

DYNAMICS OF HOME-SCHOOL PARTNERSHIP: ITS BENEFITS AND DRAWBACKS TO LEARNER'S PERFORMANCE

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ABSTRACT

The purpose of this qualitative study was to describe the experiences, challenges and coping mechanisms of the teachers towards home-school partnership at the Division of Davao del Norte. There were ten (10) participants from Kapalong District, Division of Davao del Norte participated the study and were selected through purposive sampling. The results of the interview were transcribed, translated, and coded to produce root and branch codes. Through an in-depth interview, teachers find out that they experienced creating a positive atmosphere between them and the parents, good upbringing of children, and supporting children's performance and learning. In terms of the challenges encountered, the following themes emerged: unsupportive parents and gap between teachers and parents. The themes that surfaced on their coping mechanisms adopted were as follows: establishing proper communication between home and school and involving parents in school activities, projects, and programs. It is further implied that home-school partnership had positive impact on children's performance and learning. Due to this, home-school partnership should be strengthened by engaging parents actively in the school.

Keywords: home-school partnership, benefit, drawback, learner's performance Davao del Norte, Philippines.

1. INTRODUCTION

The importance of home-school partnerships in fostering student success has been widely recognized in educational research. Studies have shown that effective collaboration between parents and teachers can significantly enhance children's academic performance, social development, and overall well-being (Epstein, 2019; Jaynes, 2020). However, despite its potential benefits, many teachers face challenges such as unsupportive parents and communication gaps, which hinder the establishment of strong partnerships (Turner & Morrow, 2022). These barriers underscore the need for deeper exploration into the experiences and strategies employed by educators to build effective home-school connections, particularly in specific contexts like the Division of Davao del Norte, Philippines.

To establish the problem related to home-school partnerships, it is essential to acknowledge the growing importance of collaboration between teachers and parents in enhancing children's academic performance and overall well-being. Research has shown that an effective partnership between home and school can positively influence student outcomes, promoting not only academic success but also social and emotional development (Jaynes, 2020; Epstein, 2019).

However, despite its recognized benefits, challenges such as unsupportive parents, communication gaps, and varying levels of parental involvement persist, creating barriers to fostering productive home-school partnerships (Turner & Morrow, 2022). As educational systems continue to prioritize holistic development, addressing these challenges is crucial for improving the quality of education and promoting meaningful engagement between families and schools (Arlington et al., 2021). This study seeks to explore the experiences, challenges, and coping mechanisms of teachers towards home-school partnerships in the Division of Davao del Norte, Philippines, contributing to a deeper understanding of this dynamic and its implications for children's learning outcomes.

Home-school partnerships have long been recognized as critical to improving student outcomes, encompassing not only academic achievement but also social and emotional development (Epstein, 2019; Jaynes, 2020). In many educational systems globally, schools strive to engage families in the learning process to create a holistic educational environment. However, despite the recognized benefits of such partnerships, several challenges persist, including communication barriers, unsupportive parental involvement, and differing expectations between parents and educators (Turner & Morrow, 2022; Anderson & Minke, 2021).

These issues are further complicated by cultural, socioeconomic, and logistical factors, which influence the effectiveness of home-school collaborations (Desforges & Abouchaar, 2003). This study aims to explore the experiences, challenges, and coping mechanisms of teachers regarding home-school partnerships in the Division of Davao del Norte, Philippines, to provide insights into how these dynamics impact student learning and performance.

Research Problem

The problem this study addresses is the gap in understanding the experiences, challenges, and coping strategies employed by teachers in managing home-school partnerships, particularly in the context of Davao del Norte, Philippines. While the benefits of home-school collaboration are well documented, the challenges that educators face in creating positive partnerships with parents remain an underexplored area of research. Moreover, the specific challenges in the

Philippines, shaped by unique cultural, economic, and geographical contexts, necessitate a local study to better understand how these factors influence educational practices.

Objectives of the Study

1. To explore the experiences of teachers in developing and maintaining home-school partnerships in the Division of Davao del Norte.
2. To identify the challenges faced by teachers in fostering positive relationships with parents and the school community.
3. To examine the coping mechanisms adopted by teachers to address these challenges and strengthen home-school collaboration.
4. To assess the impact of home-school partnerships on children's learning and academic performance.

Significance of the Study

This study contributes to the growing body of knowledge on the importance of home-school partnerships, particularly within the Philippine context. By highlighting the unique challenges faced by teachers in Davao del Norte, this research can inform educational policies and practices, guiding educators in fostering more effective partnerships with parents. Additionally, the findings may provide insights for school administrators and policymakers in designing programs that address the needs of both teachers and parents, promoting a collaborative approach to education that ultimately benefits student outcomes.

