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RESEARCH PAPER

Parent-Teacher Collaboration and its Effect on Student's Achievement at Pre-School Level

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ABSTRACT

This research study determines the parents and teachers' collaboration in private schools and it effect on students' achievement at the preschool level. Researcher conducted surveys and analyzed data from 500 private school teachers to understand the impact of collaboration between parents and teachers in this educational setting. This research aims to cater the increasing importance parents' involvement with the teachers for the sake of their child achievement and parental involvement in educational setups. This research is quantitative in nature. Findings of the study reveals that a significant majority of private school teachers actively engage in collaboration with parents, emphasizing the importance of effective communication channels like meetings, emails, and parent-teacher conferences. Moreover, the research shows a positive and statistically significant link between strong parent-teacher collaboration and higher student achievement. This underscores the vital role these partnerships play in shaping student success in private schools. Moreover, outcomes contribute significantly to understanding the parents and teachers can work together effectively in private schools, offering valuable insights for educators, administrators, and policymakers. Researcher emphasize the importance of nurturing strong partnerships between educators and parents in private schools, ultimately improving the overall educational experience and student achievement, especially at the preschool level.

| **KEYWORDS** | Parent-Teacher Collaboration, Private Schools, Students' Achievement |

Introduction

Effective collaboration between parents and teachers in preschool education is increasingly recognized as pivotal for shaping early childhood development (LaForett & Mendez, 2020). A strong parents-teacher partnership allows for a comprehensive understanding of each child's unique needs, promotes consistency, and increases parental involvement, contributing to effective strategies for enhancing student achievement in the crucial preschool years (LaForett & Mendez, 2020). This partnership has the potential to significantly influence student achievement and lay the foundation for future academic success and socio-emotional well-being (Fantuzzo et al., 2000; Sheridan et al., 2010).

In a study, (De Gracia et al, 2023) researchers emphasized that preschool education is the foundation upon which future academic success is built, making it essential to create a conducive learning environment that caters to each child's individual needs. One significant factor that has been recognized as influential in promoting positive learning outcomes for young children is effective collaboration between parents

and teachers. This collaborative partnership brings together the expertise and knowledge of both parents and teachers, creating a holistic approach to early childhood education (De Gracia et al, 2023).

Despite the acknowledged significance of collaboration, empirical research specifically exploring its influence in preschool settings remains limited (Barnett et al., 2008). During the critical preschool years, foundational learning experiences are established, making parent-teacher collaboration essential for optimizing early education outcomes (Sheridan et al., 2010). Dynamics of collaboration encompass open communication, mutual goal-setting, and shared decision-making, providing an avenue for understanding a child's individual needs and tailoring educational strategies accordingly (Pomerantz et al., 2007). This collaborative effort creates a consistent and supportive learning environment that extends beyond the school into the home (Fan & Chen, 2001; Pomerantz et al., 2007). The synergy between parents and teachers fosters a nurturing environment, promoting cognitive and socio-emotional development and setting children on a path toward educational success (Fantuzzo et al., 2004). Scholars like Ates (2021) emphasize the need for schools to actively engage parents, recognizing them as valuable partners in the educational process. Additionally, researchers such as Fan and Chen (2001) explore the role of parental involvement and its influence on children's motivation and achievement.

The rationale for studying parent-teacher collaboration and its effect on student achievement in preschool lies in the potential benefits it offers to children's educational outcomes Researchers identifying effective collaborative practices holds significant implications for educators, parents, and policymakers, facilitating targeted interventions to strengthen the partnership and create a cohesive learning environment for children's holistic development and long-term academic success (Ates, 2021; Fan & Chen, 2001).

Literature Review

Research in the field of early childhood education has highlighted the significance of parental involvement in a child's educational journey (Jeynes, 2012; Jeynes, 2005; Sheldon, 2015). The previous researches emphasize the importance of open and regular communication between parents and teachers. Studies show that such communication fosters increased parental involvement, positively impacting student grades, attendance, and attitudes towards school. Utilizing communication channels like parent-teacher conferences, newsletters, and digital platforms creates a shared understanding of a child's progress, enabling collaborative problem-solving and targeted support.

