

Lived Experiences of Grade 1 Teachers in Managing Parental Involvement in Student Learning

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ABSTRACT

The research aimed to explore and understand the lived experiences of Grade 1 teachers in managing parental involvement in student learning. The purpose of the study was to explore the lived experiences of Grade 1 teachers as regards in managing parental involvement in student learning, the coping mechanisms of Grade 1 teachers with the challenges encountered, and the insights participants can share with the academe and the community. The study utilized a qualitative phenomenological research design and drew on the experiences of Grade 1 teachers coming from public elementary schools in Davao del Oro. A validated interview guide was gathered among Grade 1 teachers, and the study methods used include focus group discussions and in-depth interviews to delve into the experiences of the participants. Data were analyzed qualitatively using Colaizzi's method to derive the most emergent theme per research question. This study found that Grade 1 teachers experienced and used strengthening parental engagement, navigating parent-teacher partnership, varied constraints encountered, collaborative support for foundational skills, and adaptive strategies employed. To cope with the challenges, Grade 1 teachers maximized their ability to become value-laden educators, observing boundary-setting relationships, practicing resiliency, and sustaining support systems. Further, participants shared insights with the academe and the community, revealed the need for enhancement of school-parent engagement programs, and the necessity of community and government support for stakeholders.

Keywords: Elementary education, parental involvement, public elementary school teachers, lived experiences, coping mechanisms, insights, phenomenology, Philippines

INTRODUCTION

Parental involvement refers to parents' active participation in their children's learning processes both at home and in school through consistent communication with teachers, assisting with homework, attending school functions, and collaborating on academic goals (Epstein, 2019). However, despite its recognized importance for student achievement and socio-emotional growth, many early grade teachers report significant challenges in engaging parents meaningfully in their children's education.

International studies show that these challenges are widespread and persistent. For instance, in Greece, a large-scale study involving 1,602 pre-primary and primary school teachers revealed that many educators struggled to involve parents effectively during children's transition from kindergarten to primary school, citing lack of parental interest and limited communication as barriers (Kakavoulis et al., 2019). Similarly, in China and the United States, Liu and Gao (2022) interviewed 30 elementary teachers with one to five years of experience and found that obstacles to parental involvement included parents' lack of cognitive and affective readiness, limited physical resources, and time constraints compounded by long working hours among parents.

The global shift to remote learning during the COVID-19 pandemic further exacerbated these difficulties, with teachers reporting increased parental stress, confusion, and even conflict as families tried to support homebased learning without sufficient guidance (Sharabi & Cohen-Ynon, 2022). In the Philippine context, comparable difficulties persist among early-grade teachers. Studies reveal that while Filipino parents express willingness to be involved, their participation often remains limited due to socioeconomic and contextual barriers. For instance, Obiso et al. (2024) found that among Grade 1 learners, parents "strongly agreed" to engage in school-based

activities such as volunteering and communication, but only “slightly agreed” to learning at home practices. Barriers such as lack of time, insufficient resources, and poor communication with teachers were strongly agreed upon as major hindrances.

At the local level, evidence from the Division of Davao City showed that elementary teachers working in inclusive classrooms encountered collaboration challenges, including parents' limited availability, unrealistic expectations, and teachers' lack of professional preparation for family engagement (Santos & Ramos, 2021). Similarly, in the Division of Northern Samar, Garcia (2020) found that teachers cited parents' demanding work schedules, time constraints, and lack of understanding of child development as key impediments to meaningful involvement.

Research across diverse contexts demonstrates a clear relationship between teachers' management strategies and the level of parental involvement. Teachers play a critical facilitating role in shaping how parents perceive and enact their involvement in children's learning (Goodall & Montgomery, 2014). Effective teacher communication, empathy, and inclusive classroom practices have been shown to increase parental confidence, motivation, and willingness to support their children's schooling (Krane & Klevan, 2019). Conversely, limited teacher preparedness, lack of institutional guidance, and misaligned expectations between home and school often lead to minimal or inconsistent parental involvement (Hornby, 2020). In early grades, teachers face heightened challenges, as this is the stage when foundational literacy and numeracy skills are formed, and sustained collaboration with parents is most critical (Castro et al., 2021). Hence, teachers' lived experiences in navigating parental involvement practices directly influence the quality and consistency of student learning support at home.

