

Synergizing for Students Success: A Collaborative Engagement of Parent-Teacher in Grade Four

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Abstract:- This qualitative phenomenological inquiry delved into the encounters, coping strategies, and educational reflections of eight elementary school teachers in Tibungco District as they synchronized parent-teacher collaborative engagement for student success. The identified themes in their experiences encompassed celebrated students' achievement together, involved parents in school activities, and engaged in regular communication. Coping mechanisms involved building trust, listening and valuing perspectives, and celebrating achievements. Educational insights comprised enhance students support, shared responsibility, and holistic education. These findings underscore the significance of effective parent-teacher collaborations in influencing student performance and success. Additionally, exploring teachers' experiences not only enriches the understanding of contemporary teaching demands but also provides valuable insights for educators and educational institutions, potentially leading to enhancements in classroom management and collaborative strategies.

Keywords:- Parent-Teacher Collaboration, Grade Four Teachers, Davao City, Philippines.

I. INTRODUCTION

The harmonious synergy or collaboration between parents and teachers is vital for maximizing a student's potential and creating long-term success. This relationship bridges home and school, combining efforts to support comprehensive growth. Recognizing that development extends beyond academics, this partnership harnesses diverse perspectives and resources, addressing both academic and socio-emotional needs. Together, parents and teachers nurture, encourage, guide, and motivate students, enhancing their learning experiences and providing them with the tools they need to succeed academically and in life.

Parent-teacher collaboration is widely regarded as critical to student development, and international initiatives and educational frameworks support this view. Organizations such as UNESCO emphasize the need to include parents and families in education, seeing them as vital stakeholders in influencing policies and practices (UNESCO, 2021). The Global Partnership for Education emphasizes the importance of strong partnerships among parents, teachers, and communities in achieving quality education for all (Global

Partnership for Education 2015). This global viewpoint demonstrates that parent-teacher collaboration has a substantial impact on the lives of students around the world.

In Japan, parent-teacher partnership is critical to students' academic achievement and overall growth. This relationship, founded on a culture that values education and community support, brings together educators' competence and parents' commitment to creating a pleasant learning environment. It is based on Japanese educational philosophy and emphasizes open communication, shared goals, and a dedication to encouraging academic accomplishment, character development, and well-being (Amano, 2007; Shimahara & Sakai, 2005).

In the United States of America, parent-teacher collaboration is vital for student success and overall development. In the U.S., this partnership, rooted in student-centered teaching, emphasizes individual growth, creativity, and critical thinking, creating a unified support system for academic and personal development (US Department of Education, 2010). Similarly, in England, the collaboration combines educators' expertise and parents' involvement, inspired by principles that prioritize creativity, critical thinking, and comprehensive learning, fostering open communication, shared goals, and responsibility (Department for Education, 2018).

In the Philippines, parental and teacher partnership is critical for student achievement and holistic development. This relationship, which is based on educational cultural values and strong family bonds, brings together parents' support and educators' competence. This partnership, inspired by Filipino educational ideals such as community, respect for elders, and a strong work ethic, fosters an inspiring environment for academic and personal development. The Filipino tradition of "bayanihan," or communal cooperation, emphasizes the importance of this collaboration, which has been acknowledged by the Department of Education for its good impact on student performance and attitudes (Department of Education, 2013).

In the local setting, specifically in the schools of Tibungco District, Division of Davao City, grade four teachers had a variety of experiences in synergizing parent-teacher collaborative engagement for student success. Some experiences are enlightening, while others have a detrimental impact on their collaborative aspirations. This study had the

objective of collecting the experiences of grade four teachers who synergize parent-teacher collaborative engagement. The researcher is hopeful that this research will shed light on the importance of synergizing collaborative parent-teacher engagement for students to succeed, as well as provide significant insights that may be used in education.

II. RESEARCH QUESTIONS

The researcher primarily intended to get the insights and the experiences of grade four teachers as they synergize parent-teacher collaborative engagement for students' success. Specifically, the study sought to answer the following questions:

- What are the experiences of grade four teachers in synergizing parent-teacher collaborative engagement for student's success?
- How do grade four teachers cope with challenges in synergizing parent-teacher collaborative engagement for student success?
- What educational management insights gained are drawn from the experiences of the informants?

III. THEORETICAL LENS

This study is based on Urie Bronfenbrenner's Ecological Systems Theory (1979), which is especially relevant when analyzing the complex relationships between parents,

instructors, and students in the larger educational context. According to Bronfenbrenner's theory, individuals are impacted by linked systems: the microsystem (immediate environment), the mesosystem (interactions between microsystems), the exosystem (external systems that indirectly affect the individual), and the macrosystem (societal and cultural elements). In terms of parent-teacher collaboration, this theory aids in examining how these systems affect joint efforts and student success, highlighting the significance of several layers of influence.

In addition to Bronfenbrenner's theory, this study draws on Albert Bandura's Social Cognitive Theory (1977) and John Bowlby's Attachment Theory (1958). Bandura's theory investigates the role of observational learning, self-regulation, and self-efficacy in molding behavior, focusing on how parents and instructors learn from one another, how self-regulation affects collaboration, and how self-efficacy improves effectiveness. Meanwhile, Bowlby's Attachment Theory sheds light on the emotional attachments developed throughout childhood, allowing researchers to investigate the psychological relationships between parents, teachers, and pupils. Studying these interactions allows researchers to examine how trust, security, and emotional support in these partnerships affect student performance via collaborative participation. Together, these ideas provide a comprehensive framework for understanding the varied characters of parent-teacher partnership.