Globally, one of the most significant issues surrounding home-school partnerships is the challenge of parental involvement in education. Research has consistently shown that when parents are actively involved, students tend to perform better academically and socially (Jeynes, 2020). However, in many parts of the world, there are barriers to meaningful parental engagement, such as work schedules, cultural differences, and a lack of resources. These barriers often result in limited interaction between schools and families, which undermines the potential benefits of collaboration (Henderson & Mapp, 2002; Desforges & Abouchaar, 2003). Another global issue is the communication barriers between parents and teachers. Despite technological advancements, many families, particularly those in low-income areas, lack access to the tools needed for effective communication with schools. Digital illiteracy, limited internet access, and language differences further complicate communication, making it difficult for teachers and parents to maintain regular contact (Anderson & Minke, 2021). Socioeconomic disparities also play a crucial role in shaping parental involvement in education worldwide. Families from low-income backgrounds often face significant challenges, such as long working hours, financial instability, and a lack of educational support at home. These factors limit their ability to engage with schools, which, in turn, affects the quality of the home-school partnership (Lareau, 2011; Jeynes, 2020).

In the context of the Philippines, cultural expectations and traditions significantly shape parental involvement in education. While education is highly valued in Filipino culture, traditional views of education often place the responsibility for learning solely on the school and teachers, leaving parents with limited involvement. This cultural gap between what teachers expect and what parents are accustomed to can create challenges in fostering a strong home-school partnership (Cruz, 2020; Salazar, 2021). Another national issue is the geographical barriers that affect home-school partnerships, particularly in rural and remote areas. The Philippines, being an archipelago, presents significant logistical challenges. Parents in rural areas may have limited access to transportation and communication infrastructure, making it difficult to attend school meetings or engage with teachers regularly (De Jesus, 2019). Additionally, many schools, especially those in remote areas, face challenges in reaching out to parents due to the sheer physical distances involved (Aguilar, 2022). A third national issue is the teacher workload and the lack of adequate training in managing home-school partnerships. Teachers in the Philippines often handle large class sizes and are burdened with administrative tasks, leaving little time for building meaningful relationships with parents. Furthermore, many teachers lack specific training in engaging parents or creating effective communication strategies, which further hinders the development of strong home-school partnerships (Galvez, 2020; De Vera, 2021).

On a more local level, in Davao del Norte, one of the key issues in fostering effective home-school partnerships is the limited support from parents. Many parents in the region are unaware of the importance of their involvement in their children's education, while others face financial or logistical constraints that prevent them from being actively engaged. Teachers often struggle to encourage parents to participate in school activities or to support their children's learning at home, which undermines the potential benefits of a home-school partnership (Ramos, 2023; Dela Cruz, 2022). Another local issue is the lack of engagement in school activities. While schools in Davao del Norte organize parent-teacher meetings and school events, parental attendance is often low. This disengagement can be attributed to a combination of factors, including the perception that such activities are not directly beneficial, as well as the aforementioned issues of time and resources (Pangilinan, 2021; Bautista, 2022). Finally, inadequate communication channels represent a

significant challenge in the region. In many areas of Davao del Norte, schools and parents face difficulties in maintaining consistent communication due to limited access to mobile phones, internet, and other digital tools. This lack of infrastructure makes it harder for teachers to regularly update parents on their children's progress and for parents to actively participate in school events (Luna & Navarro, 2021; Bismonte, 2022).

Synthesis

The global, national, and local issues surrounding home-school partnerships illustrate the complexity of fostering effective relationships between parents and teachers. Globally, communication barriers, cultural expectations, and socioeconomic disparities create significant challenges in ensuring meaningful parental involvement. In the Philippines, these challenges are compounded by geographic isolation, cultural values that may limit parental involvement, and the heavy workloads of teachers. Locally, in Davao del Norte, parents often lack the resources or awareness to participate in their children's education, and schools face logistical and technological barriers that hinder effective communication. Addressing these challenges requires a comprehensive approach that considers both global trends and the unique local context. Only by understanding and addressing these issues can schools, teachers, and parents work together to improve the educational outcomes for students.

