

# A Mother's Pruning: Plight of English Teachers as Mothers in Nurturing the Academic Development of their Children

Marilyn Dumapias-Zaspa<sup>1</sup>

<sup>1</sup>Master of Arts in Education – Teaching English

<sup>1</sup>Rizal Memorial Colleges, Inc.

Publication Date: 2025/06/03

**Abstract:** This study was conducted to device into the plight of English teachers who are also mothers in nurturing the academic development of their children. To find answers to the deliberated aims of the study, the researcher employed the qualitative research design emphasizing phenomenology. Using the three qualitative methods highlighting observation and in-depth interviews, the researcher conducted an interview to the identified teacher-mothers. In this study, all data collected were examined and analyzed carefully and thoughtfully. The researcher described the personal experiences of the identified teacher-mothers and created a list of significant statements repetitive and had equal strength with that of others. After this, the researcher determined the meaning units or themes exemplified in the study. By this, thematic content analysis, document analysis, and triangulation of data were determined. The findings of the study implied that time is a commodity in radiating the venue of nurturing the academic development of the teacher-mothers' children. Also, balancing work and life is a crucial aspect that is essentially being tapped by expectations. Along with these, teacher-mothers sought as coping mechanisms the venues of separating roles of being a teacher and a mother, creating a supportive home environment, and developing open communication. Here, revisiting the venue of providing capacity-building endeavors, self-enhancement, and mental health can be significant and essential to help English teachers who are also mothers in their plight.

**Keywords:** *Mother's Pruning, Teacher Mother's Roles, Academic Development.*

**How to Cite:** Marilyn Dumapias-Zaspa (2025). A Mother's Pruning: Plight of English Teachers as Mothers in Nurturing the Academic Development of their Children. *International Journal of Innovative Science and Research Technology*, 10(5), 3046-3055. <https://doi.org/10.38124/ijisrt/25may1676>

## I. INTRODUCTION

Throughout much of history, teaching has been a profession where women have played a dominant role. This involvement often stems from society's perception of women as natural nurturers. However, this perception has also led to the stereotype that teaching is a less challenging career, seen by some as a "soft option." Such views can unfairly suggest that teaching is primarily suited for women, emphasizing caregiving over genuine educational leadership. This perspective overlooks the real challenges faced by women in education, especially when they balance their teaching careers with the demands of motherhood.

Reflecting on the experiences of many teacher-moms, a study by Homer (2011) sheds light on their daily struggles. These women pour their hearts into meeting the needs of their students while also trying to be present for their own families. The pressure to excel in both areas can be staggering, creating a relentless tug-of-war between their roles as educators and caregivers. Being both a mother and a teacher is no easy task, and the emotional toll can be significant.

In the Philippines, this situation is even more pronounced. Collado (2012) noted that an astonishing 89.6% of public elementary school teachers are women, with a mere 0.4% being male. The statistics at the secondary level are similarly striking, with about 77.1% of teachers being female compared to 22.9% male. These figures highlight the unique challenges female teachers face, especially those who are also mothers, as they strive to balance the competing demands of their work and home life. Bedejim and colleagues (2019) emphasized that many of these teacher-moms grapple with feelings of dissatisfaction and frustration, caught in the difficult space between nurturing their children and fulfilling their commitments as educators. A common worry among them is the emotional strain of feeling like "absent" mothers, which can, in turn, affect their children's development. The pressures of being a working mother in this context can be daunting indeed.

In Davao City, where public schools are predominantly staffed by female teachers, the experiences of these teacher-moms are amplified. They often voice their frustrations concerning time management, as they strive to provide their children with the attention they deserve while preparing their

lesson plans. To manage this delicate balancing act, some have opted to hire personal tutors for their children or have creatively adjusted their schedules to better accommodate both responsibilities. Their journey is a continuous juggling act, showcasing their resilience and strength as they navigate the complexities of daily life.

This research dives into the heartfelt experiences of teachers who are also mothers, revealing the incredible journey they undertake as they balance their responsibilities both at home and in the classroom. It's a delicate act, much like walking a tightrope, as they strive to meet the needs of their students while also caring for their young ones.

At the heart of this study is a genuine curiosity about the daily lives of full-time English teachers who are raising small children. We're eager to understand how their unique experiences shape their perspectives on their children's education. Our focus lies on the remarkable challenges faced by these teacher-mothers in the lively community of Davao City, Davao del Sur. By sharing their personal stories, we aim to bring attention to the obstacles they encounter, the creative solutions they develop, and how they navigate these challenges every day, especially in public secondary schools.

We draw on several key concepts to guide our research. Segmentation Theory helps explain how individuals compartmentalize different aspects of their lives. Spill-Over Theory looks at how experiences in one area can affect another. Inter-role Conflict Theory highlights the tensions that arise when managing multiple responsibilities, while Behaviorism emphasizes observable actions and reactions.

Through this exploration, we hope to uncover the profound connection between teaching and parenting. Our goal is to honor the resilience and determination of these teacher-mothers as they juggle the demands of both worlds, ensuring that their voices and stories are heard and truly valued.

## II. METHOD

This study took a deep dive into the experiences of secondary school heads, particularly focusing on their gender preferences, and it utilized the approach of phenomenology. Phenomenology essentially asks, "What is the core essence of this experience for these individuals?" (Patton, 2002). By aligning our research with this definition, we aimed to uncover the distinct perspectives of our participants.

Conducted in the Division of Davao City, our study involved eight English teacher participants, all of whom are mothers at Cabantian National High School. These teachers not only educate their students but also nurture their own children academically. This dual role allowed us to explore the unique challenges they face as both educators and parents.