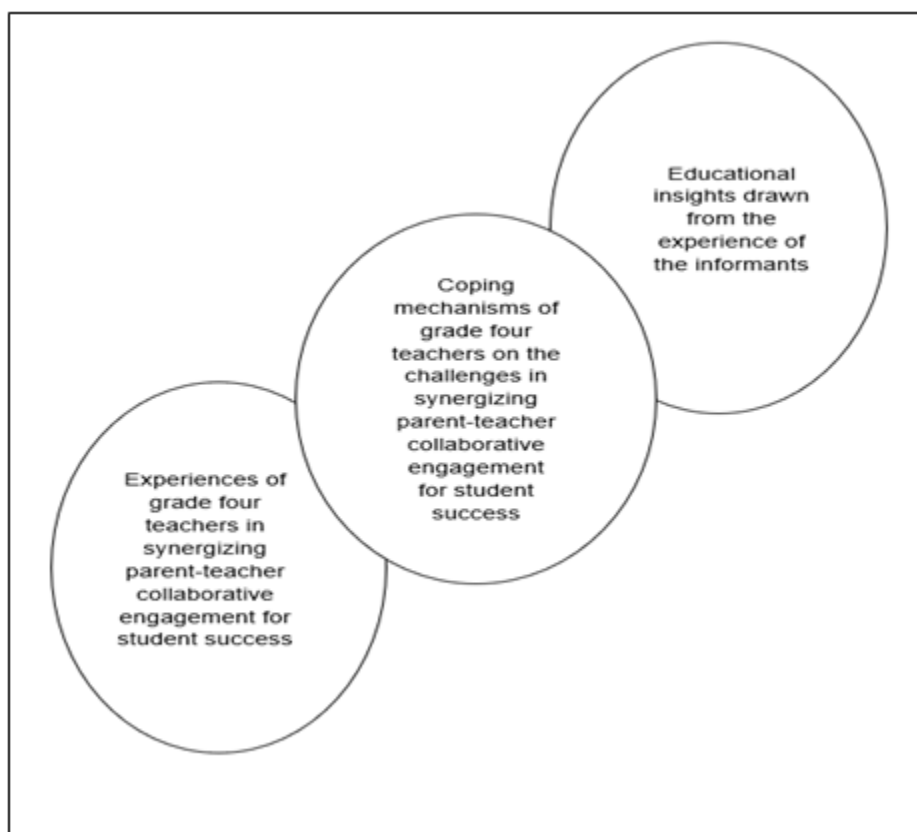


Fig. 1. The Conceptual Framework of the Study

The conceptual framework of the study is presented in figure 1. Based on the figure, there are three interconnected

variables. These variables are the (1) Experiences of grade four teachers in synergizing parent-teacher collaborative

engagement for student success; (2) coping mechanisms of grade four teachers on the challenges in synergizing parent-teacher collaborative engagement for student success; and (3) Educational insights drawn from the experiences of the informants.

IV. METHOD

A. Design and Procedure

This study used a qualitative phenomenology design to investigate grade four teachers' experiences in promoting parent-teacher collaborative engagement for successful learning for students. Creswell (2012) defines phenomenology as the study of the shared experiences of a certain group of people. Moreover, according to Maxwell (2013), phenomenology, which is based on philosophy, psychology, and education, seeks to retrieve unadulterated data, frequently employing wrapping to reduce bias.

Furthermore, this research design includes conducting interviews with people who possess firsthand knowledge of an event or experience, as well as examining other types of evidence such as documents and notes. Interviews are very beneficial for discovering the narrative underlying a participant's experiences and gathering detailed information. Interviews, as stressed by Corbetta (2003) and Creswell (2012), provide researchers with access to in-depth knowledge and explanations, allowing them to better understand subjects' perspectives.

B. Research Participants

Qualitative analyses often require smaller sample sizes than quantitative analyses, as they strive to get opinions and insights from most or all viewpoints in order to achieve saturation, whereas recruiting more participants fails to provide more points of view. In relation to this, Glaser and Strauss (1967) promote saturation in qualitative investigations, while Creswell (1998) recommends five to 25 participants in phenomenological studies. Thus, the study's participants were eight teachers from Tibungco District, Division of Davao City, who were chosen based on certain criteria: a minimum of five years of employment, grade four teachers, and experience in promoting parent-teacher

collaboration. To guarantee that the findings were real, the researcher used purposive sampling, also known as judgmental or selective sampling (Creswell, 2014; Marshall, 1996).

C. Data Analysis

The collected data was analyzed using thematic analysis guided by Creswell's Model (Creswell 2012). This approach began with data familiarization, which included immersion and frequent viewing of the data, as well as taking notes on early analytic insights. Every data item was coded, capturing both semantic and conceptual interpretations of the data. The researcher then looked for consistent patterns in the data and compiled all coded data related to each theme. Thematic Content Analysis was utilized to determine the substance of each subject (Andersen 2013). Furthermore, Environmental Triangulation was used to improve validity by assessing results from various data collection methods and environmental conditions (David, 2015). This approach sought to assess whether findings remained consistent across several situations, hence establishing validity (Naeem, Saira, 2019). Finally, writing-up entailed combining the analytic narrative and data extracts to form a cohesive and persuasive account that was contextualized within previous literature.

D. Analytical Framework

The framework analysis employed in this study provided flexibility for data gathering and analysis through a five-step approach that included familiarization, theme framework identification, indexing, charting, mapping, and interpretation (Ritchie & Spencer, 1994). Familiarization entailed becoming engaged in the acquired data, noticing major concepts and topics, and picking relevant facts based on volume. Emerging themes in the data were identified as thematic frameworks, which served as the foundation for filtering and categorizing it. Indexing entailed finding data parts that corresponded to themes, frequently utilizing a numerical system for ease (Ritchie & Spencer, 1994). Finally, mapping and interpretation sought to create a schematic diagram of the phenomenon, assisting the researcher in interpreting the data and attaining qualitative analytical goals such as defining ideas and identifying associations that reflect the participants' attitudes and beliefs.