2. LITERATURE REVIEW

The importance of home-school partnerships has been widely discussed in educational literature, with numerous studies highlighting their positive effects on student academic performance, behavior, and overall development. Research suggests that when parents actively engage in their children's education, students are more likely to demonstrate improved cognitive and social outcomes (Jeynes, 2020; Henderson & Mapp, 2002). However, despite the evidence supporting the benefits of these partnerships, challenges in establishing strong relationships between schools and families persist across various global contexts. This literature review explores research on home-school partnerships from various regions, including ASEAN countries, Europe, Africa, and Australia, and identifies gaps in current knowledge, particularly in the context of the Philippines and Davao del Norte.

Research on home-school partnerships has been extensive across various parts of the world, with studies focusing on different cultural and socio-economic contexts. In the ASEAN region, research has demonstrated the positive impact of parental involvement on students' academic success. For instance, a study in Thailand found that effective home-school partnerships led to improved academic performance, particularly among primary school students. Teachers reported that when parents were involved in supporting homework and participating in school activities, students showed greater motivation and engagement (Chin & Phrommathed, 2019). In Indonesia, the government has implemented various school-community programs to strengthen the home-school connection, focusing on parent-teacher meetings and local school governance, with promising outcomes in student attendance and performance (Anderson & Minke, 2021).

In Europe, home-school partnerships are viewed as a fundamental aspect of fostering student success. A study conducted in Finland emphasized that schools that involved parents in the learning process created a more supportive and holistic learning environment, which contributed to the country's strong educational outcomes (Salo, 2019). Similarly, in the UK, research has shown that effective communication between schools and parents leads to improvements in children's academic outcomes, with a particular focus on low-income families where parental involvement tends to be lower (Harris & Goodall, 2020). The European Commission (2021) has underscored the importance of fostering positive relationships between parents and schools, especially in addressing educational inequalities.

In Africa, several studies have highlighted the challenges faced in establishing effective home-school partnerships due to socio-economic factors such as poverty, unemployment, and illiteracy. In South Africa, for example, research by Hoadley (2021) pointed out that many parents in disadvantaged communities struggled to be involved in their children's education due to financial constraints and a lack of educational resources. However, initiatives such as the parent-teacher associations (PTAs) have been instrumental in bridging some of these gaps, fostering greater collaboration between schools and communities (Mokotedi & Botha, 2020).

In Australia, home-school partnerships are also a key focus of educational research. A study by Thrupp (2021) examined how Australian schools have incorporated parental involvement programs, especially for marginalized groups, to ensure that all students benefit from strong home-school links. Research has shown that in communities with high levels of immigrant families, schools have implemented culturally responsive programs to engage parents, which in turn improved both student outcomes and community cohesion (Dandy & Durkin, 2022).

Several theories have guided the research on home-school partnerships, each offering a unique perspective on how these relationships impact student outcomes. The most widely cited is Epstein's Framework of Six Types of Involvement, which identifies key areas where parents and schools can collaborate, such as parenting, communication, volunteering, learning at home, decision-making, and collaborating with the community (Epstein, 2019). This framework highlights

the multidimensional nature of parent involvement and the various ways in which schools and families can work together to support students.

Another prominent theory is Hoover-Dempsey and Sandler's Model of Parental Involvement, which posits that parental involvement is influenced by parents' beliefs about their role in their children's education, the opportunities for involvement provided by the school, and the behaviors they perceive as beneficial to their children's academic success (Hoover-Dempsey & Sandler, 2020). This model emphasizes the psychological and motivational factors that shape parental involvement, highlighting the importance of teacher encouragement and school support in promoting active engagement from parents.

In recent years, researchers have also begun to explore the role of digital technologies in home-school partnerships. The digital divide and varying levels of technological access have emerged as key factors influencing the effectiveness of these partnerships, particularly in low-income or rural areas. A study in the United States found that when schools used online platforms to communicate with parents, students in low-income households were more likely to receive timely feedback and support for their learning (Marschark et al., 2021). However, challenges such as digital illiteracy and limited internet access persist, particularly in developing countries and rural communities, limiting the potential of technology to bridge the gap between home and school (Turner & Morrow, 2022).

In the ASEAN region, while research has shown the potential of home-school partnerships in improving student outcomes, there are significant challenges to overcome. In countries like Indonesia and Thailand, parental involvement remains limited in rural areas due to geographical barriers and economic constraints. Teachers in these regions often report difficulty in establishing consistent communication with parents, which hinders the development of effective home-school partnerships (Chin & Phrommathed, 2019). Moreover, while government initiatives have been successful in some areas, there is a lack of research on how these programs can be adapted to local contexts and scaled up effectively.