While international studies have explored teachers' roles in fostering teacher-parent collaboration, few have deeply examined how Grade 1 teachers, particularly in rural and developing regions like Davao de Oro, experience and manage these challenges. Most research in the Philippines has focused on parental perceptions (Evangelista, 2018; Nierva, 2019) or policy frameworks promoting collaboration (DepEd Order No. 39, s. 2004; Republic Act 9155), rather than the teachers' first-hand accounts of implementing such mandates in real classrooms. Moreover, studies like those of Santos and Ramos (2021) and Santiago (2020) addressed inclusive or general elementary settings but did not isolate the specific demands placed upon early-grade teachers, who must bridge developmental, linguistic, and social transitions while simultaneously engaging parents. This gap highlights the need for a qualitative, phenomenological inquiry to capture the lived experiences, strategies, and coping mechanisms of Grade 1 teachers in managing parental involvement within cultural, economic, and institutional constraints.

Understanding the lived experiences of Grade 1 teachers in managing parental involvement holds significant social and developmental value. It aligns with the United Nations Sustainable Development Goal 4 (Quality Education), which emphasizes inclusive and equitable learning opportunities for all, and SDG 17 (Partnerships for the Goals), which underscores collaboration between families, schools, and communities. By uncovering how teachers foster and sustain parent partnerships, the study contributes to strengthening community-based education and promoting parental empowerment as a shared responsibility in early learning. Moreover, findings can inform localized programs that promote low-cost, culturally sensitive, and gender responsive strategies for parent-teacher collaboration in addressing barriers such as time, knowledge, and communication identified in both local and global contexts (Obiso et al., 2024). This study serves not only academic purposes but also advances national education priorities of inclusive, community-centered learning in the Philippines.

To maximize the practical relevance and policy impact of the study, results were systematically disseminated to both academic and practitioner audiences. Findings were presented in school-based Learning Action Cell (LAC) sessions, PTA general assemblies, and Division-level education summits within Davao de Oro to directly inform the teaching practices and parental involvement strategies. Policy briefs were prepared for the Department of Education (DepEd) Division of Davao de Oro, providing evidence-based recommendations such as parent orientation modules, standardized communication protocols, and flexible home-support activities. Beyond the local level, results were shared through peer-reviewed publications and education conferences at the regional and national levels, bridging the gap between research and practice. Through these efforts, the study aimed to amplify teachers' voices, promote systemic support for early-grade educators, and strengthen parent-teacher collaboration as a foundation for lifelong learning success.

Research Objectives

This study explored the lived experiences of Grade 1 public elementary school teachers in Davao de Oro as regards managing parental involvement in student learning. Specifically, this qualitative study sought answers to the following questions:

1. What are the lived experiences of the participants as regards managing parental involvement in student learning?
2. What are the coping mechanisms of the participants as regards challenges encountered in managing parental involvement in student learning?
3. What insights can be shared to the academe and the community?

METHODOLOGY

This study employed a qualitative research approach, specifically, a phenomenological design. According to Creswell (2013), the qualitative approach to research provides descriptive and vivid answers to research questions by performing interviews or observations to explore and comprehend the experiences of individuals or groups of people over a particular phenomenon. In a way, individuals recount their experiences and engage in a detailed conversation wherein their interpretation of events or phenomena is expressed and delved into further.

Moreover, phenomenological research design begins with the experiences expressed in the lived and told stories of individuals (Pinnegar & Daynes, 2007). This involves studying one or two individuals, gathering data by collecting their stories, reporting individual experiences, and chronologically ordering the meaning of those experiences (Creswell, 2007). In addition, phenomenological research design delves into the subjective experiences of individuals regarding a specific concept or phenomenon. It seeks to capture the lived world of participants, exploring the meanings they attribute to their encounters with the phenomenon, and typically involves a shared experience among participants (Shi, 2013).

This research design was suited for and used in my study because this study explores the lived experiences of teachers concerning parent involvement. As a result, a study on this phenomenon described those episodes experienced by the participants that were directly investigated. It involved an IDI and FGD with the participants, wherein their perceptions, opinions, sentiments, and points of view were analyzed.

RESULTS

Lived Experiences of Participants as Regards Managing Parental Involvement in Student Learning

Shown in Table 1 are the lived experiences of the teachers as regards managing parental involvement in student learning. Thematic analysis generated the following themes: strengthening parental engagement, navigating parent-teacher partnership, varied constraints encountered, collaborative support for foundational skills, and adaptive strategies employed. These experiences reflect both the positive and difficult aspects of teacher-parent involvement as teachers navigate the complexities of engaging parents in their children's education.