To ensure the validity and reliability of our findings, we used a carefully validated interview guide prepared by a group of experts. The research methodology followed seven structured steps in data collection, which included selecting

the right individuals, building rapport, and implementing a purposeful sampling strategy. We paid close attention to various forms of data collection, recording procedures, potential field issues, and how to store the collected data effectively.

### ➤ For Our Data Analysis, we Employed Several Strategies:

**Thematic Content Analysis.** This method allowed us to identify and explore the patterns and themes that emerged from our interviews. One of the notable strengths of thematic analysis is its flexibility—whether we had a clear idea of what we were looking for or were exploring new areas, this approach worked well. The key here was to honor the data and represent our participants' voices as accurately as possible (Montensen, 2020).

**Document Analysis.** In this aspect of our research, we systematically reviewed documentary evidence to answer specific questions. Similar to other qualitative methods, document analysis involves thorough examination and interpretation of data to derive meaningful insights. It can stand on its own or complement other methods, helping to confirm or expand upon findings from interviews or observations (Frey & Bruce, 2018).

**Triangulation of Data.** This approach involved using multiple methods to gather information on the same topic. By collecting data from different sources, we aimed to enhance the validity of our research. The intent of triangulation wasn't just to validate existing data, but to capture various dimensions of the phenomenon we were studying (Kulkarni & Prashant, 2013).

**Environmental Triangulation.** This specific type of triangulation considers how various environmental factors—like location, time of day, or season—might influence our findings. By altering these factors during our study, we aimed to see if the results stayed consistent, which would help establish the validity of our findings (Naeem & Saira, 2019). This consideration was critical to understanding the context of our research.

## III. RESULTS AND DISCUSSIONS

The following are attributed results discussed accordingly in response to the objectives of the study:

*The plight of English teachers as mothers in nurturing the academic development of their children.*

*Finding quality time for own children.* As a mother and at the same time an English teacher are two different roles which are demanding in terms of time. Time is precious as we speak for both roles, however, we have to balance both heavy responsibilities to achieve the best of both ends.

Some of the participants responses were noted as follows:

*I cannot fully give my time to follow up her academically (P1).*

*One of the challenges that I face as a mother and a teacher is finding the time to give both my students and my children the attention they need. It can be difficult to juggle grading papers, preparing lesson plans, and attending meetings while also making sure my children are cared for and have their needs met (P2).*

*Being a teacher and as a mother, it is difficult to divide my time. Much as I want to give quality time to my children, I couldn't because I am also a working mom (P4).*

Lately, I've been having some deep conversations with other parents, and it's become clear that many of us are feeling the weight of juggling so much every day. I spoke with one mom, who we'll call P1, and she really opened up about her struggle to keep up with her child's academics outside of school. She has this strong desire to see her child thrive, yet often feels overwhelmed, like she just can't find the time to give it the attention it needs.

Then there's P2, who shared her frustration about wearing so many hats—being both a mom and a teacher. She's been vocal about how challenging it is to balance her responsibilities. Another parent I talked to, P4, also expressed her own difficulties in managing her roles as a mother and an English teacher. You can really sense the intensity in their experiences, and it resonates deeply when you recognize these shared challenges.

A recent article reminded me how swiftly time can fly by. With work obligations, errands, and everything else clamoring for our attention, many parents find themselves questioning whether they're spending enough quality time with their kids. There's this gnawing guilt that comes with being a full-time worker, and it's easy to become anxious about squeezing in moments for self-care or socializing. Scrolling through social media doesn't seem to help, either; it often makes us feel less than when we see posts from stay-at-home moms enjoying crafty days or fun trips to the zoo.

But some research from the Journal of Marriage and Family offers a refreshing perspective: it's not about how much time we spend with our kids but about how we spend that time. Those meaningful interactions during the moments we do have with them can really influence their growth. Focusing on quality—rather than quantity—can truly make a difference.

Rider highlights a silver lining: when families carve out that quality time, kids are less likely to face behavioral issues or engage in risky behaviors, like experimenting with drugs or alcohol. Regular, heartfelt connections foster emotional resilience in children and strengthen family ties. It's a win-win that benefits both kids and parents alike.

Morin brings up an interesting point about the guilt many parents feel for not being around enough, almost as if society expects us to be available at all times. This pressure gets worse as we think every moment together has to be filled with special activities. Advertisers play into this fear, making

us believe that fancy trips and products are necessary for crafting those "quality moments."

For teachers, especially those who are also moms, the balancing act often feels even more complicated. They're navigating a challenging landscape where work demands and home life collide on a daily basis. Still, despite the chaos, these parents persist, determined to carve out meaningful moments both in their professional and family lives. Ultimately, it's all about maximizing the time we do have together and making sure every shared moment is filled with intention and love.

A few of their experiences were revealed during their discussion with me as the researcher, they said:

*As an English teacher and a mother, I faced challenges in balancing my responsibilities at work and at home. I had to find ways to manage my time effectively so that I could give my best to both my students and my children (P2).*

*Time Management. Balancing work and home responsibilities (P3).*

*In nurturing my own children's academic development wasn't easy due to my working schedule. But I see to it that I am always there every time they need me as their mother (P7).*

Balancing the roles of being a teacher and a mother can often feel like an intricate juggling act. Recently, I had a heartfelt chat with my colleague P2, who opened up about how overwhelming it can be to find enough time and energy for both her job and her kids. P3 chimed in, nodding in agreement with her struggles. Then there's Participant 7, who shared her challenge of supporting her child's school journey while managing a demanding teaching workload. She also pointed out how being present at home as a mom can help ease some of that pressure.

