for them, from Juliet's grade 1 to grade 10...)

Parents' sacrifices are the main factors behind our children's educational achievements, especially among low-income families. Yeh Sal's responsible experiences highlight parents' dilemmas between working, facing financial hardships, and ensuring a quality education for their children. Investigated how poor students overcome economic barriers to pursue learning. Findings suggest that perseverance and determination can overcome financial barriers, consistent with Yeh Sal's insistence on continuing her children's education despite diverse difficulties (Murro *et al.*, 2023).

3.7.3 Personal Experiences and Reflections

When I asked Yeh Sal (MSD_IDI#7 or P.D_FGD#7), she explained that she had experienced various challenges defining the diverse objectives in her personal experience of life, including financial problems and sacrificing personal time. However, she remained steadfast in supporting the learners' growth, working extra hours, and persevering because she felt deep down that it was important for their future.

"Syempre man sir ahh...part sa bata ko medyu na may sarili na naman siya isip nga mahambal man siya nga isulat niya sa akon mga kabudlay nyu sa kabuhi nyo nga padayon mag eskwela. Nga wala kamo ga gastos sa akon pero siling ko sa iya maga padayon ka gid eskwela . maski amu lang ni himuon ko mag tugon kag mag uma.Mabaligya man kung anu- anu para maka eskwela kakung kis a man nga halin syempre sap ag bata ng gagmay sang bat mo kung madako ikaw. Ako man ga sacrifice sa iya na mag laba sa iya sa.kag ma bugtaw aga pa para maka tig ang sa ila. Tapos mag kun anu man reklamo ni sa eskwelahan

ako man nag atubang sa iya kis ah man medyu daw part sa kabuhi pero amu ni himuon mo hindi ka suko sa sitwasyon sa magulang mo mag eskwela kagid padayon para sa akon."
(MSD_IDI#7_701-711)

(Of course, sir, part of my child is like they have their mind back. If they can speak, they will let me know. The hardships you have in your life, continue going to school. You did not cost me anything, but I told them you would continue to attend school. Even if you make me work in the fields, I could sell anything to help me attend school. Sometimes, of course, you grow up when you are a child. I will also help him wash his clothes. Moreover, I will be up early to cook for them. Even if he complains about the school, I also deal with his case, which seems to be part of life. However, what can you do to avoid surrendering to the situation? As a parent, I always go to school for myself.)

Parental dedication in teaching their children to eradicate economic adversity and self-sacrifice was a pivotal value in overcoming children's educational success. Yeh Sal's story of working day and night for her children's education highlights the emotional resilience and determination that many parents possess. Parental involvement in children's education was similar to Yeh Sal's, which links student motivation and academic performance to shaping children's minds, particularly regarding the concept of grit in childhood development.

Table 8: Supporting Learners Through Collaborative Efforts

Clustered Themes	Emergent Themes
A child of mine is my assistant in his studies. I should help my son. The child is my example. If he has any homework, he will answer that.	Collaboration and Support
I make flour and then sell it at the canteen To send the children to school. It really helps the child.	Role and Responsibilities
I've experienced the challenges of ensuring my child's education, including financial struggles and sacrifices, despite hardships. I'm committed to supporting my child's schooling	Personal Experiences and Reflections

3.8 Case 8 – Yeh Fad

Yeh Fad is a devoted mother of three children, each with consistent honours as a student of Demamis Integrated School. At the sitio level, she works as an active farmer tending to her two-hectare farm and does not live with her children at home. The fact that she cares about her children's education and achieving excellent academic results reflects the importance of learning and the need to ensure they graduate at the top of their class.

3.8.1 Collaboration and Support

Yeh Fad (MFD_IDI#8 or P.E_FGD#8) describes that, as a parent, she has helped teachers guide her children in their studies to support their well-being and instil winning habits. She appreciates the effort of schoolteachers in molding her children's future.

"Ini siya, sir kung sa amon pa bilang ginikanan so ginabuligan mana namon ang mga maestro deri, buligan na amon kag amon kabataan so ini siya ginapasalamat lang kay ari man ang eskwelahan dali man lang lantawan kun anu bala para mabuligan ang ina nga anu. Suntubong mestulo or kumtuha ni guni muno mange gaba kam Nga. Kana ba nakakatakot Sir. Hehehe . Ma...Salamat beh mestulo una una kam nga me la kamtubong estudyante kan nga tabngon una una kang mestulo yong toy Klalisod or Klowel." (MFD_IDI#8_803-809)

(There he is, sir. If we were still parents, we would help the teachers and our children. We are grateful to him because the school is easy to see, and we can help them. The teacher and parents are very supportive of the child's well-being. Thanks also to the teachers for helping. Advise and teach our children about life's difficulties in the present time.)

Parent-teacher collaboration is vital to our students' well-being and academic achievement. Yeh Fad's reflection portrayed how parents and teachers collaborate to promote our children's educational achievement and personal development. Teacher and parent cooperation may influence students' attendance and academic performance, which measures academic attainment. Our parental cooperation significantly influences students' motivation, self-esteem, and academic performance. It identified various types of parental involvement in communication with teachers and school-home affiliation. We concurred with Yeh Fad's account of being heavily involved in her child's education and seeing the teachers' central role (Omarkhanova *et al.*, 2024; Sharma, 2024).

3.8.2 Role and Responsibilities

I asked Yeh Fad (MFD_IDI#8 or P.D_FGD#8). She narrated that as a parent who guided her children in their behaviour, helped them at school, and taught them how to adjust and cope, just like my parents had done for me.

"So kita nga mga parents ang batasan sang atong mga kabataan ehh guide sila sa ka ayuhan sa eskwelahan kung anu bala ang ka ayu sa ila sa ila nga batasan kungparasa ka ayuhan ko kay amu ini ang himuon ko para sa akon ka ayuhan kay ka ayuhan man gentudlo sang akon parents. So ina siya sir..." (MFD_IDI#8_826-831)

(As parents, we are role models for our children; we are a guide to help them in school, showing them what is suitable for their behaviour. I will take care of you

because this is what I do for myself; I take care of myself because my parents also take care of you. So that is it, sir.)

Parental leadership influences our students' conduct by leading a positive discipline through academic achievement. Yeh Fad's observation highlights the importance of parents guiding their children in education and individual behavior through active engagement in student discipline, which affects learning outcomes and behavior. Our parental involvement was a major contributor to student discipline and academic success. Parental participation in discipline management helped improve student behaviour, although issues of noncooperation between parents and schools remain. The study emphasized the special needs of open communication between parents and educators to create a disciplined learning environment (Shahlal *et al.*, 2021).

3.8.3 Personal Experiences and Reflections

She responded when I sought further clarification from Yeh Fad (MFD_IDI#8 or PD_FGD#8). As a parent, she was committed to doing whatever it took to support her children. She worked hard to meet their needs and help them achieve their aspirations.

"As ginikanan himuon ko gid kung ano ang makayo ko para...para... para... may ara man kung anu gehangyu sang akong kabataan para may ara man maka support sa ela so... himuon ko kung ano nag makakaya ko sir. Hehe" (MFD_IDI#8_833-835)

(As a parent, I will do what I can to support my children so they have someone to rely on.)

Parent involvement was paramount in shaping the dreams and success of our children. According to Yeh Fad's narration, parental commitment to improving their children reflects the broader literature on parent involvement and its role in child development. Our parental participation in the education process contributes significantly to children's accomplishments. We researched how parents, despite budgetary constraints, prize their children's education. We highlighted that parents' level of education, economic standing, and belief systems affect the quality of support they provide toward education (Donkor, 2023; Hill, 2022).

Table 9: Cooperative Support for Learners' Success

Clustered Themes	Emergent Themes
We're still parents, we would help the teachers. We would help our children. We are grateful the school is also easy to see.	Collaboration and Support
We, as parents, are the behavior of our children. They are a guide to help you in school. Good for them in their behavior.	Role and Responsibilities
As a parent, I'm committed to doing whatever it takes. Support my children's needs and aspirations.	Personal Experiences and Reflections

3.9 Case 9 – Master Helen

Master Helen (not her name) is a dedicated mother and an experienced Grade 5 teacher at Datal Nabung Elementary School. She has had seven years of teaching experience, so she could be categorized as wise and rich with advice on imparting what lies in capable young minds to achieve academic excellence. Beyond the walls of the formal school, Master Helen appears to represent that turning point that determines the destiny of Sitio Datal Nabung students.

3.9.1 Collaboration and Support

As I explored other possibilities with Master Helen (MHN_IDI#9 or T.N_FGD#9), she told me to become an effective collaborator who loved working with children and genuinely cared for my students. I am a good inspiration and example, despite the hardships. She spoke with the parents about the culture, shared her view on a brighter future, and trusted that the Lord was guiding and protecting their hope. Further, Master Helen revealed the quality of work in facilitating learning.

