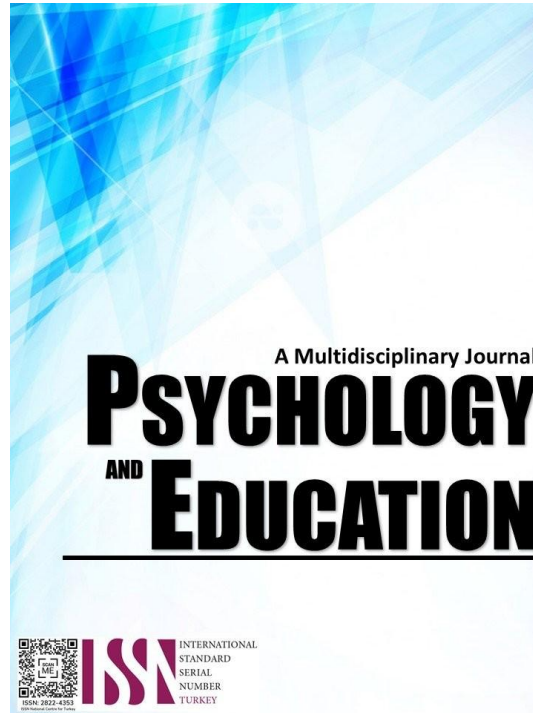


THE TEACHER-PARENT NEXUS: ACADEMIC IMPLICATIONS OF STUDENT SUCCESS THROUGH HOME- SCHOOL COLLABORATION



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The Teacher-Parent Nexus: Academic Implications of Student Success Through Home-School Collaboration

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Abstract

This qualitative case study examined the role of home-school collaboration in supporting learners with learning and behavioral difficulties in selected elementary schools in the Tandag II District, Tandag City Division. It focused on identification practices, challenges in sustaining teacher-parent collaboration, parents' experiences in managing learners' academic and behavioral needs, and the effects of collaboration on learner outcomes. Using purposive sampling, 28 key informants (14 teachers and 14 parents) were selected. Data were gathered through semi-structured interviews and focus group discussions and analyzed using Braun and Clarke's (2006) thematic analysis. Findings revealed that identification practices involved classroom observation, standardized assessments, professional consultation, and parent-teacher communication. However, challenges such as limited parental engagement, time constraints, communication barriers, and parents' emotional and socioeconomic struggles affected collaboration. Despite these, both teachers and parents demonstrated strong commitment to supporting learners. Thus, schools must strengthen home-school collaboration by establishing a clear and positive partnership with parents to support learners with learning difficulties, as strong parental involvement significantly enhances academic performance. Moreover, the implementation of active engagement programs and structured school activities is essential to sustain meaningful parent participation in the learners' education. In addition, well-defined and inclusive school policies should be developed and consistently implemented to guide collaborative efforts and ensure effective support for learners' academic and behavioral development.

Keywords: *home-school collaboration, teacher-parent partnership, student achievement, learning difficulties, inclusive education*

Introduction

Home-school collaboration has been widely established in educational research as a critical determinant of student academic achievement, behavioral development, and socio-emotional adjustment. It reflects a shared responsibility between families and schools in supporting learner development through consistent reinforcement of academic expectations, behavioral norms, and value formation across learning environments. In the Philippine context, this partnership is institutionalized through policy mechanisms such as Parent-Teacher Associations (PTAs), Brigada Eskwela, and the Child-Friendly School System (DepEd Order No. 44, s. 2005), all of which underscore the strategic role of parental engagement in strengthening inclusive and responsive basic education systems. These policy directions position home-school collaboration as a foundational component of learner support, particularly for students requiring additional academic and behavioral assistance.

Empirical evidence consistently demonstrates the positive influence of structured parental involvement on student outcomes. Epstein (2020) asserts that sustained family-school partnerships enhance student motivation, engagement, and achievement by extending learning support beyond the classroom. Similarly, Rosales (2021) emphasizes that collaborative engagement fosters learner autonomy and adaptability, particularly in dynamic and evolving educational environments. Luna and Del Valle (2021) further provide evidence that systematic parent-teacher collaboration significantly improves academic performance, particularly in language-related competencies, highlighting the instructional value of parental participation. In addition, Correia, Teixeira, and Forlin (2021) underscore the importance of parental engagement in special education processes, particularly in assessment, intervention planning, and the development of Individualized Education Programs (IEPs), which contribute to more responsive and individualized learner support. Collectively, these studies affirm that home-school collaboration is a robust mechanism for enhancing equitable educational outcomes across diverse learner populations.

Despite the growing body of literature supporting the effectiveness of home-school partnerships, a critical research gap persists in relation to their contextual implementation within public elementary school systems, particularly in developing regions. While existing studies acknowledge the general benefits of parental involvement (Epstein, 2020; Kim et al., 2020), there remains limited empirical evidence on how structured systems for identification, referral, and intervention are operationalized at the school or district level. Furthermore, DepEd Caraga (2021) reports inconsistencies in the implementation of school-based support mechanisms; however, these reports provide limited analytical depth regarding their implications for teacher-parent collaboration and learner intervention processes. Notably, there is a paucity of localized qualitative evidence examining how educators and parents collaboratively address learners with learning and behavioral difficulties within resource-constrained public school environments. This gap underscores the need for context-sensitive investigations that capture lived experiences and institutional realities in implementing inclusive education practices.

In response to these identified gaps, this study investigates home-school collaboration in selected elementary schools within the Tandag

II District, Tandag City Division, with particular focus on learners experiencing learning and behavioral difficulties. It specifically examines identification practices, collaborative experiences, implementation challenges, and parental experiences in supporting learner development. Employing a qualitative case study design, the study aims to generate empirically grounded insights that can inform evidence-based strategies for strengthening teacher–parent partnerships. Ultimately, this research seeks to enhance early identification processes, improve collaborative intervention strategies, and provide contextual understanding that may guide schools in strengthening parental engagement and promoting inclusive, equitable, and learner-centered education within public elementary school contexts.