Table 1. Lived Experiences of Participants as Regards Managing Parental Involvement in Student Learning

Essential Theme	Core Ideas
Strengthening Parental Engagement	Follow-up communications, such as parent-teacher conferences, notes, home visits, and reminders, are vital to keep parents engaged in the classroom.
	When parents feel there is trust, they will become more engaged and cooperative. The factors contributing to this trust are approachability, patience, sincerity, and gratitude.
	The relationship of mutual respect and understanding between the teaching staff and parents helps the latter feel important and sure to give their child's education the necessary support.
	When teachers and parents jointly take responsibility for the student's growth, they incorporate a strong collaboration and accountability through active support and monitoring of the learner's progress, which becomes the source of their inspiration.

Navigating Parent-Teacher Partnership	Over-involvement of some parents disrupts teaching, while under-involvement shifts full responsibility to teachers.
	Teachers must negotiate boundaries to maintain learner autonomy and shared roles.
	Clear communication of expectations is a way to align teacher and parent roles, to avoid misunderstandings, and to guarantee cooperation in achieving the common goals.
	The partnership is made more robust through mutual respect and professionalism, which enables teachers and parents to voice concerns constructively and concentrate on the student's best interest.
Varied Constraints Encountered	Consistent support is hindered by parents' low literacy skills, work schedules, and financial difficulties.
	Teachers modify their methods to fill in the gaps caused by a lack of resources and availability.
	Regular cooperation between parents and instructors is further complicated by limited access to transportation and communication technologies.
	Teachers must be patient, empathetic, and adaptable because cultural variations and different parenting philosophies might occasionally impact parents' responsiveness.
Collaborative Support for Foundational Skills	At home, parents enhance mastery and study habits by reinforcing reading, writing, numeracy, and discipline.
	Parents and teachers share accountability, fostering children's self-esteem and drive.
	Consistent learning experiences that support classroom lessons are ensured by regular home-school collaboration.
	Providing parents with simple strategies and learning materials empowers them to effectively support their child's foundational skills at home.
Adaptive Strategies Employed	Teachers employ creative solutions such as group chats, reading videos, and community efforts to sustain parental engagement.
	Dialects, adaptable messaging, and simpler instructions are used to overcome communication obstacles.
	Recognized as co-educators, parents emphasize that education is a joint duty of the home and the school.
	Teachers are better able to adapt to the shifting demands and circumstances of parents when they engage in ongoing reflection and strategy modification.

Coping Mechanisms as Regards Challenges Encountered in Managing Parental Involvement in Student Learning

Shown in Table 2 are the findings indicating that teachers employed various coping mechanisms to manage the challenges they faced in engaging parents in their children's learning. From the analysis, four essential themes emerged: becoming value-laden educators, observing boundary-setting relationships, practicing resiliency, and sustaining support systems. These themes illustrate how teachers balanced emotional strength and professional integrity, maintained healthy boundaries with parents, adapted their approaches to diverse parental circumstances, and nurtured supportive partnerships to sustain effective parental involvement.

Table 2. Coping Mechanisms as regards Challenges Encountered in Managing Parental Involvement in Student Learning

Essential Theme	Core Ideas
Becoming Value-Laden Educators	Maintaining composure when confronted with criticism or miscommunications.
	Demonstrating compassion and providing emotional support, especially to challenging parents.
	Gaining inspiration from the growth and accomplishments of students.
	Using resilience, spirituality, and self-care techniques to find balance.
	Defining precise limits to safeguard both instructor authority and student autonomy.

Observing Boundary Setting Relationship	Preserving professionalism while acknowledging the difficulties that parents face and the reasons behind their actions.
	Maintaining equity and respect in relationships between parents and teachers despite disagreements.
	Clear and courteous communication fosters a positive, productive relationship and helps avoid misunderstandings.
Practicing Resiliency	Using local dialects, short and clear instructions, and low-cost platforms (Messenger, SMS).
	Use innovative tactics like highlighting accomplishments, incorporating parents in school events, and engaging through a variety of platforms.
	Adjusting for the resources, availability, and literacy levels of parents.
	Sustaining a positive outlook and perseverance in the face of difficulties enhances teacher-parent cooperation and guarantees ongoing assistance for students.
Sustaining Support Systems	Addressing parents not as passive bystanders but as collaborators and coeducators.
	Requesting assistance from coworkers, the administration, and the community at large.
	Preserving candid communication and compassion to improve cooperation between the family and the school.
	Small victories should be acknowledged and celebrated since this promotes ongoing participation and strengthens the idea of shared responsibility.