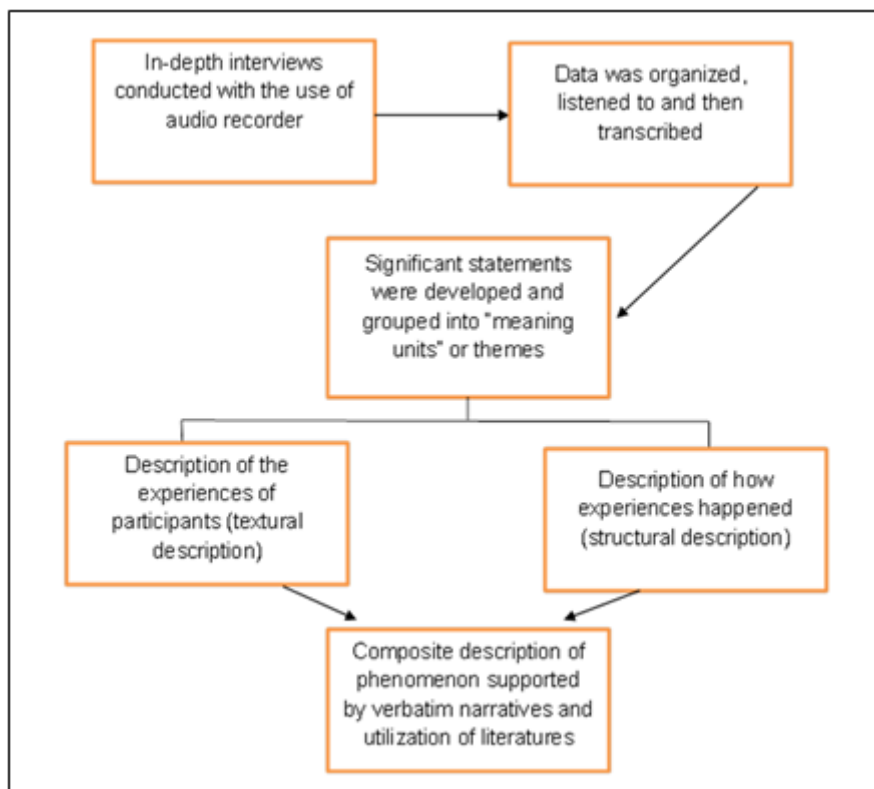


Fig. 2. Analytical Framework of the Study

V. RESULTS AND DISCUSSION

A. *Experiences of Elementary School Teachers in Synergizing Parent-Teacher Collaborative Engagement for Student Success*

Grade four teachers' experiences in promoting parent-teacher collaborative engagement for student success are an important component of modern education. Elementary educators are at the forefront of developing young minds, and working with parents is critical in molding a child's academic trajectory. These teachers frequently act as a liaison between the classroom and the home, striving to develop transparent channels of communication, trust, and common interests with parents. Epstein and Salinas (2007) study emphasize the importance of this partnership, demonstrating its favorable impact on students' academic progress and overall development. In this intricate dance of collaboration, elementary teachers traverse a challenging landscape, relying on their educational expertise while acknowledging the distinctive perceptions and goals of parents.

Presented below are the themes generated from the transcripts.

➤ *Theme #1: Celebrated Students' Achievement Together*

Celebrating children's accomplishments together is one of the most meaningful experiences grade four teachers have had in synergizing parent-teacher collaborative engagement for student success. This joint celebration extends beyond academic achievements to include artistic pursuits, personal development, and positive habits. Teachers create a supportive and inspiring environment for their pupils by

involving parents in recognizing and celebrating their children's achievements (Bender, 2005).

Teachers in grades four and up recognize that celebrating their pupils' accomplishments is an effective way to instill a sense of pride and success. When parents and teachers work together to recognize a student's accomplishments, large or small, it sends a powerful message of support and validation. This experience is consistent with Henderson and Mapp's (2002) research, which emphasizes the importance of positive relationships between home and school in boosting children's self-esteem and well-being. Celebrating triumphs together fosters a healthy school climate in which students feel appreciated, respected, and driven to achieve their full potential.

Moreover, the joint celebration of achievements acts as a link between the school and home contexts. Grade four teachers develop the parent-teacher interaction by inviting parents to celebrate with them. This shared interest in a student's development fosters a coherent educational environment in which both parents and teachers are committed to encouraging growth and performance. According to Epstein and Sheldon (2006), such partnerships help students develop positive attitudes regarding studying and enhance their motivation. Grade four teachers' experiences show that by involving parents in celebrating triumphs, educators build stronger bonds with families and lay the groundwork for ongoing collaboration.

Furthermore, Cankar et al. (2012) discovered that collaboratively celebrating kids' achievements acts as a catalyst for establishing an overwhelming feeling of belonging and camaraderie among learners, parents, and educators alike. As students see their accomplishments recognized not only by their instructors but also by family members, they absorb the belief that their victories are valuable to the whole educational community. This feeling of belonging adds to a pleasant and fulfilling educational experience, creating an environment in which students are proud of their accomplishments and encouraged to attain success.

Haynes and Thomas (2016) found that school atmosphere and a sense of belonging had an important influence in changing students' views and involvement. Furthermore, grade four teachers' experiences demonstrate that the act of celebrating achievements together goes beyond mere recognition; it becomes a powerful tool for fostering an overwhelming feeling of harmony and common goal within the school environment (Leithwood and Jantzi, 2000; Bryk & Schneider, 2002).