The significance of strong partnerships between parents, teachers, and the community in enhancing student outcomes (Epstein, 2018; Epstein & Sanders, 2006; Epstein & Sheldon, 2006; Fantuzzo et al., 2000; Simon & Epstein, 2001). The researchers emphasizes that collaborative efforts lead to increased parental involvement, which positively impacts students' academic achievement, social development, and overall well-being (Fan & Chen, 2001; Jeynes, 2005; Jeynes, 2012; Fantuzzo et al., 2000). Parent involvement in a child's education was consistently associated with higher academic achievement, improved behavior, and enhanced self-esteem (Jeynes, 2005). According to researchers by establishing a strong partnership, parents-teachers can better understand and support each child's unique needs, promote consistency, and increase parental involvement (Ates, 2021; Fan & Chen, 2001). Understanding the impact of this collaboration was contributed to the development of effective strategies to enhance student achievement in the crucial pre-school years (LaForett & Mendez, 2020).

Similarly, Henderson and Mapp (2002) emphasized the importance of schools and families working together as partners in education to create a supportive learning environment. Parent-teacher collaboration at the pre-school level can have several positive impacts on student achievement (Ates, 2021; Fan & Chen, 2001; Sheldon & Jung, 2015). When parents-teachers work together, they can gain a comprehensive understanding of each child's unique strengths, weaknesses, and learning styles. This understanding enables them to tailor instruction and interventions to meet individual student needs effectively (Fantuzzo, et al., 2004). Researches consistently shows that active parental involvement positively influences student achievement, motivation, and self-esteem (Hill & Taylor, 2004; Pomerantz et al 2007; Sheldon & Jung, 2015).

Collaboration between parents-teachers allows for consistent expectations and reinforcement of learning at home and in the classroom (Deslandes, & Bertrand, 2005).

The studies suggests that the quality and nature of parental involvement, including collaboration with teachers, are more important than the quantity of involvement (Jeynes, 2012; Jeynes, 2005). When parents-teachers establish open lines of communication and actively collaborate, students tend to demonstrate higher academic engagement and achievement. Studies in the area of parent-teacher collaboration have demonstrated the positive effects on student achievement at the preschool level (Powell et al., 2010).

Null Hypotheses

In the light of above-mentioned objectives, the following null hypotheses were developed to conduct this research:

H_{o1}: There is no significant difference in student achievement at preschool level based on the teachers' qualification, i.e. (Certificate/Diploma, BS/BA Degree, Master Degree, and MPhil).

H_{o2}: There is no significant difference in student achievement at preschool level based on the teachers' experience (< 1 year, 1-2 years, 2-5 years, > 5 years).

H_{o3}: There is no significant difference in parent-teacher collaboration in preschool settings based on the class they teach (e.g., Playgroup, Nursery).

H_{o4}: There is no significant relationship between the parent-teachers' collaboration and students' achievement at preschool level.

H_{o5}: There is no significant impact of parents- teachers' collaboration and students' achievement at preschool level.

Theoretical Framework of the Study

This study focuses on the vital role of parent-teacher collaboration in shaping preschoolers' academic success. Drawing from Social-ecological Systems Theory, Social Capital Theory by Coleman (1988), and Epstein's Framework (2018), aims to guide educators and policymakers in fostering effective partnerships between parents and teachers. Creating a supportive environment where both parties work together towards common educational goals is expected to boost student achievement at the preschool level.

Social Capital Theory

Social Capital Theory, as proposed by Coleman (1988), emphasizes the importance of social networks and relationships in achieving shared objectives. In parent-teacher collaboration, this theory suggests that strong, trusting relationships lead to a reservoir of social capital. This capital can then be used to support children's learning by pooling resources, knowledge, and expertise between parents and teachers (Coleman, 1988).

Epstein's Framework of School, Family, and Community Partnerships:

Epstein's Framework (2018) offers a model for effective partnerships between schools, families, and communities. Of the six types of involvement outlined, collaborative activities are particularly relevant. This involves shared decision-making, joint planning, and active participation of parents and teachers in supporting children's educational goals.