Research Questions

This study aimed to investigate the teacher-parent nexus and its academic implications for student success through home-school collaboration, particularly for learners manifesting difficulty in learning. It sought to provide an in-depth understanding of how collaborative efforts between teachers and parents contributed to identifying challenges, supporting learners, and fostering inclusive educational outcomes. Specifically, the study sought to:

1. What practices are implemented by schools and parents in identifying learners with learning and behavioral difficulties?
2. What challenges do teachers encounter in establishing and sustaining home–school collaboration to support learners with learning and behavioral difficulties?
3. What difficulties do parents experience in managing the behavioral and academic progress of their children in school?
4. What are the perceived effects of home–school collaboration on the academic performance and behavioral development of learners with learning and behavioral difficulties?

Literature Review

Home–School Collaboration and Identification of Learners with Learning and Behavioral Difficulties

Home–school collaboration refers to the structured partnership between teachers and parents in supporting learner development through shared communication, monitoring, and decision-making. In contemporary educational discourse, it is widely recognized as a foundational mechanism for ensuring accurate and early identification of learners with learning and behavioral difficulties. This process is grounded on the principle that learner development is influenced by interconnected environments, particularly the home and school, which jointly shape academic behavior, emotional adjustment, and learning performance (Epstein, 2020). In this sense, identification is not viewed as an isolated school function but as a shared responsibility that emerges from continuous interaction between key stakeholders.

Effective identification of learners with difficulties requires the integration of formal school-based assessment and contextual home-based information. School systems commonly employ structured screening mechanisms such as behavioral checklists, formative assessments, and classroom observation protocols to detect early signs of learning and behavioral concerns (Bradley & Danielson, 2021). However, literature consistently emphasizes that these tools are insufficient when used in isolation, as they primarily capture behavior within controlled school environments. Martinez and O'Connor (2022) argue that parental insights are crucial in completing the diagnostic picture, as many behavioral patterns and developmental indicators emerge more clearly in home settings where learners exhibit more natural behavior. It suggests that identification becomes more accurate when institutional assessment is triangulated with parental observation, forming a more comprehensive understanding of learner needs.

In developing contexts such as the Philippines, identification processes are strongly shaped by the degree of collaboration between teachers and parents due to the limited availability of formal psychological and diagnostic services (Dela Cruz & Reyes, 2020). This structural limitation positions schools and families as primary agents in detecting learning and behavioral difficulties. Cultural frameworks further reinforce this dynamic, as values such as *bayanihan* and *malasakit* encourage collective responsibility in monitoring and supporting learners (Padilla, 2022). Similarly, Cruz and Balila (2023) highlight that in indigenous and rural contexts, identification extends beyond the nuclear family to include extended relatives and community members, creating a broader support system for recognizing learner needs. Therefore, Identification is most effective when it is collaborative, culturally embedded, and contextually responsive rather than purely institutional.

Challenges in Establishing and Sustaining Home–School Collaboration

Home–school collaboration, despite being widely recognized as essential in supporting learner development, is consistently constrained by a complex interplay of structural, socioeconomic, cultural, and communicative barriers. In the literature, these challenges are not viewed as isolated issues but as interrelated conditions that collectively shape the quality and sustainability of teacher–parent partnerships. Hornby and Lafaele (2022) conceptualize these constraints as systemic in nature, emphasizing that power imbalances, limited teacher preparation, and cultural misalignment between schools and families often restrict meaningful parental participation. This suggests that collaboration challenges are deeply embedded within institutional structures rather than being solely dependent on individual willingness or effort.

At the institutional level, school conditions further intensify these constraints. Large class sizes, heavy workloads, and competing administrative responsibilities reduce teachers' capacity to engage in sustained and meaningful collaboration with parents (Slee, 2020).

When compared with systemic barriers identified by Hornby and Lafaele (2022), these findings reveal a reinforcing pattern: structural inefficiencies within schools directly weaken the implementation of collaborative practices. Similarly, socioeconomic conditions significantly influence parental engagement, as Baker et al. (2021) note that low-income families often experience time poverty, employment instability, and limited educational background, all of which restrict their capacity to participate in school-related activities. Importantly, these limitations are frequently misinterpreted by schools as a lack of interest, which further widens the gap in collaboration.

Communication emerges as another critical dimension influencing collaboration sustainability. Kaur and Singh (2023) highlight that unclear expectations, inconsistent messaging, and weak communication systems undermine trust and coordination between teachers and parents. This is reinforced by Florian and Spratt (2020), who argue that inadequate teacher training in inclusive education limits educators' ability to engage diverse families in collaborative processes effectively. It indicates that communication breakdown is not merely technical but also pedagogical, reflecting gaps in teacher preparedness and institutional support.

The COVID-19 pandemic further reshaped these dynamics by accelerating the use of digital communication tools. While Carter and McNulty (2024) note that digital platforms expanded access to school communication, they also reduced relational depth and emotional connection between stakeholders. In contrast, Singh and Patel (2023) emphasize that the digital divide continues to exclude disadvantaged families from meaningful participation, particularly in low-resource settings. While technology offers new opportunities for engagement, it simultaneously reproduces inequalities in access and participation.

Parental Experiences in Managing Learners with Learning and Behavioral Difficulties

Parental experiences in supporting learners with learning and behavioral difficulties are widely understood as multidimensional, shaped by the interaction of emotional, socioeconomic, and cultural factors. Contemporary literature conceptualizes parental involvement not merely as a matter of willingness but as a condition influenced by access to school systems, confidence in supporting learning, and clarity of role expectations within education structures.

Hornby and Lafaele (2022) emphasize that parental engagement is mediated by these enabling and inhibiting factors, suggesting that involvement is structurally conditioned rather than purely voluntary. Therefore, parental participation is unevenly distributed due to contextual constraints rather than individual deficits.

Emotional experiences consistently emerge as a major dimension of parental involvement. Del Rosario and Lim (2020) highlight that parents of learners with learning difficulties often experience psychological stress, which is intensified by stigma, uncertainty, and limited institutional guidance. When compared with Hornby and Lafaele (2022), these findings reveal a reinforcing pattern: emotional burden is closely linked to systemic gaps in school support mechanisms. It shows that parental stress is not an isolated experience but a consequence of insufficient scaffolding from educational institutions in managing learner difficulties.