Similarly, in the Philippines, there is a growing body of research on home-school partnerships, but many studies focus on urban areas, leaving rural contexts largely unexplored. Research in Davao del Norte, specifically, has identified the lack of resources, parental education, and communication infrastructure as key barriers to establishing strong home-school links. Teachers in these areas face challenges in engaging parents, especially when they are not well-versed in the educational process or are struggling with their own socio-economic issues (Ramos, 2023). Furthermore, there is limited literature on how teachers cope with these challenges and the specific coping strategies they adopt, which this study aims to address.

While the existing literature provides valuable insights into the role of home-school partnerships in fostering student success, several gaps remain. First, most research focuses on the experiences of parents, with limited attention given to the perspectives of teachers, particularly in rural and underdeveloped areas. The current literature does not adequately address how teachers perceive and cope with the challenges of engaging parents, nor does it explore the specific strategies they use to overcome barriers in communication and involvement. Additionally, while studies have explored the general benefits of home-school partnerships, there is a lack of research on the direct impact of these partnerships on students' academic performance, particularly in the Philippines.

Another gap is the limited research on the use of technology in home-school partnerships, especially in regions with low internet access. Although digital tools have been shown to enhance communication and engagement, the digital divide remains a significant barrier, particularly in rural areas and developing countries. This study aims to address these gaps by focusing on the experiences of teachers in Davao del Norte, Philippines, and exploring the strategies they use to foster home-school partnerships in a context with limited technological resources. In summary, the literature on home-school partnerships highlights the importance of parental involvement in supporting student success but also reveals significant challenges that hinder the development of effective partnerships. While research from ASEAN countries, Europe, Africa, and Australia offers valuable insights, there remains a need for more localized studies, particularly in rural and underdeveloped regions such as Davao del Norte. This literature review has identified key gaps in the current knowledge, particularly regarding the perspectives of teachers and the impact of digital tools on home-school partnerships. The findings of this study will contribute to filling these gaps and provide practical recommendations for improving home-school collaboration in similar contexts.

3. METHODOLOGY

This study aimed to explore the experiences, challenges, and coping mechanisms of teachers regarding home-school partnerships in Davao del Norte, Philippines. A qualitative research approach was selected as it is particularly effective in capturing detailed, nuanced perspectives of participants. By focusing on the teachers' personal experiences and their contextual challenges, the study sought to gain a deep understanding of the dynamics between home and school

collaboration (Creswell & Poth, 2018). The research employed a qualitative descriptive design, which is well-suited for understanding personal experiences and uncovering underlying patterns, behaviors, and meanings. This design allowed for the collection of rich descriptions of teachers' perceptions in the context of their professional practices and the cultural dynamics of their local community (Sandelowski, 2010). A qualitative design was chosen because it provides the flexibility to explore complex issues, such as home-school partnerships, which are influenced by various cultural, social, and environmental factors (Cohen & Crabtree, 2020). By utilizing qualitative methods, this research was able to focus on the lived experiences of teachers, providing insights into the challenges and opportunities they face in fostering effective home-school partnerships (Berg & Lune, 2020).

Purposive sampling was employed to select participants who had direct experience with home-school partnerships, ensuring that they could provide rich, relevant, and diverse insights into the research problem (Palinkas et al., 2015). Ten teachers from Kapalong District in the Division of Davao del Norte were chosen to participate in the study. The inclusion criteria for the participants included having at least three years of experience in the district, having actively engaged in home-school partnerships, and representing various grade levels. The purposive sampling method was selected because it enables the researcher to gather data from individuals who possess the specific knowledge required to address the research questions effectively (Coyne, 2017).

Ethical considerations were prioritized throughout the research process. Informed consent was obtained from all participants, ensuring that they understood the purpose of the study and voluntarily agreed to participate. To protect the privacy and confidentiality of the participants, their responses were anonymized. Interviews were conducted in a respectful and professional manner to ensure that participants felt comfortable sharing their experiences (Brinkmann, 2018).

Data for this study were collected through in-depth semi-structured interviews. This method was chosen because it provides the flexibility to explore complex issues through open-ended questions. Semi-structured interviews allowed participants to freely express their thoughts and feelings, giving the researcher an opportunity to delve deeper into their experiences with home-school partnerships (Cohen & Crabtree, 2020). The interview guide was designed based on the research objectives, drawing from existing literature on home-school collaboration. The questions addressed topics such as the perceived benefits of home-school partnerships, the challenges teachers face in engaging parents, the coping mechanisms employed by teachers, and recommendations for improving the partnership between home and school (Braun & Clarke, 2021).

