A Glance on Parent-Teacher Relationship: Tales of Preschool Teachers in Home Learning Activities

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Abstract. This study explored the Parents' participation in their kids' education as a potential determiner of their kids' learning achievement. The study utilized qualitative design, a phenomenological approach in describing the experiences of eight (8) public school teachers from Kinanga District, Davao Occidental, who were selected as participants in this study through selection criteria. The researcher used face-to-face interviews to collect the necessary data. The findings revealed that Parents play a crucial role as stakeholders in education. They are responsible for raising their children, and they have a vested interest in and are impacted by the education their children receive. The preschool teacher's experiences of the parent-teacher relationship reveal two themes: ease of teaching diverse expectations and interest in the parent-teacher relationship and improved classroom performance of preschoolers mediated through the parent-teacher relationship—moreover, the coping mechanisms when they have difficulty maintaining parent-teacher Relationships. Two themes emerge: building rapport with parents and acknowledging parents as stakeholders in the learning process. The insights gained from the study include the emergence of the two themes: parents' collaboration and engagement and professional development and reinforcing their sense of worth and confidence, both as teachers and learners. These insights underscore the critical roles of parents and teacher mindfulness in shaping the educational landscape. The implications of this study reach far beyond academia, extending to the development of tailored educational interventions and support strategies.

1. Introduction

Learning is a complex process that may involve many individuals to ensure the success of learning of its recipients. Teachers and parents must come together as they build strong elements of involvement in the learning of the students. Both teacher and parental involvement have proven to have a positive relation to the success of the student's learning. When parents are relatively involved in their kids' activities, especially during the preschool stage, as it is the most significant phase of the children's learning, teachers feel the relief of having core support in molding young individuals. For preschool learners, the support of parents is vital as it builds on them a sense of trust and the support they can get from their environment. Considering the demands and the varied needs of people around the world, some parents tend to neglect

the roles they have yet to perform when sending their kids to preschool. To some, sending their kids to preschool would mean a loss on their tightly stretched schedule, giving them ample time to focus on earning a living while thinking their kids are at school to play and have fun. On the other end, teachers struggle to meet the goal of finding the best way to work with parents effectively to improve students' utmost performance. This study will look into the experiences of teachers in building teacher-parent relationships, giving emphasis on the parental involvement in the learning of their kids as this bears significance on the best performance of the kids. In the context of Saudi Arabia, the unmaterialized and neglected role of parental involvement in the learning of the kids has continued to significantly decrease the learning performance of the students while increasing the burden to the teachers as they have to carry in solo the problems and challenges the students may encounter along the process of learning (Đurišić Bunijevac, 2017). Moreover, the lack of participation of parents, as can be attested from the experiences of teachers, allowed for a decrease in students' active engagement in class. Studies believe that when both parents and teachers have a positive relationship, students can be expected to do better in school as they receive ample support from both parents and teachers. In the context of the Philippines, parental involvement is seen as a determinant of a student's academic success; however, with the prevailing conflict of poverty in the country, parents' involvement in the learning of their children was greatly affected. Parents maintaining relationships with teachers about the learning of their kids were put at risk as they are more focused on earning income rather than sticking to their kids' learning. In addition, this under-investment of parents in students' learning is an identified problem in low-income developing countries, and because of the emerging economic problems, parents would really opt to

prioritize earning to meet the needs of the family. Accordingly, the Department of Education (DepEd) data shows that for every 100 children who enter Grade 1, close to 15 do not make it into Grade 2, and roughly one-quarter or 24 percent have dropped out before Grade 4. It could be inferred that a substantial number of students do not make the transition from their current grade level to the next. The decrease in parental involvement also decreases the opportunity for students to perform successfully in school (Selangan, 2015and; Evangelista, 2008). Relative to the preceding paragraphs, I have attested to the challenges teachers and students face due to the lack of parental involvement as a means of support, much to the literacy and numeracy development of the preschool learners in Kinanga District, Davao Occidental. The absence of parental involvement significantly caused a decrease in the development of learners in terms of literacy and numeracy, especially in the context of distance learning; it is obvious that they cannot recognize words and numbers as a learning requirement for their age. Parental involvement in the context of distance learning is highly needed as they take on the role of the teacher in the absence of physical schools. However, a number of parents had struggled to take on the role as COVID-19 took them unprepared for this transition, and the economic problem of poverty had continually shifted their priorities on living. The absence of parental involvement had previously existed long before the transition of the modality of learning, and it had undeniably caused a decrease in learners' participation in schools and put a heavier burden on teachers as they take on the solo role of molding young learners to equip them onto the next grade level. While various studies have already been conducted regarding the importance of parental involvement in their kid's learning and the significant impact the parent-teacher relationship would have on the performance of the kids and as a means of support to teachers, this

study intends to give light on this phenomenon in the context of distance learning, as parent-teacher relationship played a very big role in this modality. There is a need for this study to be conducted as it will benefit both teachers and parents in providing new directions on how to fully support preschool learning in attaining literacy and numeracy development.

1.1. Purpose of the Study—The purpose of this qualitative study, specifically phenomenological in approach, is to uncover the views of preschool teachers of Kinanga Elementary School, Davao Occidental, towards the parent-teacher relationship in the literacy and numeracy skill attainment of preschool learners. At this research stage, the parent-teacher relationship refers to the involvement of both the parent and teachers in ensuring the success of students' learning. As identified, one aspect of this parent-teacher relationship is parental engagement in the students' learning, which is an important avenue for supporting student achievement. Healthy parent-teacher relationship is shown to have a positive association with a range of positive outcomes, including fewer behavioral problems and better social conduct, lower dropout rates, and higher student achievement (El Nokali et al., 2010).

1.2. Research Questions—The study sought to uncover the views of preschool teachers toward the parent-teacher relationship. Specifically, the study sought to answer the following research questions:

(1) What are the experiences of preschool teachers in parent-teacher relationships?
(2) How do preschool teachers cope with the challenges faced in maintaining parent-teacher relationships?
(3) What educational management insights are drawn from the study?

1.3. Definition of Terms—It will be important to define essential technical terminologies frequently used in this study. Moreover, this portion provides the definitions to acquaint the readers with the concepts of the inquiry. Parent-Teacher Relationship. This term is used to refer to the partnership, collaboration, and alliance between the parent and the teacher as an indicator of a student's achievement in school (Dawson Wymbs, 2016, as cited by Wal, 2020). As used in this study, this refers to the relationship built between parents and teachers of Kinanga Elementary School, Don Marcelino District, Davao Occidental, as an aid to teachers in developing preschool learners' literacy and numeracy skills. Literacy Skills. Literacy is defined as the ability of the child to read, write, and communicate effectively at the primary level. In addition, literacy emerges gradually in the early years, starting from the development of hearing sounds, identifying sensitive, caring adults, babbling and repeating sounds and rhymes, and later sharing books, stories, TV, or other communication technologies (French, 2012). As used in this study, literacy skills refer to the ability of the preschool learners of Kinanga Elementary School to read, write or communicate at an early age. Numeracy Skills. Numeracy refers to the ability of the child to do mathematics and perform mathematical operations. It further refers to the child's ability to hear the language of mathematics, sing number rhymes, find smaller boxes inside bigger boxes, sort, pour, and measure (French, 2012). As used in this study, this refers to the skills adopted by the preschool learners of Kinanga Elementary Schools in reciting names of numerical figures. Counting and arranging numbers in order.