Socioeconomic conditions further complicate parental engagement. Baker et al. (2021) demonstrate that working-class parents often face competing responsibilities, including employment instability and time constraints, which limit their capacity for sustained school involvement. When synthesized with emotional factors identified by Del Rosario and Lim (2020), a recurring pattern emerges: parental disengagement is frequently structural rather than intentional. This challenges deficit-based assumptions in schools and highlights the need for more flexible engagement systems that accommodate diverse family realities.

In the Philippine context, cultural values significantly shape parental experiences. Padilla (2022) notes that *malasakit* and *bayanihan* foster strong parental commitment to children's education, even in the presence of economic hardship. However, Cruz and Balila (2023) extend this understanding by showing that in rural and indigenous communities, caregiving responsibilities are often distributed across extended family systems, thereby collectivizing educational support. This suggests that while cultural values strengthen parental involvement, the form and structure of engagement vary depending on community organization and social context.

Role of Collaboration in Supporting Learners with Learning Difficulties

Home-school collaboration plays a particularly critical role in supporting learners with learning and behavioral difficulties, especially in cases where needs are undiagnosed, emerging, or fluctuating. In this context, collaboration serves as a mechanism for information sharing and instructional alignment. Smith and Jones (2022) emphasize that parental involvement provides teachers with essential contextual insights, enabling more individualized instructional strategies and targeted behavioral support. This suggests that effective intervention is dependent on shared knowledge between home and school environments.

Meanwhile, Wang and Sheik-Khalil (2020) argue that sustained two-way communication facilitates early identification of learning and behavioral warning signs, thereby enabling timely intervention. Similarly, Lee (2010) highlights that successful inclusion in mainstream classrooms is strongly dependent on continuous teacher-parent coordination and shared understanding of learner needs. Thus, early identification and effective intervention are directly linked to the quality and consistency of communication between stakeholders.

In addition to academic support, collaboration also contributes to socio-emotional development. Holzer et al. (2023) found that parental involvement enhances emotional regulation and promotes self-directed learning, particularly among adolescents with learning difficulties. This is further supported by findings from the Journal of Economic Studies (2024), which indicate that parental engagement

is positively associated with school completion rates, suggesting long-term educational benefits. It clearly shows that collaboration functions as both an immediate support mechanism and a long-term developmental factor.

Cultural responsiveness further strengthens the effectiveness of collaboration. Mason and Rock (2025) demonstrate that inclusive and culturally sensitive engagement practices improve educational equity and learner performance outcomes. However, Nawaz et al. (2023) caution that socioeconomic barriers continue to limit parental participation in many contexts, particularly in under-resourced communities. While collaboration is universally beneficial, its effectiveness is contingent upon accessibility, cultural relevance, and structural support systems. Thus, the importance of examining how these dynamics operate within specific local contexts, such as Philippine public elementary schools.

Effects of Home–School Collaboration on Learner Outcomes

A substantial body of literature consistently affirms that home–school collaboration exerts a significant influence on learners’ academic achievement, behavioral development, and emotional well-being. This relationship is generally explained through the continuity of learning environments, where consistent coordination between home and school strengthens reinforcement of academic expectations and learning behaviors. Epstein (2020) emphasizes that such collaboration enhances learner motivation and engagement by creating alignment between home-based support and classroom instruction. So, when learning expectations are consistently reinforced across contexts, learners demonstrate improved academic responsiveness and engagement.

Moreover, Fan and Chen (2021) demonstrate that when parental and teacher expectations are congruent, learners—particularly those with academic difficulties—show improved academic performance. This is reinforced by Wilder’s (2020) meta-analytic findings, which confirm a stable and positive association between parental involvement and academic achievement across diverse educational settings. Hence, outcomes are strongly influenced not merely by participation, but by the quality of alignment and consistency in home–school expectations.

In addition, Epstein and Sheldon (2021) highlight that learners experience greater emotional security when they perceive strong cooperation between parents and teachers, suggesting that collaboration functions as a stabilizing factor in learner development. Similarly, Hoover-Dempsey et al. (2020) explain that parental modeling of emotional regulation contributes to improved behavioral outcomes and coping strategies among learners. When viewed collectively, it emphasizes that collaboration extends beyond cognitive development and directly supports emotional and behavioral regulation.

Furthermore, Chang and Wightman (2021) further synthesize these effects by showing that consistent reinforcement from both home and school enhances academic resilience, particularly among learners facing learning challenges. Taken together, the home–school collaboration serves as a dual-function mechanism—serving both instructional and psychosocial development. However, most evidence is drawn from generalized learner populations, indicating a need for more context-specific understanding of how these effects manifest among learners with learning and behavioral difficulties in resource-constrained settings.

Methodology

Research Design

This study employed a qualitative multiple case study design to provide an in-depth and contextually grounded examination of how teachers and parents collaborate in supporting learners with learning and behavioral difficulties within selected public elementary schools in the Tandag II District, Tandag City Division (Creswell & Poth, 2018). The case study approach was deemed most appropriate as it allows for the exploration of bounded real-life educational contexts where collaborative practices are shaped by complex interactions, institutional conditions, and lived experiences of key informants who serve as first-hand actors in identifying, managing, and supporting learners with difficulties in both home and school settings.

Guided by the perspective that home–school collaboration is a socially constructed and situated process, the study focused on schools with documented cases in the Learning Information System (LIS) and examined the processes of identification, communication, and support as experienced by informants. Data were gathered through semi-structured interviews and non-participant observation to ensure depth and triangulation, and were analyzed using reflexive thematic analysis (Braun & Clarke, 2006), involving systematic coding and theme development to capture patterned meanings across cases while preserving contextual integrity.

Participants

The key informants of this study were elementary school teachers and parents within the Tandag II District who were directly involved in supporting learners with learning and behavioral difficulties recorded in the Learner Information System (LIS). As highlighted by Creswell (2017), qualitative research typically involves five (5) to ten (10) participants to obtain rich and meaningful insights from lived experiences. In this study, the researcher was confident that saturation was achieved with the fourteen (14) identified key informants, composed of teachers and parents from small, medium, and large school categories, as they were able to provide sufficient information to generate the necessary narratives of the investigation.

Using purposive sampling based on inclusion criteria, only teachers with direct classroom experience handling such learners and parents

actively engaged in home-based support were included, ensuring that all participants had firsthand and relevant experience. Data collection continued until saturation was reached at the twenty-fifth (25th) informant, where no new themes emerged, confirming that sufficient and meaningful narratives had been obtained to explore the phenomenon fully.