“Ang isa sa mga key qualities to become effective collaborator is kanang loving your work, Kay kung love nimu ang emuhang trabaho. Love pud nimu emuhang student, As an IP teacher ahm... nami gid nga set ako as inspiration sa mga student. Kay te syempre mga Tboli pod sila Kag kung anu ang ela nga na encounter sobung na agyan kuna siya. Kag ng makita pud nila sa akon nga ng na experience kuna siya kag ah sa dera eh sulod ko ang pagiging example sa kanila .Wala gid sing impossible in spite sang kapigaduhon nga ma encounter....” (T.N._FGD#9_1443-1449)

(One of the key qualities to becoming an effective collaborator is loving your work because if you love your job. We also love our students; as an IP teacher, I set myself as an inspiration to the students. Because, of course, they are also Tboli people, and what happened to them that I encountered today, I also went through. Moreover, when they see that I have an experience like his, that is where I am to be an example to them. There is nothing impossible despite the hardships they encounter.)

Teacher support and cooperation were major predictors that affect student success, especially for economically or culturally disadvantaged students. Master Helen's insights into what makes a good collaborator highlighted the importance of our teacher's commitment, parental participation, and cultural awareness. Artistic impact influences student achievement through teacher collaboration and parental engagement. Performed a systematic review on teacher collaboration, where instructional collaboration was the most significant driving factor of student academic outcomes. Our conducive professional environment, where teachers share and collaborate, contributes to a favorable learning environment. Despite this, resistance to sharing and non-involvement were challenges (Abimbola *et al.*, 2024; García-Martínez *et al.*, 2021).

3.9.2 Role and Responsibilities

Master Helen (MHN_IDI#9 or T.N_FGD#9) said that as a teacher, she felt honoured and privileged to contribute to new students' academic success while embracing teaching as a calling that she was commissioned into, drawn by a passion for work and commitment to teaching children accurately.

“As a teacher it is an honor, privilege nga maging part sang academic success sang isa ka student. Kag bilang isa ka teacher kalipay gid sang teacher nga ng ma inculcate kag matudluan sang ma ayu ang kabataan kag especially si teacher as a encourager, facilitator kag role model sang mga kabataan. Nami gid makita ng mga kabataan na ga grow man sila academically.” (T.N._FGD#9_1372-1376)

(Contributing to a student's academic success is an honor and a privilege. I am very happy to be able to inculcate and teach the children well, especially as an encourager, facilitator, and role model. We see the children grow academically.)

Teachers are most responsible for determining the academic achievements of students. As Master Helen pointed out, teaching is a calling and a privilege that requires dedication to encourage as a model of flexibility. Teachers' essential responsibilities included serving as learning facilitators, role models, and champions of technology integration in instruction. We embraced it as a vocation that requires passion, perseverance, and a deep sense of responsibility, noting that teachers serve as models who inspire learners through their commitment and conduct. To show learners that teachers are viewed as instructors and guides who impact their professional and personal growth (Emilia *et al.*, 2023; Fithriani *et al.*, 2021).

3.9.3 Personal Experiences and Reflections

I requested a variation from Master Helen (MHN_IDI#9 or T.N_FGD#9) as both a parent and a teacher. She knows that effective communication helps her connect with the children, meet their needs, and eventually help them grow. If she saw them prosper, it filled her heart with joy, and she took satisfaction in seeing their potential flourish.

“Communication skills dapat kabalo ka makipag communicate sa ila no... kabalo ka gid make estorya sa ila ba.. Dason dapat ma entendihan mo sila .Open man sila sa imo para hindi kamu amag layo anay. Permanente kamuupod pakadto sa babaw.” (MHN_IDI#9_916-919)

(Communication skills are essential, as you must know how to communicate effectively with them, don't you? Do you know how to talk to them? You must be able to understand them. They should be open with you so you are not distant from them. You are always going to the top.)

Teachers play a vital role in shaping students' futures through an instructional approach by fostering meaningful connections. Master Helen's reflections emphasize the importance of effective communication, personal growth, and witnessing student success as sources of fulfilment. It was the significance of teacher-student relationships towards emotional rewards in teaching. Effective communication in learning enables students to interact and develop strong classroom working relationships. A good student-teacher relationship promotes students' enthusiasm, especially in interactive and gaming learning environments. Teachers who communicate by their local dialect could effectively create a more engaging classroom atmosphere, helping learners feel comfortable and motivated (Alwaely *et al.*, 2024; Tackie, 2022).

Table 10: Parent-Teacher-Stakeholder Collaboration

Clustered Themes	Emergent Themes
Becoming an effective collaborator is loving your work. We also love our students. We really set me as an inspiration to the students.	Collaboration and Support
As a teacher, it is an honor. Privilege to be part of the academic success of a student. The teacher is very happy to be able to inculcate.	Role and Responsibilities
Effective communication is crucial for parents and teachers. Fostering connections with children. Understanding their needs.	Personal Experiences and Reflections

3.10 Case 10 – Mah Sib

Mah Sib, (a pseudonym used as a substitute for a real name in order not to reveal his identity), is one of the prominent leaders of Datal Nabung, who has been elected as a sitio official for his zeal and passion. He works for the people, enabling them to utilize the facilities provided by the community and introducing balanced alternative development in the area.

3.10.1 Collaboration and Support

As parents, Mah Sib (MSbN_IDI#10 or SN.FGD#10), we support our children and teachers by giving them time and ensuring that our support extends beyond finances, so they know how much we value and encourage their education.

“So syempre kinahanglan man naton. Suportahan ang aton mga kabataan kag aton mga teacher. Syempre kung wala kita .Ahh... kung ano lang tong makaya sang bata naton satong una nga tuig. Amu lang gid to asta pero aha kita maga support sa aton mga bata . Hindi lang amu to ang makauan niya. Hal;imbawa 80 percent ka so ipakita mo emuhang supporta bilang parents sa mga bata. Natural excited mag eskwela.”
(MSbN_IDI#10_1017-1022)

(So, of course, we must. Support our children and our teachers. Of course, if we are not there. Ahh, if only we knew what our child could handle in their first year?

It is just like that, but how can we support our children? It is not the only one he can handle. For example, 80 percent of the support is provided to the children by their parents. Naturally excited to go to school.)

Parental involvement and collaboration between our teachers and parents are essential for ensuring student success. Mah Sib's reflections emphasize the importance of parents giving time and emotional support beyond financial contributions and the significance of parental engagement, teacher-parent partnerships, and the non-financial aspects of parental support. They also recognize that parental involvement is critical in shaping students' academic performance and motivation. As parents' perception based on experience about quality education evolved, time perceives an essential drive to children's educational aspirations and engagement, contributing to student success. It highlights that parental influence does not include financial support but also active participation in children's education (Donkor, 2023; Gu *et al.*, 2024).

3.10.2 Role and Responsibilities

As I questioned Mah Sib (MSbN_IDI#10 or SN. FGD#10), he deliberated on realizing that the teachers' role is vital in making the children attend school appropriately. Despite all the difficulties they faced, he has always appreciated their efforts and the support they gave to us, which contributed to our children's success.

"Ang sa akon sir noh kung tan awon. Naton ah... kung paanu makabulig ang mga teacher sa mga bata nga naga eskwela. So kung para sa amon nga mga ginikanan. Ah... syempre malipay man kita kay syempre Nakita man naton ang bata naton ah...kung hindi aton mga teacher. Hindi gid na sila mag eskwela gid sing matarung so. Deri abe nanika ko ang mga bata namon deri daw halos hindi na mag kaon sa aga tungod lang sa ka excited nga mag eskwela bala haw...." (MSbN_IDI#10_997-1003)

(I think, sir, if we look at it, let us see how teachers can help children who attend school. So, if for our parents, ah, of course, we will be happy because we were able to see our child thanks to our teachers. They will never go to school properly. So, until now, I have seen our children who hardly eat in the morning just because they are excited to go to school.)

Teachers have a key role to play in not only getting our students to attend school but also to excel academically. As noted by Mah Sib, teachers' work and commitment directly affect children's learning enthusiasm and academic performance. The importance of our teachers' duties, parents' perceptions of teachers, and the barriers teachers face in enhancing student achievement. Teachers' roles extend beyond teaching to encompass motivation, mentorship, and guidance for students in overcoming educational obstacles, as well as strategic roles that teachers play in education. It could establish teachers' relationship that influences student character in academic

achievement through their leadership, teaching methods, and capacity to act as role models (Dirsa *et al.*, 2022)

3.10.3 Personal Experiences and Reflections

I inquired about additional aspects of Mah Sib (MSbN_IDI#10 or SN._FGD#10), and he stated that, as a parent, he had taken on the responsibility of seeking solutions and prioritising school to educate our children. We face challenges with a commitment to ensure they do well in their studies and have bright futures.