1.4. Significant of the Study—

This qualitative study, phenomenological in approach, provides additional reference and point of view that may be significant to individuals, authorities, and organizations interested in gaining awareness on the views of preschool teachers towards parent-teacher relationships towards literacy and numeracy development of preschool learners, how they cope with these challenges and what insights they could give to others. The knowledge gained in this undertaking would be beneficial: DepEd authorities that they may use the findings of this study as a point of reference in strengthening programs for parental involvement as it was directly correlated to positive learning outcomes for learners; School Heads, in providing opportunities for the school and teacher that will enrich the participation of parents to maintain teacher-parent relationship and to materialize trust and support of the parents to the school and teacher as it draws academic achievement of learners; To Teachers that they may impose teacher-parent relationship to encourage core support in developing literacy and numeracy skills among learners and also to encourage engagement and involvement of parents; Parents, they may actively engage and participate in the learning of their students by maintaining relationship with the teacher as a means of supporting teachers toward the academic achievement of learners and To future and other researchers that they can utilize findings in this scholarly work as a reference of future endeavors, especially to relative studies.

1.5. Theoretical Lens—This study is gleaned from the understanding of Role Theory by BJ Biddle (1979), which initially asserts that there should be a clear distinction and identification of the roles played by both teachers and parents in the development of the learner. Generally speaking, role theory highlights that every individual has social relations as one of the most important features of social life, and this explains that every person has presumed roles to justify social positions and held expectations. Further, role theory is also concerned with the studies of labor division, complying with rules, status, social forces, interaction, and various theories of self. This theory will be used to explain the occurrence of the phenomenon under study. This posited that activating parent-teacher relationships in the community directed towards developing literacy and numeracy skills among pre-schools is directly correlated to successful interaction and achievement of social responsibilities one held as an individual holding social positions in society. Aligned with the idea of role theory, it is imperative for both parents and teachers to perform their designated roles in helping the learners develop their potential, specifically in the field of literacy and numeracy. This further highlights that both parents and teachers have presumed roles in the becoming of the learners and that both must work collaboratively to become efficient in developing the potential of the learners. Further, this study is anchored in the Structuration Theory of Giddens (1984), which further supports the notion of role theory. Giddens, in his theory, explained that social action cannot be fulfilled and cannot be fully explained by the structure or agency theories alone. Instead, it recognizes that actors operate within the context of rules produced by social structures, and only by acting in a compliant manner are these structures reinforced. As a result, social structures have no inherent stability outside human action because they are socially constructed. Contextualizing Structuration Theory through the lens of education will explain how parental roles in the learning of the child reinforce societal roles played by teachers in their development. This study, as anchored on the Structuration Theory, recognizes that for teachers to work coopera-
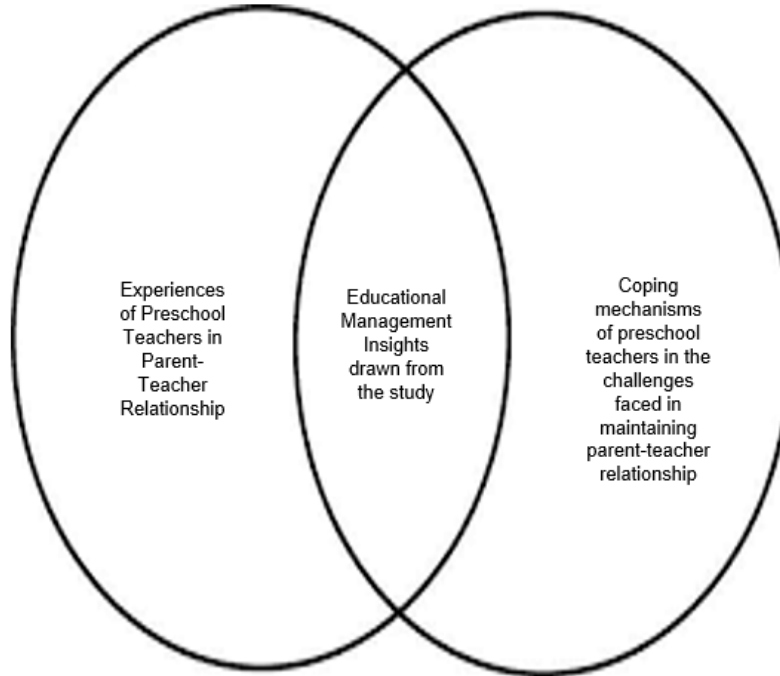
Fig. 1. Conceptual Framework of the Study

tively and efficiently in teaching preschool, they must agree with the social rules that impose that parents must act as pillars of teachers in the development of literacy and numeracy skills of every learner. Thus, the relationship of both these factors will only be reinforced through acting in a compliant manner of both these structures, the parents and the teachers. In addition, the study will also be explained through understanding that the relationship between a parent and a teacher can be fraught with difficulties because of role conflicts that may result from the negotiations that occur between them. This suggests that there should be a clear distinction of the different roles performed by teachers and the roles performed by parents to collaboratively fit to the goal of learning. Added to this, the concept illustrates that there could be successful interaction and negotiation between parents and teachers when they have clear perceptions

of their roles and a concrete understanding that the development of a child lies in the successful performance of both teachers and parents in their respective roles. Applied to the study, it can be understood that the parent-teacher relationship definitely takes a special position in achieving the utmost potential of the learners (Ang et al., 2020). The conceptual framework of the study is presented in Figure 1. As seen in the figure, there are three interconnected variables. It presents the qualitative inquiry on the view of newly hired teachers in coaching buddies, the coping mechanism used by teachers to deal with the challenges faced, and the insight drawn from the findings of the study. These three interconnected variables present the whole picture of teachers' experiences as they describe how they engage their selves in coaching buddies as another means to further professional development.

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2. Methodology

This chapter presents the study's methodology, which explains the research design, research participants, role of the researcher, data collection, data analysis, trustworthiness of the study, and ethical considerations.

2.1. Philosophical Assumptions—The philosophical assumption is a framework used to collect, analyze, and interpret data in a specific field of study. It establishes the background for the following conclusions and decisions. Below are typical philosophical assumptions of different types. Ontology. This part of the research pertains to how the issue relates to the nature of reality. According to Creswell (2012), reality was subjective and multiple, as seen by participants in the study. The ontological issue addresses the nature of reality for the qualitative researcher. The reality was constructed by individuals involved in the research situation. Thus, multiple realities exist, such as the realities of the researcher, those of individuals being investigated, and those of the reader or audiences interpreting the study. In this study, I relied on the voices and interpretations of the participants through extensive quotes and themes that reflected their words and provided evidence of different perspectives. The answers of the participants to the study were coded and analyzed to build and construct the commonality and discreteness of responses. I made sure that the responses of the participants were carefully coded to ensure the reliability of the result. The researcher upheld the authenticity of the responses and precluded from making personal bias as the study progressed. Epistemology. This refers to the awareness of how knowledge claims are justified by staying as close to the participants as possible during the study to obtain firsthand information. Guba and Lincoln, as cited by Creswell (2012), state that the researcher attempted to lessen the distance between himself or herself and the participants on the episte-

mological assumption. He suggests that as a researcher, he or she collaborates, spends time in the field with participants, and becomes an 'insider'.I assured them that I would establish a close virtual interaction with the participants to gain direct information that would shed light on the knowledge behind the inquiry. Axiology refers to the role of values in research. Creswell (2012) argued that the role of values in a study was significant. Axiology suggests that the researcher openly discusses values that shape the narrative and includes their interpretation in conjunction with participants' interpretation. I uphold the dignity and value of every detail of information obtained from the participants. The researcher understands the personal and value-laden nature of the information gathered from the study. Therefore, I preserved the merit of the participants' answers and carefully interpreted them in light of their interpretations. Rhetoric means reporting reality through the eyes of my research participants. This was important because it meant that I would objectively report what I observed and heard from the participants. Instead of internal and external validity and objectivity, I used personal voice and qualitative terms such as credibility, transferability, dependability, and conformability. Patton (2000) defined phenomenology as an inquiry that asks," What is the structure and essence of the experience of his phenomenon for these people?' This research study aimed to work well with this definition in trying to understand teachers' experiences and those of others involved in community collaboration to eliminate them or lessen the problem of dropout in schools. Guba (2007) pointed out that the researcher needs to prepare for an investigation greater in depth and

breadth than the offered description implied. He suggested that the information be viewed as" the tip of the iceberg." I implemented the qualitative research method of phenomenology to allow for exploration of the teachers' experience and those of others involved in community collaboration to eliminate or lessen the problem of dropouts in schools and reveal their feelings and ideas towards these experiences. Burns and Grove (2003) stated that phenomenology was a philosophy, an approach or perspective to living, learning, and doing research. The phenomenological researchers' goal was to capture teachers' experiences conducting action research, find meaning that may or may not be known to the person who experienced it, and describe the phenomenon through a composite narrative. For the qualitative researcher, the only reality was the reality of the participants involved in the research situations constructed.