Instrument

The researchers utilized a researcher-made semi-structured interview guide with open-ended questions to gather data on teachers' and parents' experiences in identifying learners with learning and behavioral difficulties, the strategies used in supporting learners at home and in school, the challenges encountered in home-school collaboration, and the perceived effects of collaboration on learners' academic and behavioral development. The instrument was organized into preliminary, main, and closing sections to ensure a logical flow and consistent administration across participants, with sample items such as "How do you identify and assess students who might be experiencing learning difficulties in your class?" for teachers and "How did you first realize that your child might have a learning difficulty?" for parents (Giunsa nimo pagkahibalo nga ang imong anak posibleng adunay kalisud sa pagsabot?).

To ensure rigor, the interview guide was reviewed by the research adviser and validated by a panel of experts composed of a guidance counselor and registered psychologists for clarity, relevance, and alignment with the research objectives, while the parent version was translated into Cebuano using forward- and back-translation procedures and rechecked by experts to ensure accuracy and conceptual equivalence.

Procedure

Data collection followed a structured, time-bound procedure. Approval was secured from the Schools Division Superintendent on April 7, 2025, followed by the District Supervisor on April 9, 2025, and formal requests were subsequently issued to school heads on April 10, 2025, to obtain permission for the conduct of the study. Upon approval, coordination with participating schools was undertaken to schedule data gathering based on informants' availability. One-on-one semi-structured interviews with parents were conducted over one week, while Focus Group Discussions (FGDs) with teachers were held on April 18, 2025.

The interview was set for at least 15 minutes per informants to achieve the specific response the researcher wanted to gather. Prior to participation, informed consent was obtained, ensuring voluntariness and confidentiality, and all sessions were conducted face-to-face in a conducive setting, with participants allowed to respond in their preferred language. All interviews were audio-recorded, transcribed verbatim, and analyzed using Braun and Clarke's (2006) thematic analysis framework, with preliminary findings subjected to member checking to enhance credibility and accuracy.

Data Analysis

The study employed thematic analysis following Braun and Clarke's (2006) six-step framework to systematically analyze the qualitative data. The process began with data familiarization through repeated reading of verbatim transcripts, review of focus group discussion (FGD) and interview notes, and listening to audio recordings. Informant responses were transcribed verbatim, with careful decoding and translation where necessary to ensure accuracy and consistency of meaning.

The researcher then identified significant statements relevant to the research questions, generated initial codes, and organized these into preliminary categories. These categories were iteratively reviewed, compared, and refined into emergent themes, which were subsequently defined and analyzed to capture the meanings and insights expressed by the participants. To ensure rigor, triangulation across FGDs, interviews, and field notes was conducted, alongside member checking with selected informants to validate the interpretations and ensure that the final themes accurately reflected informants' lived experiences.

Ethical Considerations

In this study, the researchers adhered to the protocol. Ethical approval was obtained from the Schools Division Superintendent, followed by the District Supervisor and the school heads of the selected schools in Tandag II District, Tandag City Division. Permission was secured prior to conducting interviews with teachers and parents, and informed consent was obtained from all key informants. Participation was voluntary, and respondents were informed of their right to withdraw at any time without penalty.

Confidentiality and anonymity were strictly maintained, with all identifying information removed and data securely handled. The study adhered to ethical research standards, ensuring that data were used solely for academic purposes and that participants' rights, privacy, and welfare were fully protected.

Results and Discussion

This section presents the results from the data gathered through semi-structured one-on-one interviews and Focus Group Discussions (FGDs) from the key informants on the Academic Implications of Student success through home-school collaboration. The data are organized and presented according to the sequence of the objectives outlined in the study.



Practices Implemented by the School and Parents in Identifying Learners with learning and behavioral difficulties

Table 1. *Practices Implemented by the School and Parents in Identifying Learners with learning and behavioral difficulties*

Categories	Themes	Sub-Themes
Assessment Practices	Observation and Informal Assessment	Classroom-Based Monitoring Informal Tools and Strategies One-on-One Assessment
	Use of Standardized Assessment Tools	Diagnostic Tools Performance-Based Evaluation
Professional Collaboration	Collaboration with Professionals	Experts Consultation Capacity Building and Training
Home-School Collaboration	Parent Involvement	Parent-Teacher Communication Difficulty in Understanding
Parent Observation	Parental Awareness and Observation	Academic Performance Indicators Behavioral Signs
Parent Feedback and School Report	School Reports	Teacher Observation & Reporting

Thematic Analysis of Identification Practices for Learners with Difficulty in Manifestation

The analysis of Focus Group Discussions revealed that the identification of Learners with learning and behavioral difficulties is a systematic, collaborative, and multi-source process involving teachers, parents, and professionals. Four major categories emerged: assessment practices, professional collaboration, home-school collaboration, and parental observation.

Assessment Practices: Observation and Informal Assessment

The findings indicate that classroom-based observation and informal assessment constitute the foundational stage of learner identification. Teachers consistently monitor learner participation, behavior, attention span, and task completion as part of daily instructional practice. These observations function as an early detection system, allowing teachers to identify learners who may require further assessment or intervention.

This pattern suggests that identification initially operates at an experiential level, where teachers rely on observable behavioral indicators rather than formal diagnostic data. While this approach allows for timely recognition of difficulties, it also reflects the interpretive nature of classroom-based judgment, which requires validation to ensure accuracy.

From a theoretical standpoint, this aligns with Epstein’s (2020) School-Family-Community Partnership Framework, which emphasizes that learner development is shaped through interconnected systems. Classroom observation represents the school-based layer of this system; however, its effectiveness increases when integrated with other sources of evidence. Bradley and Danielson (2021) similarly argue that teacher observation is essential but insufficient when used alone due to potential subjectivity, reinforcing the need for multi-method assessment.

Use of Standardized Assessment Tools

The findings further reveal that informal observations are systematically validated through standardized assessment tools such as diagnostic tests and performance-based evaluations. This demonstrates a structured two-tier identification process: initial screening through observation followed by formal verification through assessment tools.