- *Here are the transcripts:*

Collaborative efforts between parents and teachers at our elementary school have led to numerous instances of students achieving significant progress in reading. Celebrating these milestones together highlights the impact of joint engagement on academic success. (Participant 1)

Our commitment to synergy between parents and teachers has resulted in students excelling in various academic pursuits, particularly in math. Recognition ceremonies serve as opportunities to celebrate these achievements collectively, emphasizing the importance of collaborative engagement for student success. (Participant 4)

The collaboration between parents and teachers is evident in our elementary school's science fair. Students, guided by both home and school, present innovative projects. Celebrating their achievements together reinforces the idea that academic success is a collective effort. (Participant 7)

Our elementary school emphasizes collaborative engagement with parents, particularly in literary pursuits. During writing showcases, students share their stories and poems, and the joint celebration with parents becomes a motivating force for ongoing academic achievement. (Participant 8)

- *Theme #2: Involved Parents In School Activities*

The active participation of parents in school events is another important aspect of the collaborative engagement between grade four teachers and parents in encouraging student success. Parents are encouraged to participate in numerous parts of the school environment, such as volunteer opportunities, workshops, and field excursions, in addition to working together in the classroom. According to instructors of fourth grade, incorporating parents in these activities strengthens the bond between the home and the school,

improving student outcomes and the educational experience (Constantino, 2003).

Teachers of fourth grade have observed that when parents are involved in school activities, children feel as though their learning environments are seamlessly connected. Parent participation in field trips, for example, shows kids that both families and educators respect their education while also giving them extra assistance and supervision. This experience is consistent with research conducted by Deslandes (2016), which highlights the positive effects of student involvement in creating a sense of security and belonging, which in turn raises motivation and engagement levels. Parents can also collaborate and have better informed conversations with instructors by participating in workshops and classroom activities where they observe the curricula, instructional strategies, and learning objectives firsthand (Deslandes, 2016).

One more essential experience that teachers of fourth grade have been involving parents in volunteer activities. These programs show parents and teachers' joint commitment to fostering a positive learning environment while also relieving some of the effort for educators. Students see the collaborative synergy between two important areas of their lives when instructors and parents work together to plan school events or oversee extracurricular activities. This is consistent with the viewpoint of Henderson and Mapp (2002), who highlight the beneficial effects of these family-school ties on student involvement and accomplishment. The firsthand accounts of grade four teachers highlight the fact that enlisting parents in school functions is a concrete representation of the community's efforts to support students' overall development and academic achievement.

Moreover, educators working with fourth graders have discovered that incorporating parents in school events facilitates the development of a shared sense of accountability for the academic achievement of students. Parents who actively engage in workshops, field excursions, and other school-related events get a personal look at the educational journey their kids are on. Through this experience, parents have a better understanding of the curriculum and instructional strategies, which in turn equips them to offer more focused support to their children at home. Parental involvement in school events fosters a shared understanding of their roles as collaborators in guiding students' academic and character development. This idea is consistent with the study of family involvement conducted by Epstein and Dauber (2001), which highlighted the fact that parents' active participation in school-related activities increases their sense of ownership over the educational process. The experiences of grade four teachers thus demonstrate that parent involvement in school events promotes a shared commitment to raising well-rounded students who succeed both academically and personally, going beyond simple participation.

- *Below are the transcripts:*

The collaborative engagement between parents and teachers has significantly enhanced student success in our elementary school. Numerous instances stand out where

parents actively participated in various school activities, creating a supportive environment that fosters academic achievement. (Participant 2)

The synergy between parents and teachers has positively impacted students' academic journeys. We've experienced parents proactively engaging in discussions about their children's progress, creating a shared commitment to academic success. (Participant 3)

Collaborative efforts with parents extend beyond the classroom to extracurricular activities. Their involvement in school events, whether sports or cultural programs, contributes to a vibrant school community that encourages student success. (Participant 5)

The partnership between parents and teachers is particularly evident in special projects. Whether it's science fairs, art exhibitions, or other initiatives, the joint engagement enhances the overall learning experience for students and promotes success. (Participant 6)

➤ Theme #3: Engaged In Regular Communication

For grade four teachers, maintaining a regular line of communication with parents is essential to maximizing parent-teacher collaboration for the benefit of their students. Consistent communication via a variety of platforms, including newsletters, emails, and parent-teacher conferences, is required for this practice. By using these techniques, educators help parents have a better knowledge of their children's unique path by giving them insightful information about their academic development, behavioral patterns, and overall accomplishments (Emegwali, 2009).

The idea that open and honest communication is essential to the achievement of students serves as the foundation for the regular communication that grade four teachers and parents have. Teachers enable parents to actively assist their child's learning process at home by providing information about future assignments, assessments, and classroom activities. Such frequent updates raise parents' knowledge of their child's educational requirements and provide more focused involvement and support, according to research by Epstein and Sheldon (2006). The concepts of the Dual Capacity-Building Framework, which emphasize the reciprocal character of the parent-teacher collaboration, are also in line with this cooperative experience (U.S. Department of Education, 2010).

In order to establish the best possible learning environment, parents and grade four instructors should feel like partners in the process of regular contact. Parent-teacher conferences, which offer set aside time for in-depth talks on students' development, strengths, and areas for improvement, are an extension of this experience. Parents' viewpoints on their child's development are also welcomed, and teachers can exchange views about individualized interventions, learning tactics, and instructional approaches during these discussions (Henderson & Mapp, 2002).