2.2. Qualitative Assumptions—This qualitative study assumes that preschool teachers' perceptions and experiences regarding the parent-teacher relationship significantly influence the literacy and numeracy skill development of preschool learners at Kinanga Elementary School, Davao Occidental. It posits that understanding these perceptions will provide valuable insights into the dynamics of parental involvement in education and its impact on student achievement. The study assumes that exploring teachers' coping mechanisms with challenges in maintaining these relationships will uncover strategies that contribute to fostering a supportive learning environment. Additionally, it assumes that the educational management insights derived from these findings will inform effective practices and policies aimed at enhancing preschool education outcomes.

2.3. Design and Procedure—The study utilized a qualitative design employing a phenomenological approach. This approach described the participants' experiences as they presented them, free from preconceived notions. Qualitative research is a social inquiry that focuses on understanding human action. It is used to describe inherent and essential characteristics of social objects and human action. Additionally, this social inquiry relies primarily on non-numeric data in the form of words (Denzin Lincoln, 2000). The qualitative design was suitable for understanding the lived experiences of preschool teachers in teaching numeracy and literacy skills through establishing a parent-teacher relationship. In addition, this study employed a phenomenological approach, specifically to see the common experiences of the participants related to the same phenomenon. Phenomenological study aims to analyze and explain the meaning of the phenomenon through the eyes of the people subject to study. This approach was an interpretive understanding of human interaction and the phenomenon's essence to a person or group (Christenson, et al. 2010). Further, the phenomenological approach to study was believed to be suitable for understanding human lived experiences, for this approach was appropriate for validating that a certain phenomenon is plausible. This approach further focuses on understanding the meaning, structure, and essence of the phenomena experienced by an individual. It understands the meaning of the description of the phenomenon (Pereira, 2012). Phenomenology was utilized in this study since the primary objective is to understand the phenomenon through the participants who are the study's subjects. It also seeks to explicate the phenomenon's meaning. A phenomenology study was used to validate

that a particular phenomenon is presumptive. Further, the design and approach were utilized since I, as the researcher, aim to understand the experiences of preschool teachers in building parent-teacher relationships for the literacy and numeracy development of every learner.

2.4. Research Participants—The critical informants of this study were selected preschool teachers from the public schools in the District of Don Marcelino, Division of Davao Occidental. As this study aims to solicit experiences of preschool teachers in developing literacy and numeracy skills among learners through establishing parent-teacher relationships to explicate knowledge on the phenomenon, the researcher set the number of teaching experiences as a criterion in the selection of the key informants to eight (8) to saturate relevant information to describe experiences of teachers. Moreover, respondents of this study refer to the teachers in a public-school teacher teaching preschool level. In this sense, the researcher gathered authentic experiences from the respondents to describe the phenomenon. The researcher would utilize eight (8) public preschool teachers for the In-Depth Interview (IDI), who were either male or female and had been teaching for at least three years. They were chosen to give the researcher a concrete description of the phenomenon and to allow the researcher to understand the meaning of their experiences. The data were collected through one-on-one interviews to conduct the qualitative study. Purposive sampling was utilized in the study, as Patton (2015) specifically introduces purposeful sampling as an approach to qualitative study. Accordingly, the power of this purposive sampling lies in the selection of participants, where one can learn a great deal of knowledge on issues related to the topic at hand for the purpose of inquiry.

2.5. Ethical Considerations—Ethical considerations would be of paramount importance in the design of this research study. As the researcher, I must consider several ethical issues about the research participant groups addressed in this fieldwork. Ethical considerations can be specified as one of the most critical parts of the research. The researcher needs to adhere to the research aims, imparting factual knowledge, truth, and error prevention. Social Value. Research was essential to society. In this study, the social value focused on the experience of teachers in teacher collaboration as professional development, as this study was conducted explicitly among the elementary subject coordinators. Thus, the social problem that pushed the researcher's interest was the challenges the teachers faced towards the teachers' experience and others involved in the community to eliminate or lessen the problem in the professional development among the teachers. This study could serve as a basis for the higher authorities to create more programs and resolutions from which classroom teachers could benefit. Informed Consent. Gaining the trust and support of research participants is critical to informed and ethical academic inquiry and phenomenological research (Walker, 2007 as cited by Pellerin, 2012). All participants were given an informed consent form before scheduling the interviews and participating in the phenomenological research process. Each participant was required to provide a signed personal acknowledgment, consent, and an indication of a willingness to participate in the study release. The purpose of the informed consent letter is to introduce the research effort, provide contact information, articulate the study's intent, request voluntary participation by the recipients, and identify the anticipated information that the informants were

expected to provide. All participants were required to sign and return the consent letter to the researcher before participating. In the conduct and practice of this study, the Treaty Principle of Participation, as cited by McLeod (2009), was adhered to. The invitation to participate ensured that participation in the research was entirely voluntary in nature and based on an understanding of adequate information. The recruitment and selection of participants were lodged in the appendices of this study. The Vulnerability of Research Participants. The participants of this study are deemed capable of answering the research instrument because they are all professional teachers in public elementary schools. Thus, I assure them that I, as the researcher, can easily be reached through my contact number and address in case of any clarifications or questions about the study. Risks, Benefits, and Safety. The recruitment of the respondents would be free of coercion, undue influence, or inducement. Moreover, respondents were provided with the contact numbers of the panel chair or panel members if they had queries related to the study. This was done to answer the possible questions of the respondents. Furthermore, if respondents experienced possible discomfort and inconvenience while answering the questions, they were not compelled to participate in any manner. Further, I had to ensure the respondents were safe during the survey and interview. Thus, the questionnaire was distributed in a safe venue and administered at a convenient time. The dominant concern of this study is the Treaty Principle of Protection, as reflected in the respect for the rights of privacy and confidentiality, and risk minimization. This was done by assigning pseudonyms for each informant so as not to disclose their identity. The possibility of a degree of risk inherent to this was minimized by taking all reasonable steps to guarantee participant confidentiality. Privacy and Confidentiality of Information. This study observes the Data Privacy Act of 2002 to ensure

that the data cannot be traced back to their real sources to protect participants' identities. Thus, utmost care was taken to ensure the anonymity of the data sources. Hence, any printed outputs that were carried out from this study were kept in anonymity. Furthermore, all the issues were considered so that there was no conflict of interest among the researcher and the respondents. Any misleading information and representation of primary data findings in a biased way must be avoided. Justice. During data gathering, the respondents were informed of my role and their corresponding role. They were briefed that they had to be fully honest in answering the survey questions and that any communication about the research should be done with honesty. Similarly, they were informed that they would benefit first from the study's results. Transparency. The study's results can be accessed by the respondents and heads of the participating schools because the information is available and was placed on CD or other storage devices, which can be requested from the researcher. Also, by learning about the study's results, classroom teachers were aware of the significance of the study and its contribution to their well-being. Further, each participant was advised that they have the right to withdraw their information at any time up to the completion of the data collection process and that they can request to be allowed to verify their transcript after the interview is carried out. This provided the participants with the opportunity to amend or remove any information that they felt might identify them. As the researcher, I reserve the right to employ the use of pseudonyms, and changing names and/or non-significant dates in the interest of the protection of the identity of the participant in all subsequent data analysis and reporting. Qualification of the Researcher. As the researcher, I had ensured that I possessed the needed qualifications to conduct the study. I had completed the academic requirements and passed the comprehensive examination before