“So bilang parents ahh... Kung gusto mo gid makatapos bata mo . Bisan wala ka gid sang ano. Pangitaan mo gid sang solution .Ang gena pangayo sang bata mo. Kung para lang sa iyang pag eskwela. So natural bilang isa ka parents. Responsibilidad mo nga mag pa eskwela sang bata mo. Amo gid nah imo on mo gid ang kutob sang makaya mo para sa imo nga bata.” (MSbN_IDI#10_1032-1036)

So, as parents, ahh. Suppose we want to graduate our child. Even if you do not have anything, find a solution to what your child is asking for, if only for his school days. It is so natural as a parent. It is your responsibility to send your child to school. That is right, doing everything for the child.

In most cases, parents' commitment was significant in guaranteeing children's academic success, with determination and sound decision-making. Mah Sib's revelations highlight the importance of education despite financial and logistical issues. This related character examines the impact of parental participation on barriers in educational support faced by parents and the strategies for overcoming these obstacles. Our parental involvement was strongly associated with school success, especially when parents became actively involved in their children's education. Students with highly involved parents showed higher dedication to learning, even in distance education environments. To attain self-belief and overcome academic difficulties with the help of parental involvement, which transcends financial means, involves active participation in children's learning activities (Lawrence & Fakuade, 2021; Wang *et al.*, 2024).

Table 11: Supporting Learners Through Collaboration

Clustered Themes	Emergent Themes
Support our children and our teachers. We support our children. Show your support to the children as parents.	Collaboration and Support
Teachers can help children who go to school. If not for our teachers, They will never go to school properly.	Role and Responsibilities
As parents, it's our responsibility to find solutions. Prioritize our children's needs. Challenging circumstances.	Personal Experiences and Reflections

3.11 Case 11 – Yeh Anjie

Yeh Anjie is a single parent with two children, identified as industrious and devoted, at home and working as a local laborer on a nearby farm. Her children are enrolled at Nabung Elementary School, where they are recognized as achievers due to her unwavering encouragement for education despite her hectic work schedule.

3.11.1 Collaboration and Support

Yeh Anjie (ATN_IDI#11 or P.N_FGD#11) said she teaches her children good values like respect. She assists them with their assignments, supported community activities, and regularly attends school meetings. She also encouraged unity among parents to support their children's education.

“Ang ila ka pagka sundo maestra. Ug maestra... ug mga estudyante nila ng a mo ni nga pagkatudluan sang ma ayo or ano- ano sa respeto daw sir .Amu ni... ang pagka ma ayo sang mga bata sa teacher.”(ATN_IDI#11_1098-1100)

(They are like teachers. Moreover, teachers and their students teach them good things. Or is it something about respect, Sir? It is the children being good to the teacher.)

Cooperation among parents, teachers, and the community was crucial in creating a supportive learning environment for our children. Yeh Anjie highlighted the role of parents in imparting values, assisting with homework, and coming together to support their children's education, examining the impact of parental participation, community school support, and collaboration between teachers and parents. Our parental involvement plays a vital role in supporting student achievement. Explained how parents' participation at school and home was a responsible relationship to academic success. Our research highlighted that parental involvement extends beyond homework to encompass moral support and value development, aligning with Yeh Anjie's perspective on educating children about respect (Donkor, 2023; Hill, 2022).

3.11.2 Role and Responsibilities

It proved more profound when Yeh Anjie (ATN_IDI#11 or P.N_FGD#11) narrated that her children attended school, which helped them learn well. She appreciated how teachers guided them with an understanding of being right or wrong.

“Sa akon lang nga nagian sang mga bata dera sa school. Tapos pag intindihon sila ng tama o mali sa mga teacher. Amu lang na sir...” (ATN_IDI#11_1103-1104)

(I was the only one to whom the children used to go to school. Then, when the teachers understood them right or wrong, that was it, Sir.)

Parental involvement was essential for children's academic and moral development. Yeh emphasized how parents guide their children to understand right and wrong, support their learning, and help them succeed in school. Our research on parental engagement explores moral education's impact on parental self-efficacy in fostering student success. Parents' role in education extends beyond financial support to include active participation in children's learning. Examined how parents' engagement shapes student achievements. Highlighted the importance of parental involvement, attending school meetings, supporting homework, and instilling respect and shared responsibility (Hill, 2022; Tao & Xu, 2022).

3.11.3 Personal Experiences and Reflections

Yeh Anjie (ATN_IDI#11 or PN_FGD#11) reflects that, as a parent, she made every effort to secure opportunities for her children despite the hardships in the job market, and she strongly supported them in building resilience to overcome problems in their educational journey.

“Ang pinaka madaling bahagi nito bilang isang magulang na humahanap ako ng trabaho para sa anak .Kung walang trabaho dapat mag hanap ka para sa para sa hinihingi ng mga anak mo.” (P.N._FGD#11_1586-1588)

(The easiest part of being a parent is finding a job for the child. If there is no job, the parent should look for one that meets the child's demands.)

Table 12: Collaboration and Support in Learners' Education

Clustered Themes	Emergent Themes
Teaching them good things. Something in terms of respect. Children being good to the teacher.	Collaboration and Support
Children used to go to school. Teachers understand them right or wrong. As mothers, we must help our children to learn well.	Role and Responsibilities
As parents, we secure opportunities for our children. Challenging job markets. A crucial aspect of supporting their education.	Personal Experiences and Reflections

3.12 Case 12 – Yeh Hydi

Yeh Hydi, a local pseudonym acknowledging her actual name, is a mother and a guardian to two children. I noticed that her actions have demonstrated dedication to her responsibilities as a family member. Apart from her other roles outside her family circle, Yeh Hydi is a sincere parent to those students who needed support through their educational process.

3.12.1 Collaboration and Support

I requested further details from Yeh Hydi (HTN_IDI#12 or P.N_FGD#12), and she stated that she had never let her child down as a parent. She supported him, encouraged him to learn from his mistakes, and guided him in understanding that even though errors are standard, they are opportunities to grow and improve.

"Sa akon bilang isa ka parents /guardian wala ko man ginapabay an akon nga bata . Kung minsan ginatudlun na sa school . Ginahimu ko ang akon nga part . After sa school ginapa mangkot ko ang bata kung anu ang sud -an niya didto.Tapso sina nga... Gahimu ako sang support nga para maintindihan niya ma ayu. Syempre hindi man lang permi na puro lang teacher no. Kay mas dako man pud ang anu role sa isa ka parents. Natudluan gid m ayu ang bata." (HTN_IDI#12_1174-1179)

(As a parent or guardian, I never let my child down. Sometimes, it is taught in school. I am doing my part, and after school, I ask him what he learned there. That is right, to support him so that he can understand. Of course, it is not always just a teacher because the role of a parent is bigger. The child was taught well.)

Our parents play a crucial role in their children's education by providing a psychosocial support approach that can build self-confidence by encouraging resilience, and fostering an environment that allows learning opportunities and mistakes. Yeh Hydi emphasized that parental support extends beyond schoolwork to help children develop self-awareness and personal growth. Facilitating the learning process plays a key role in learning from mistakes—these strategies guide student resilience. Parental involvement has a significant impact on academic outcomes and student motivation. Children with actively engaged parents performed better in school, had higher attendance rates, and were likelier to take on advanced coursework. The study emphasized that supporting children academically and emotionally fosters confidence and motivation (Utami, 2022; Williams-Johnson & Gonzalez-DeHass, 2022).

3.12.3 Role and Responsibilities

Yeh Hydi (HTN_IDI#12 or P.N._FGD#12) related her problems with helping her children in school. She said she taught them patiently and guided them in their learning, providing backup support to reinforce what they were being trained in so that they could succeed.

"So akon experience sap ag bulig sa akon kabataan sapag eskwela kung kis-ah ang experience sa pag provide ang medyu budlay. Pero kayanon kay syempre parents kita . Kag isa pa sa pagtudlo ang bata hindi mana dali dali matun an dayon. Dapat taas gid ang pasensya. Sa pag tudlo para maka balu siya." (HTN_IDI#12_1182-1185)

(Therefore, experience helping children attend school is less extensive than experience in providing a small quantity of work. However, it is easy because, of course, we are parents. Another way to teach children is that they cannot learn quickly. Have much more patience. To teach him to know.)

Parents are the backbone of their children's education, guiding, being patient with them, and providing economic support. Our experiences with Yeh Hydi demonstrate the importance of teaching children patiently, following up on lessons learned at school, and showing them that the best support does not necessarily involve financial means. To examine parental involvement, the significance of patience as an instructor, and the influence of non-financial support on students' success. Parental involvement was the most critical component of character in student success. Students performed better when their parents actively participated in the process of studies, highlighting that parental support encompasses more than academic teaching, including guidance, encouragement, and the development of resilience among children (Donkor, 2023; Warren & Locklear, 2021).

3.12.3 Personal Experiences and Reflections

Thus, when probed deeper, Yeh Hydi (HTN_IDI#12 or P.N._FGD#12) told me that, as a teacher and parent, she understood the importance of contextualized learning based on step-by-step guides and visual aids in nurturing students' abilities. She persevered through financial challenges to provide unwavering support for their educational growth.