• Presented below are the transcripts:

Regular communication between parents and teachers has proven to be a cornerstone of success in our elementary school. Maintaining open and consistent dialogue fosters a supportive environment, ensuring that students receive comprehensive support both at home and in the classroom. (Participant 1)

The collaborative engagement between parents and teachers is exemplified through regular updates on students' academic progress. This ongoing communication creates a shared understanding of each child's development and helps address any challenges promptly. (Participant 3)

A key aspect of our parent-teacher collaborative engagement is proactive problem-solving through regular communication. By sharing insights into students' needs and challenges, both parents and teachers work together to find effective solutions, contributing to overall student success. (Participant 6)

In our elementary school, regular communication serves as a platform for celebrating small victories. Whether it's academic achievements or personal growth, sharing these successes with parents fosters a positive atmosphere that encourages ongoing student success. (Participant 8)

B. Coping Mechanisms of Grade four Teachers of the Challenges in Synergizing Parent-Teacher Collaborative Engagement for Students' Success

The coping strategies employed by fourth-grade teachers to resolve difficulties pertaining to parent-teacher collaboration are essential for student achievement, particularly given the critical juncture this marks in a child's educational journey. Despite obstacles like different pedagogical methods or communication barriers, effective collaboration between teachers and parents is essential for developing a supportive learning environment (Flynn, 2007). Hoover-Dempsey and Sandler's (2005) research underscores the importance of teacher coping methods in involving parents and stresses their influence on the caliber of collaboration. Teachers use creativity to promote inclusivity and collaboration in the face of the challenges associated with teaching in grade four. Examining these coping strategies reveals how committed educators are to overcoming challenges and improving parent-teacher involvement for the benefit of students.

➤ Theme #1: Building Trust

Establishing trust is a vital coping strategy that fourth-grade teachers use to get over the difficulties of coordinating collaborative parent-teacher involvement for their children's achievement. A solid partnership between educators and parents is built on trust, which is also necessary for honest communication, efficient problem-solving, and respect for one another. Building and preserving trust is a continuous process that greatly enhances the learning environment in schools. With citations to pertinent academic research, this essay examines the value of fostering trust as well as the techniques used by grade four instructors (Fantuzzo et al., 2004).

For parent-teacher collaboration to be successful, trust is essential (Pomerantz, Moorman, & Litwack, 2007). Teachers of fourth grade understand that parents need to have faith that teachers are looking out for their children's best interests. Since teachers are committed to fostering their students' development, parents are able to participate in more candid conversations on their child's social and academic development thanks to this trust.

Communication must be consistent and transparent in order to develop confidence. Teaching professionals in grade four make sure to promptly and accurately notify parents about their child's progress, expectations, and classroom activities. Building trust requires regular updates, such as newsletters or progress reports, and consistent communication strategies (Henderson & Mapp, 2002).

Integrity and honesty are essential for developing trust. Instructors need to celebrate successes as well as recognize obstacles and failures. Authenticity is exhibited by being honest about challenges and cooperating to find solutions (Epstein & Dauber, 1991). Teachers who are forthright with parents regarding their students' behavioral and intellectual development are well-liked by them.

Establishing trust is a continuous process. Teachers of fourth grade understand that building trust takes time and requires consistent behavior as well as positive experiences (Bartkus & Glassman, 2008). By being reliable and respectful of parents on a regular basis, educators lay the groundwork for long-lasting cooperation.

- *Shown below are the transcripts:*

Building trust is at the core of our parent-teacher collaborative engagement. An essential coping mechanism involves fostering openness in our communication, creating an environment where both parents and teachers feel comfortable sharing insights and concerns, ultimately contributing to student success. (Participant 3)

Coping with the complexities of collaborative engagement centers on consistent and transparent communication. By keeping parents informed about classroom activities and progress, trust is nurtured, fostering a collective commitment to supporting student success. (Participant 4)

Addressing the challenges of collaboration involves a proactive approach to acknowledging and addressing concerns. By demonstrating a genuine commitment to understanding and resolving issues, trust is solidified, creating a foundation for sustained collaborative engagement and student success. (Participant 7)

Building trust is pivotal in parent-teacher collaborations. By involving parents in decision-making processes and seeking their input, a sense of shared responsibility is fostered, reinforcing trust and the collective commitment to fostering student success. (Participant 8)

➤ *Theme #2: Listening And Valuing Perspectives*

Teachers of fourth graders actively hear the worries, suggestions, and criticism of parents. Teachers show their regard for parents' involvement in their children's education by valuing their opinions and ideas during decision-making processes (Patrikakou, 2008). The sense of cooperation is strengthened when educators sincerely take into account the opinions of parents. When it comes to helping grade four teachers overcome the difficulties of coordinating parent-teacher collaborative engagement for their students' achievement, listening and appreciating opinions stand out as crucial coping techniques. These systems stress the value of parents as collaborators in education and acknowledge their distinct perspectives and contributions. In this situation, appreciating different viewpoints and engaging in active listening are essential building blocks for enduring relationships as well as tactics for conquering obstacles. This essay, which draws support from pertinent educational literature, examines the importance of listening to and appreciating different points of view.

The foundation of a fruitful parent-teacher relationship is active listening (Patrikakou, 2008). Teachers of fourth grade place a high value on paying close attention to the worries, inquiries, and comments of parents. They provide a secure environment where parents may share their feelings about their children's schooling. According to research by Hoover-Dempsey and Sandler (1995), parents are more inclined to get involved in their child's education when they feel heard.

Each parent contributes a different viewpoint and background to their child's education (Epstein, 2001). Teachers of fourth grade recognize and value these differences in opinions. They understand that parents' educational aspirations and objectives might be influenced by their experiences and cultural backgrounds. Respecting individual diversity while fostering a collaborative collaboration requires valuing these various perspectives.

In order to make decisions about their students' education, grade four teachers actively seek out and consider parent involvement (Christenson & Sheridan, 2001). They are aware that parents have important knowledge about the abilities, difficulties, and learning preferences of their children. Teachers that involve parents in educational decisions not only respect the opinions of the parents involved, but they also improve the quality of the educational experience.

Building trust is greatly aided by listening and appreciating different points of view (Pomerantz, Moorman, & Litwack, 2007). Parents' trust in the teacher-parent partnership grows when they feel their opinions are valued and their worries are handled seriously. In turn, open communication and productive teamwork are predicated on trust.