Insights Shared by the Participants as Regards Managing Parental Involvement in Student Learning

Shown in Table 3 are the insights and perceptions of the teachers regarding managing parental involvement in student learning. The participants shared similar views on how parental involvement can be strengthened to better support learners. In the analysis, three essential themes have appeared, namely: enhancement of schoolparent engagement programs and the necessity of community and government support for stakeholders.

Table 3: Insights Shared by the Participants as Regards Managing Parental Involvement in Student Learning

Essential Theme	Core Ideas
Enhancement of School-Parent Engagement Programs	Need for regular orientation about how parents can support learning
	Recommend the creation of parent support groups
	Plan training courses for both parents and educators on being respectful in interaction
	Create feedback systems to evaluate engagement attempts and enhance school parent cooperation programs over time.
Necessity of Community and Government Support for Stakeholders	Suggest LGU-sponsored parenting seminars
	Community outreach for hard-to-reach parents
	Stakeholder collaboration for material/learning support
	Partnerships with local agencies ensure sustained support and inclusive education.

DISCUSSION

Lived Experiences of Participants as Regards Managing Parental Involvement in Student Learning

The results showed that teachers' experiences with handling parental participation differed. Some talked about good experiences where mutual respect, house visits, and regular contact boosted trust and inspired parents to actively assist their kids' education. Some faced the burden of unengaged or demanding parents, accusations of students not achieving, and challenges related to language and culture. Nevertheless, educators are committed to bridging the gap between the home and school, educating parents about their responsibilities, and providing support that is easy to access. These personal narratives illustrate the complexity of relationships between educators and parents and the importance of patience, empathy, and tenacity in building lasting partnerships.

Strengthening Parental Engagement. The research indicated that the increasing involvement of parents in the school strongly influenced the climate of active engagement in Grade One, and the teachers claimed that face-

to-face conversations in this context would bring out some very patient and trusting conversations through the range of strategies and tools that schools used, such as home visits, reminders, and homeroom meetings. These communication spaces, which were almost benignly non-stop, combined to bring parents into a school space, and for the parents who participated, being able to palpably immerse themselves communicated a sense of collective responsibility. The organizers of the activities described these parent engagements as quite worthwhile yet also quite stressful, due to the range of parent dispositions they as facilitators had to manage, including very unresponsive parents, the hyper-dependent parents, or parents that had unrealistic expectations, so then offset communication barriers, contradictory expectations, and emotional labor quickly turned into teachers needing to be patient, flexible, yet genuinely relationally caring, which emphasizes the complex nature of forming meaningful connections between home and school.

Moreover, the results of the present study align with the findings of Ribeiro et al. (2021), who indicated that educator-parent communication throughout the learning continuum supports parents to transfer the identified learning contexts into community-based spaces outside the classroom. Franck and O'Brien (2019) asserted, however, that teachers' flexibility in adapting communication strategies is a partner for parent involvement, especially for families experiencing time or literacy barriers. Castro (2021) expressed a similar sentiment, highlighting the importance of communication consistency to connect to families facing participation barriers. The educators' lived experiences in this particular study indicated that relational communication is more complex than a habitual behavior; it requires openness, persistence, and trust to facilitate participation.

Furthermore, the findings from this study corroborate those of Goodall and Montgomery (2023), who argued that the involvement of parents in school activities becomes overwhelming when their attraction to that involvement becomes a feeling assessed through communication, when parents feel supported and involved through communication. For instance, Hornby (2020) examined how open and trusting communication can induce collaboration while avoiding parent/teacher misunderstandings that can undermine teacher efficacy. Honoring limits, asking colleagues for guidance, and adapting communication style to when parents are available or how literate a parent is are a few ways teachers described their communication with parents in the present study. These situations demonstrate that parents' participation in school cannot be solely dependent on the school, while also being dependent on the teachers and a supportive school environment. When teachers are always open and appreciative to parents, parents are more likely to be willing, involved, responsive, and committed school partners, to directly improve students' learning experiences and contribute to an inclusive, collaborative classroom environment.

Navigating Parent-Teacher Partnership. The research findings pointed out that the dealings of teachers with parental engagement are very complex and involve the both support and opposition of parents as the case may be. Parents' participation can support learning, but over-involvement or wrong involvement, for example, helping the child with homework, teaching the teacher, or placing unrealistically high expectations, can take away the child's independence and control by the teacher. Furthermore, non-involvement of parents turns teachers into the only ones responsible for the support of the students in the home environment. To handle these circumstances, the teachers apply techniques such as creating proper boundaries, professionalism, and open communication.