This pattern indicates an effort to move from subjective interpretation toward evidence-based decision-making. Standardized assessments function as confirmatory mechanisms that reduce bias and improve the reliability of identification outcomes. Teachers use these tools to determine whether observed difficulties are consistent and require intervention or special support.

This supports Bradley and Danielson (2021), who emphasize that structured assessment systems enhance accuracy in identifying learners with difficulties. It also aligns with Martinez and O’Connor (2022), who highlight the importance of triangulating data sources to develop a more comprehensive learner profile. In this study, the integration of observation and standardized tools reflects an emerging best practice in inclusive education contexts.

Professional Collaboration

The data show that teachers actively engage SPED specialists, guidance counselors, and training personnel in the identification process. This reflects a distributed model of expertise, where identification is not confined to classroom teachers but shared among professionals with specialized knowledge.

This collaboration strengthens diagnostic accuracy and supports appropriate intervention planning. Teachers reported that consultation with specialists helps clarify uncertainties in learner behavior and academic performance, while training enhances their capacity to detect subtle indicators of difficulty.

This finding is consistent with Dela Cruz and Reyes (2020), who argue that in contexts with limited diagnostic infrastructure, schools



rely heavily on professional collaboration to refine identification processes. It also supports Epstein’s (2020) framework, which positions schools as part of an interconnected system where expertise is shared across stakeholders to improve learner outcomes. Thus, professional collaboration functions as a critical mechanism for strengthening the validity of identification practices.

Home–School Collaboration: Parent Involvement and Observation

The findings reveal that home–school collaboration plays a crucial role in enriching learner identification through the exchange of contextual information. Teachers provide academic and behavioral feedback, while parents contribute observations from the home environment, creating a more holistic learner profile.

However, the data also indicate variability in parental awareness, as some parents struggle to identify early signs of learning and behavioral difficulties. Despite this limitation, parental input remains essential in understanding learner behavior outside the classroom, particularly in identifying inconsistencies that may not be observable in school.

This finding aligns with Martinez and O’Connor (2022), who emphasize that parental insights are critical for capturing developmental patterns across contexts. It also supports Epstein (2020), who conceptualizes home and school as overlapping systems influencing learner development. In this study, parental involvement functions as an essential complement to teacher observation, strengthening the accuracy of identification.

Parental Observation and Awareness

The findings further show that school reports and teacher feedback serve as structured communication tools that facilitate parental understanding of learner progress and difficulties. These reports enable parents to participate in monitoring and intervention processes, reinforcing shared responsibility for learner development.

This communication system ensures continuity between school-based assessment and home-based support. It also enhances transparency and promotes coordinated decision-making between teachers and parents.

This is consistent with Dela Cruz and Reyes (2020), who highlight the importance of communication in contexts where formal diagnostic services are limited. It also reflects Padilla (2022), who emphasizes that Filipino cultural values such as bayanihan reinforce collective responsibility in addressing learner needs. Thus, reporting systems function not only as informational tools but also as mechanisms for sustaining collaboration.

Challenges of Teachers In Home Collaboration To Cater to the Learners With Learning And Behavioral Difficulties

Table 2. *Challenges of Teachers In Home Collaboration To Cater to the Learners With Learning And Behavioral Difficulties*

<i>Categories</i>	<i>Themes</i>	<i>Sub-themes</i>
Parental Engagement	Parental Engagement	Varying levels of involvement
		Lack of parental awareness and understanding
	Time Constraints and Workload	Uncooperative or non-supportive parents
		Teachers' workload limits collaboration
Challenges in Collaboration	Communication Barriers	Parents' busy schedules limit involvement.
		Use of flexible communication tools
	Emotional and Psychological Challenges	Language and cultural differences
		Difficulty in establishing rapport
Capacity Building	Parent’s Training	Use of translation and alternative methods
		Parental emotional responses to child's condition
		Communication skill development
		Training on family engagement and cultural competence
		Inclusive education awareness for parents
		Building trust and relationships

Thematic Analysis of the Challenges of Teachers in Home Collaboration to Cater the Learners with Learning and Behavioral Difficulties

The responses were analyzed based on focused group discussions (FGD) with the key participants. Three themes emerged: Parental Engagement, Time Constraints and Workload, and Communication Barriers.

Parental Engagement

The sentiments of participants revealed that one of the most persistent challenges in home–school collaboration is the varying level of parental engagement in supporting learners with learning difficulties. Teachers noted that while some parents are highly involved in communication and academic support, others demonstrate limited participation due to work demands, lack of awareness, or emotional resistance, such as denial of their child’s condition. This indicates that parental engagement is not uniform but influenced by both

structural and psychological factors, which directly affect the continuity of learner intervention between home and school.

This finding suggests that ineffective collaboration is not merely caused by unwillingness but by competing responsibilities and limited understanding of inclusive education needs, which restrict parental participation in academic monitoring. When parents are unable to engage fully, teachers experience difficulty in sustaining consistent intervention strategies for learners manifesting difficulties.

This is supported by Garcia and Weiss (2020), who emphasized that parental involvement is significantly affected by socioeconomic constraints, including work schedules and household responsibilities. Similarly, Kim and Hill (2021) found that parental engagement is strongly shaped by the availability of time and perceived competence in supporting learning, particularly in households facing academic challenges.

In addition, Hornby and Lafaele (2020) explained that parental non-involvement is often linked not only to structural barriers but also to emotional and psychological factors such as denial, fear of stigma, or lack of knowledge about learning difficulties. This reinforces the idea that parental engagement is a multidimensional construct, requiring both awareness-building and emotional support from schools. Therefore, the inconsistency of parental engagement highlights the need for schools to implement inclusive, flexible, and awareness-oriented engagement strategies, rather than expecting uniform participation from all families.

Time Constraints and Workload

The sentiments of participants also revealed that time constraints and heavy workload significantly hinder effective collaboration between teachers and parents. Teachers reported difficulty in balancing instructional duties, assessment tasks, and administrative responsibilities, which limits their availability for sustained communication with parents. At the same time, parents often work during school hours or have competing responsibilities that prevent them from attending meetings or responding promptly to school concerns.