thesis writing, which was the last requirement to obtain my master's degree, and I am qualified to conduct the study physically, mentally, emotionally, and financially. Also, the advisee-adviser tandem ensured that my study would reach its completion. Adequacy of Facilities. As the researcher, I would strive for the study to be completed successfully in the specified time and to be equipped with the necessary resources. Likewise, the technical committee would help enhance the paper by giving the needed suggestions and recommendations for the improvement of the study. Also, as the researcher, I have to ensure that I have enough funds to continue and finish the research. Thus, this study was hoped to be completed on the target time. Community Involvement. As the researcher, I showed respect to the local tradition, culture, and views of the respondents in this study. Moreover, this study did not involve any use of deceit in any stage of its implementation, specifically in the recruitment of the participants or methods of data collection. Furthermore, I deem it necessary to express my great pleasure in their whole-hearted participation in this study. Plagiarism and Fabrication As the researcher, I respect other works by adequately citing the author and rewriting what someone else has said in my own way. Understand the study context and avoid copying and pasting the text verbatim from the reference paper. Always use quotes to indicate that the text has been taken from another paper. Similarly, I would assure them that honesty in working on the manuscript and no intentional misrepresentation in the study and making up of data and/or results or purposefully putting forward conclusions that are not accurate.

2.6. Role of the Researcher—As the researcher conducting this qualitative phenomenological study, my role is multifaceted and pivotal in uncovering the nuances of preschool teachers' perspectives on the parent-teacher relationship at Kinanga Elementary School, Davao Occidental. Firstly, I serve as the primary instrument for data collection, employing face-to-face interviews to elicit rich, detailed accounts from participating teachers. In this capacity, I maintain neutrality and objectivity while fostering a trusting environment conducive to open dialogue.

Secondly, I play a critical role in data analysis, employing thematic analysis to identify recurring patterns and themes within the teachers' narratives. This process involves immersing myself in the data to ensure comprehensive exploration of the experiences and perceptions shared by participants.

Furthermore, my role extends to interpretation and synthesis of findings, aiming to derive meaningful insights that shed light on the complexities of the parent-teacher relationship and its impact on preschool learners' literacy and numeracy development. Throughout this process, I remain mindful of the broader implications of the study's findings, aiming to contribute valuable knowledge to educational practitioners, policymakers, and researchers interested in enhancing parental involvement and educational outcomes.

Lastly, as the researcher, I maintain ethical standards throughout the study, ensuring confidentiality, voluntary participation, and respectful representation of participants' voices in the final research outcomes.

2.7. Data Collection—In collecting the data procedure, I followed the data collection circle proposed by Creswell (2007), further discussed below. As a researcher, it is my prime

responsibility to ask permission from authorities who may be involved in the study to carry out the study. After obtaining permission properly, my first step was to search for my key informants. After identifying the participants based on the sampling procedure with the set criterion, I searched for the persons to interview and identified their location. After gaining access to the participants, I obtained permission from the informants to participate in the study. I have them understand the significance they will make in the conduct of the study, the purpose of the study, the risks involved, and the benefits of their involvement. Afterward, I have them sign the informed consent as proof that they would participate in the study provided they agreed to the conditions I presented before affixing their signatures. Before I started the interview set-up, I ensured that I had followed the health protocols mandated by the Inter-Agency Tasked Force on COVID-19. I ensured that all of the materials used at the onset of the interview were sanitized, that there was a maintained distance between the interviewee and me, and that both me and the interviewees wore protective shields: a face mask and a face shield. Handshaking between me and the interviewees and any other physical contact was avoided at all costs. Before conducting the In-depth interview, we had to agree with the informants to have the whole conversation audiotaped. This is to ensure that the interview is properly documented and to secure the accuracy of data during transcription. After they agreed, we recorded the interview in the audiotape while I, as the researcher, took notes during the face-to-face interview. The recorded data in the audiotape were put into text, word for word, to present the reliability of the interview. Lastly, since the research data are confidential, it was my primary responsibility to secure the data gathered by any means to assure confidentiality. Thus, I put all transcribed data in an envelope and stored it in my personal locker as long as I intended to. Also, as a researcher, I have secured recorded copies of the document to avoid losing files as I move to the next step of the research.

2.8. Data Analysis—The data collected during the study was analyzed to reach conclusions that resolved the study's problem. Data analysis in research involves summarizing the mass of data collected and presenting the results in a way that communicates the most important features (Harding, 2013). The data analysis was done after the interview results were transcribed. The researcher used coding and thematic analysis to analyze the collected and gathered data in this study. The data were organized into categories that had similar responses from different participants. Thematic analysis is the method used that was utilized in analyzing and reporting the pattern of themes in this study. Braun Clarke (2013) stated that thematic analysis was a flexible data analysis plan that qualitative researchers use to generate themes from interview data. In this study, the researcher would undergo processes for this purpose. To familiarize the data, I listened and transcribed the recorded interview of the participants and read it to identify similar answers given by the participants. After familiarizing the data, coding the data would begin. I used coding in which the data were combined to arrive at particular themes, ideas, and categories. Then, similar text passages were marked with a code label so that they could easily be retrieved later for further comparison and analysis. After the codes were clustered together, I labeled the clusters based on the meaning or relationships shared among them. Naming the codes was the next process, involving utilizing the labels created for the theme and providing a comprehensive name that describes the relationship or meaning conveyed in the theme. Lastly, I presented the findings and interpretation of the data.

2.9. Framework of Analysis—It was shown in the analytical framework in the analysis of perceptions of MAPEH teachers' practices of fostering creativity and expression in handling MAPEH subjects and inclination for growth development, which is most effective in teaching-learning. Also, teachers' demands and parents' supervision affected learners' interest in what their experience was to be divulged and brought new insight and hope to upcoming similar situations or cases. The experiences were analyzed to provide insight and feelings on making a difference in the educational system. Both aim to provide information on the unfolding story of teachers towards sleep deprivation related to the personality development of pups, analyzing teachers' perceptions and experiences with project-based learning in high school classrooms. The data collected during interviews was transcribed, organized, and reviewed to search for patterns and themes. Because this study involved human participants, informed consent was secured for ethical purposes. The analytical framework for this study was flexible enough to allow the researcher to either gather all of the data and then analyze it or evaluate it while it was being collected. The data collected was then sifted, charted, and categorized in line with key topics and themes during the analysis stage. This process involves familiarization, coding, developing a thematic framework, indexing, charting, mapping, and interpretation (Ritchie Spencer, 1994). Familiarization was becoming familiar with the data through reading and re-reading interview transcripts. Familiarizing the whole interview with the audio recording and transcript and any contextual or reflective notes the researcher recorded was a vital stage in interpretation. It could also be helpful to re-listen to all or parts of the audio recording. The researcher becomes immersed in the data by listening to audiotapes, exploring the field, or reading transcripts. The researcher would become aware of critical ideas and re-

curring themes throughout the procedure and would make a note of them. The researcher may be unable to review all of the material due to the enormous amount of data that might be collected in qualitative research. As a result, a portion of the data set would be utilized. Several elements of the data collection method would influence the selection. Coding was the process of summarizing and representing data in order to provide a systematic account of the recorded or observed phenomenon. After familiarization, the researcher carefully reads the transcript line by line, applying a paraphrase or label that is a 'code' that describes what they have interpreted in the passage as necessary. Coding aimed to classify all of the data to be compared systematically with other parts of the data set. Developing a thematic framework happens after coding a few transcripts. The researcher needs to compare the labels applied and select a set of codes to apply to all subsequent transcripts. Codes could be grouped into categories, which are then clearly defined. This forms a working analytical framework. Several iterations of the analytical framework were likely required before no additional codes emerged. It was always worth having another code under each category to avoid ignoring data that does not fit; the analytical framework was never 'final' until the last transcript had been coded. Indexing involves identifying portions or sections of data that relate to a specific theme. This procedure is conducted using all textual data collected, such as transcripts of interviews. Ritchie and Spencer (1994) suggest using a numerical system to index references and annotating them in the margin beside the text for ease. Qualitative data analysis tools are ideal for this task. Charting involves summarizing the data by category from each transcript. Good charting requires an ability to strike a balance between reducing the data on the one hand and retaining the original meanings and 'feel' of the interviewees' words on the other. The chart should include references to interesting or