So many of us can relate to this ongoing struggle of balancing work and family life. Heissman (2023) emphasizes that in today's fast-paced world, it can feel like we're stuck in a tug-of-war between our careers and our personal lives. Often, one side overshadows the other, leading to strained relationships, reduced productivity at work, and negatively impacting our overall well-being. Although the quest for balance can seem daunting, it's essential to prioritize finding that sense of equilibrium.

The Raising Children Network (Australia) Limited (2021) explores what work-life balance really means. It's about creating harmony between our jobs and all the other important parts of life—like quality family time, hobbies, social events, and the never-ending list of household chores. If you feel like you can devote time to all these areas, chances are you're managing to strike a pretty good balance. A healthy work-life balance allows for more meaningful moments with our children—giving them the love and attention they crave—and leads to a more fulfilling life overall, reducing stress and helping us avoid burnout.

Wolf (2021) made an impactful observation about the importance of work-life balance for our well-being. Juggling work responsibilities, home life, and personal relationships can feel like a tightrope walk. While this resonates with many of us, actually achieving that balance can feel like an uphill

battle. We've all had days when one part of our life demands more attention than the others, leaving us feeling dissatisfied or disconnected from our passions. Ultimately, it's crucial to acknowledge these moments of imbalance and actively strive for a life that feels more harmonious.

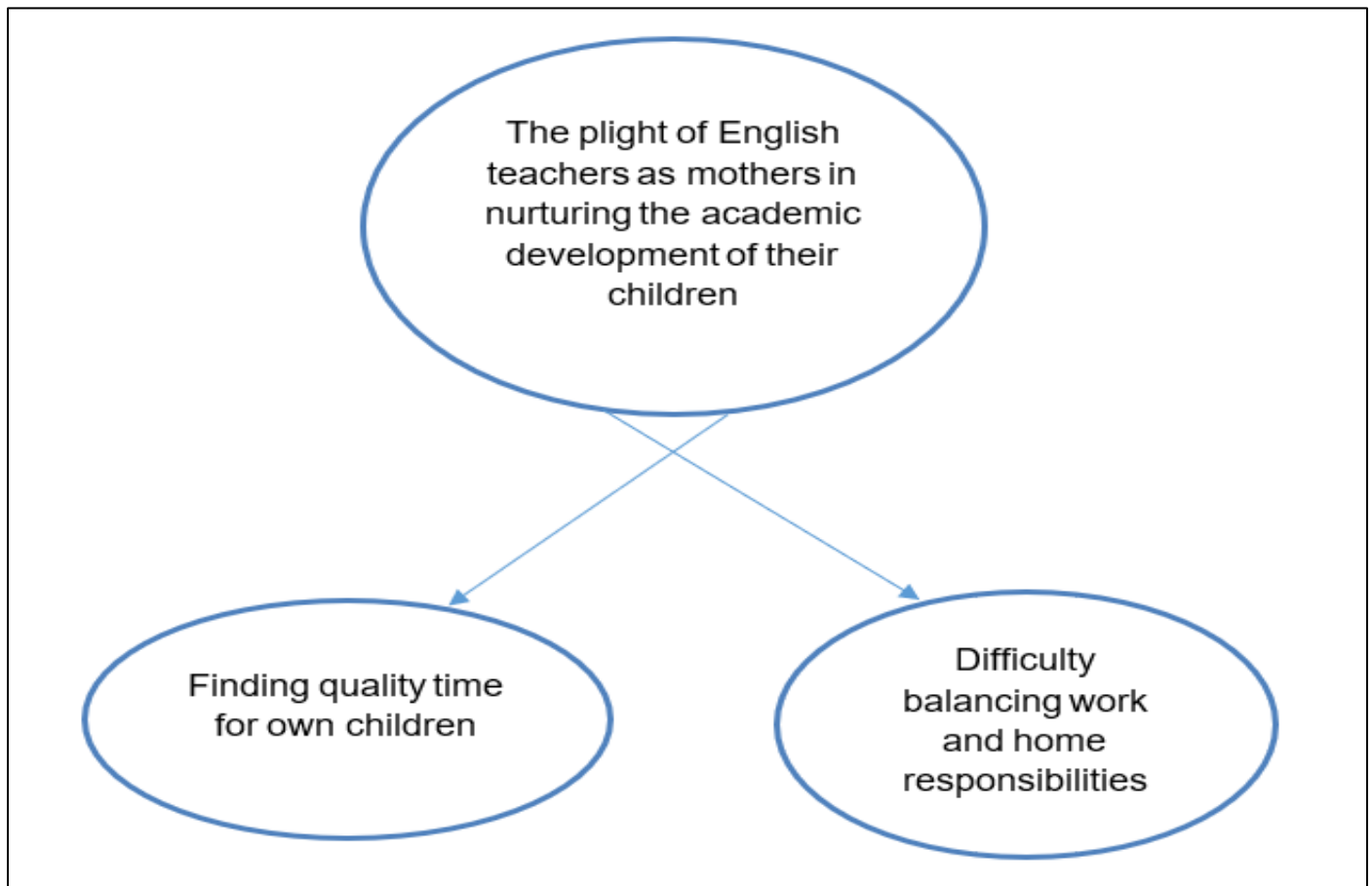


Fig 1 The Plight of English Teachers as Mothers in Nurturing the academic Development of their Children

*The coping mechanisms of teachers with the challenges of nurturing the academic development of their children*

**Separating roles as a teacher and a mother.** One of the coping mechanisms of the English teachers as being a mother was to try to separate their roles as a teacher and as a mother. For them, such move was not easy at first, but they were able to manage their responsibilities to meet the best of their everyday jobs. These coping mechanisms made their responsibilities easy to deal with.