"Sa akon nga estudyante para dali niya maintindihan. Kay syempre wala ako gasalig sa mga teacher. Nga ah syempre damu sila hindi sila matutukan isa- isa. Gina himu kuna sa iya ga himu ko sanga visual aids kanang hinay-hinay lang sap ag tudlo para kay tung isa ko ka estudyante grade 1 palang siya kabalo na dapat siya magbasa sang tagalog. Kay gina step by step nga matudluan. Nga kung paanu maka basa so isa lang ang anu didto nga dapat eh encourage mu gid siya nga dapat makatuon siya syempre. Subong, uso bala ang cellphone . Paanu ka maka chat? Paanu ka maka text sa parents mo. Example may ara kana cellphobe. Tapos kinahanglan mo mag communicate. Di ka kabalo kung hindi ka kabalo mag basa." (HTN_IDI#12_1195-1204)

(To my student so that he can easily understand. Because, of course, I do not trust the teachers. Of course, there are so many of them that they cannot focus on each one individually. Do it with him and use visual aids to teach him slowly, because when I was a grade 1 student, he only knew that he should read Tagalog. After all, it is taught in a step-by-step manner. As for how to read, there is only one thing that should encourage him to do: he should be able to study. Like, the cellphone is trendy. How can you chat? How can you text your parents? For example, there is

a cell phone. Then you must communicate. You do not know if you do not know how to read.)

Parental engagement in our education goes beyond financing to active participation in contextualized learning and creative teaching techniques. Yeh emphasized the step-by-step approach, visual aids, and tolerance for financial constraints to support children's education. Contextualized learning enhances students' understanding by making lessons relevant to their everyday lives. Scaffolding strategies, including visual representations and step-by-step procedures, equip students to continue problem-solving. We mediated learning experiences were beneficial in stimulating students' interest (DiNapoli & Miller, 2022; Werang *et al.*, 2024).

Furthermore, parents would mitigate the effects of economic obstacles on our studies and research how, during financial difficulties, parents were actively engaged in their children's language learning. Motivation and parental support were the most important determinants of students' success. Highlighted that financial difficulties should not deter students from pursuing their academic goals with the assistance of parental guidance, which is crucial in sustaining academic persistence (Chavez *et al.*, 2023; Imtihansyah *et al.*, 2024).

Table 13: Supporting Learners through Collaboration

Clustered Themes	Emergent Themes
As a parent/guardian, I never let my child down. I am doing my part. I will support him so that he can understand.	Collaboration and Support
My experience in helping my children go to school. Providing a little bit of work. Teaching children is that they cannot learn quickly.	Role and Responsibilities
We, as teachers and parents. Understand the importance of personalized learning. Ensure students' understanding and engagement.	Personal Experiences and Reflections

3.13 Similarities in Experience

3.13.1 Collaborative Achievement

The first emergent theme emerged during our in-depth interview and the discussion with a focus group, Master Jojo (SJJID_IDI#5) and Master Deo (SDE_IDI#1 or T.E _FGD#1). These experiences emphasized the need to blend with the teachers, who initiate the needs and abilities to overcome our challenges at school. Master Deo and Master Jojo were commended as leaders based on their experiences, as reflected in the dreams of students and facilitators during the learning process.

Master Jojo shared.

"So, in terms of similarities, we find it hard at first, but later on, ahh... Cooperation of the parents, stakeholders ah... We ahmm... easily conquer those obstacles." (SJJD_IDI#5_464-466)

(So, in terms of similarities, we find it hard at first, but later on, with the cooperation of the parents and stakeholders, we can easily conquer those obstacles.)

However, Master Deo also shared:

"Importante gid ka ayo ang partnership sang with parents. Because without one another hindi ta maka achieves sa goal nato. Para sa atong mga bata. The ultimate goal is bata. Pero without the parents it's nothing so. Teamwork it's better than individual na mag lihod ka. As a teacher ah... We collaborate atong mga bata as well as we need also the parents. Importante ang role ta para sa bata. Both parents and teachers kay langan mag unite. Kung ganahan sila magkaroon ng magandang kinabukasan ang kanilang kabataan. So, we need each other. Parent." (SDE_IDI#1_197-204)

(Partnership with parents is essential. Without each other, we cannot achieve our goals for our children. The ultimate goal is children. However, without the parents, it is nothing. Teamwork is often more effective than individual action. As a teacher, ah. We also collaborate with our children and need the parents' involvement. Our role is essential for the child. Both parents and teachers need to unite. Suppose they want their young people to have a promising future. So, we need each other. Parents.)

Master Jojo and Master Deo discussed how an effective partnership with our parents guides the learning process of our students, particularly in addressing each learner's learning gaps and meeting each individual's continuous learning needs. However, both parties stressed the importance of collaborative efforts in successful partnerships. It demonstrates cascading and enhanced quality learning outcomes, with access to increased digital assets and pedagogical and technical support through teaching skills in a cooperative learning environment. We enable teachers to engage actively with digital tools and resources while encouraging varied practice in teaching techniques, such as incorporating technology into the curriculum to positively enhance the educational experience (Nurdiana *et al.*, 2023).

3.14 Similarities in Insights

3.14.1 Holistic Support for Education

The second emerging theme in our in-depth interviews was the consistency reflected in the reflective insights of (MHN_IDI#9), (T.E.FGD#1), and (MFD_IDI#8), where Master Helen and Master Deo emphasized the goal. Yeh Fad explained how collaboration

between parents and teachers occurs. Such collaboration indicates that both parties play a vital role in a child's academic and personal development with mutual support and accountability.

Master Helen shared:

"Kami abi di sir permamente gina hambal sa ila nga pag pa eskwela abi importante gid na siya . Mga girls hindi pwedi nga mag nobyo ha... barwal na kay ang mas importante makbulig pa kamu sang ginikanan nyu . Amu bala sina sir haw..." (MHN_IDI#9_952-955)

(We do not think Sir is always talked about when they go to school; he is critical. Girls cannot get boyfriends—it is not allowed because the most important thing is to help the parents. Is that, Sir?)

Further Master Deo revealed:

"Then, seguro ang differences ang pama agi pa anu ta ninyo mag survive or pa ano ta ninyo trough financial and emotional a mo Seguro nag lain tah pero ang tumong nato maka tapos ang mga bata." (T.E._FGD#1_1715-1717)

(Then, the differences lie in how we will survive and what we will experience financially and emotionally. Of course, it is different, but our goal is to finish the children.)

Such recognition of mutual accountability made possible under clear guidance at home and school provided the basis for understanding children's development alongside the success of overcoming challenges, which ultimately led to a positive educational outcome. The role of our teacher and parents was to give a balance with the child's steady direction in both the school and home environments. Holistic education aims to develop balanced, responsible individuals who are equipped for academic and personal success and are active global citizens (Yuldashaliyev, 2023).

3.15 Differences in Coping

3.15.1 Intentional Engagement in Education

The third emergent theme emerged from the focus group discussion and in-depth interview of (S.D._FGD#6) and (SDE_IDI#1), as Mah Bobong and Master Deo highlighted community and relational support. Coping is negated through active involvement with our students and families, and reciprocal support and belonging to the school and home. The first coping approach is structured planning and faith, whereby a well-planned strategy and a strong belief are essential for navigating some challenging situations.

Mah Bobong shared that:

"Syempre may plano para sa ila . Para mahimo naton kung ano ang himuon naton para ah... Sa ila para mahatag man naton ila nga gusto. May ara kita sang plano. Kay syempre ang tanan nga mga kinahanglan so kung wala ta sang plano so hindi naton na mahimo kundi . plano han naton sang insakto. At list wala sang mabudlay . Nga mga pama agi kung aton ibutang sa huna huna kag kon himuon naton kung plano han naton sang insakto. Ah wala sang imposible para sa Ginoo." (S.D._FGD#6_1784-1790)

Of course, there is a plan for them so that we can do what we do for them and give them what they want. We have a plan. Because of all the things we need, we cannot do it if we do not have a plan. Let us plan correctly. Moreover, the list is not difficult. What are the benefits of putting it in our minds and doing it if we plan correctly? Ah, nothing is impossible for God.

Master Deo also shared.

"Giving sometimes reward sa mga bata and then sa parents naman is visiting them all the time. Magiging part ka sa family as a member na kaylangan nimo sila maging part sa ilang life na time na ipakita mo. Need nako ang bata mo. Need ta man mo it's pag pahalaga sa ila na... Where not different sa kung ano gusto mahitabo sa atong mga bata. Envolve imo hang kauga lingpon sa ilaha, visiting them, talking them, approach them, as part of family and community involvement para maipakita na. Where part of your community and your part of our school." (SDE_IDI#1_187-194)

(Sometimes, giving rewards to children and then to their parents involves visiting them frequently. You will be part of the family as a member, and you need them to be part of the lifetime that you will show. I need a child as my student. We need to appreciate what they have. We were not different from what we want to happen to our children. Involvement with them can be demonstrated by visiting, talking to, and approaching them as part of your family and community involvement. You are part of your community, and you are part of our school.)