illustrative quotations. The final stage, mapping and interpretation, includes an analysis of the important qualities depicted in the charts. This analysis should be able to provide a schematic diagram of the event/phenomenon, assisting the researcher in interpreting the data set. I must be cognizant of the objectives of qualitative analysis and define concepts, map the range and nature of phenomena, create typologies, find associations, provide explanations, and develop strategies (Ritchie Spencer, 1994). These concepts, technologies, and associations mirror the participant. Therefore, any strategies or recommendations the researcher offers reflect the participants' real views, beliefs, and values. Figure 2 shows the steps in the study's analytical framework, which involves familiarization, coding, developing a thematic framework, indexing, charting, mapping, and interpretation.

2.10. Trustworthiness of the Study—This study's trustworthiness was established to ensure the rigor of the research at hand. Common critiques of qualitative research focus on validity and reliability. However, I would present the study's trustworthiness anchored by Guba (1981). Guba emphasizes that qualitative research should embody credibility, transferability, dependability, and confirmability. Credibility refers to internal validity, and it was concerned with how congruent the findings were to reality. Lincoln and Guba (1985), as cited by Shenton (2005), emphasize that credibility in a study ensures the correctness of the data, which is the most important factor in trustworthiness. As a researcher, I would establish credibility in my study as anchored to the suggestion of Shenton (2004) using the Triangulation method. Strategies for ensuring trustworthiness in qualitative research projects. The triangulation method was a strategy used to gather data from many sources. It could be done through interviews, focus group discussions, observation, and document analysis. As a researcher, I would employ the triangulation method by affixing the interview transcript to collect data coming from different perspectives of the study's informants. I would also employ skills to ensure honesty in the responses of my informants. I understood that it was my responsibility to solicit answers from the participants during the interview that were genuinely based on their experiences.

However, from the beginning of the conduct of the interview, I would ensure that informants who were participating in the study I am carrying out were those people who were willing to participate and pledge to give honest answers to the questions. As a researcher, I would use tactics to pave the way for questions that intend to gain answers to the questions that would describe the phenomenon under study. Moreover, to further establish credibility, I employed member-checking to ensure the data gathered was transparent to the study's key informants. As a researcher, I asked my key informants if what I had recorded during the interview was the same as their responses. After the participants confirmed, I had them sign a member-checking form to confirm the validity of the data. Further, establishing transferability would also be considered as I accomplish this study. Transferability, according to Lincoln and Guba (1985), cited by Shenton (2004), refers to the degree to which the study result can be generalized and used in another setting of similar context. Researchers could establish transferability when they conduct a thorough discussion of the research context and the assumptions that were central to the research. To ensure transferability, I did a thorough job describing the context of the issue under study to give readers interested in the same study a general idea of the context and give them a reference as they transfer data. Dependability in research was also a must.
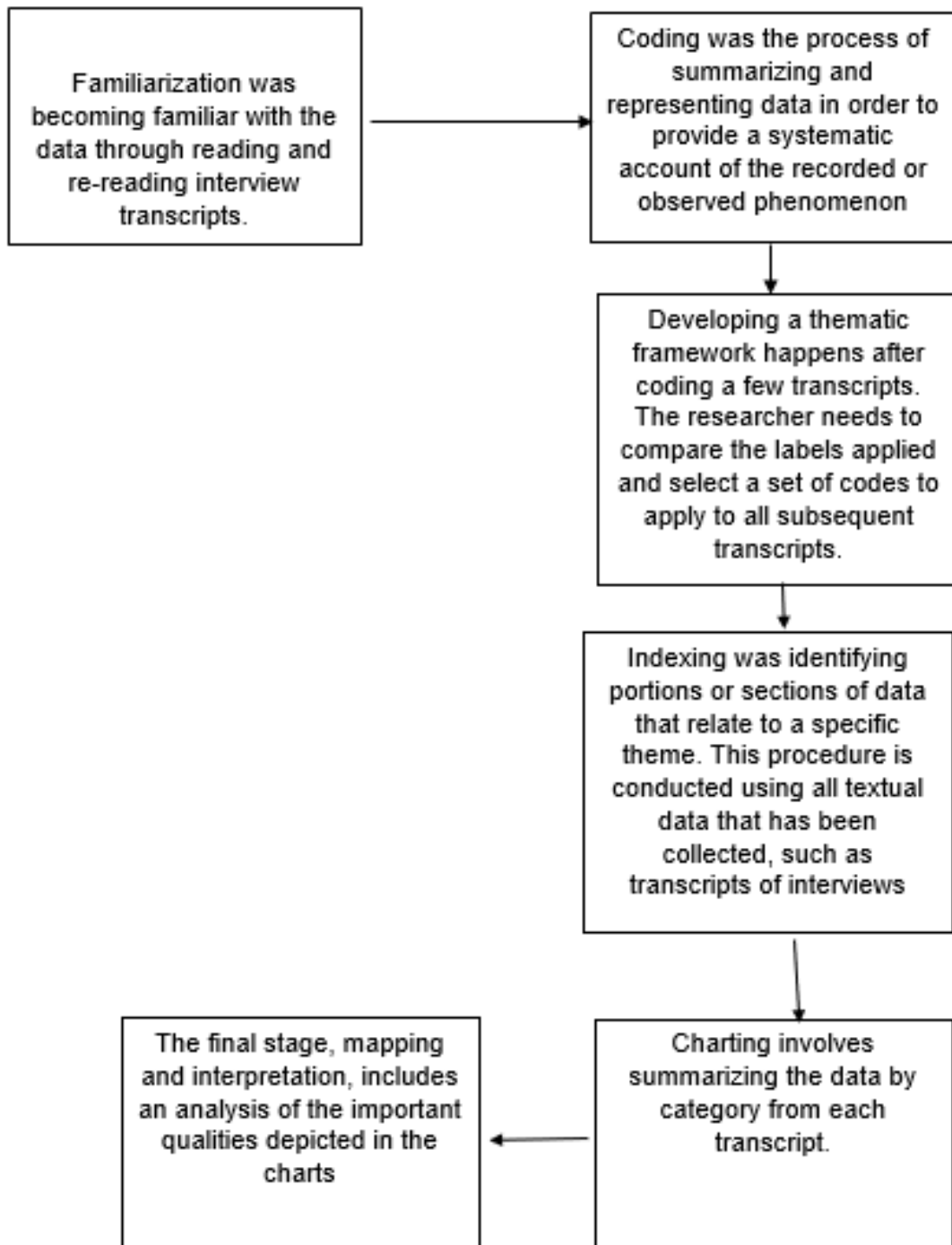
Fig. 2. Analytical Framework of the Study

Dependability entails thorough coverage of the research procedures. This entails that thorough documentation on how the study was carried out was established in the study. This allows people outside the research to follow the steps taken in conducting the study (Sandelowski, 1986; Polit et al., 2006; Streubert, 2007). Moreover, Shenton (2004) posited that dependability in a study includes detailed coverage of the methodology and methods employed, which allows readers to assess whether the study's conduct follows appropriate research practices. As a researcher, I employed dependability in the conduct of the study by giving a clear description of the research design and the research procedures. I would also explain the data-gathering procedure and appraise how the study is carried out effectively. Lastly, a researcher must ensure the study's confirmability. Confirmability, as Guba (1981) posited, focuses on how the researcher establishes the degree to which the findings of an inquiry were a function solely of the respondents and not influenced by the researcher's biases, motivations, and perspectives. To achieve confirmability, as a researcher, I demonstrated that the results are linked to the conclusions in a way replicated as a process. I ensured I did not lose sight of the informants as the sole sources of the gathered data and inflicted no biases or personal perspectives on the phenomenon under study. Further, I also employed an audit trail, which traced the research process, the action taken, and the procedures being followed.