The study's results are in agreement with the ones from Hornby and Lafaele (2011), who considered boundary-setting as a crucial capability but, at the same time, often neglected, and with Bunijevac (2022) and Desforges and Abouchaar (2003), who pointed out over-parenting and vague roles as risks leading to teacher stress and student disorientation.

Correspondingly, Goodall (2018) and Epstein (2011) have also shown that both of them pointed out that parental engagement is most effective when the parties involved collaborate in sharing the tasks but through proper negotiations, with teachers leading the instruction and parents providing appropriate support. The implicate of these findings is that the skilled handling of parent-teacher collaborations calls for the simultaneous involvement and setting of limits, which will enable teachers to accept the assistance from the parents without causing the loss of the child's agency, trust building, and professional respect maintenance that, in turn, can bring about home-school relationships that are collaborative and effective.

Varied Constraints Encountered. An additional significant problem mentioned by teachers is the situation when parents' scarce money and time create a stressful atmosphere, and the quality and the degree of their involvement

in children's learning suffer consequently. Parents were not able to buy even the most essential school supplies, and this led to students being unable to develop and perfect essential skills, while some others with very busy working hours were not even able to attend meetings, oversee homework, or follow up at school, and the teachers were taking over these responsibilities.

The evidence supports Wilder's (2014) findings, who claimed that financial and situational forces lessen the intensity and nature of parental involvement--particularly in low-resourced contexts. Similarly, Alampay and Jocson (2011) noted that poverty in the Philippines often drives families to engage in survival strategies that may include low attendance at schools. Hill and Tyson (2009) also agreed that parent involvement was not only a matter of willingness, but also of the availability of resources, time, and realities, and thus identified some complexities of the problem that clearly had deprived families from discussing parent learning.

This participant's data reflects Harris and Goodall's (2008) perspective on schools challenging inequalities by fostering formats for parental engagement that are adaptive and inclusive, while also taking into account Epstein's (2011) assertion that understanding the lived realities of families and providing structural support is necessary for them to participate even when all socio-economic pressures are present, is especially pertinent. In fact, teachers demonstrated resilience in effectively using the available resources that broke the work down into manageable steps and, ultimately, moved forward with patience to secure parental engagement. Each of these findings validates the need for systemic support in the form of school policies, community-based programs, and government interventions that ease the pressures on families, promote appropriate engagement, and provide children with an ongoing source of academic, behavioral, and emotional support.

Collaborative Support for Foundational Skills. Educators have stated that parent involvement and engagement in the child's education has an enormous impact. They specifically underscored those basic skills of reading, writing, and foundational number sense as the skills parents should be working to support in general. In the first grade, those basic skills ensure that students can learn after first grade and not all of the instruction or support provided in the educational school day is going to get a student to that place. Learning at home is a part of the equation, and educators rely on parents to establish a supportive learning environment in which the child can practice routinely at home to ensure student learning does not stop when the school day is over!

The results of this investigation corroborate the results of Fan and Chen (2001), who showed a relationship between parental engagement and student achievement in school, particularly when parents do at-home learning activities with their children. Teachers added that effective cooperation means parents need to see themselves as active agents in their child's education, rather than relying only on the school, which is aligned with Epstein's (2011) model of family-school-community partnerships in education that speaks to joint responsibilities and shared roles. Similarly, Desforges and Abouchaar (2003) emphasized that parental involvement in the early years has significant implications for the achievement of children, adding that teachers expressed that even trivial activities, such as reading to a child for a few minutes each night or checking their homework, create significant gains in motivation and consistency for their child. Observations made by teachers are relative to findings by Harris and Goodall (2008), who reported that home-based learning opportunities represent a real challenge for engagement beyond successful attendance to school events.

The experiences of teachers show once again that the support of basic skills has its greatest effect if it is done in a coordinated manner: the school provides formal instruction, while parents are strengthening learning at home. This partnership model not only develops academic proficiency but also promotes discipline, self-esteem, and perseverance among students. Wilder (2014) is in line with the idea that the quality and dependability of parental involvement, not its amount, are the main factors determining children's educational success. By providing integrated support for basic skills, children get the same kind of help from school and home, which makes it more likely for them to be able to read and do basic math by the end of Grade 1.