This dual constraint shows that both teachers and parents operate under time scarcity conditions, making real-time collaboration difficult and inconsistent. As a result, communication is often delayed, fragmented, or dependent on indirect methods such as messaging applications and written notes.

This finding aligns with OECD (2020), which reported that increasing teacher workload reduces opportunities for meaningful family engagement, particularly in inclusive education contexts where learners require closer monitoring. Likewise, Goodall (2021) emphasized that working parents often face structural barriers that limit their ability to engage with schools despite their willingness to participate in their child's education.

Hornby (2022) further explained that when institutional schedules are rigid and do not consider family work conditions, parental disengagement becomes unintentional rather than intentional. This suggests that time-related challenges are systemic rather than individual, requiring structural adjustments in school communication systems. Therefore, addressing time constraints requires flexible communication mechanisms such as asynchronous messaging systems, scheduled consultations, and shared planning tools that accommodate both teacher and parent availability.

Communication Barriers

The responses of the informants further revealed that communication barriers rooted in language and cultural differences significantly affect the quality of home-school collaboration. Teachers observed that some parents appear reserved or less responsive during communication, which is often misinterpreted as a lack of interest. However, findings indicate that such behavior is frequently influenced by cultural norms that value silence, respect, or indirect communication styles.

This demonstrates that communication breakdown is not always caused by the absence of engagement but by differences in communication interpretation and cultural expression. Teachers often need to adapt their communication strategies to bridge these differences.

To address these barriers, teachers employed translation, visual aids, body language, and simplified messaging systems to ensure understanding and inclusivity. This adaptive approach reflects an effort to create culturally responsive communication environments within the school setting.

This finding is supported by Reyes and Garcia (2020), who emphasized that culturally responsive communication strengthens trust and engagement between schools and families. They further explained that using familiar language and culturally sensitive approaches reduces misunderstanding and enhances participation in educational processes.

Similarly, Goodall (2020) highlighted that communication barriers in school-home partnerships often arise from mismatched expectations and cultural interpretations rather than a lack of willingness. Therefore, improving collaboration requires not only translation of language but also translation of meaning and cultural context. Hence, communication barriers highlight the need for schools to adopt culturally responsive and multimodal communication systems to ensure inclusive participation of all parents.

Emotional and Psychological Challenges

The sentiments of informants revealed that emotional and psychological responses from parents also serve as significant barriers to



effective collaboration. Teachers reported that some parents experience guilt, anxiety, or denial upon learning about their child’s learning difficulties. These emotional reactions often delay acceptance of intervention strategies and reduce openness in communication with teachers. This indicates that collaboration is not only a structural process but also an emotional negotiation process, where parents must first come to terms with their child’s condition before fully engaging in intervention efforts.

This finding aligns with Sheldon (2020), who emphasized that parental emotional states such as guilt, anxiety, and denial significantly influence their level of involvement in school-related activities. Similarly, Hornby (2022) noted that emotional readiness is a key determinant of successful home–school partnerships, particularly in cases involving learning difficulties. Therefore, emotional and psychological challenges highlight the need for teachers to adopt empathetic and supportive communication strategies that build trust and gradually encourage parental acceptance and participation.

Capacity Building / Parent Training

The sentiments of participants highlighted the importance of parent training and capacity-building programs as a long-term solution to collaboration challenges. Teachers emphasized that when parents are provided with knowledge and skills related to communication, inclusive education, and child support strategies, their participation becomes more active and meaningful. This indicates that collaboration challenges are not only rooted in barriers but also in a lack of preparedness and awareness among parents, which can be addressed through structured training interventions.

This is supported by Epstein (2020), who stressed that effective school–family partnerships require capacity-building programs that empower parents to participate in their child’s education actively. Similarly, Dunst et al. (2021) found that parent education programs significantly improve engagement, communication, and confidence in supporting learners with difficulties. Therefore, parent training serves as a sustainability mechanism that strengthens long-term home–school collaboration and improves learner outcomes.

Parents’ Travails in Managing the Behavior and Academic Progress of Their Children Attending School

Table 3. *Parents’ Travails in Managing the Behavior and Academic Progress of Their Children Attending School*

<i>Categories</i>	<i>Themes</i>	<i>Sub-themes</i>
Challenges in Managing Behavior	Challenges in Managing Behavior	Home-School
		Behavior Differences
		Emotional/Behavioral Issues
		Social Interaction Difficulties
		Parental Discipline Struggles
		Behavior Management Success

Thematic Analysis of Parental Engagement and Collaboration in Supporting Learners with Manifesting Difficulties

The responses obtained from semi-structured one-on-one interviews with parents revealed a central overarching theme: Challenges in Managing Behavior, with sub-themes including home–school behavior differences, emotional and behavioral issues, social interaction difficulties, parental discipline struggles, behavior management success amid daily challenges, and external factors affecting parental support. These findings highlight that parental management of children’s behavior and academic progress is a multidimensional process shaped by contextual, emotional, and socioeconomic conditions.

Home–School Behavior Differences

Parents consistently reported marked inconsistencies between their children’s behavior at home and in school, where learners may appear more active or expressive in familiar environments but become withdrawn or quiet in classroom settings. This behavioral duality complicates parents’ understanding of school-based expectations and limits their ability to provide aligned support for academic and behavioral development. For instance, one parent noted that a child who is lively and expressive at home may become quiet and hesitant in school, suggesting difficulties in social adaptation and academic confidence.

This finding aligns with Smith (2021), who emphasized that children often exhibit context-dependent behavior, with differences between home and school environments reflecting varying social expectations and adjustment levels. Such inconsistencies underscore the need for stronger home–school coordination to ensure that behavioral expectations are consistently reinforced across settings.

Emotional and Behavioral Issues

Parents also identified emotional instability, tantrums, distractibility, and gadget dependency as recurring challenges affecting both behavior and academic engagement. These emotional and behavioral manifestations often make it difficult for parents to maintain a balance between empathy and discipline. Learners were described as experiencing sudden emotional outbursts but eventually regaining composure, while excessive gadget use was observed to contribute to reduced attention and delayed task completion.

These findings are consistent with Smith (2021), who noted that emotional dysregulation and digital distractions significantly interfere with children’s learning routines and behavioral consistency. The presence of such challenges indicates the need for structured emotional guidance and regulated technology use at home to support self-regulation and focus among learners.