Teachers of fourth grade see parents as collaborators in building a community of learners that work together (Patrikakou, 2008). They understand that students gain from a supportive and coherent learning environment when parents

and educators collaborate as a team. It encourages a sense of shared accountability for the academic performance of students.

- *Presented below are the transcripts:*

Building trust and understanding relies on respecting varied experiences. Coping with differences involves valuing each perspective, whether it's from a teacher or a parent, and recognizing the unique contributions each perspective brings to the common goal of student success. (Participant 2)

Listening and valuing perspectives are key coping mechanisms in our collaborative efforts. By keeping open ears and open minds, we create a space where teachers, parents, and students can share their insights, fostering a harmonious environment focused on student success. (Participant 3)

Listening with empathy is a move that enhances our collaborative efforts. When we value different perspectives and approach problem-solving with understanding, we create a supportive atmosphere that contributes positively to the shared mission of helping students succeed. (Participant 5)

Coping with the complexities of collaboration involves mutual respect and collaboration. By actively listening and valuing perspectives, we create a culture where teachers and parents collaborate effectively, pooling their insights for the benefit of students and their success. (Participant 6)

➤ *Theme #3: Celebrating Achievements*

When it comes to overcoming obstacles to fostering parent-teacher collaboration and student success, celebrating accomplishment is a potent coping strategy for grade four teachers. Acknowledging and applauding successes creates a supportive and inspiring atmosphere, highlighting the importance of parent-teacher collaboration. This method fosters a sense of pride in the students' advancement as well as a common sense of accomplishment in conquering obstacles. With the use of citations from relevant educational literature, we explore the importance of acknowledging accomplishments and their applicability in the context of parent-teacher collaboration in this essay (Halgunseth, 2009).

Students get a sense of motivation and accomplishment when their accomplishments are celebrated (Reimers & Chung, 2016). Students' self-esteem and confidence in their talents are increased when fourth grade teachers recognize and appreciate their accomplishments. Students may be inspired to pursue excellence by this encouraging feedback.

Honoring successes strengthens the cooperative relationship between parents and educators (Henderson & Mapp, 2002). It proves that everyone has the same objective in mind—student success. Through collaboratively commemorating significant events like enhanced grades, academic successes, or personal development, educators and parents fortify their relationship and foster a sense of unity. According to research by Seligman (2011), celebration and positive reinforcement can create a happy learning environment. Parents who are actively involved in their child's education and eager to learn are fostered when grade four

teachers recognize and appreciate their pupils' accomplishments. This optimism permeates the household, the community at large, and the school.

Teachers of fourth grade recognize the value of praising not only the final product but also the effort and growth that kids make (Hattie & Timperley, 2007). It is equally important to acknowledge the process and the steps that students take to succeed. It conveys to pupils that persistence and diligence are valued and recognized. A growth mentality is strengthened by acknowledging accomplishments (Dweck, 2006). Students who adopt this perspective are more likely to see obstacles and failures as chances for development. Through celebration, grade four teachers instill in their students the value of effort and tenacity as key components of success.

- *Here are the transcripts:*

Collaboration with the parents involves acknowledging and celebrating even the smallest victories. Together with parents and teachers, we find joy in these accomplishments, fostering a supportive environment that motivates students on their journey to success. (Participant 1)

Celebrating achievements is something that brings joy to our collaborative efforts. Whether it's academic milestones or personal growth, the shared celebrations with parents and teachers create a positive atmosphere that fuels our commitment to helping students succeed. (Participant 3)

Our collaboration is enhanced through shared pride in milestones. When teachers and parents come together to celebrate significant achievements, it reinforces the collaborative spirit and inspires continued efforts toward ensuring student success. (Participant 6)

Celebrating achievements is embedded in our collaborative culture. By fostering a culture where teachers and parents actively applaud student accomplishments, we create an environment that motivates and propels students toward greater success. (Participant 8)

C. Insights Gained from the Experiences of Grade four Teachers in Synergizing Parent-Teacher Collaborative Engagement for Student Success

Beyond the confines of the classroom, there are important lessons to be learned from the experiences of grade four teachers in maximizing parent-teacher collaborative involvement for student achievement. A student's educational career is at a turning point when they enter grade four, and the relationship between parents and teachers becomes even more important in helping to develop a successful, well-rounded person. These educators' experiences illuminate the complex relationship between parents and teachers, highlighting the difficulties and successes they share in fostering their children's intellectual, social, and emotional growth. This investigation, bolstered by citations from educational literature, explores the insightful lessons that may be learned from the experiences of fourth-grade teachers working in partnership with parents (Hornby & Backwell, 2018).

➤ *Theme #1: Enhance Student Support*

One of the most important lessons learned from the experiences of grade four teachers in coordinating parent-teacher collaborative engagement for student success is the importance of enhanced student support. This realization emphasizes how collaboration may drastically alter the way that help is provided to each student according to their specific needs. It is a sign of a paradigm change in education, moving away from standardized methods and toward more efficient and customized ways to guarantee student success (Hughes & Kwok 2007).

Grade four instructors acquire a deep grasp of each student's strengths, weaknesses, learning preferences, and mental health through cooperative involvement with parents (Epstein & Dauber, 2001). Equipped with this knowledge, educators may offer tailored guidance and assistance that perfectly corresponds to the strengths and difficulties of every individual student. For example, materials and treatments tailored to the requirements of a student who suffers with reading but excels in math could be provided. This individualized method increases students' confidence and drive to learn while also improving academic performance. Additionally, the realization of improved student support emphasizes how critical it is to recognize and address behavioral or academic difficulties early on (Hoover-Dempsey & Sandler, 2005).