Adaptive Strategies Employed. Teachers said that participation of parents who were successful in the children's education was made through the phone and the internet, thus making the parents teachers' partners. The teachers properly applied different methods to maintain communication with parents through seminars, distributed letters, and broken instructions sent communication through group messages, and other methods such as using peer or neighbour help when parents could not be reached, sending children's accomplishments. Along with parents,

recognition of their input was made as valuable by teachers as it continued the involvement and made them feel more powerful. Teachers knew however that the pat method would be through the use of tools in modern-day teaching which would not only help but also keep the students ready and in good performance in school.

The study findings have a similar basis in the case of Estrella (2020), wherein adaptive communication and community support frameworks reinforce the collaboration of parents and teachers even through the tough times of economically deprived. Similarly, Bernardo (2019) emphasized that home reinforcement and neighbourhood partnerships safeguard learning continuity outside the school, whereas Hoover-Dempsey and Sandler (2005) stated that parents do not lose their allegiance if they feel appreciated and that they are suited for the tasks. These studies have a common thread of the necessity of flexible and responsive techniques in obtaining a good extent of parental involvement.

Additionally, findings have also backed Goodall and Montgomery (2014), who presented parental involvement as a two-way rather than one-sided communication. Similarly, Epstein (2011) confirmed in her family-school-community model that partnership collaboration is effective only when teachers adapt to families' different contexts and maintain respect mutually. The findings collectively assert that adaptive solutions—be they technological, context-specific, or community-centered—turn parental participation from a burden to a partnership. By combining recognition, adaptability, and perseverance, teachers create real participation that is beneficial to parents and pupils alike, offering unending support and encouragement for children's education.

Coping Mechanisms as regards Challenges Encountered in Managing Parental Involvement in Student Learning

The analysis of findings indicated that the participants responded to challenges in managing parent involvement in student learning in different ways. From their experiences, they chose to embrace patience, emotional regulation, and self-care; maintain professional behavior and boundaries; embody flexibility, adaptability, and resourcefulness; and develop collaboration and support systems.

Becoming Value-Laden Educators. The research found that Grade 1 teachers address the challenge of parental disengagement by exercising patience, emotional management, and self-care. The teachers said working with parents who were disinterested, over-invested, or distrustful with the engagement process made them exhausted. They did not react defensively but rather consciously managed their feelings and engaged with the families respectfully and calmly to promote the collaborative process. There was no escaping from the criticism and complaints but the teachers very consciously refrained from escalating the quarrels any further. Patience was the main stabilizer in the relationship which required inner strength and professional commitment to keep the collaborations with parents viable.

The study's outcomes correspond with those of Jennings and Greenberg (2009), who underlined the necessity of teachers' emotional competence for developing teacher-parent relationships. Furthermore, they agree with Day and Qing (2009), who claimed that resilience is sustained through internal coping resources that include emotion regulation and spirituality. At the same time, Richards et al. (2018) advocated for the protecting effect of networks of supportive colleagues and self-care measures in guarding against teacher burnout.

Moreover, the study strengthens Gu and Day (2007), who stated that the triumph of the students positively influences the stamina and happiness of the teachers, and it also supports the educational psychologists' concept that patience is a requirement and a virtue for teachers and that it is very essential for parents to gain the trust and collaboration with the teachers.

Certainly, the results support the view that the teacher's patience, emotional control, and self-care are not only their personal coping strategies but eventually also professional practices that take part in the good maintenance of teacher-parent relationships, assuring teachers' well-being, and in turn, facilitating learner development. By using these value-based practices in their day-to-day teaching, teachers not only ensure a cooperative relationship with parents but also create a positive and productive learning environment for children.

Observing Boundary-Setting Relationship. The research indicates that one of the major ways in which Grade 1 teachers cope with parental involvement is through strict observation and professional boundary-setting. Some

of the teachers pointed out that many parents overstepped the line by making decisions for the children in the classroom, doing the homework for them, or asking for answers immediately through the messaging services. To overcome this issue, the teachers clarified the roles, emphasizing the idea that the responsibility of teaching lies with the teacher, while the parents support and reinforce learning at home.

The outcome of the research supports the argument made by Hoover-Dempsey and Sandler (2005) that role differentiation between teachers and parents, which is clear and well defined, promotes collaboration and avoids role confusion. Teachers found it possible to remain calm, respectful, and committed to constructive dialogue even when they were dealing with emotional, cynical, or aggressive parents. This is in agreement with Day and Leitch (2001), who argued that being professional means being able to balance authority and sympathy to keep fairness and respect alive in difficult situations. By remaining calm, the teachers were able to channel their energy into the development of the learners and not into conflict, thus keeping the classroom a productive learning community.