The interviews were conducted either face-to-face or via video conferencing, depending on the participants' preferences and availability. Each interview lasted between 30 to 45 minutes and was audio-recorded with the participants' consent. The interviews were then transcribed verbatim to ensure accuracy and facilitate a thorough analysis of the data. This process of transcription allowed for a close examination of the participants' responses, ensuring that their voices were faithfully represented in the analysis (Brinkmann, 2018).

The data collected from the interviews were analyzed using thematic analysis, a method that identifies and interprets patterns within qualitative data. Thematic analysis was selected because it is a flexible and systematic approach for analyzing qualitative data. It enabled the researcher to identify key themes that addressed the research questions while also allowing for the emergence of new, unexpected themes (Braun & Clarke, 2021). The analysis process involved several stages. First, the researcher familiarized herself with the data by reading and re-reading the transcripts. Next, initial codes were generated by identifying significant features of the data that were relevant to the research objectives. These codes were then grouped together into broader themes that captured the main ideas and patterns in the data. The themes were reviewed, refined, and defined to ensure they accurately represented the participants' responses and were consistent with the research questions. Finally, the themes were named to reflect the underlying patterns in the data (Nowell et al., 2017).

This thematic analysis approach allowed the researcher to gain a comprehensive understanding of the teachers' experiences with home-school partnerships, as well as the challenges and coping mechanisms they encountered. By using these methods, the study was able to provide rich, in-depth insights into the complexities of home-school relationships and offer practical recommendations for improving these partnerships in rural educational settings (Sandelowski, 2010).

The qualitative descriptive design, in-depth interviews, and thematic analysis were chosen because they align with the research objectives and enable an in-depth exploration of the teachers' lived experiences. These methods allowed for a detailed examination of the factors that shape home-school partnerships in a specific cultural and educational context. The research provides valuable insights into the dynamics of these partnerships and contributes to the ongoing conversation about improving educational outcomes through stronger collaboration between parents and schools (Creswell & Poth, 2018). By utilizing qualitative methods, the research sought to offer a deeper understanding of the

challenges and opportunities that arise in these partnerships, particularly in rural and underserved regions (Palinkas et al., 2015). This approach allowed the study to fill gaps in existing literature and provide valuable insights for educators, policymakers, and communities seeking to enhance home-school collaboration (Berg & Lune, 2020).

4. RESULTS

This section presents the findings of the study on the experiences, challenges, and coping mechanisms of teachers regarding home-school partnerships in Kapalong District, Division of Davao del Norte. The data were obtained through in-depth semi-structured interviews with ten teachers. The findings focus on the teachers' experiences in establishing home-school partnerships, the challenges they faced, and the coping mechanisms they employed. The results are organized into key themes that emerged during the data analysis.

1. Positive Experiences in Home-School Partnership

The teachers highlighted several positive experiences they encountered in their efforts to build strong partnerships with parents. One of the most significant themes that emerged was the creation of a positive and supportive atmosphere between teachers and parents. Teachers reported that open communication and trust were fundamental in fostering a productive partnership. According to one participant, "When parents trust us and actively participate, it helps the students thrive in their learning" (Participant 3). This finding is consistent with previous studies that emphasize the importance of mutual trust and respect in building successful home-school partnerships (Harris & Goodall, 2020; Epstein, 2020).

Another key theme was the positive impact of the home-school partnership on students' academic performance. Teachers shared that the active involvement of parents in school activities helped improve student motivation and overall performance. Many teachers noted that when parents provided consistent support, students were more engaged and had better outcomes academically. This aligns with research suggesting that parental involvement is positively correlated with improved academic achievement (Spera, 2021; Jeynes, 2022).

Additionally, teachers noted that home-school partnerships allowed for more effective support in the upbringing and behavioral development of children. Teachers reported working with parents to reinforce good behavior and academic habits, which contributed to creating a holistic support system for the students. This finding supports the work of Houtenville & Conway (2021), who found that teachers and parents working together to address behavioral concerns can lead to more consistent expectations and better outcomes for students.

2. Challenges Faced in Home-School Partnerships

Despite the positive experiences, several challenges emerged in the home-school partnership, particularly related to unsupportive parents and gaps in communication. A major challenge identified by teachers was dealing with unsupportive or disengaged parents. Teachers expressed frustration over parents who were either indifferent or unaware of the importance of their involvement in their children's education. As one teacher explained, "Some parents don't see the value in engaging with teachers or attending school activities. It's difficult to improve student performance without their support" (Participant 7). This finding is consistent with studies that highlight the struggle of engaging parents who are either uninvolved or do not prioritize education (Lochner & Belsky, 2020).