3. Results and Discussion

This chapter covers the results generated from the study on the experiences of preschool teachers in Kinanga Elementary School, Davao Occidental, in establishing the parent-teacher relationship as an essential element to reinforce literacy and numeracy among preschool learners. This chapter thoroughly documented and presented the first-hand experiences of preschool teachers in teaching preschool learners through the aid of parent-teacher relationships, their coping mechanisms, and insights acquired from their experiences. Individual themes drawn from the participants' responses were grouped into general themes to present concrete actualization of the study's objectives. Before the discussion, the researcher would like to establish the symbols used as the researcher presents the quotations based on the participants' responses to the study. In reference to the transcriptions of the interviews conducted, the researcher also used codes to refer to the participants of the research.

3.1. Pre-School Teacher's Experiences of Parent-Teacher Relationship—Parents' participation in their kids' education is a potential determiner of their kids' learning achievement. When parents show up in the learning endeavors of their children, they develop a sense of confidence. On the other hand, parents' involvement would also help teachers in the development of the numeracy and literacy of learners since, in such a context, the teachers will only then play his/her role as a reinforcer of the learned knowledge. The workload of teachers will then be lessened since he/she will have to furnish the knowledge previously attained by the preschool from the teaching of his/her parents. The first objective of this study is to look at the experiences of preschool teachers in the building of parent-teacher relationships towards literacy and numeracy attainment of the preschool learner. It further sought to discover their coping mechanisms in overcoming challenges faced and insights generated from their experience. Information gathered from the conduct of the study was grouped into themes.

3.1.1. Improved Classroom Performance of Preschoolers Mediated through Parent-teacher Relationship—.

Various studies have already attested to the positive impact of parental involvement in the education of the learners. In the context of preschoolers, where young learners are primarily sent to school, kids develop more confidence in their performance in schools as evident in their attendance to school, participation in school activities, modified behavior, and their learning competence. It can be perceived that learners whose parents are dominantly engage in the learning of their kids are if not proficient, advance on what is expected of them as a learning competence. From the responses of the participants of the students, preschool teachers recalled that they can elicit more class participation from students whose parents are involved in the learning process of the students. This finding can be confirmed by a research study stating that parent-teacher relationships are in many ways beneficial to the performance of the learners. It promotes communication, trust, and confidence in the child. Mcintosh (2023) highlighted that parent-teacher relationship creates a supportive environment that can foster good communication and accountability and improve academic performance and the child's overall well-being. By fostering such a learning environment, schools can enhance student success and create a sense of community and involvement. Additionally, Bruch et al. (2010) conducted a study regarding the impact of parent-teacher relationships on the academic performance of the child, and it revealed that junior high school students perform better in class when there is parental involvement in their academic endeavors. Moreover, it is also mentioned that parental involvement in the scholastic performance of the child helps build positive relationships between parent and student, which results in better performance. Thus, parental involvement is indirectly significant in building a child's better performance in school.

3.1.2. Ease to Teaching—

Having parents in the learning journey of preschoolers is really a blessing for teachers, as they emphasized in their responses. When parents are involved in the learning of their kids, teachers find it easier to tend to their misbehavior since there is not much to control; further, preschool teachers also noted that they are spending less time teaching them classroom lessons since, for the most part, children already know the basics, and what they only need to do is to provide practice sets to reinforce the skill. Thus, teachers now have adjusted time and can spend longer time with those learners who need longer attention. Moreover, parental involvement or the establishment of parent-teacher relationships may benefit students, but it also has positive benefits for the teachers. With parental involvement, teachers may have gained confidence and trust from parents and can impose what they desire to in their classroom to attend to the needs of the students. Such involvements help teachers plan and prepare to teach the learners, and they feel equipped to take academic risks and push students to learn more (Casey Foundation, 2022).

3.1.3. Diverse Expectations and Interests of Parent-Teacher Relationship—

While it may be easy for some parents to monitor their kids' performance from time to time, there are also parents who are difficult to build relationships with. This is due to the diverse expectations and interest parents put in the learning of their kids and the time they can allocate to their kids. Some parents find it hard to find time to visit their kids at school since they are busy earning a living; some also are living with their relatives who can be less interested in the performance of the preschooler, and there are also who put extreme trust to the school in terms of molding and
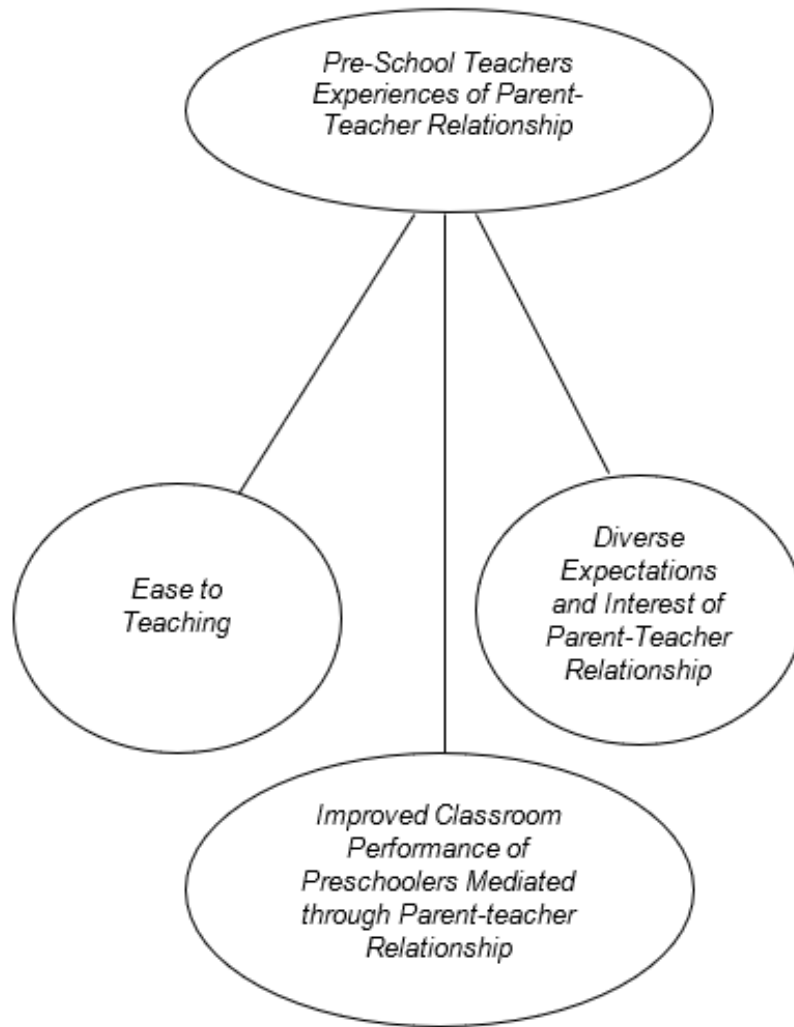
Fig. 3. Pre-school Teachers' Experiences of Parent-Teacher Relationship

disciplining the preschoolers, solely relying on the capacity building of their kids at school. On the other hand, various researchers have come to delve into the challenges of the parent-teacher relationship. In his study, Tavdgiridze (2014) looked into possible challenges in encouraging parent-teacher relationships. In his study, he considers that parents might also be educated properly in upbringing their children as this is particularly vital in ensuring that their children are fed with the necessary skills. These skills involve human relations, tolerance, respect, and partnership.