Our vital active participation should be carefully planned more so, in the lives of our children to create an environment that supports their growth and learning. These compelling goals must align with the students and their families. As a result, a propitious favorable environment encourages the development of children. Taking an active role with our parents and the community, and their continued involvement, is crucial to the long-term success of our students. The significance of our relationship with students' persistence in the learning process, many questions remain about the dynamics involved and the phenomenon's evolution over time (Smith & Tinto, 2024).

3.16 Differences in Insights

3.16.1 Diverse Perspectives on Education

The fourth emergent theme is explored through our in-depth interviews and focus group discussions of (MSD), (SDE), (S.D._FGD#5), and (ATN_IDI#11) with parents, stakeholders, and teachers on their role in diverse education. This emphasizes how a parent demonstrates concern for instructional methods that reflect what may appear to be valued and perceptions of achievement, yet is aligned with the common objectives of educators in providing a supportive environment. This approach facilitates and promotes children's access to academic growth and success opportunities.

Yeh Sal shared.

"Syempre, may gina himu man sa mga maestra sir na hindi natun gusto. Halimbawa mga maestra sir nga kun ina man ang ginapahimu sa bata mo na hindi mo man gusto...Mmm...eh sugid kuman sa ila nga hindi kamo amo sini nga panghimu nila sa mga bata. Kay hindi nila makaya halimbawa nga mag pas -an sang mag... Reclamo man ang teacher nga amu gid gin pahimu sa mga bata nga hindi ko man gusto. Hindi nyu manhimuon sa bata kay hindi nila makaya . Ang himuon ninyu lang sa mga bata amu man ang pahimuon nyu sa ila. Ang bata abi pahimuon mu nang sa ila ng mga budlay. Mag sunod man sa ila nga isip. Nga mag untat. Mauntat naman ko sini kay la in ang gihimo sa maestra. Syempre kita nga bilang nanay kung amo man ang hindi isa mga bata kag hind isa maestra ka ang akon man hindi gusto. Amo man ang gina siling ko sa elaha. Maam hindi nyu ni pahimu sa mga bata ni kay hindi nila makaya. Hindi ninyo ni himu sa naga bata kay hindi nila masulbad kay bata paman sila. Amu man lang na sir."
(MSD_IDI#7_762-774)

(Of course, the teachers do something that we do not like. For example, if your child is doing something they do not want them to do, teachers. Mmm. Then tell them that they are not the ones doing this to the children because they cannot do it. For example, to take care of the child. Also complain. The teacher makes the children do things I do not want them to do. Please do not bother the child, as they may be unable to handle it. The things not to do with children. The child thinks that it will make them work. Follow their thoughts to stop. They will stop doing this because the teacher is not doing it. Of course, we are like mothers for the children, if not the same. And not the teacher. Do not want it either. Saying the same thing to her. Please do not do this to the children because they cannot handle it. Cannot even do it to children. They cannot solve it because they are still children. That is all, Sir.)

Master Deo also shared;

"Sa ginikanaan naman is gapa ningkamot sila ang sa teacher naman is finding different approaches sapag tudlo para magkaroon sang ma ayu task, tapos maka learn damo. Sa

insight magkapareha lang me natagan tani ah... education is very important to the kids right. Ang education sa una is pagpapahalaga is lahi na subong kay every time kaylang maging academically success." (SDE_IDI#1_173-179)

(When parents value education, teachers value it differently. They share the same insight: education is critical to children. Education was valued in the first place, and now it is different because children want to be academically successful every time.)

Mah Bobong revealed.

"So, kung mag successful ang ila pag eskwela so daku nan ga kalipay bilang stakeholder kag ang mga ginikanan." (S.D._FGD#6_1825-1826)

(Therefore, if their schooling is successful, it will bring great joy to the stakeholders and the parents.)

Yeh Anjie believed.

"Ang ginahandom nila sir ang ginahandom sang mga bata. Ang gina tug-an ba. Ang handom nila nga makatapos gid para may ubra sila . Ng may ginahulat . Amo lang na sir..." (ATN_IDI#11_1151-1153)

(What they wish for, Sir, is what children want to. What is being told? They desire to finish so that they can have a job. Waiting for something. That is it, Sir.)

There were many divergent views between the teachers and parents regarding the teaching methods and their implications for pupil performance, particularly about the strategies adopted in teaching, which they felt were imposing pressure on their children. An agreement between our parents and teachers would create a supportive and enhanced learning environment, with the help of stakeholders, to ensure students perform academically. Discussions from diverse perspectives in education, and unity in establishing diversity standards could contribute to international policies related to educational framework intervention, emphasizing the need for collective efforts in forming an inclusive and effective education system (Holmes, 2022).

Table 14: Collaboration Dynamics and Adaptive Strategies in Learners' Academic Achievement

Emergent Themes	Clustered Themes	Identified Case
	Similarities	
	Experience	
Collaborative Achievement	- We find it hard at first - Cooperation of the parents, stakeholders	Master Jojo / SJJD
	- Partnership with parents is very important - Without one another, we cannot achieve our goal	Master Deo / SDE
	- We have the best experience of seeing a march on stage. - Your wish to finish your child is our accomplishment.	Master Deo / T.E
	Insights	
Holistic Support for Education	- We always talked about when they go to school. - He is very important.	Master Helen / MHN
	- It's different, but our goal is to finish the children.	Master Deo / T.E
	- Teamwork - The schoolteacher said there should be a team.	Master Helen / MHN
	- We like the way sir, you are communicating with teachers. - As parents, we need to communicate with each other.	Yeh Fad / MFD
	Differences	
	Coping	
Intentional Engagement in Education	- There is a plan for them - The benefits if we put it in our mind	Mah Bobong / S.D
	- Giving a reward to the children - The parents are visiting them all the time	Master Deo / SDE
	- You gave him everything, including your time - Parents are teachers.	Mah Bobong / S.D
	Insight	
Diverse Perspectives on Education	- The teachers do something that we don't like.	Yeh Sal / MSD
	- Parents value education - Teachers value it differently	Master Deo / SDE
	- Their schooling is successful - It will be a great joy as a stakeholder and the parents	Mah Bobong / S.D
	- They desire to finish so - They can have a job	Yeh Anjie / ATN

3.17 Cross-Case Analysis

3.17.1 Similarities

a. Collaborative Achievement

Collaborative work between instructors, parents, and society was key to developing a cohesive learning environment. Our cooperative actions, led by educators such as Master Jojo and Master Deo, ensured that the importance of cooperation came to the forefront, as together, they could marshal different abilities and viewpoints to help challenges become possibilities for learning. Additionally, the influence of teacher cooperation, community learning, and shared responsibility in supporting learner achievement is also important. Our teamwork among educators promotes professional development and learner progress. Incorporating diverse perspectives using professional learning communities (PLCs) to encourage learning experiences in collaborative teaching practices. My study found that teaching cooperation fosters a culture of understanding and shared knowledge, increasing student participation and performance (Johnson & Fournillier, 2021; Khasawneh *et al.*, 2023).

b. Holistic Support for Education

Education extends beyond intellectual growth to emotional, social, and physical development. Master Helen, Master Deo, and Yeh Fad all emphasized that students received support from various systems, including family involvement, community resources, and mental health services, to attain comprehensive educational support encompassing mental well-being, inclusive learning, and building resilience. Our family and community engagement play a crucial role in fostering student success. Interdisciplinary approaches examined how involving families and communities improves education. Collaborative learning emphasizes environments that enhance student engagement on learning practices and emotional security (Greville *et al.*, 2023).

3.17.2 Differences

a. Intentional Engagement in Education

Learning thrives when parents and educators foster strong relationships that involve students in meaningful engagement with their school. Mah Bobong and Master Deo emphasized the value of successful teacher-parent collaboration, which guarantees student agency and develops home-school connections. The research examines shared responsibility in teaching, collaborative instructional practices, and the effectiveness of student-centered instruction in academic performance. Our collaborative work between parents and teachers promotes learning processes and academic performance. Team teaching promotes joint responsibility among teachers. The collaboration highlights the strengthening of instruction, improvement of learning environments, and benefits to students (Decuyper *et al.*, 2023).

b. Diverse Perspective on Education

Education was an ever-evolving sector influenced by diverse pedagogical views and contributions from various stakeholders. Yeh Sal, Master Deo, Mah Bobong, and Yeh Anjie prioritized conventional teaching styles as the primary determinants of pupil outcomes. At the same time, a more inclusive and flexible approach is needed to bring together parents and educators in unifying education plans. Our diverse instructional strategies considered the impact of blended learning on how teaching and pedagogy in learning would improve through artificial intelligence. Instructional strategies are strongly motivating, engaging, and impactful on student achievement. Researched how blended learning strategies impact students' motivation and satisfaction. The study found that collaborative and technology-integrated learning environments enhance educational experiences and foster student engagement (Radovan & Radovan, 2024).