The participants responses were noted in this part of the research, as follows:

*I did not bring any school works or paper works at home (P1).*

*I had to constantly remind myself to separate my roles as a teacher and a mother to avoid bringing work stress into my personal life. It wasn't always easy, but I learned to prioritize and communicate effectively with my family and colleagues to overcome these challenges (P2).*

*As much as possible I do not bring school work at home. I make I finish all my task in school. At home I do follow up review class with my children (P3).*

By merely reading through the lines of the participants, they were able to succeed in balancing their work and time by not bringing their school work at home. As mentioned by P2, she was determined to balance her work and being a mother, she learned to prioritize things in her life so she could give her best to her family and work. The same coping mechanism was done by participant 3.

Being a teacher and a parent can sometimes feel like walking a tightrope, trying desperately to maintain your balance. Many educators can relate to the constant tug-of-war between raising their children and supporting their students. It's not always easy to summon the energy and time needed to show up fully for both your family and your classroom. Some days it can feel incredibly exhausting! However, with some thoughtful planning and a few strategies, you can thrive in both roles. Here are four practical tips that might resonate with you: communicate openly with both your family and your students, set a positive example in your actions, find ways to save your energy, and manage your time wisely.



If you're navigating this experience, you probably understand the complexities of juggling motherhood and teaching. It's a reality that can catch you off guard until you're right in the thick of it. Some days feel like an uphill battle, while other days are filled with those small victories that remind you why you chose this path in the first place. Those little moments of joy can help lighten the load on particularly tough days.

As a mom, you wear a multitude of hats—caregiver, provider, cheerleader, therapist, chef, chauffeur, and sometimes even the family doctor! And if you're homeschooling, the role of “teacher” adds another layer to your already overflowing plate. Balancing all these different roles can be challenging, so it's essential to approach parenting with a good dose of patience. Keep your expectations realistic—not just for your kids but also for yourself. This mindset can truly make a difference.

Establishing some ground rules during homeschooling can bring clarity and help everyone understand the routine. And remember to carve out some time just for you! Whether it's allowing yourself a “vacation day” or finding moments of downtime each day for a favorite hobby, taking that breather can give you the space you need to recharge.

Creating a supportive home environment can really make a world of difference. When teachers receive encouragement and assistance from their families, it lightens the burden and helps them find their footing between home and work. This kind of positive support allows for a focus on teaching without feeling overwhelmed by the other demands waiting at home.

Some of the narratives of the English teachers were noted:

*It's our time to talk each other of what happened on that day. Exchanging ideas of our different activities on the day. Then that's the time that I will start to check her concerns on the different learning areas (P1).*

*As both a mother and a teacher, I believe in creating a positive and supportive learning environment for my child. By the time my child goes to school, I have to set clear expectations, provide constructive feedback, and offer praise and encouragement. I will also make sure to personalize my teaching approach to meet the individual needs and learning styles of my child. Additionally, I will foster a love of reading and writing. Finally, I will maintain open communication with my child and his teachers to ensure that we are all working together towards his academic success (P2).*

As much as possible, I do not really provide too much expectation to my children when it comes to study. Instead, I try to motivate them to do better because it is for their future. I always communicate with them (P6).

P1 shared how crucial a supportive family is for her well-being. They would gather around and chat about their day—sharing stories and ideas about everything happening at

home and beyond. For P2, clear expectations from her family made a world of difference. They encouraged her to focus on her responsibilities, allowing her to relax without the constant worry about how everyone was doing. Perhaps most importantly, she cultivated a love for reading and writing, not only within her family but also with her students. For P6, the unwavering support from her family was a powerful motivator in her teaching career, inspiring her to give her best each day.

According to Healthier Generation (2023), navigating education at home—whether through remote learning or homework—can be challenging. To ease this burden, Healthier Generation has partnered with Kohl's to provide families with tools for building social-emotional skills. They recommend creating a calm and motivating learning environment for kids through a few simple strategies. Firstly, establishing a routine can significantly reduce stress levels. By developing a daily schedule together, families create a balance that includes hygiene, connections, and physical activities. Secondly, having a designated space for learning can be beneficial. This could be a cozy corner with a small table where children can read, write, and organize their materials. Finally, maintaining an organized, clutter-free environment helps everyone feel more focused and relaxed.

Education Scotland (2023) emphasizes the importance of the home learning environment. It encompasses everything a family does and the spaces available to a child that foster their learning and development. This includes opportunities for play and interaction with different objects and experiences, which helps them understand the world around them. However, the quality of interactions with adults is what really matters. Providing love, encouragement, and engaging conversations allows children to thrive, nurturing their curiosity and confidence.

Western Governors University (2023) notes that as educators, teachers hold the important role of shaping young minds. A significant aspect of this role involves creating a welcoming atmosphere where students feel safe and comfortable enough to engage in learning. A supportive learning environment goes beyond the classroom; it's about fostering a space that sparks curiosity and empowers students to express their thoughts openly. Three key factors influence this type of environment: the physical layout, psychological safety that encourages students to take risks and ask questions, and emotional support that celebrates diversity and achievement.

Furthermore, open communication at home emerged as a vital coping strategy for the English teachers involved in the research. They recognized that teaching can be incredibly demanding, often consuming all of their time. To address this, they decided to enhance communication with their families. They fostered open discussions about thoughts and experiences, creating a safe space for daily challenges and successes. Through these genuine conversations, parents were able to stay connected with their loved ones, even when they were away from home.