Social Interaction Difficulties

Social experiences such as bullying and sibling conflicts were also reported as significant factors influencing children’s behavior. Parents observed that negative social interactions often resulted in withdrawal, aggression, or reduced compliance at home. These behavioral responses reflect the emotional impact of peer relationships and the difficulty children face in processing negative social experiences.

This supports earlier findings that social stressors, particularly bullying, have direct implications on behavioral adjustment and emotional well-being, requiring coordinated intervention between home and school environments (Smith, 2021). It highlights the importance of integrating socio-emotional support systems within both contexts to mitigate behavioral escalation.

Parental Discipline Struggles.

Parents further expressed difficulties in implementing consistent discipline due to differences in child temperament, resistance to instructions, and distractions such as gadget use. While communication was frequently used as a primary disciplinary strategy, parents acknowledged that behavioral management requires patience, adaptability, and sustained effort.

This reflects broader parenting challenges identified in family systems literature, where discipline is shaped by child-specific behavior patterns and environmental influences (Lopez & Martin, 2021). It suggests that effective discipline is not merely corrective but relational, requiring tailored approaches responsive to each child’s needs.

Behavior Management Success Amid Daily Challenges.

Despite these difficulties, parents demonstrated adaptive coping strategies such as establishing routines, prioritizing education, and maintaining consistent communication with their children. These efforts reflect resilience and commitment to supporting academic progress despite competing household and occupational demands.

This aligns with Epstein’s (2020) framework on family engagement, which emphasizes that structured home environments and consistent parental involvement contribute positively to learner motivation and behavioral regulation. The findings suggest that even amid constraints, intentional parental involvement remains a critical factor in sustaining learner development.

External Factors Affecting Parental Support.

Financial limitations, work obligations, and cultural expectations were also identified as external constraints that limit parental capacity to fully engage in their children’s academic and behavioral needs. These factors often reduce available time and emotional resources for monitoring and intervention.

This finding is supported by Smith and Johnson (2022), who emphasized that socioeconomic pressures significantly shape the extent of parental involvement in education. Such constraints highlight that parental support is not solely a matter of willingness but is heavily influenced by structural conditions beyond the home.

Perceived Effects of Home–School Collaboration on The Academic Performance and Behavioral Development of Learners with Learning and Behavioral Difficulties

Table 4. *Perceived Effects of Home–School Collaboration on Learner Outcomes*

Category	Theme	Sub-Themes
Learner Development Outcomes	Academic Performance Improvement	Increased engagement and motivation Improved task completion and participation
	Behavioral Development	Better classroom behavior and discipline Reduced disruptive behavior
	Emotional and Psychological Well-being	Increased confidence and emotional security Reduced anxiety and improved coping skills
Mechanisms of Influence	Consistent Communication	Regular feedback and updates Early identification of learning needs
	Parental Involvement in Learning	Home reinforcement of lessons Academic support and tutoring
	Teacher–Parent Alignment	Shared expectations and goals Coordinated interventions

Thematic Analysis of Perceived Effects of Home–School Collaboration on The Academic Performance and Behavioral Development of Learners with Learning and Behavioral Difficulties

The data gathered from semi-structured one-on-one interviews with parents were analyzed to identify the perceived effects of home–school collaboration on learner outcomes. This analysis provides a clearer understanding of how collaborative efforts between home and school influence learners’ academic performance, behavioral development, and emotional–psychological well-being through communication, parental involvement, and teacher–parent alignment.

Academic Performance Improvement

The findings indicate that home–school collaboration significantly enhances learners’ academic performance through increased engagement, motivation, improved task completion, and active participation. When parents and teachers maintain consistent communication and shared academic expectations, learners are more likely to demonstrate sustained involvement in learning tasks and show greater responsibility in completing academic requirements. This pattern suggests that academic development is not solely dependent on classroom instruction but is strengthened through continuous reinforcement and support provided at home.

This outcome reflects the importance of coordinated educational support systems, where learners benefit from consistent guidance across learning environments. In relation to Epstein (2020), the findings support the idea that sustained collaboration between home and school creates continuity in learning expectations, which in turn strengthens learner motivation and engagement. Similarly, Fan and Chen (2021) emphasize that when parents and teachers share aligned expectations, learners—especially those experiencing learning difficulties—exhibit improved academic outcomes. This alignment was evident in the informants’ responses, where structured home support complemented classroom instruction, resulting in better task completion and participation.

Furthermore, Wilder’s (2020) meta-analytic findings reinforce that parental involvement is one of the strongest predictors of academic achievement across diverse educational contexts. In the present study, this is reflected in how learners’ academic behaviors improved when parents actively supported learning at home and maintained communication with teachers. The findings suggest that academic performance improvement is driven by a collaborative system of reinforcement, where consistency between home and school strengthens learner motivation, accountability, and engagement in academic tasks.

Behavioral Development

In terms of behavioral outcomes, the data reveal that home–school collaboration contributes significantly to improved behavioral development among learners, as reflected in better classroom behavior, strengthened discipline, and reduced disruptive conduct. When learners are consistently exposed to aligned behavioral expectations from both home and school, they tend to demonstrate greater self-regulation, improved compliance with classroom rules, and more positive interaction with peers and teachers. This suggests that behavioral development is not an isolated school-based outcome but is shaped by the continuity of guidance and reinforcement across learning environments.

This pattern reflects the importance of consistency in behavioral modeling and expectations, where learners internalize appropriate conduct through repeated exposure to similar standards at home and in school. In relation to Epstein and Sheldon (2021), the findings align with their assertion that students exhibit stronger behavioral adjustment when they perceive coordinated efforts between teachers and parents. The informants’ experiences reflect this coordination, as behavioral improvements were observed when both environments reinforced similar expectations and corrective strategies.

Furthermore, Hoover-Dempsey et al. (2020) emphasize that parental modeling of appropriate behavior and emotional regulation plays a critical role in strengthening children’s behavioral control and coping skills. This is evident in the present findings, where learners demonstrated reduced disruptive behavior when parents actively reinforced discipline and collaborated with teachers in managing conduct. The results suggest that behavioral development is strengthened through a shared reinforcement system, where consistent expectations and coordinated behavioral support between home and school foster self-discipline, accountability, and improved classroom behavior.