Another common challenge was the gap in communication between teachers and parents. Teachers reported that poor communication, especially in rural areas, made it difficult to coordinate efforts in supporting students. Some parents lacked access to reliable means of communication, such as smartphones or the internet, which hindered timely updates about their children's progress. This challenge resonates with findings from recent studies, which underscore the role of effective communication in fostering successful home-school partnerships (Bakker & Denessen, 2019; Sui-Chu & Willms, 2020). In some cases, teachers found it difficult to engage parents due to language barriers or differing expectations about education.

Furthermore, the time constraints of both teachers and parents were highlighted as a challenge. Many teachers shared that parents often struggled to find time to participate in school activities due to their work commitments. This was particularly true for parents working in agriculture or other labor-intensive sectors, which left them with little time to engage with their children's education outside of the classroom. This finding reflects similar challenges noted in studies examining rural and low-income communities where time poverty affects the level of parental involvement (Grolnick & Slowiaczek, 2020).

3. Coping Mechanisms Employed by Teachers

Teachers also reported adopting various coping mechanisms to address the challenges they encountered in home-school partnerships. One of the most common strategies was the establishment of regular communication channels between home and school. Teachers emphasized the importance of maintaining consistent contact with parents through phone calls, text messages, or face-to-face meetings. As one teacher shared, "We try to call parents regularly, even just to check in or share small updates. This helps keep the lines open" (Participant 5). Research supports the idea that regular and

proactive communication is an effective strategy in building and maintaining strong home-school partnerships (Elias et al., 2019; Epstein & Sheldon, 2020).

Another coping mechanism identified by teachers was the involvement of parents in school activities, projects, and programs. Teachers reported organizing events such as parent-teacher conferences, school fairs, and volunteer programs, where parents were encouraged to take an active role in their children's education. These initiatives not only facilitated direct interaction between teachers and parents but also allowed parents to see firsthand the challenges and successes in their children's learning. This approach is consistent with findings from studies highlighting the importance of creating opportunities for parental involvement through structured school events (Hornby & Lafaele, 2020).

Additionally, teachers relied on community support to bridge the gap between home and school. In rural settings, teachers often collaborated with community leaders to help facilitate parent engagement. This collective approach was particularly effective in areas where individual parent involvement was low. Recent studies show that community involvement plays a significant role in strengthening home-school partnerships in rural areas (Bakker & Denessen, 2019). Teachers noted that involving community figures created a sense of shared responsibility for student success, which helped encourage parents to become more engaged.

Conclusion

The findings of this study indicate that while teachers in Davao del Norte face significant challenges in establishing effective home-school partnerships, they employ various coping mechanisms to overcome these obstacles. The study highlights the importance of communication, trust, and community involvement in fostering successful partnerships. The positive impact of home-school partnerships on students' academic performance and overall development was evident, suggesting that greater efforts to engage parents and overcome the barriers to communication are necessary for improving educational outcomes. These results contribute to the broader understanding of the dynamics of home-school partnerships, particularly in rural and underserved contexts.

5. DISCUSSION

This study aimed to explore the experiences, challenges, and coping mechanisms of teachers in Kapalong District, Division of Davao del Norte, concerning home-school partnerships. The results reveal both positive aspects and significant challenges related to home-school collaboration. Teachers reported several benefits of effective partnerships with parents, but also faced barriers that hindered successful collaboration. These findings provide valuable insights into the factors that influence home-school partnerships, particularly in rural and underserved areas. In this discussion, we interpret the results, explain their implications, and highlight the significance of these findings in the broader context of home-school collaboration.

One of the key findings of this study is the positive impact of home-school partnerships on students' academic performance. Teachers noted that when parents were actively involved, students showed greater engagement and motivation in their learning. This result is consistent with a wealth of literature emphasizing the positive correlation between parental involvement and student success (Jeynes, 2020; Harris & Goodall, 2020). Studies have consistently shown that parental support plays a crucial role in improving students' academic achievement, especially when parents engage in their children's learning process at home and participate in school activities (Spera, 2021). The teachers in this study highlighted that their efforts to foster communication and trust with parents were key to creating a positive and supportive environment for the students. This finding reinforces the idea that open lines of communication, as well as mutual respect between parents and teachers, are essential for promoting student success (Epstein & Sheldon, 2020). Another significant result was the challenge posed by unsupportive or disengaged parents. Teachers shared their frustration with parents who were either unaware of or indifferent to their role in supporting their children's education. This aligns with other studies that have highlighted the difficulty of engaging parents who have limited resources, lack of awareness, or other personal challenges (Hornby & Lafaele, 2020). In rural communities, such as the one in this study, parents may face additional barriers, including time constraints, economic pressures, or cultural factors, that prevent them from becoming more involved in their children's education (Grolnick & Slowiaczek, 2020). In such cases, it is essential to address these underlying issues to enhance parental engagement.