Teachers are able to quickly pinpoint areas where a kid could be having difficulties by working together with parents to monitor the student's progress. Because of this early identification, problems may be addressed promptly and successfully, preventing problems from getting worse and guaranteeing that kids get the help they need. It also conforms to studies on the value of early intervention in raising academic standards.

A game-changing realization that encourages a student-centered approach to education is improved student support (Epstein, 2001). It represents a change in emphasis from a standardized curriculum to one that is more inclusive and all-encompassing. Grade four instructors can work together to implement a variety of support measures, such as socio-emotional support and individualized instruction, to make sure that children receive thorough and timely help (Patrikakou, 2008). This comprehensive strategy recognizes that students have unique requirements that go beyond academic content and include social and emotional development.

• *Shown below are the transcripts:*

Prioritizing holistic student support is crucial in our collaborative efforts. By working closely with parents and teachers, we ensure that students receive comprehensive support beyond academics, fostering their overall well-being and creating a conducive environment for success. (Participant 1)

Adapting teaching strategies to meet individual student needs is fundamental in our approach. Collaborating with parents allows us to gain insights into each child's unique learning style, ensuring that our teaching methods are

tailored to maximize their potential and contribute to their success. (Participant 4)

Being proactive in addressing challenges is an important aspect of student support. By collaborating with both teachers and parents, we can identify issues early on and work together to find effective solutions, preventing obstacles from hindering student success. (Participant 7)

Establishing a supportive learning environment is at the core of our collaborative approach. Working hand in hand with parents, we ensure that the classroom and home environments complement each other, providing students with the necessary support structures for their academic journey and overall success. (Participant 8),

➤ *Theme #2: Shared Responsibility*

One important lesson to be learned from the experiences of grade four teachers who are collaborating with parents to enhance parent-teacher engagement for student success is shared responsibility. This realization emphasizes how education is changing from a teacher-centric paradigm to a partnership-based strategy in which parents and teachers work together to support students' academic endeavors. This conversation expands on the significance of collective accountability as a learning from these events, backed by citations from educational literature (Landeros, 2011).

When educators and parents work together, it becomes evident how much shared responsibility shapes a student's educational journey (Epstein & Dauber, 2001). Teachers of fourth graders are aware that achieving success for their students is a team effort rather than just the teacher's job in the classroom. With parents actively supporting their child's education, both parties have a stake in the student's educational journey.

A comprehensive understanding of a student's development is promoted by shared accountability (Patrikakou, 2008). Teachers learn about the larger picture of the lives of learners and realize that learning can be greatly impacted by circumstances outside of the classroom. For instance, knowing a student's extracurricular activities or family dynamics might help teachers create support plans and instructional tactics that are specific to the student's needs.

Working together promotes the idea that parents are important collaborators in educational decision-making (Christenson & Sheridan, 2001). Instructors in fourth grade acknowledge that parents are the ones who are most familiar with their child's preferences, shortcomings, and abilities. Because of this, they actively seek out and consider parent feedback when making decisions about schooling, making sure that the student's greatest needs are always prioritized.

According to Seligman (2011), shared responsibility encompasses not only academic aspects but also socio-emotional support. Teachers of fourth grade are aware that fostering pupils' wellbeing is a joint responsibility between parents and educators. Together, they work to foster an environment where children feel protected, respected, and

encouraged—all factors that contribute to their overall growth.

- *These are what the participants have said:*

Embracing shared responsibility is pivotal in our educational management approach. By working collaboratively with parents, we create a joint commitment to fostering an environment where learning becomes a collective responsibility, ensuring students have the support they need to succeed. (Participants 2)

Recognizing the importance of shared responsibility, we actively engage parents in academic planning. This collaborative effort ensures that both teachers and parents contribute to shaping the educational journey, providing a well-rounded support system for students on their path to success. (Participants 3)

A key element of our educational management strategy is maintaining open communication channels. By actively sharing information and insights with parents, we create an environment where both parties feel empowered and involved, reinforcing the shared responsibility for student success. (Participants 5)

Shared responsibility extends to mutual accountability for student progress. By collaborating with parents, we collectively monitor and assess each child's development, fostering an environment where both teachers and parents actively contribute to and are accountable for the overall success of the students. (Participants 6)

➤ Theme #3: Holistic Education

One important realization that comes from the experiences of fourth-grade teachers who are collaborating with parents to create a collaborative learning environment for their students is the value of holistic education. This realization highlights the value of an all-encompassing approach to education by acknowledging that students' development includes intellectual, social, emotional, and personal development. This conversation expands on the need of holistic education as a conclusion from these experiences, backed by citations from educational literature (Lekli & Kaloti, 2015).

Teachers of fourth grade get a more profound comprehension of the complex aspects of student development by means of cooperative interactions with parents (Epstein & Dauber, 2001). This realization pushes educators to think about a student's well-being in broader terms and to explore beyond standard academic indicators. In addition to fostering cognitive abilities, holistic education places a high value on character development, social and emotional intelligence, and overall wellbeing.

Taking care of students' social and emotional needs is crucial, and holistic education emphasizes this (Patrikakou, 2008). Teachers of fourth grade understand that a student's psychological condition has a big influence on their learning. Working together with parents, educators can create a secure space for students to express themselves, grow as people, and

form wholesome relationships. This realization is consistent with studies showing the beneficial effects of social-emotional learning on academic performance (Durlak et al., 2011).

A comprehensive approach to curriculum creation and instructional practices is encouraged by collaboration (Seligman, 2011). Teachers of fourth grade learn how to include a variety of learning activities that meet the needs of their students' different skill levels and interests. They understand the value of providing a comprehensive education that incorporates character education, physical education, the arts, and chances for personal development.