Emotional and Psychological Well-being

The findings highlight that home–school collaboration provides significant emotional and psychological benefits for learners, particularly in terms of increased confidence, emotional security, reduced anxiety, and improved coping skills. Learners who experience strong cooperation between teachers and parents tend to demonstrate greater emotional stability and a more positive attitude toward learning. This suggests that collaboration functions as a protective support system that strengthens learners’ psychological well-being, especially among those facing academic and behavioral difficulties.

This outcome reflects the role of consistent emotional reinforcement across home and school environments, where learners feel supported, understood, and guided in managing academic pressures and behavioral challenges. In relation to Chang and Wightman (2021), the findings align with their assertion that consistent encouragement from both home and school enhances learners’ emotional resilience and coping capacity. The participants’ experiences reflect this pattern, as emotional security and confidence were strengthened when learners received continuous support from both teachers and parents.

Similarly, Epstein and Sheldon (2021) emphasize that students who perceive strong home–school partnerships experience reduced school-related stress and greater emotional security. This is evident in the present findings, where learners showed lower levels of anxiety and improved emotional adjustment when collaboration between home and school was present. Overall, the results suggest that home–school collaboration extends beyond academic and behavioral outcomes and plays a crucial role in fostering socio-emotional development by providing learners with a stable, supportive, and emotionally responsive learning environment.

Mechanisms of Influence: Communication, Involvement, and Alignment

The findings revealed that the effectiveness of home–school collaboration is driven by three interrelated mechanisms: consistent communication, parental involvement in learning, and teacher–parent alignment. These mechanisms function as interconnected support systems that strengthen learners’ academic, behavioral, and emotional development, particularly among those with learning and behavioral difficulties.

Consistent communication enables regular feedback exchange and early identification of learning needs, allowing timely and appropriate intervention strategies. From the informant’s responses, this reflects how continuous interaction between parents and teachers helps monitor learner progress and address emerging difficulties before they escalate. Wang and Sheik-Khalil (2020) emphasize that two-way communication between home and school is essential for identifying early signs of academic and behavioral challenges, which supports the present observation that communication serves as an early support and monitoring mechanism.

Parental involvement in learning, particularly through home reinforcement of lessons and academic support, strengthens lesson retention and skill development. This mirrors the pattern observed in the data, where learners benefit from continued academic guidance at home, resulting in better understanding and performance in school tasks. Holzer et al. (2023) similarly found that parental engagement enhances self-directed learning and emotional regulation, reinforcing academic progress beyond the classroom. In relation to the study’s findings, parental involvement acts as an extension of instruction, where learning is continuously reinforced through home-based support, thereby improving learner consistency and confidence.

Teacher–parent alignment, characterized by shared expectations and coordinated interventions, ensures consistency in how learners are guided and supported. This alignment is evident in the findings where both home and school work toward similar behavioral and academic goals, resulting in more structured and effective learner support. Lee (2010) highlights that successful inclusive education depends on strong collaboration and a unified understanding of learner needs, particularly for students with learning difficulties. The present study reflects this principle, as coordinated strategies between teachers and parents contribute to more stable and consistent learner development outcomes.

Moreover, these mechanisms function similarly to structured learning support systems in other educational contexts, where continuous access to guidance and resources enhances learner development. Just as learners expand their vocabulary and understanding through repeated exposure to tools and assistance, home–school collaboration strengthens learning through repeated communication, reinforcement, and alignment. This is consistent with Reyes et al. (2021), who emphasize the importance of accessible learning support systems in overcoming educational barriers, and with Shaddad and Jember (2024), who highlight the value of collaborative learning and feedback in improving learner performance.

Thus, home–school collaboration operates as a structured and dynamic system where communication ensures awareness of learner needs, parental involvement reinforces learning, and alignment guarantees consistency in expectations and interventions. Together, these mechanisms create a cohesive support environment that enhances learner development across academic, behavioral, and emotional domains.

Conclusions

In light of the findings, it was revealed that the identification of learners with learning and behavioral difficulties is a systematic and collaborative process anchored on classroom-based observation, informal and standardized assessments, professional consultation, and sustained home–school information exchange. Teachers rely primarily on continuous monitoring of learner behavior and performance, which is validated through formal assessment tools and strengthened through coordination with SPED specialists and guidance personnel. Parents also contribute valuable contextual information; however, their level of awareness and participation varies. Collectively, these processes demonstrate that learner identification is most effective when multiple sources of evidence are integrated to form a comprehensive understanding of learner needs. It was further revealed that sustaining home–school collaboration is challenged by varying levels of parental engagement, limited time due to workload demands, communication barriers, and emotional–psychological responses from parents. Despite these challenges, teachers employ adaptive strategies such as flexible communication methods and culturally responsive approaches. Parents, on the other hand, experience difficulties in managing their children’s academic and behavioral progress due to inconsistencies between home and school expectations, socioeconomic constraints, and limited knowledge of intervention strategies. Nevertheless, many parents demonstrate resilience through consistent routines, communication with teachers, and prioritization of education. The study revealed that home–school collaboration has a significant positive effect on learners’ academic performance, behavioral development, and emotional–psychological well-being through consistent communication, parental involvement, and teacher–parent alignment, leading to increased motivation, improved discipline, and enhanced emotional security among learners.

Based on the findings and conclusion, it is recommended that (1) schools strengthen a systematic and evidence-based learner identification process by enhancing classroom observation, improving the use of informal and standardized assessments, and reinforcing coordination with SPED specialists and guidance personnel to ensure early and accurate identification of learners with learning and behavioral difficulties. (2) Schools should strengthen home–school collaboration by addressing barriers such as limited

parental engagement, communication difficulties, and time constraints through structured communication systems, regular consultations, and culturally responsive engagement strategies. (3) Parents should be actively supported and involved as partners in learning by consistently reinforcing academic tasks at home, maintaining communication with teachers, and participating in orientation or support programs that enhance their capacity in managing academic, behavioral, and emotional needs. (4) Future researchers may further examine structured home–school collaboration models and intervention strategies to determine their long-term effectiveness in improving learners’ academic performance, behavioral development, and emotional well-being, particularly in diverse and resource-limited educational contexts.

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