Table # 15: Contrasting Views and Shared Goals in Collaborative Educational Practices

Category	Emergent Themes	Similarities	Differences
Experience	Collaborative Achievement	Master Jojo / SJJJ Master Deo / SDE Master Deo / T.E	
Insights	Holistic Support for Education	Master Helen / MHN Master Deo / T.E Master Helen / MHN Yeh Fad / MFD	
Coping	Intentional Engagement in Education		Mah Bobong / S.D Master Deo / SDE Mah Bobong / S.D
Insight	Diverse Perspectives on Education		Yeh Sal / MSD Master Deo / SDE

4. Discussion

4.1 Implications for Practice

4.1.1 Collaboration and Support

Schools have to establish systematic partnership models with parents, instructors, and community stakeholders to enhance students' academic performance. Open communication and shared responsibility in schools should foster inclusive environments to meet the educational standards in the socioeconomic needs of students with diverse backgrounds. Professional development must equip teachers with the skills to foster strong teacher-student relationships and facilitate effective parental involvement.

4.1.2 Role and Responsibilities

Strengthening the responsibilities of parents, teachers, and the community encourages inclusive and equitable quality education for all learners. Structured communication systems and digital platforms, home visits, and frequent PTA meetings must be adopted by schools to enable effective parent-teacher collaboration and joint accountability. Professional development programs must empower teachers' interventions with cultural sensitivity, economic survival situations, and socio-emotional approaches to work effectively with families from diverse backgrounds, particularly those facing poverty or limited educational history.

4.1.4 Personal Experiences and Reflections

Reflecting on my experiences as a teacher observing parental efforts, I have seen how financial struggles test the relationship of in-school members in school priorities to limit technology access, seriously affecting educational outcomes. These are the issues close to my heart. I have watched parents in meager circumstances battle to enrich their children's education with teachers serving as guides and cultural ambassadors in underprivileged

communities. My experience confirms that quality education requires academic training, empathy, cultural sensitivity, and inclusive digital policies to address systemic barriers.

4.1.5 Collaborative Achievement

Collaboration was the key to developing effective alliances between parents, educators, and stakeholders. This research highlights that, in collaboration, these groups form a motivating learning environment supporting academic achievement and comprehensive student growth. Collaboration was a cornerstone that ensured learners were continually directed, motivated, and supported emotionally, becoming resilient and fundamental non-cognitive abilities for a lifetime of learning.

4.1.6 Holistic Support for Education

Creating an integrated learning environment that fosters students' cognitive, emotional, social, and moral growth is necessary. This research underscores the significance of open communication in mutual interaction among parents, educators, and stakeholders to foster "whole child" academic success, emotional intelligence, resilience, and social responsibility. Committing to holistic education in schools could empower students to become balanced individuals equipped for lifelong success.

4.1.7 Intentional Engagement in Education

Schools must center on active, intentional cooperation among students, parents, and teachers to establish an environment that supports learning. Teachers construct meaningful relationships that motivate students to reach their full capabilities by combining personalized pedagogical approaches using effective communication and technology-based learning tools. Schools should invest in teacher professional development, encourage active family participation, and leverage online tools to develop richly engaged and motivated students set up for lifelong achievement.

4.1.8 Diverse Perspective on Education

The key is identifying and integrating the varied aspirations of parents, teachers, and stakeholders. By honoring the differing perspectives of various communities and fostering open discussion, educational institutions can bridge knowledge gaps, promote equity, and foster cooperation. Schools had to focus on inclusive practices, build family teamwork within community partnerships, and help teachers establish respectful and diverse climates so all students can thrive.

5. Concluding Remarks

In the informal discussions among parents, teachers, and stakeholders, I was fortunate enough to understand education as a living thing. It was a process in which each step was a shared pulse of all problems, a shared rise. The Collaborative Achievement, Holistic Support, Intentional Engagement, and Diverse Perspectives research findings

were not mere hypotheses but the heartbeat of a vibrant learning environment plan. It reminds us that success is not just found in grades or test scores but in the web of belonging, where the experiences are on the list, and we create the hushed words of affirmation. Aspirational laughter and honest conversations give life to the classroom. In this context, learning emerges as a collaborative symphony, where every voice is essential, and each contribution contributes to innovation in the crescendo of progress.

In hindsight, I am changed. This study made me see the power of human relationships in the unassuming persistence of a parent relationship. The unyielding devotion of a teacher was an unseen spark of inspiration that the community rallied around to create a better future for the learner. It made me recall that learning transcends boundaries and flourishes in the mundane moments of understanding, self-worth, and common aspirations. This instant helped reaffirm my faith that true school reform occurs not through isolated incidents but through the coming together of several hands and hearts to empower the future.

Conflicts of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Earl A. Susbilla is a teacher of Ellaw Integrated School, Sitio Ellaw Barangay Laconon, Tboli, South Cotabato Division of South Cotabato, Philippines.

ORCID: orcid.org/0009-0008-0218-8584

Email: eithanshwn128@gmail.com, earl.susbilla@deped.gov.ph

Cornelio R. Rollo (PhD) is a Doctor of Philosophy in Educational Management. He serves as a dedicated Professor of Ramon Magsaysay Memorial Colleges Graduate School, Philippines.

Email: rollormmc@gmail.com

References

- Abimbola, C., Eden, C. A., Chisom, O. N., & Adeniyi, I. S. (2024). Online learning and community engagement: Strategies for promoting inclusivity and collaboration in education. *World Journal of Advanced Research and Reviews*. <https://doi.org/10.30574/wjarr.2024.21.3.0693>
- Abutabenjeh, S., & Jaradat, R. (2018). Clarification of research design, research methods, and research methodology: A guide for public administration researchers and practitioners. *Teaching Public Administration*, 36(3), 237-258. <https://doi.org/10.1177/0144739418775787>
- Alpi, K. M., & Evans, J. J. (2019). Distinguishing case study as a research method from case reports as a publication type. *Journal of the Medical Library Association: JMLA*, 107(1), 1. <https://doi.org/10.5195/jmla.2019.615>

- Alwaely, S., Almousa, N., Helali, M., AlAli, R., Rashed, R. M., Mashal, A. A., Saleh, S., Darawsheh, S., & Khasawneh, M. (2024). Teacher-student rapport and gamified learning: Investigating the role of interpersonal variables in classroom integration. *International Journal of Data and Network Science*. <https://doi:10.5267/j.ijdns.2023.11.003>
- Andrade, F.M., Rodrigues, M.P., & Gomes, J.D. (2023). Rural education and teacher professionalization challenges in Northwestern Rio de Janeiro state. *Revista Brasileira de Educação do Campo*. <http://dx.doi.org/10.20873/uft.rbec.e14037>
- Avagimyan, A., Tugelbayeva, L., Shagivaleeva, G.R., & Savchenko, I. (2023). Strategies for resolving conflicts in the multicultural educational environment (Estrategias de resolución de conflictos en entornos educativos multiculturales). *Culture and Education*, 35, 562 - 587. <https://doi.org/10.1080/11356405.2023.2200585>
- Barela, J. J. (2022). Character education for elementary school students and Parental commitment: A qualitative phenomenological study. *Scholars Crossing the Institutional Repository of Liberty University*. Retrieved from <https://digitalcommons.liberty.edu/doctoral/3779/>
- Briones, L. M. (2020). Deped to showcase readiness in the school year 2020-2021 kick-off. *Secretary of the Department of Education, Philippines*. Retrieved from <https://www.deped.gov.ph/2020/06/01/deped-to-showcase-readiness-in-school-year-2020-2021-kick-off/>
- By, & Mwirichia, D.S. (2021). Head teacher-parent communication for the improvement of inclusive education in regular public primary schools in Meru County, Kenya. Retrieved from <https://www.semanticscholar.org/paper/headteacherparentcommunicationfortheofininbymwirichia/6e4f881db2b076861231f2fe2a541b0381c7a5aa>
- Cavallone, M., Ciasullo, M. V., Manna, R., & Palumbo, R. (2022). A tale of two Stakeholders: achieving excellence by merging quality expectations in higher education institutions. *Studies in Higher Education*, 47(2), 244-258. <https://doi.org/10.1080/03075079.2020.1767046>
- Chavez, J. V., Adalia, H. G., & Alberto, J. P. (2023). Parental support strategies and motivation in aiding their children learn the English language. *Forum for Linguistic Studies*. <https://doi:10.59400/fls.v5i2.1541>
- Cook, K. D., Dearing, E., & Zachrisson, H. D. (2018). Is parent-teacher cooperation in the first year of school associated with children's academic skills and behavioral functioning?. *International Journal of Early Childhood*, 50, 211-226. <https://doi.org/10.1007/s13158-018-0225-8>
- Costache, L., Cojocaru, Ș., Cojocaru, D., & Buna, O. (2023). Benefits of parental education in the school system. *The Influence of Parental Education on School Culture and Student Participation*. <https://doi.org/10.33788/qie.23.01>
- Da Costa, D. F. (2021). Entangled in two romance languages: Experiencing language barriers in higher education. *Australian Journal of Applied Linguistics*, 4(2), 60-74. <http://dx.doi.org/10.29140/ajal.v4n2.508>