Figure 3 shows the preschool teacher's experiences of the parent-teacher relationship, and two themes emerge: ease of teaching diverse expectations and interest in the parent-teacher relationship and improved classroom performance of preschoolers mediated through the parent-teacher relationship.

3.2. Coping Mechanism of Pre-School Teachers When Faced with Difficulty in Maintaining Parent-Teacher Relationships—The second objective of this study looked at the coping mechanisms of preschool teachers when faced with difficulty in maintaining parent-teacher relationships. This aimed to look at the difficulties teachers encountered and the steps they took to

cope with them. This part will present a thorough discussion and presentation of the participants' responses. Such responses were grouped into themes, which will be elaborated on in the following:

3.2.1. Building Rapport with Parents—As efficient as it is, building rapport with parent played an essential role in forming the learners. In order to establish a parent-teacher relationship, the teacher must first create a friendly and collaborative environment for the parents so that they can freely participate in the process of molding their preschoolers. As revealed from the responses of the participants, the parent's presence in the classroom had a significant change in the behavior of the learners; thus, when they are prompted with difficulty in teaching, they tap on their parents. Accordingly, the involvement of parents in education is considered among the most important factors in increasing the efficiency and quality of education because both home and school environments affect a child's development. Therefore, it can be said that family is an essential component of the school environment. Including parents in classroom decision-making helped teachers reinforce quality education for students (Kuru et al., 2016).

3.2.2. Acknowledging Parents as Stakeholder in the Learning Process—Parents play a significant role in the child's learning. Acknowledging them as part of the learning process meant teachers gave them a shared responsibility in ensuring the welfare of the learners. As mentioned by teachers, work gets easier when delegated to parents. On the other hand, parents get more active when they feel they are valued and acknowledged in the classrooms. They become more involved when they are shared with a responsibility. Various studies have proven that parental involvement is significantly important in resolving academic gaps among students. A study by Al-Zoubi and Younes (2015) stated that parental involvement influences children's academic progress. When parents provided academic support, participated in school events, and communicated consistently with teachers, there was an increase in children's positive attitude about school and achieving academic progress. It also became closely relevant to the study of Oostdam Hooge (2013), which found compelling evidence that parental involvement improved children's motivation to succeed in school, which resulted in better grades. Figure 4 shows preschool teachers' coping mechanisms when they have difficulty maintaining parent-teacher Relationships. Two themes emerge: building rapport with parents and acknowledging parents as stakeholders in the learning process.

3.3. Educational Management Insights Drawn from the Findings of the Study—The study of preschool teachers' experiences in dealing with their learners' teachers in defining the development of literacy and numeracy skills of students provides valuable educational insights. A positive early bond lays the ground for children to become happy, independent adults. Loving, secure relationships help build resilience and our ability to cope with challenges and recover from setbacks. The partnership between parents and teachers impacts a child's academic and personal development in many ways: Enhanced Student Self-Esteem: A strong partnership between parents and teachers gives children a supportive network, reinforcing their sense of worth and confidence. Some of these insights include
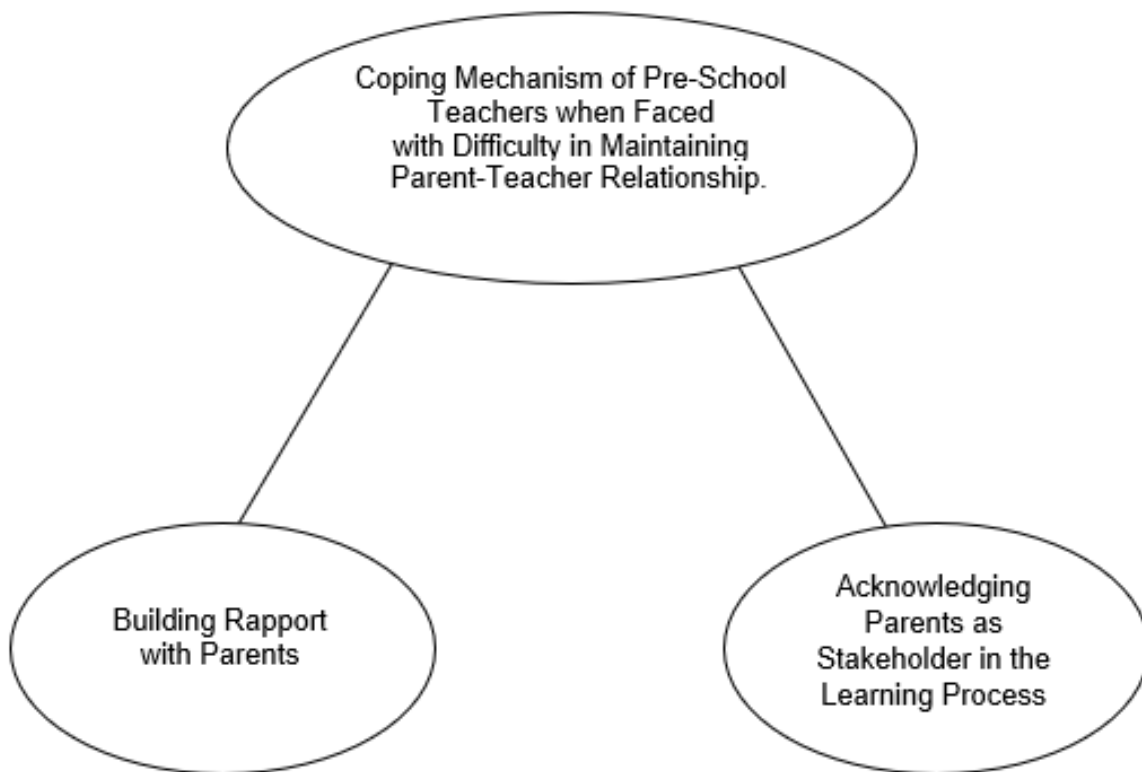
Fig. 4. Emerging Themes on the Coping Mechanism of Pre-School Teachers when Difficulty Maintaining Parent-Teacher Relationships

3.3.1. Parents Collaboration and Engagement—The parents recognize the significance of collaboration and stakeholder engagement in decision-making. They involve teachers, students, and community members in school activities, which is significant in school development. This active involvement makes them feel integral to the school's development and their children's education. Collaboration will greatly benefit their children and the school's improvement. Collaboration and Stakeholder Engagement, I consider this an essential theme in defining their roles in the school development and support to their children, making it essential to be mindful of the potential impact of their relationship with the school stakeholders and leadership. I find it essential because this was an essential experience or action by the school to function and make their appropriate actions to the support needs of the learners and teachers. Especially in the academic support of their children in both reading and numeracy problems of their children. They will serve as to help as a coach or tutor to their children at their respective homes and work with the assignment or task for their children. This insight emphasizes the importance of muscular coordination and collaboration and their impact on shaping the minds of their children toward academic development. Several studies have proven that collaboration between parents and teachers improves children's academic achievement, work habits, social skills, and emotional well-being. These are some collaborations and engagements at the school that parents need to consider, namely: Helping with homework: Parents can help their children with homework by providing guidance, support, and encouragement, Attending school events: Parents can show their support for their children's education by attending school events such as open houses, parent-teacher conferences, and school plays, Participating in decision-making processes: Parents can have a voice in their children's education by participating in school decision-making processes, such as serving on a school committee or joining a parent-teacher organization, Communicating with the school: Parents can stay informed about their children's education by communicating with the school regularly. This can be done through Facebook, email, phone calls, or in-person meetings, Volunteering in the classroom: Parents can contribute to their children's education by volunteering in the classroom or on a school committee and supporting the school. Parents can show their support by participating in fundraisers, attending school events, or becoming a member of the school's Parent-Teacher Organization.