Some of the responses of the participants were noted:

*If there are conflicts, I talk to them one by one and I listen to their reasons(P4).*

*In times of challenges, I always stay with my children and always seek the truth and explain to them why it is right or wrong (P5).*

*If there are conflicts, as an English teacher, I let them communicate first and listen to both side of the story (P6).*

Based on the narratives of the participants, P4 openly discussed that she always tried to discuss things with each member of the family. If ever there were conflicts, it can easily be solved and given a solution. For P 5, she encouraged her children to open up their daily experiences as she stayed with them, in this manner she can unravel their problems. The same strategy was used by P6, when she allowed her children to communicate with her openly and carefully listened to their stories.

Rapport is a connection or relationship with someone else. It can be considered as a state of harmonious understanding with another individual or group. Building rapport is the process of developing that connection with someone else. Sometimes rapport happens naturally. We have all had experiences where we ‘hit it off’ or ‘get on well’ with somebody else without having to try. This is often how friendships start. However, rapport can also be built and developed consciously by finding common ground, and being empathic (SkillsYouNeed.com, 2023).

MacCatcher (2019) posits that communication between home and school is important not just for teachers and parents but also for the student. Both parents and teachers can work together to provide a support system that helps children thrive and succeed in school. Most educators are on the same page by recognizing that family participation in schooling can make a huge difference in a student who feels confident and enjoys learning. That’s especially true if they struggle with both the academic and social aspects of schooling. When parents and teachers regularly share information about a child and what’s happening in the classroom, it supports the learning process from all sides, setting up students for success.

The need to feel secure and stable at home is important to everyone, but children especially need to feel this. Having a place where they are physically, socially, and emotionally secure is imperative for healthy development and a successful future. Children who feel a connection with their caretakers and their home go on to exhibit fewer at-risk behaviors later in childhood. To establish a meaningful relationship with your child and prepare them for what lies ahead, you must provide them with a place that feels safe at all times. First and foremost is a child’s physical safety. In addition to providing a home free from neglect and abuse, it is important to keep children away from household dangers. These include open windows, electrical cords and outlets, hot surfaces, toxic substances, weapons and sharp objects. To ensure child safety, check your smoke detector regularly and make sure your child knows what to do in case of a fire, earthquake or another emergency. Have an escape plan and practice it! (Child Abuse Prevention,2023).

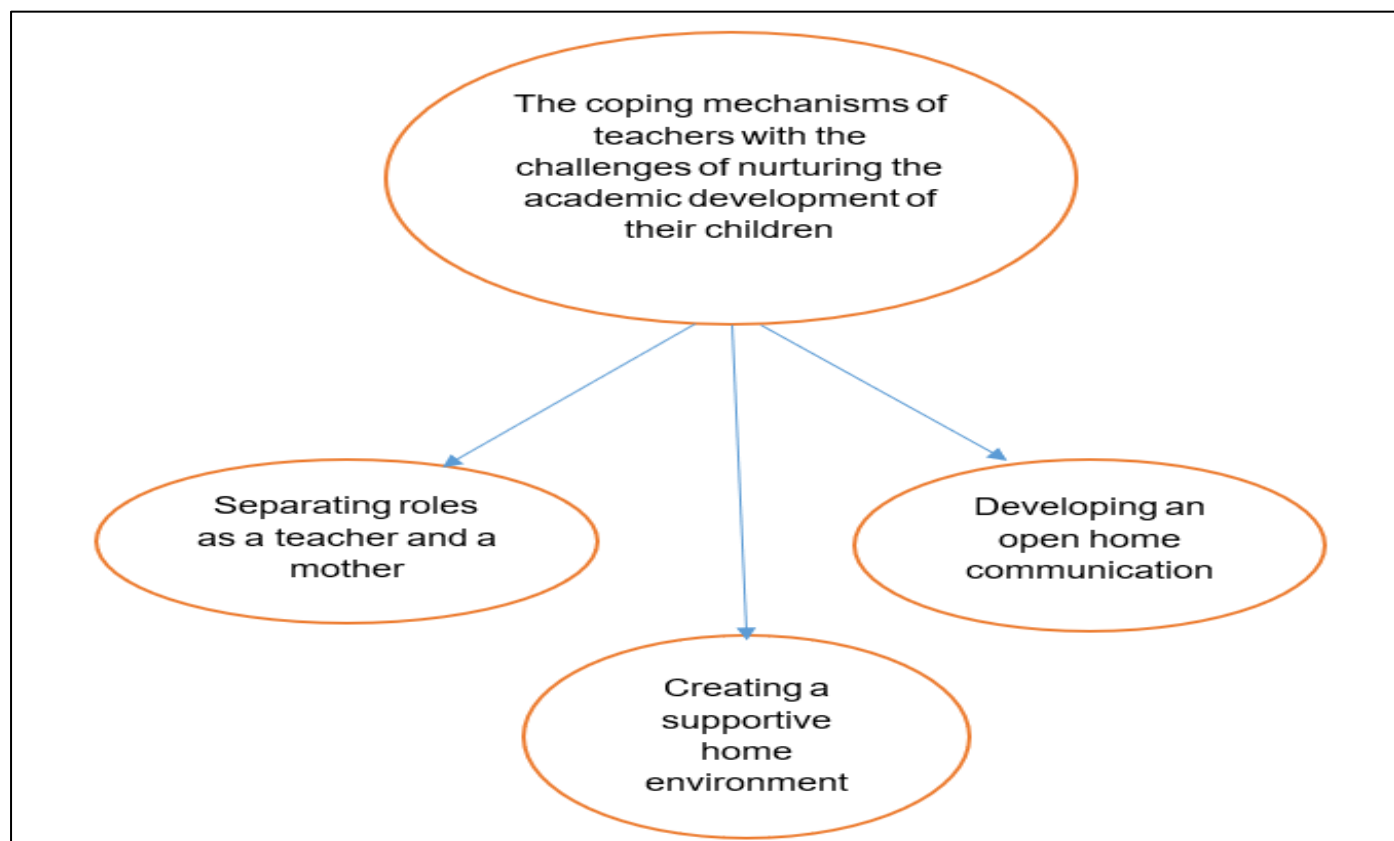


Fig 2 The Coping Mechanisms of Teachers with the Challenges of Nurturing the Academic Development of their Children