- Dannels, S. A. (2018). Research design. In the reviewer's guide to quantitative methods in the social sciences (pp. 402-416). Routledge. <https://doi.org/10.4324/9781315755649-29>
- Daskan, A. (2023). The characteristics of passionate educators and their role in education. *International Journal of Social Sciences & Educational Studies*, 10(1). <https://doi:10.23918/ijsses.v10i1p358>
- Decuyper, A., Tack, H., Vanblaere, B., Simons, M., & Vanderlinde, R. (2023). Collaboration and shared responsibility in team teaching: A large-scale survey study. *Education Sciences*. <https://doi:10.3390/educsci13090896>
- Deslandes, R., & Rousseau, N. (2023). Congruence between teachers' and parents' role construction and expectations about their involvement in homework. *International Journal about Parents in Education*. <https://doi.org/10.5964/ijpe.15.1.1>
- Dewi, W.K., Mursito, B., & Titisari, K.H. (2021). The influence of emotional quotient (eq), spiritual quotient (sq), parental support and school environment on the discipline of students of SMA batik 1 Surakarta. <https://doi.org/10.29040/IJEBAR.V5I3.2752>
- Dietrich, H., Patzina, A., & Lerche, A. (2021). Social inequality in the homeschooling efforts of German high school students during a school closing period. *European Societies*, 23(sup1), S348 S369. <https://doi.org/10.1080/14616696.2020.1826556>
- DiNapoli, J., & Miller, E. K. (2022). Recognizing, supporting, and improving student perseverance in mathematical problem-solving: The role of conceptual thinking scaffolds. *The Journal of Mathematical Behavior*. <https://doi.org/10.1016/j.jmathb.2022.100965>
- Dirsa, A., Anggreni, S. B. P., Diananseri, C., & Setiawan, I. (2022). Teacher role as professional educator in school environment. *International Journal of Science Education and Cultural Studies*. <https://doi:10.58291/ijsecs.v1i1.25>
- Donkor, A. (2023). Parental involvement in education in ghana: The case of a private elementary school. *International Journal about Parents in Education*. <https://doi:10.54195/ijpe.18166>
- Emilia, O., Suhoyo, Y., & Utomo, P. (2023). Teacher as role model in developing professional behavior of medical students: A qualitative study. *International Journal of Medical Education*, 14, 55-62. <https://doi.10.5116/ijme.6443.ae49>
- Fithriani, F., Syabuddin, S., Gunawan, G., Zainuddin, T., & Sulaiman, S. (2021). Teacher as a role model in the 2013 curriculum development. *Jurnal Ilmiah Islam Futura*. <https://doi:10.22373/jiif.v21i2.7516>
- Gabriela, M., Alejandro, R.C., & Diego, R.M. (2024). Challenges and developments in multilingual education in indigenous amazonian communities of Peru. *Research and Advances in Education*. Retrieved from <https://www.paradigmpress.org/rae/article/view/982>
- García-Martínez, I., Montenegro-Rueda, M., Molina-Fernández, E., & Fernández-Batanero, J. M. (2021). Mapping teacher collaboration for school success. *School Effectiveness and School Improvement*, 32(4), 631-649. <https://doi.org/10.1080/09243453.2021.1925700>

- Greville, H., House, W., Tarrant, S., & Thompson, S. (2023). Addressing complex social problems using the lens of family violence: Valuable learning from the first year of an interdisciplinary community of practice. *International Journal of Environmental Research and Public Health*. <https://doi:10.3390/ijerph20043501>
- Gu, X., Hassan, N. C., & Sulaiman, T. (2024). The relationship between family factors and academic achievement of junior high school students in rural China: Mediation effect of parental involvement. *Behavioral Science*, 14. <https://doi:10.3390/bs14030221>
- Hill, N. E. (2022). Parental involvement in education: Toward a more inclusive understanding of parents' role construction. *Educational Psychologist*, 57(4), 309-314. <https://doi.org/10.1080/00461520.2022.2129652>
- Holmes, B. (2022). *Diversity and unity in education: A comparative analysis*. Routledge. Retrieved from <https://www.taylorfrancis.com/books/mono/10.4324/9781003286820/diversity-unity-education-brian-holmes>
- Idawati, I., Salim, L. A., Devy, S. R., Kartika, K., Yuliana, Y., Muzaffar, M., ... & Iriyanti, M. (2023). Literature review: The relationship between the role of parents as educators on the behavior of preventing early marriage in adolescents. *Journal of Public Health in Africa*, 14(2), 6. <https://doi.org/10.4081/jphia.2023.2554>
- Imtihansyah, R., Tomoliyus, T., Sukamti, E. R., Fauzi, F., Prabowo, T. A., Prayoga, H. D., ... & Amalia, B. (2024). The impact of parental support on performance achievement through achievement motivation in elite Athletes in South Kalimantan, Indonesia: A cross-sectional study with structural equation modeling analysis. *Retos: Nuevas Tendencias en Educación Física, Deporte y Recreación*, (57), 346-354. <https://doi:10.47197/retos.v57.105996>
- Jeynes, W. (2019). *Eliminating the achievement gap*. Rowman & Littlefield. Retrieved from <https://rowman.com/ISBN/9781475845073/Eliminating-the-Achievement-Gap>
- Johnson, N. N., & Fournillier, J. (2021). Increasing diversity in leadership: Perspectives of four black women educational leaders in the United States. *Journal of Educational Administration and History*, <https://doi:10.1080/00220620.2021.1985976>
- Khasawneh, Y. J. A., Alsarayreh, R., Al Ajlouni, A. A., Eyadat, H., Ayasrah, M., & Khasawneh, M. (2023). An examination of teacher collaboration in professional learning communities and collaborative teaching practices. *Journal of Education and e-Learning Research*. <https://doi:10.20448/jeelr.v10i3.4841>
- Kumar, A. (2024). The importance of holistic education in India. *International Journal for Multidisciplinary Research*. <https://doi.org/10.1234/ijmr.v2024i1.5678>
- Lawrence, K., & Fakuade, O. V. (2021). Parental involvement, learning participation and online learning commitment of adolescent learners during the COVID-19 lockdown. *Research in Learning Technology*. <https://doi:10.25304/rlt.v29.2544>
- Leech, N. L., Gullett, S., Cummings, M. H., & Haug, C. A. (2022). The challenges of remote K-12 education during the COVID-19 pandemic: Differences by grade level. *Online*

- Learning*, 26(1), 245-267. Retrieved from <https://olj.onlinelearningconsortium.org/index.php/olj/article/view/2609>
- Li, Z., & Qiu, Z. (2018). How does family background affect children's educational Achievement? Evidence from contemporary China. *The Journal of Chinese Sociology*, 5(1), 12. Retrieved from <https://journalofchinesesociology.springeropen.com/articles/10.1186/s40711-018-0083-8>
- Lopez, A.C., Manguib, I.D., & Bauyot, M.M. (2024). Teachers' financial literacy in basic education: A case study in Davao City, Philippines. *Journal of Economics, Management and Trade*. <https://doi.org/10.9734/jemt%2F2024%2Fv30i71227>
- MacFarlane, K. (2018). Higher education learner identity for successful student Transitions. *Higher Education Research & Development*, 37(6), 1201-1215. <https://doi.org/10.1080/07294360.2018.1477741>
- Mansueto, D., Kilag, O. K., Andrin, G., Guiñeta, R., Ford, L. J., & Tiu, J. (2024). Leadership impact on literacy: Principals, synergistic partnerships, and Progressive pathways for school improvement. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, 1(2), 50-56. <https://doi.org/10.1234/imjrise.v1i2.151617>
- Mora, L., Deakin, M., & Reid, A. (2019). Strategic principles for smart city development: A multiple case study analysis of European best practices. *Technological Forecasting and Social Change*, 142, 70- 97. <https://doi.org/10.1016/j.techfore.2018.07.035>
- Mpahla, N., & Makena, B. (2022). Teacher education for single-grade teaching disqualifies multi-grade teaching for rural education. *PUPIL: International Journal of Teaching, Education and Learning*, 6(1), 192-201. <https://doi.org/10.20319/pijtel.2022.61>
- Murro, R. A., Lobo, J. G., Inso, A. R. C., & Chavez, J. V. (2023). Difficulties of parents with low educational attainment in assisting their children in modular distance learning during pandemic. *Environment and Social Psychology*, 9(1). <http://dx.doi.org/10.54517/esp.v9i1.1957>
- Ngobeni, S. (2024). Establishing sustainable school-community partnerships: Strategies for school management teams. *International Journal of Leadership in Education*, 1-20. <https://doi.org/10.1080/13603124.2024.2369987>
- Niznik, A., Cornett, A., & Fletcher, C. (2022). Juggling family and finances: The financial struggles and obligations of parenting students. Available at SSRN 4197370. <https://dx.doi.org/10.2139/ssrn.4197370>
- Nurdiana, R., Effendi, M. N., Ningsih, K. P., Abda, M. I., & Aslan, A. (2023). collaborative partnerships for digital education to improve students' learning achievement at the Institute of Islamic Religion of Sultan Muhammad Syafiuddin Sambas, Indonesia. *International Journal of Teaching and Learning*, 1(1), 1-15. Retrieved from <https://injetel.org/index.php/12/article/view/1>
- Omarkhanova, A., Sugiralina, A., Yesbergen, N., & Adikhanov, I. (2024). Investigating the impact of parental involvement on student academic achievement. "*Bilim*"