Conceptual Framework of the Study

In conceptual framework researcher discuss all the components which is describe in the research, all are related with parent-teacher collaboration and its effect on student achievement. The following image describe the conceptual framework of the study.
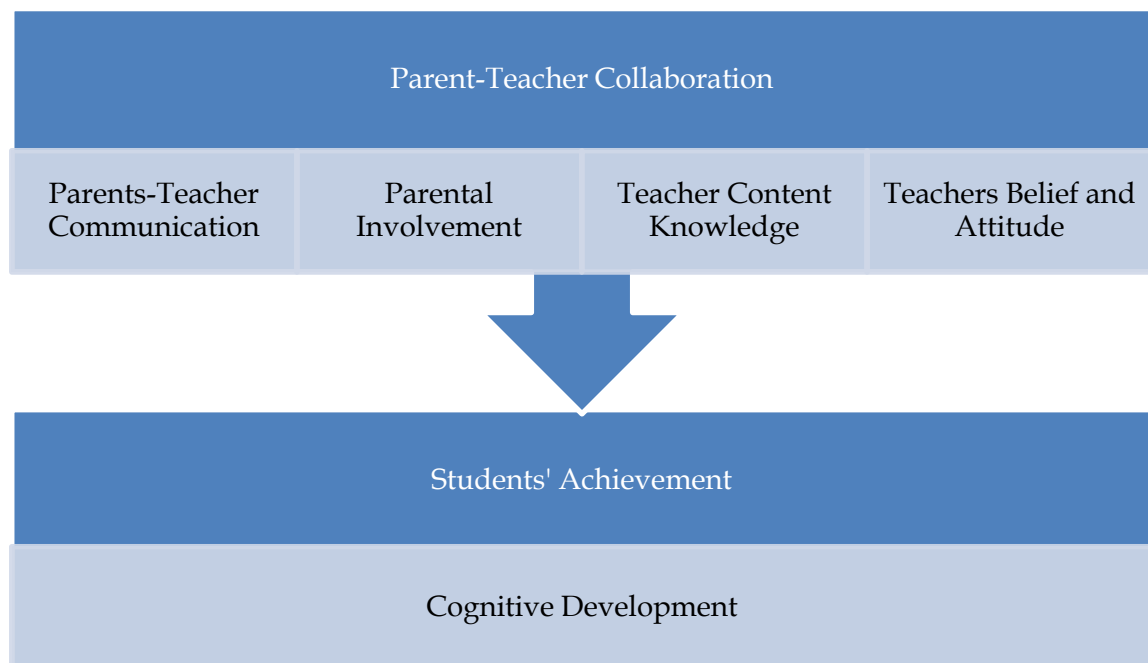

Parent-Teacher Collaboration

| Parents-Teacher Communication | Parental Involvement | Teacher Content Knowledge | Teachers Belief and Attitude |

Students' Achievement

Cognitive Development

Figure 1 Conceptual Framework of the Study

Material and Methods

This quantitative research, adopting a positivism approach, aims to examine the correlation between parent-teacher collaboration and student achievement in preschool. Through survey method data was collected to measure the existing level of correlation among parents-teacher collaboration and its potential impact on student outcomes. This snapshot approach allows for a rigorous analysis of the correlation between parent-teacher collaboration and preschool student achievement. By employing this design, the study seeks to contribute valuable insights into the dynamics influencing early childhood education outcomes.

The study's population comprises approximately 144,977 preschool teachers who are affiliated with private schools in Pakistan, as reported in the Pakistan Statistics for the year 2020-2021. In this study, a sample size of 500 pre-school teachers from 38 private schools of Lahore. A purposive sampling technique was used to select 38 private schools with primary level playgroups and nurseries. The total number of pre-school teachers across these schools was proportionally divided based on the number of teachers in each school. Subsequently, a random sampling technique was utilized to select the necessary number of teachers from each school.

Instrumentation

The researcher self-developed a comprehensive instrument consisting of 32 statements to assess both Teacher-Parent Collaboration and Student Achievement. The Teacher-Parent Collaboration section includes 24 statements distributed across these factors:

1. Parent-Teacher Communication (PTC),

2. Parental Involvement and Participation (PIP),

3. Teacher Content Knowledge (TCK), and

4. Teacher Attitudes and Beliefs (TAB).

The Student Achievement section comprises 8 statements under the factor

5. Students' Achievement and Cognitive Development (SAC).

The questionnaire employs a five-point Likert scale, ranging from 'Strongly Disagree (SDA) to "Strongly Agree (SA)," allowing teachers to express their perceptions on various aspects related to collaboration and student achievement. This instrument aims to provide a comprehensive understanding of the parent-teacher dynamics, identifying areas for improvement and contributing to a more supportive learning environment for students.

To ensure the validity of the instrument, input from experts in early childhood education, assessment, and psychometrics was pursued. The instrument was refined based on their insights to align with the theoretical framework. Additionally, reliability is assessed through pilot testing with a small sample of pre-school teachers, revealing high internal consistency (Cronbach's Alpha of 0.79) for the Teacher-Students Collaboration variable and moderate consistency (Cronbach's Alpha of 0.71) for the Students Achievement variable. This process confirms the instrument's reliability in measuring the intended constructs.

Data Analysis

Data was analyzed through descriptive (Mean, and Standard Deviation) and inferential statistics.