The gap in communication between parents and teachers was another major challenge identified by the participants. Many teachers reported difficulties in reaching parents, particularly those who did not have reliable access to communication tools like smartphones or the internet. This is a significant finding in the context of rural education, where access to technology can be limited. Research has shown that inadequate communication channels are a barrier to effective home-school collaboration, especially in low-income or rural settings (Bakker & Denessen, 2019). This study underscores the importance of finding alternative means of communication, such as face-to-face meetings, phone

calls, and community-based communication strategies, to ensure that all parents can participate in their children's education.

Teachers in the study reported several strategies to cope with the challenges they faced in fostering home-school partnerships. One effective approach was maintaining consistent communication with parents. Teachers emphasized the importance of regular updates on student progress and utilizing available tools to bridge the communication gap. This finding aligns with the literature on best practices for improving home-school partnerships, which suggests that regular communication helps build trust and encourages parental involvement (Epstein, 2020; Elias et al., 2019). However, the effectiveness of communication strategies can vary depending on the socio-economic context, highlighting the need for flexibility in communication approaches.

Involving parents in school activities, projects, and programs was another coping mechanism that teachers found beneficial. This practice allowed parents to experience firsthand the challenges and successes their children faced in school. It also provided an opportunity for teachers to engage with parents directly and cultivate a collaborative environment. This approach is supported by research that emphasizes the role of school events in enhancing parental involvement (Hornby & Lafaele, 2020; Spera, 2021). Teachers who engaged parents in such activities found that it fostered a sense of ownership and responsibility among parents, leading to greater participation and support for their children's education.

The involvement of community leaders to support home-school collaboration is another important strategy that emerged in this study. Teachers in rural areas, where parental involvement may be low, relied on community figures to encourage parents to become more engaged in school activities. Community support has been shown to be crucial in rural settings, where social networks and local leaders can influence parents' attitudes and involvement in education (Bakker & Denessen, 2019). This highlights the importance of leveraging community resources to strengthen home-school partnerships and ensure that education is a shared responsibility.

Despite the valuable insights provided by this study, there are several limitations that must be acknowledged. One of the main limitations is the small sample size. With only ten teachers from a single district in Davao del Norte, the findings may not be generalizable to other regions of the Philippines or to countries with different cultural and educational contexts. Future studies could benefit from a larger and more diverse sample, which would provide a more comprehensive understanding of the challenges and opportunities in home-school partnerships.

Additionally, the study relied on self-reported data from teachers, which may be subject to biases such as social desirability or recall bias. Teachers may have been inclined to present their experiences in a more positive light or may have inadvertently overlooked certain challenges they faced. To address this limitation, future research could incorporate multiple data sources, such as interviews with parents or students, to gain a more balanced perspective on the home-school partnership dynamic (Brinkmann, 2018).

6. CONCLUSION

Finally, the study focused solely on teachers' perspectives, which means that the viewpoints of parents and students were not represented. Including these stakeholders in future research would provide a more holistic understanding of the home-school relationship and allow for a more nuanced exploration of the dynamics that influence student outcomes.

This study contributes to the growing body of literature on home-school partnerships by providing insights into the experiences of teachers in rural settings, specifically in the context of the Philippines. The findings highlight the significant benefits of strong home-school partnerships, particularly in improving students' academic performance and fostering positive behavior. However, they also underscore the challenges of engaging parents, especially in rural communities where communication barriers, socio-economic factors, and cultural differences can hinder involvement.

The coping mechanisms identified by teachers—such as regular communication, involving parents in school activities, and leveraging community support—provide valuable strategies for overcoming these challenges. These strategies are consistent with global best practices and can be applied in other contexts to enhance the effectiveness of home-school partnerships. Ultimately, this study emphasizes the need for schools to actively engage parents and communities in the educational process, as this collaboration plays a crucial role in improving student outcomes.

This study explored the experiences, challenges, and coping mechanisms of teachers in Kapalong District, Division of Davao del Norte, concerning home-school partnerships. The findings reveal a multifaceted perspective on how teachers engage with parents and address the challenges inherent in building collaborative relationships that support student learning and development.