- Scientific and Pedagogical Journal*. Retrieved from <https://doi.org/10.59941/2960-0642-2024-2-43-52>
- Pangandoyon, R. T., Lupina, S. P., Mandin, M. O., & Bauyot, M. M. (2024). A multiple case study on the resilient leadership in integrated schools: School heads' perspective in focus. *Asian Journal of Education and Social Studies*, 50(1), 28–41. <https://doi.org/10.9734/ajess/2024/v50i11237>
- Park, K. H., Liu, Q., & Li, H. (2023). UNESCO practices under the SDG4 and COVID-19 response framework: Topic modeling from 2003 to 2021. *International Journal of Innovative Research and Scientific Studies*, 6(2), 322-329. Retrieved from <https://creativecommons.org/licenses/by/4.0/>
- Quanjin, R., Hassan, A. B., & Omar, M. K. (2024). Effects of teacher leadership on parent-teacher collaboration at the elementary school in Nanjing, China. *International Journal of Academic Research*. <http://dx.doi.org/10.6007/IJARBS/v14-i5/21597>
- Radovan, M., & Radovan, D. M. (2024). Harmonizing pedagogy and technology: Insights into teaching approaches that foster sustainable motivation and efficiency in blended learning. *Sustainability*. <https://doi:10.3390/su16072704>
- Ramos, J. L., de Jong, F., Cattaneo, A., Laitinen-Vaananen, S., Pedaste, M., Espadeiro, R. G., ... & Monginho, R. (2019). Models for facilitation of teachers' professional development through video-supported collaborative learning. In *Atas da XI Conferência Internacional de Tecnologias de Informação e Comunicação na Educação-Challenges* (pp. 1045-1064). Retrieved from https://www.academia.edu/72952291/ensino_e_educac%C3%A7%C3%A3o_em_diferentes_contextos
- Shahlal, S. A., Isa, K., & Kechek, N. N. A. (2021). Parenting style and its influence on student discipline problem and student happiness in Malaysia. In *Proceedings of the International Conference on Industrial Engineering and Operations Management* (pp. 775-782). <https://doi:10.46254/in01.20210224>
- Sharma, R. (2024). The effects of parental involvement on student academic success. *Global International Research Thoughts*. <http://dx.doi.org/10.36676/girt.v12.i1.111>
- Sheridan, S. M., Smith, T. E., Moorman Kim, E., Beretvas, S. N., & Park, S. (2019). A meta-analysis of family-school interventions and children's social-emotional functioning: Moderators and components of efficacy. *Review of Educational Research*, 89(2), 296-332. <https://doi.org/10.3102/0034654318825437>
- Simuja, C., & Shikesho, H. (2024). Investigating the experiences of mathematics teacher technology integration in the selected rural primary schools in Namibia. *International Journal of Technology-Enhanced Education (IJTEE)*, 3(1), 1-15. <https://doi:10.4018/ijtee.340028>
- Smith, R. A., & Tinto, V. (2024). Unraveling student engagement: Exploring its relational and longitudinal character. *Journal of College Student Retention: Research, Theory & Practice*, 26(2), 528-543. Retrieved from https://www.researchgate.net/publication/360393005_Unraveling_Student_Engagement_Exploring_its_Relational_and_Longitudinal_Character

- Solone, C. J., Thornton, B. E., Chiappe, J. C., Perez, C., Rearick, M. K., & Falvey, M. A. (2020). Creating collaborative schools in the United States: a review of best practices. *International Electronic Journal of Elementary Education*, 12(3), 283-292. https://www.researchgate.net/publication/338871421_Creating_Collaborative_Schools_in_the_United_States_A_Review_of_Best_Practices
- Tackie, H. N. (2022). (Dis)Connected: Establishing social presence and intimacy in teacher–student relationships during emergency remote learning. *AERA Open*, 8. <https://doi.org/10.1177/23328584211069525>
- Tao, J., & Xu, Y. (2022). Parental support for young learners' online learning of English in a Chinese primary school. *System*. <https://doi.org/10.1016/j.system.2021.102718>
- Thomas, S., Ramya, B., & Nithyapriya, R. (2024). Impact of parental engagement on academic achievement in school-age children. *Saudi J Nurs Health Care*, 7(11), 226-229. <https://doi.org/10.36348/sjnhc.2024.v07i11.002>
- Tonbak, Z., & Apaydin, Ç. (2019). The effect of school-family partnership on teacher-parent communication in secondary education. *MIER Journal of Educational Studies Trends and Practices*, 79-97. <https://doi.org/10.52634/mier%2f2019%2fv9%2fi1%2f1382>
- Utami, A. Y. (2022). The role of parental involvement in student academic outcomes. *Journal of Education Review Provision*. <https://doi.org/10.55885/jerp.v2i1.156>
- Velázquez, T. I. (2024). The integration of pre-service training and in-service support models in Canada and their impact on multicultural education. *Research and Advances in Education*, 3(10), 41-48. <https://www.paradigmpress.org/rae/article/view/1375>
- Wang, X., Yang, L., Chen, K., & Zheng, Y. (2024). Understanding teacher emotional exhaustion: exploring the role of teaching motivation, perceived autonomy, and teacher–student relationships. *Frontiers in Psychology*, 14. https://www.researchgate.net/publication/377632646_Understanding_teacher_emotional_exhaustion_exploring_the_role_of_teaching_motivation_perceived_autonomy_and_teacher-student_relationships
- Wang, Y., & Li, L. M. W. (2024). Relationships between parental involvement in homework and learning outcomes among elementary school students: The moderating role of societal collectivism–individualism. *British Journal of Educational Psychology*. <https://psycnet.apa.org/doi/10.1111/bjep.12692>
- Warren, J., & Locklear, L. A. (2021). The role of parental involvement, including parenting beliefs and styles, in the academic success of American Indian students. *Professional School Counseling*. <https://doi.org/10.1177/2156759x20985837>
- Wehn, U., Collins, K., Anema, K., Basco-Carrera, L., & Lerebours, A. (2020). *Stakeholder engagement in water governance as social learning: Lessons from practice*. Tylor & Francis Group. Retrieved from <https://www.taylorfrancis.com/chapters/edit/10.4324/9780429448058-4/stakeholder-engagement-water-governance-social-learning-lessons-practice-uta-wehn-kevin-collins-kim-anema-laura-basco-carrera-alix-lerebours>

- Werang, B. R., Agung, A. A. G., Jampel, I. N., Gading, I. K., Jim, E. L., Asaloei, S. I., & Sianturi, M. (2024). Exploring the simultaneous impact of parental support, school environment, teacher morale, and student learning motivation on student academic performance. *International Journal of Religion*, 5(2), 510-520. <https://doi.org/10.61707/125w8p12>
- Williams-Johnson, M., & Gonzalez-DeHass, A. R. (2022). Parental role construction leading to parental involvement in culturally distinct communities. *Educational Psychologist*. <https://doi:10.1080/00461520.2022.2131554>
- Yahia, F. (2024). Arabic language impact on EFL learners' speaking competence: The case of Algerian first year bachelor students at Kasdi Merbah University-Ouargla. *Turkish Academic Research Review*, 9(1), 55-73. <http://dx.doi.org/10.30622/tarr.1412950>
- Yuldashaliyev, Z. F. (2023). Holistic education: a comprehensive approach to learning. *Экономика и социум*, (12 (115)-2), 522-524. Retrieved from <https://cyberleninka.ru/article/n/holistic-education-a-comprehensive-approach-to-learning>
- Zou, H., Yao, J., Zhang, Y., & Huang, X. (2024). The influence of teachers' intrinsic Motivation on students' intrinsic motivation: The mediating role of teachers' motivating style and teacher-student relationships. *Psychology in the Schools*, 61(1), 272-286. Retrieved from https://www.researchgate.net/publication/373114609_the_influence_of_teachers'_intrinsic_motivation_on_students'_intrinsic_motivation_the_mediating_role_of_teachers'_motivating_style_and_teacher-student_relationships
- Zou, T. X. P., et al. (2024). Faculty members' perceptions and students' experiences of research-based curricula: A multiple case study of four undergraduate programmes. *Higher Education*, 88, 1205–1225. <https://doi.org/10.1007/s10734-023-01166-x>
- Zuckerman, S. J. (2023). The ecology of rural cross-sector school-community partnerships: A literature review. *Peabody Journal of Education*, 98 (4), 430-447. <https://doi.org/10.1080/0161956X.2023.2238521>

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).