➤ *Educational Insights Drawn from the Study*

*Being consistent with home and school work.* One of the insights of the English teachers who participated in this research revealed that being consistent with home and school work is one of the keys to a better performance at school and great parenting style. The participants were eager to share their experiences that they were just too consistent in their daily routines, this means that whatever their schedule dictates, they followed so that their work time could not be disrupted for both their work and families.

Their insights were noted here:

*That this responsibility is lifelong. I have to be consistent with my role in school and in the house (P1).*

*Insights that could contribute to the workplace in terms of supporting English teachers who are also mothers include recognizing the unique challenges they face in balancing their dual roles, providing flexible work arrangements when possible, offering support through mentorship or counseling, and valuing their contributions both as educators and as parents. It is important for employers to understand that supporting working mothers' benefits not only the individual but also the workplace as a whole (P2).*

*My insights are not to be too hard on oneself because eventually, my children understood the situation and learn to adjust. With the time I can offer them, we manage to maximize to still nurture their academic development (P5).*

*Integrating teaching and motherhood is the best way. Both requires my physical attention. So, I play both the best that I can(P6).*

For the four participants of this study, specifically P1, P2, P5 and P6, their shared insights delved in one common idea which was about consistency of their daily routines as a mother and as an English teacher. They all knew their respective roles as teachers, they have several demanding school reports and activities. The same challenges were noted as they come home. Their families demand so much quality time and attention to the needs of their children and other family members.

Stone (2022) postulated that the days are getting shorter and just as children have finally adjusted to their back-to-school routines, everything always seems to come to a screeching halt in time for the holiday season. Children thrive in consistent environments that allow them to anticipate what comes next. During “regularly-scheduled programming,” children know what to do each morning to get ready for school, what their drop-off routine consists of, what to do while they are at school, when to expect dinner at home, when to start their nighttime routine, and (almost) everything else in-between. There were some bumps in the road getting children used to the school day structure.

Sharon (2022) claimed that It is important for children to have consistency between home and school for many reasons. First, it helps children feel safe and secure when they

know what to expect. When routines are consistent, children know what to do and what will happen next. This predictability can help reduce anxiety and provide a sense of calm. Second, consistency helps children learn. When expectations are clear and consistent, children can focus on learning new skills and concepts. Third, consistency helps children develop self-discipline. When rules are consistently enforced, children learn to follow rules and develop self-control. Finally, consistency fosters positive relationships. When adults are consistent in their expectations and treatment of children, children feel valued and respected. Positive relationships between adults and children are essential for children's social and emotional development.

Wiley University Services (2023) declared that the key to any relationship is open communication, and this rule applies to the parent-teacher relationship. Whatever system you use progress reports, phone calls, emails or behavior and work journals you should be communicating often.

If you are a parent, regular communication will ensure that you are kept up to date on important due dates, classroom events and any challenges your student is facing. You should also regularly ask for updates on your child's progress toward individualized education program (IEP) goals. Ask to see work samples and test results.

If you are a teacher, communicating with parents will ensure that you are not solely responsible for a child's learning, and encourages parents to continue lessons at home. Your notes should be specific. For instance, what did the child do well? In what areas is he or she struggling? How can he or she practice at home to help solidify a concept? Also, any time you collect new data on progress toward goals (such as test results or work samples), you should share this information with parents.

*Establishing an open communication.* An open communication both in the family and at school provided all the participants of this study the ease to think and plan for their responsibilities. Communicating with their respective families gave them the sight of the activities of their children and other family members. The open communication strategy for the school was equally important, being a teacher demands a gargantuan role in educating the children under her care. Knowing what was happening in and outside her classroom made her teaching responsibilities easier and doable.

The insights of the participants were noted here:

*As a mother and teacher, I always find the balance not to compromise my job and my family (P5).*

*Accept the fact that we women are also human and we can commit mistakes both as a teacher and a mother. What matters the most is to openly communicate and discuss things over to find solution (P6).*

*The best insight I have found through the years is to openly communicate both in school and in the house (P7).*

The insights of participants 5,6 and 7 were in unison in the sense that they all were open in terms of communicating with their school children and family members. Balancing their responsibilities at school and at their respective families was important so that both were given quality time and attention. As parents, these teachers had their own shortcomings in their work and home tasks, but they were focused on the proper communication with their constituents.

Good communication is a cornerstone of successful groups. Team members collaborate with one another, and departments act in harmony working toward common goals. If members of your organization are not communicating openly, your business is not running as efficiently as it could be. Open communication is about much more than a harmonious office. Yes, constructive communication helps people get along, but there's so much more. Creating and maintaining open communication in the workplace helps organizations move more quickly when opportunities arise. When communication is lacking, your organization runs more slowly, and sometimes information never reaches the people it needs to reach (Real8 Group, 2023).