In addition, the teacher's well-being is protected by the boundary establishment. According to Richards et al. (2018), boundaries are crucial for preserving professional identity and protecting against burnout, and thus teachers without boundaries come under the threat of becoming exhausted due to unending parent demands, late-night calls, and unrealistic expectations. Teachers reported that by delineating with precision the scope and time of availability, they got the chance to keep their teaching energetic and effective. Moreover, boundaries do not only benefit teachers, since the respect of the teacher develops structure, responsibility, and discipline among students, which is in accord with the overlapping spheres of influence theory of Epstein (2011), which emphasizes effective school–family partnerships as being dependent on collaborative yet clearly defined roles. Hence, the results point out professionalism and boundary-setting as primary survival tools for the teachers, allowing them to maintain well-being, develop relationships with parents through collaboration, and place child learning and development at the center stage.

Practicing Resiliency. The research discovered that among the coping mechanisms embraced by Grade 1 teachers in coping with parental involvement is their flexibility, resourcefulness, and adaptability. Teachers managed difficulties through adjusting strategies, task-breaking, and coming up with innovative ways of ensuring parental participation despite socioeconomic, literacy, or time limitations. Resourcefulness in this case went beyond the practice of working with limited resources to incorporating means of keeping parents' interest and cooperation by means of innovative, viable, and learner-focused techniques.

Moreover, as shown by the results of this study confirms the findings of Dela Cruz (2021), who noted that educators respond to minimal parent involvement by instituting easy, interactive home–school activities with long-term engagement. Likewise, Tan, Lyu, and Peng (2020) noted that homework support systems developed by teachers facilitate parental involvement and foster study habits even in resource-deprived environments. Moreover, the results confirm Ribeiro, Cunha, Silva, and Carvalho (2021), who added that involvement of parents in handy and useful activities has a positive effect on children's learning results, especially when it is tailored to family conditions.

Theoretical-wise, these outcomes are in line with Goodall and Montgomery (2023) who characterize the participation of the parents as inclusive, adaptive, and responsive to parents' realities and with Epstein's (2011) overlapping spheres of influence theory stating that home–school alliances thrive when schools provide parents with flexible and collaborative paths for participation and at the same time do not put families under unnecessary stresses. The adaptation, flexibility, and resourcefulness are all considered to be the resumes of the teachers' coping strategies who then turn the parental involvement from a possible discharge of tension into a productive partnership that keeps the parents involved, strengthens the school–home relationship, and, hence, contributes to the learning and development of the students.

Sustaining Support Systems. Grade 1 teachers consider support systems and teamwork to be basic coping strategies for the case of parental involvement. Instead of fighting challenges solo, they get the assurance, collective strategies, and legitimacy to deal with parental issues from colleagues, administrators, and even community members. This portrays the coping as distributed, where the pressures are shared and the effectiveness maximized through working together.

The study findings are in line with those of Castro (2021), who argued that school-home partnerships become most productive when a collaborative atmosphere is built around teachers, parents, and the administration, all participating in the learning process through monitoring and support. The above-mentioned finding of the current study also backs up Hornby (2020) who claimed that teachers dealing with parents' difficulties become more effective when they get support and consistency in school leadership and peer response. The outcome also corresponds with Fishman (2019) who found that specific teacher invitations and administrative support operating in tandem to create trust and promote family cooperation are the factors that keep parental involvement going.

Moreover, these outcomes are corresponding to the Hoover-Dempsey and Sandler (1997) involvement model of parental which placing stress on the mutual roles, the cooperation of schools and families as the main factor for the guarantee of student excellence. Further, Epstein's (2011) overlapping spheres of influence theory underlines that successful parental involvement requires the joint efforts of schools, families, and communities as co-educators.

By considering all of these results together, it is clear that the supports and collaboration are not only coping mechanisms, but are also the structural supports for sustained, genuine parental engagement. Specifically, through obtaining the support of peers, administration and community, teachers not only relieve some of their own burdens, they also increase their confidence to effectively work with parents, and arrive at a more stable and meaningful partnership in support of learner development.

Insights Shared by the Participants as regards Managing Parental Involvement in Student Learning

Through the participants' understanding and coping strategies while negotiating parental involvement, they have developed important understandings of how to approach the challenges they face, especially with strengthening school-parent engagement programs and the need for the support of community members and government for stakeholders.