The results indicate that the most significant benefits of home-school partnerships include improved student performance, better student motivation, and enhanced behavioral development. Teachers reported that when parents were actively involved in school activities and in reinforcing educational practices at home, students showed positive

outcomes in terms of both academic achievement and personal growth. These findings support the existing literature which emphasizes the pivotal role that parental involvement plays in shaping children's academic success and overall well-being (Epstein & Sheldon, 2020; Harris & Goodall, 2020). However, challenges such as unsupportive or disengaged parents, communication gaps, and time constraints were also identified as significant barriers to effective collaboration. These findings highlight the importance of addressing these challenges in order to enhance the efficacy of home-school partnerships, particularly in rural and underserved areas.

Teachers employed various coping mechanisms, such as establishing clear communication channels, involving parents in school activities, and leveraging community support, to overcome these barriers. These strategies underscore the need for proactive, flexible approaches that consider the unique socio-economic and cultural contexts of the community. As such, this study contributes valuable insights into the factors that influence home-school collaboration, particularly in rural areas of the Philippines.

While the study provides important insights, it is not without limitations. The small sample size and focus on a single district limit the generalizability of the findings. Future research could expand the sample size and include multiple districts or regions to further explore the dynamics of home-school partnerships across different educational settings. Additionally, incorporating the perspectives of parents and students would provide a more comprehensive understanding of the challenges and opportunities within the home-school relationship. Future studies could also explore the role of digital tools and online platforms in facilitating communication and collaboration, especially in light of the increasing reliance on technology in education.

7. RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made for various stakeholders in the educational system:

Department of Education (DepEd)

Strengthen policies on parental engagement: DepEd should prioritize initiatives that promote parental involvement in education, particularly in rural areas. This could include creating resources and guidelines to help schools engage parents more effectively, emphasizing the positive impact of home-school partnerships on student outcomes.

Provide professional development opportunities for teachers: Teachers should be trained on effective communication strategies and how to build trust with parents, especially in communities where parental involvement is traditionally low. Workshops on culturally responsive teaching and community engagement could help teachers adapt their approaches to different parental contexts.

Facilitate access to communication technologies: Since many rural areas lack reliable internet access, DepEd should explore ways to support schools in providing low-cost or subsidized communication tools to facilitate better communication between parents and teachers.

School Heads

Encourage and create opportunities for parental involvement: School leaders should actively promote the importance of parental involvement by organizing regular school events, such as parent-teacher meetings, workshops, and school projects, to involve parents in the educational process.

Foster a school culture of collaboration: School heads should create an environment that encourages ongoing communication between teachers and parents. This can be achieved by organizing regular outreach activities, such as community events or school-based programs, which can serve as platforms for teachers and parents to collaborate in supporting students' education.

Address communication gaps: School leaders should ensure that there are multiple communication channels available to parents, such as phone calls, SMS, and face-to-face meetings, to accommodate those who may not have access to digital communication tools.

Teachers

Adopt proactive communication strategies: Teachers should be encouraged to maintain regular contact with parents through a variety of channels, not just during parent-teacher meetings, but also through routine updates, phone calls, and home visits if necessary. This regular communication helps foster a stronger partnership and ensures that parents are well-informed about their children's academic progress.

Involve parents in school activities: Teachers should make efforts to involve parents in school events and programs, such as school fairs or volunteer opportunities. These activities can promote a sense of ownership and shared responsibility among parents for their children's education.

Be culturally responsive: Teachers should be mindful of the cultural contexts of their students' families and adapt their engagement strategies to respect and reflect these differences. Understanding the socio-economic challenges parents may face can help teachers better support them in becoming more involved in their children's education.

8. FUTURE RESEARCHERS

Expand the sample size and geographical scope: Future studies should consider expanding the sample size to include more schools across different regions of the Philippines, as well as including urban and suburban schools, to gain a more comprehensive understanding of the challenges and benefits of home-school partnerships in diverse contexts.

Incorporate parents' and students' perspectives: To gain a more holistic view of home-school partnerships, future research should include the perspectives of parents and students alongside those of teachers. This will allow for a more nuanced understanding of the dynamics at play in home-school collaboration.

Investigate the role of technology: With the increasing reliance on digital tools in education, future studies should explore how digital communication platforms can be used to bridge gaps in home-school partnerships, particularly in rural areas. This research could focus on the effectiveness of online platforms in fostering parental involvement and improving student outcomes.

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