Hanifan (2022) theorized that creating dialogue between your students can be a challenging yet fundamental part of

teaching. Effective communication can help to build and foster a safe learning environment where students can thrive, prosper and learn. The importance of establishing good communication at a young age is critical in a child's development and future learning. The communication skills that students learn at school are fully transferable and essential across all aspects of life. Furthermore, it has been proven that supportive teacher-student relationships have a positive impact on class participation, engagement, and ultimately a student's achievements. Poor communication is the main reason why students lack motivation, perform badly, and consequently drop out of school. According to many studies, the success of students is directly related to the effective communication of their teachers. Nurturing this kind of interactive and engaging teaching environment demands regular and effective communication. We have compiled our top techniques to create a positive dialogue between students and teachers.

Curacubby, Inc. (2022) revealed that the success of any educational institution relies on good relationships between stakeholders. When each stakeholder group in a school has vastly different perspectives, and all of them bring high expectations for the institution, strong leadership necessarily must involve strong communication.

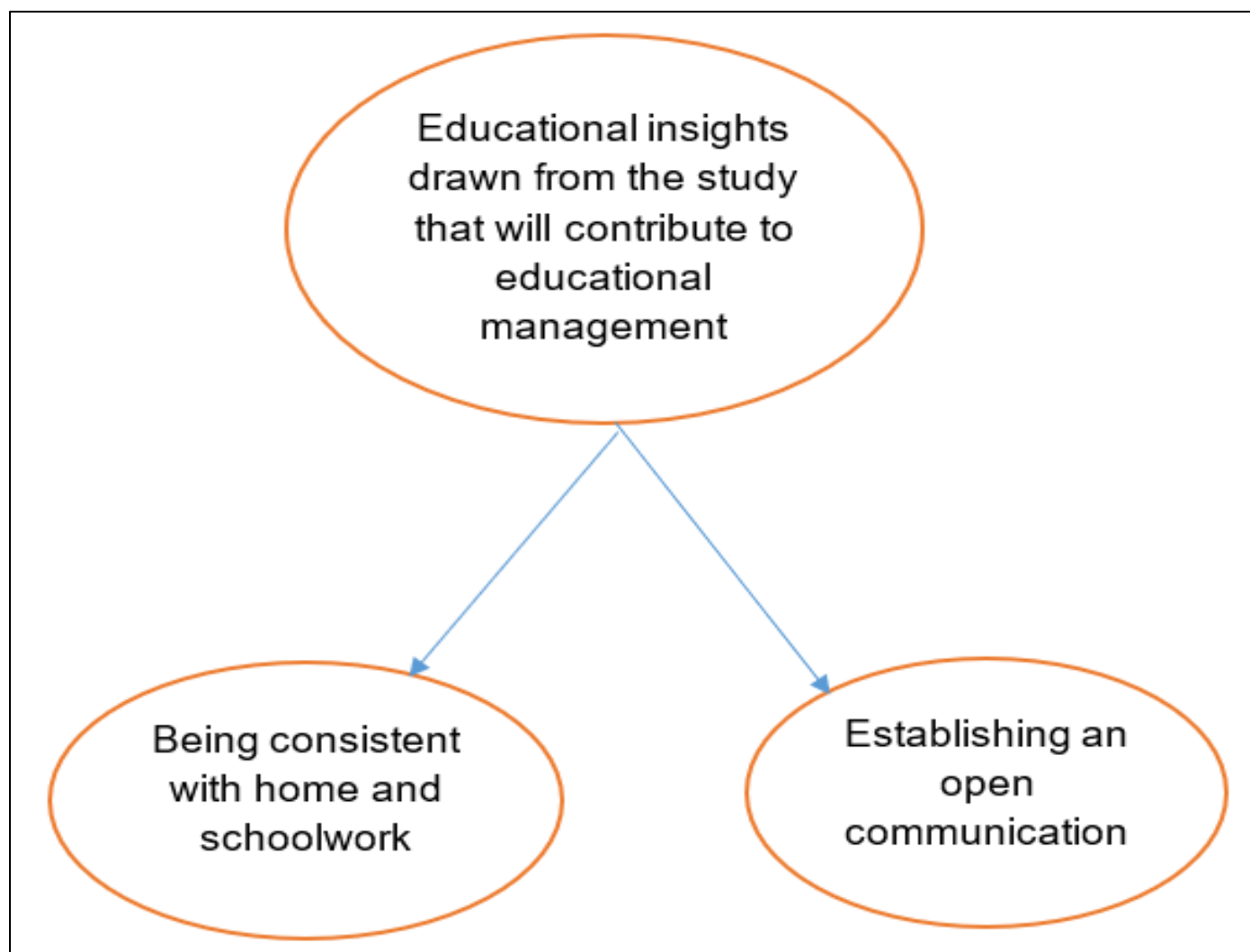


Fig 3 Insights Drawn from the Study



## REFERENCES

- [1]. Acuna, A., Blanchard, A., Clinton, K., & Silva, L., (2016). Lack of Quality Time. Retrieved from <http://www.csun.edu/~vcrec004/rtm300/GroupProjectsS07/Project%2011%20Quality%20Family%20Time.pdf>. Retrieved on January 2023.
- [2]. Ahsan, M., & Kumar, A., (2013). A Study of the Academic Achievement of Children belonging to Working and Non-working Mothers. Retrieved from [https://www.researchgate.net/publication/321722293\\_A\\_STUDY\\_OF\\_THE\\_ACADEMIC\\_ACHIEVEMENT\\_OF\\_CHILDREN\\_BELONGING\\_TO\\_WORKING\\_AND\\_NON-WORKING\\_MOTHERS](https://www.researchgate.net/publication/321722293_A_STUDY_OF_THE_ACADEMIC_ACHIEVEMENT_OF_CHILDREN_BELONGING_TO_WORKING_AND_NON-WORKING_MOTHERS). Retrieved on December 2022.
- [3]. Alvarado (2023) © National Association for the Education of Young Children 1401 H Street NW, Suite 600, Washington, DC 20005 | (202)232-8777 | (800)424-2460 | [help@naeyc.org](mailto:help@naeyc.org)
- [4]. Bello, Z., & Tanko, G.I. (2020). Review of work-life balance theories. *GATR Global Journal of Business and Social Science Review* 8(4), 217-227. Retrieved from <https://pollackpeacebuilding.com/blog/study-examines-7-theories-that-help-us-better-understand-work-life-balance/>. Retrieved on January 2023.
- [5]. Cherry, K., (2022). Behaviorism. Retrieved from <https://www.verywellmind.com/behavioral-psychology-4157183>. Retrieved on January 2023.
- [6]. Child Abuse Prevention, (2023) Creating a safe and open home communication. <https://www.all4kids.org/news/blog/creating-a-safe-open-home-environment/>
- [7]. Curacubby, Inc. (2022) 10 Effective Ways To Improve Communication In Schools. <https://www.curacubby.com/resources/communication-in-schools/>
- [8]. Education Scotland (2023) Home learning environment. <https://education.gov.scot/parentzone/learning-at-home/home-learning-environment/>
- [9]. Ellet, C. (2021). Balancing Work and Motherhood: The Challenges of Teaching English in Secondary School. *Educational Review*, 73(2). Retrieved from <https://doi.org/10.1080/00131911.2020.178723>. Retrieved on March 26, 2023.
- [10]. Engle, E. (2020) Mom or Teacher? How Do You Separate When Homeschooling? <https://homeschoolacademy.com/blog/mom-or-teacher-how-do-you-separate-when-homeschooling/>