Enhancement of School-Parent Engagement Programs. The research revealed that although teachers in Grade 1 have the desire to create a strong bond with parents, they still need the support of the institution to effectively organize and keep the parental involvement. Teachers also realized that the majority of parents are not aware of ways to assist their child's learning beyond compliance, thus requiring the structured programs like orientation, parent support groups, and communication skills training. These programs were considered to be important for collaboration, creating trust, and ensuring that the school-home partnerships were moving towards student achievement.

This study's finding aligns with Dela Cruz's (2021) recommendation that schools that continuously orientate and guide parents promote more parent engagement. Similarly, Santos (2020) pointed out that parent training combined with a peer-support group increased parental self-efficacy and sustained family engagement, while Reyes (2019) suggested that communication workshops and structured parent-teacher conferences help clear up misunderstandings and develop collaboration. What these studies demonstrate is the importance of institutionalized structures for parent involvement to be both sustained and effective. In addition, Henderson and Mapp (2002) called for systemic, coordinated results-oriented programs, and Epstein (2001) recommended creating inclusive, comprehensive programs that account for the family context and build shared responsibility.

The study highlighted teacher preparation as a key element in effective parental involvement. Teachers expressed that while one can learn effective communication skills through experience, entering into the classroom with some level of pre-service training does not necessarily mean they are proficient or able to navigate complicated family-school interactions. The teachers in the study suggested adding elective modules or training on family-school partnerships, perhaps for low-income communities and families from diverse backgrounds. Epstein and Sanders (2006) supported this, explaining that teacher preparation comprised of courses that combine classroom and field experiences will lead teachers to be more prepared in implementing family involvement practices. Mapp and Kuttner (2013) claimed that "teachers are not able to communicate with families from different" or cultures. Similarly, Hornby and Lafaele (2011) also recognized school and teacher practices as the greatest motivator for the lack of parental engagement, further demonstrating how teachers must

be proficient in applied skills for collaborative work. This viewpoint aligns with Domain 6 of the Philippine Professional Standards for Teachers, which highlights the importance of working with families and communities as well as Bronfenbrenner's Ecological Systems Theory (1979), which captured the significance of environmental systems on development for children, providing evidence for why educational policy should influence teacher preparation for parental engagement. In summary, all studies citing these findings presented the need for teachers to have family involvement included in their teacher preparation for developing inclusive, responsive, and student-centered teaching practices.

Necessity of Community and Government Support for Stakeholders. In the study, the Grade 1 educators stated that they were attempting to form very good connections with the children's parents, but still felt that government or institutional help was necessary to be able to organize parent attendance and keep it going. The instructors also pointed out the fact that the mothers and fathers, and other relatives concerned, were still quite unaware of how to help the child learning in a meaningful way apart from just making the child ready for school, and that there was an absolute necessity for such formal activities like orientations, parent support groups, and communication training. The teachers believed that these activities would contribute to the building of collaboration, trust, and partnerships between schools and homes that would be the main factor in the students' success.

This issue agrees with the findings of Dela Cruz (2021), who said that parent involvement is at its best if schools regularly orient families and provide them with systematic guidance so they can aid children's learning. Similarly, Santos (2020) mentioned that peer-support and parent training sessions instill confidence and ensure family involvement is maintained, while Reyes (2019) mentioned that communication workshops and formal parent-teacher interaction can not only eliminate misunderstandings but create a collaborative working environment.

Moreover, it coincides with the findings of Henderson and Mapp (2002), who favored systemic, coordinated student involvement programs that were related to student success, and Epstein's (2011) model of parental involvement, which showed that inclusive, comprehensive approaches respect family and culture and build a shared responsibility. Therefore, it is essential since it indicates that the school-parent relationship is no longer just a passing notion, but an expectation of the institution. Conducting orientations, support groups, and communication workshops not only allows for teachers and parents to coordinate effectively, but it also creates trust so that the important partnership can be maintained.

CONCLUSION

Conclusions are drawn based on the results of the study. The study concludes that Grade 1 teachers experience both positive and challenging situations in managing parental involvement in student learning. Effective communication, mutual respect, and collaboration foster strong partnerships, while issues such as lack of engagement, overinvolvement, and socioeconomic constraints pose difficulties.

Furthermore, the study concludes that teachers address these challenges through patience, emotional regulation, boundary-setting, adaptability, and support from colleagues and administrators. Strengthening school-parent programs, providing parent training, and institutional support are essential for sustaining engagement.

Moreover, the study concludes that effective parental involvement enhances foundational skills and student learning outcomes. Overall, the findings affirm that meaningful home-school partnerships require empathy, flexibility, and shared responsibility among teachers, parents, schools, and the community.

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