3.3.2. Reinforcing Their Sense of Worth and Confidence—Both Teachers and Learners. Beyond academics, parent-child relationships have a profound impact on a child's self-esteem, mental health, and overall well-being. A positive parent-child relationship often leads to positive outcomes. Good parent-child relationships are crucial in shaping personalities. As children mature, they learn to trust their parents and rely on them for emotional support. The parent-child relationship, a close, emotionally charged bond, can be challenging to maintain as the children grow up. However, parental involvement is a critical factor in the success of children's education. When parents are actively involved in their children's education, children are more likely to excel in school and have better social and emotional development. Parental involvement not only improves student achievement, self-esteem, and behavior, but also fosters strong relationships between parents and their child's school. Oranga and Matere (2023) support the notion that parental participation and involvement in education significantly influence

a child's academic outcomes. This article delves into the significance, types, and components of parental involvement in education, aiming to enlighten stakeholders on the pivotal role of parents in their children's education. The benefits of parental involvement in education are manifold, including fewer behavioral problems among learners, improved school attendance, increased academic achievement, better adaptation at school, enhanced social skills, development of a strong sense of self-worth, and the cultivation of a lifelong love for learning. Moreover, parental involvement contributes to the creation of conducive school environments for children to thrive in and fosters positive relations between teachers and parents. Furthermore, numerous studies indicate that the more parents participate in their children's education in a sustained manner at every level, including in advocacy, decision-making, school fundraising, volunteering, acting as para-professionals, and as home teachers, the more students' achievement improves (Sakaue et al., 2023). Similarly, Reinke (2013) contends that parental involvement helps meet parental information needs

concerning their children's education, meet parents' emotional needs, use parents as change agents, and become a source of information regarding the student at school. Accordingly, parents who avail books and other learning resources, make time to read for their children, guide television watching, take trips, provide stimulating experiences, and monitor behavior contribute to their children's academic achievement. Consequently, parents should complement teachers' efforts by exposing the children to practical learning environments like visiting museums, game parks or agricultural production, or manufacturing firms, as this would enrich learning and provide vivid education experiences for children (Griffin Steen, 2010). Hence, in order to provide suitable education, the involvement of parents both at school and at home is imperative. Figure 5 shows the insights gained from the study. The emergence of the two themes, parents' collaboration and engagement, and professional development and reinforcing their sense of worth and confidence, both teachers and learners.

4.   Implications and Future Directions

This chapter presents a brief overview of the study on the experiences of preschool teachers in establishing parent-teacher relationships. The study, with its primary objective of seeking teachers' experiences, holds significant importance in the field of early childhood education. It further seeks to explore the coping mechanisms preschool teachers use when facing challenges in maintaining parent-teacher relationships. This study also sought insights to give new perspectives from the research participants, thereby contributing to the existing body of knowledge in the field.

4.1.   Findings—As this study sought to understand the experiences of preschool teachers regarding parent-teacher relationships, it utilized qualitative study, more specifically, a phenomenological approach. Qualitative design is used as it ought to describe the experiences of teachers of a phenomenon. Eight public school teachers from Kinanga District Davao Occidental were selected as participants

through a selection criterion to impart their experiences on the phenomenon under study. The researcher used face-to-face interviews with the participants to determine the desired result of this undertaking. The data collected from the study were grouped and arranged according to themes. Analysis of the study revealed teachers' experiences in building parent-teacher relationships, which were classified into general themes,
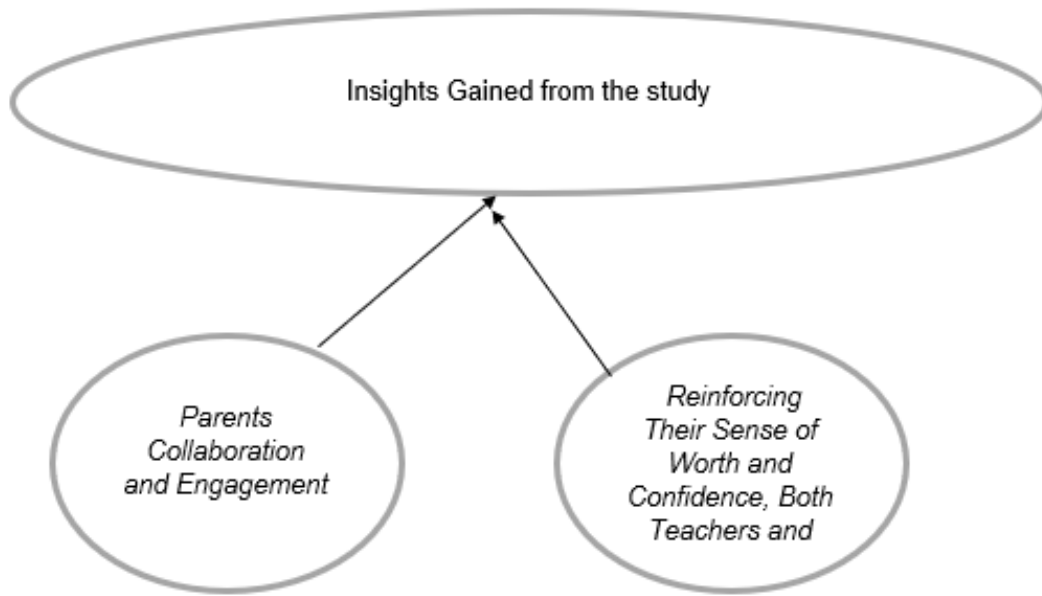
Fig. 5. Insight is drawn from a study of the Experiences

to cite: ease of teaching, improved classroom performance of preschoolers mediated through parent-teacher relationships, and diverse expectations and interest in parent-teacher relationships. It can be inferred from these emerging themes that parental involvement is not just a factor but a significant and positive determiner of improved behavior and participation of learners in the classroom. Thus, classrooms and schools must widely encourage the involvement of parents in both decision-making and reinforcement of the students, as it has the potential to enhance classroom performance significantly. Moreover, the challenges encountered by teachers in maintaining parent-teacher relationships were also described in this study, and responses were grouped into themes: building rapport with parents, acknowledging parents as stakeholders in the learning process. Parents play an essential role in the learning process and aid teachers in performing their work. On the other hand, parents' involvement further reinforces their role in the learning process of their preschoolers. According to the participants' responses, parents like it best and engage more actively when they feel they are being involved in the decision-making process in the classroom and by the teacher.

4.2. Implications—The results of my analysis revealed the following significant findings. Parents play a key role as stakeholders in education. They are responsible for raising their children, and they have a vested interest in and are impacted by the education their children receive. They want their children to receive a good education to prepare them for life after leaving home. The preschool teacher's experiences of the parent-teacher relationship reveal two themes: ease of teaching diverse expectations and interest in the parent-teacher relationship and improved classroom performance of preschoolers mediated through the parent-teacher relationship. The preschool teachers' coping mechanisms when they have difficulty maintaining parent-teacher Relationships. Two themes emerge: building rapport with parents

and acknowledging parents as stakeholders in the learning process. The insights gained from the study include the emergence of the two themes: parents' collaboration and engagement and professional development and reinforcing their sense of worth and confidence, both as teachers and learners. These insights under- score the critical roles of parents and teacher mindfulness in shaping the educational land- scape. The implications of this study reach far beyond academia, extending to the development of tailored educational interventions and sup- port strategies.

4.3. Future Directions—From the conclu- sions, the following recommendations are for- warded: DepEd authorities may use the findings of this study as a point of reference in strength- ening programs for parental involvement as it was directly correlated to positive learning out- comes for learners; To School Heads, in pro- viding opportunities for the school and teacher that will enrich the participation of parents to maintain teacher-parent relationship and to ma- terialize trust and support of the parents to the school and teacher as it draws academic achieve- ment of learners; Teachers may impose teacher- parent relationship to encourage core support in developing literacy and numeracy skills among learners and also to encourage engagement and involvement of parents; Parents may actively engage and participate in the learning of their students by maintaining a relationship with the teacher as a means of supporting teachers to- ward the academic achievement of learners and The findings in this scholarly work can be uti- lized as a reference for future endeavors, es- pecially relative studies, by future and other researchers.

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