Beyond the classroom, holistic education emphasizes the school's function as an encouraging environment (Christenson & Sheridan, 2001). Together, parents and teachers can build a school culture that values each individual kid and fosters a feeling of community. Students are inspired to learn and realize their full potential in such an atmosphere.

- *Here are the statements of the participants:*

Working closely with parents, we address not just academic needs but also emotional well-being. This collaborative effort creates a balanced support system that contributes to the overall success and happiness of our students. (Participant 1)

By collaborating with parents, we ensure that students receive support not only in academics but also in developing essential life skills, fostering a well-rounded approach to their growth and success. (Participant 3)

When collaborating with parents, we create an environment where students can explore their creativity, allowing them to develop a diverse set of skills that contribute to their success in various aspects of life. (Participant 6)

Holistic education goes beyond the classroom. Collaborating with parents, we actively promote physical and mental well-being. This joint effort ensures that students receive comprehensive support, enabling them to thrive academically and emotionally, contributing to their overall success. (Participant 8)

VI. CONCLUSION AND FUTURE DIRECTIONS

A. Summary of Findings

Findings of the study on the experiences of grade four teachers as they synergize parent-teacher collaborative engagement for student success was revealed as follows: celebrated students' achievement together, involved parents in school activities, and engaged in regular communication.

In terms of the coping mechanisms of the grade four teachers as they synergize parent-teacher collaborative engagement for student success, it was revealed that they cope through building trust, listening and valuing perspectives, and celebrating achievements.

As to the educational management insights gained from the participants, the teachers emphasized enhanced students support, shared responsibility, and holistic education.

B. Conclusion

The following themes emerged from the interview, which was based on the grade four teachers' experiences collaborating with parents to support student success:

First, celebrated students' achievement together. Teachers in fourth grade understand the value of recognizing children's achievements as a powerful way to foster a sense of pride and fulfillment. When educators and parents work together to acknowledge a student's accomplishments, no matter how small or large, it sends a powerful message of reinforcement and encouragement.

Second, involved parents in school activities. Active parental involvement in school events is another essential component of the partnership between fourth-grade teachers and parents in fostering student achievement. Teachers in fourth grade have seen that when parents participate in school activities, pupils feel as though their learning environments are seamlessly connected.

Third, engaged in regular communication. One of the most important aspects of grade four teachers' partnership with parents to improve student performance is regular communication. By using this strategy, educators provide parents with important details regarding their children's progress in school, behavioral patterns, and general achievements, fostering a deeper understanding of every child's individual learning path.

On the coping mechanisms of the grade four teachers as they synergize parent-teacher collaborative engagement for student success, one of the themes that was shown was building trust. Establishing trust is the cornerstone of a strong partnership between parents and educators. It is essential for promoting open communication, effective dispute resolution, and respect for one another. Building and maintaining trust is a continuous process that requires commitment and is crucial to the development of a positive learning environment.

The second theme identified was: listening and valuing perspectives. Teachers in the fourth grade pay close attention to the worries, suggestions, and comments made by the parents. Teachers that actively involve parents in decision-making processes understand the roles that parents play in their child's education and highly value their viewpoints. Sincere regard for the opinions of parents strengthens the cooperative sense of collaboration between educators and parents.

The third theme identified was: celebrating achievements. Rewarding success creates a supportive and motivational environment and emphasizes the value of collaboration between parents and teachers. In addition to helping students overcome challenges, this approach fosters a sense of satisfaction in their progress and a sense of joint accomplishment.

Enhancing student support was the first theme found in the educational management insights from the grade four teachers as they integrate parent-teacher collaborative engagement for student success. Fourth-grade instructors gain a thorough understanding of each student's unique strengths, limitations, preferred methods of learning, and emotional health through working closely with parents. This knowledge enables educators to provide individualized training and support that perfectly match the strengths and areas of difficulty of each student.

The second theme identified as shared responsibility. The partnership between educators and parents emphasizes how important it is for both parties to take responsibility for shaping a student's educational path. Teachers in fourth grade understand that a student's success in the classroom is a team effort rather than a result of the teacher alone. A student's learning path is a shared responsibility between instructors and parents, with parents actively supporting their child's education.

The third theme was holistic education. The emphasis of holistic education is on how important it is to take care of students' social and emotional needs. Teachers of fourth grade know that a student's emotional health has a significant impact on their academic performance. Working together with parents, educators can create a safe space where students feel comfortable expressing themselves, develop empathy, and build strong bonds with one another.

C. Future Directions

Examining the ways in which fourth-grade instructors have promoted cooperative efforts between educators and parents offers an insightful way to examine the complex relationships that exist between teachers and parents in the classroom. Future career options are open to those who benefited from research on how fourth-grade teachers might improve parent-teacher collaborative engagement for student success. Developing specific training programs to improve instructors' and parents' ability to collaborate is one option. Workshops in these programs may focus on problem-solving techniques, effective communication skills, and creating a positive learning atmosphere. The knowledge acquired may also direct the development of new tools or platforms that enable smooth parent-teacher communication and guarantee continued parental involvement in their children's education. Prospective avenues for research could potentially involve conducting longitudinal studies to assess the long-term effects of cooperative efforts on students' academic performance and general well-being throughout the course of their academic careers.

Teachers should take proactive measures to improve synergized engagement with parents in addition to more general activities. This entails encouraging open channels of communication by giving parents a forum to voice their opinions and by offering frequent updates on the progress of the pupils. It is essential to set up formalized processes for parent-teacher conferences so that both sides may talk about customized plans for the academic success of their children.

To help parents better understand the curriculum, instructional strategies, and ways they may actively support their child's learning at home, teachers might also host informational seminars or workshops. Teachers may establish a dynamic collaboration that fosters a shared commitment to each student's academic path and achievement by implementing feedback systems and continuously soliciting parental input.

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