- [11]. Gridiron, N., (2017). Working Mothers, Work-Life Balance, Locus of Control, and Perceived Supportive Factors. *Walden Dissertations and Doctoral Studies*. 3681. Retrieved from <https://scholarworks.waldenu.edu/dissertations/3681>. Retrieved on January 2023.
- [12]. Healthier Gen. (2023) Creating a Supportive Learning Environment at Home. <https://www.healthiergeneration.org/articles/creating-a-supportive-learning-environment-at-home>
- [13]. Heissman, K. (2023) A guide to balancing work and family life for a fulfilling life. <https://www.lifehack.org/articles/lifestyle/secrets-balancing-work-and-family-life.html>
- [14]. Homer, K., (2011). Teachers and Their struggle with Personal Satisfaction as Young Mothers. Dissertation. 415. Retrieved from <https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1417&context=dissertations>. Retrieved on December 2022.
- [15]. Kissam, B. (2023) Being a Teacher vs. a Parent: How to Strike the Right Balance at Home and School. <https://www.wgu.edu/heyteach/article/being-teacher-vs-parent-how-to-strike-right-balance-at-home-and-school1910.html>
- [16]. MacCatchen (2019) strategies for improving home and school communication. <https://www.classcraft.com/blog/strategies-for-improving-home-and-school-communication/>
- [17]. Morin, A. (2021) How to Create One-on-One Time With Each of Your Kids. Quality time may be more important than the quantity of time. <https://www.verywellfamily.com/how-to-create-one-on-one-time-with-each-of-your-kids-4778465>
- [18]. Ohi, S. (2017). Teachers Professional Knowledge and the Teaching of Reading in the Early years. *Australian Journal of Teacher Education*. Volume 32 Issue 2. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1069648.pdf>. Retrieved on December 2022.
- [19]. Raising Children Network (Australia) Limited (2021) Work-life balance: tips for you and your family. <https://raisingchildren.net.au/grown-ups/work-child-care/worklife-balance/work-life-balance>
- [20]. Real8 Group (2023) How to maintain open communication in the workplace. <https://www.real8group.com/how-to-maintain-open-communication-in-the-workplace/>
- [21]. Rider (2018) Why spending quality time with your children is important. <https://extension.sdstate.edu/why-spending-quality-time-your-children-important#>
- [22]. Sharon (2022) The Importance Of Consistency Between Home And School For Children. <https://www.southernearlychildhood.org/the-importance-of-consistency-between-home-and-school-for-children/>
- [23]. SkillsYouNeed.com (2023) Building Rapport. <https://www.skillsyouneed.com/ips/rapport.html>
- [24]. Stone, E. (2022) Providing Consistency Between Home and School for Children's SEL. <https://www.housmaninstitute.com/blog/the-importance-of-maintaining-consistency-between-home-school>
- [25]. Tichenor, M. S. & Tichenor, J.M. (2015). Understanding Teachers' Perspective on Professionalism. *Stetson University Journal*. Volume XXVII 1&2. Retrieved from <https://files.eric.ed.gov/fulltext/EJ728484.pdf>. Retrieved on December 2022.

- [26]. Wever, B.D., Vanderlinde, R., Tuytens, M., & Aelterman, A., (2016). Challenges for teacher educators, teachers and student teachers Gent. Academia Press. 229 pp. Retrieved from <https://library.oapen.org/bitstream/id/a7ebalc5-cf38-4c2e-9575-c104d05b4830/639595.pdf> . Retrieved on December 2022.
- [27]. Western Governors University (2023) Tips for Creating a Safe Learning Environment. <https://www.wgu.edu/blog/15-tips-creating-safe-learning-environment2202.html#close>
- [28]. Wiley University Services (2023) Consistency Between the Classroom and Home. <https://www.specialeducationguide.com/pre-k-12/the-parent-teacher-partnership/consistency-between-the-classroom-and-home/>
- [29]. Wolf, J. (2021) What is work-life balance? <https://www.betterup.com/blog/work-life-balance>