The objective of analyzing the tables depicting various factors related to parent-teacher collaboration and its impact on students' achievement at the pre-school level is to understand the dynamics and perceptions within these relationships. Each factor including parent-teacher communication, involvement, teacher content knowledge, attitudes, and beliefs, as well as students' achievement and cognitive development, sheds

light on critical aspects of early childhood education. The aim is to discern patterns of collaboration and identify areas for improvement, such as the need for prompt responses to parent inquiries, while also recognizing positive practices like involving parents in decision-making processes and valuing their contributions. By delving into these factors, educators can enhance their understanding of effective strategies for fostering student growth and development, ultimately leading to improved academic outcomes in the pre-school setting.

Table 1
Factor 1 "Parent-Teacher Communication (PTC)" Percentage Responses

Item	SDA%	D%	N%	A%	SA%	M	SD
I regularly communicate with parents about their child's progress.	6.8	10.6	33.4	13.6	35.6	3.60	.26
I provide parents with opportunities to share their concerns or questions regarding their child's development and learning.	7.8	11.2	27.2	19.4	34.4	3.61	.27
I promptly respond to parent inquiries or messages related to their child's education.	44.0	11.2	27.2	8.4	9.2	2.27	.34
I share information about each child's strengths, weaknesses, and interests with their parents.	10.4	15.4	40.2	17.4	16.6	3.14	.18
I collaborate with parents to develop strategies that support their child's learning and development at home.	19.8	14.6	32.2	12.2	21.1	3.00	.82
I encourage parents to actively participate in school events and activities.	19.4	11.8	16.4	9.1	22.4	3.26	.49

This table explores teachers' perceptions of "Parental-Teacher Collaboration" within Factor 1. It assesses various aspects of this collaboration, including communication, responsiveness, and information sharing. Responses are categorized from Strongly Disagree (SDA) to Strongly Agree (SA), with options for Neutral (N), Disagree (D), and Agree (A). Notably, many teachers reported regular communication with parents about students' progress (35.6% SA, 33.4% A) and providing opportunities for parental concerns (34.4% SA, 27.2% A). However, there's room for improvement in promptly responding to parent inquiries (44.0% SDA), indicating potential for increased engagement. Mean (M) and Standard Deviation (SD) values offer insights into central tendencies and variability, highlighting key aspects of teacher-parent collaboration in this factor.

Table 2
Factor 2 "Parental Involvement and Participation (PIP)" Percentage Responses

Item	SDA%	D%	N%	A%	SA%	M	SD
I provide opportunities for parents to contribute their expertise or skills to enhance the classroom learning environment.	33.4	8.2	16.6	14.4	27.4	2. 94	.63
I involve parents in decision making processes related to their child's education.	5.6	5.0	12.8	13.4	63.2	4.23	.87
I value and respect parents as partners in their child's education.	7.0	7.0	17.2	12.0	56.8	4.04	.84
I seek feedback from parents to continuously improve my teaching practice	17.2	8.8	20.4	15.6	38.0	3.48	.49
I create a welcoming and inclusive classroom environment that encourages parent involvement.	20.4	8.8	31.0	11.0	28.8	3.19	.46
I create activities that parents can engage in to provide support.	33.4	8.2	16.6	14.4	27.4	2. 94	.56
I provide workshops and training sessions to teach parents about early childhood development.	11.8	11.0	24.4	14.8	38.0	3.56	.32

I collaborate with parents to address any challenges or concerns that may arise during their child's preschool experience.	8.6	8.0	25.2	16.2	42.0	3.75	.36
I promote a positive and respectful relationship between parents, encouraging open communication and mutual support.	8.4	9.4	26.8	16.8	38.0	3.67	.98

This table delves into teachers' perceptions concerning "Parental Involvement" within Factor 2. It evaluates various dimensions of parental involvement, including encouraging parents to engage in school events (22.4% SA, 19.4% A), providing opportunities for parental contributions to the classroom (27.4% SA, 14.4% A), involving parents in decision-making processes (63.2% SA), valuing parents as partners in education (56.8% SA), and seeking feedback for continuous improvement (38.0% SA) fostering a welcoming and inclusive classroom (28.8% SA, 31.0% N), providing activities for parental engagement (27.4% SA, 14.4% A), offering workshops on early childhood development (38.0% SA), collaborating with parents to address challenges (42.0% SA), and promoting positive parent relationships (38.0% SA). Notably, a significant majority of teachers highly value and engage parents in various aspects of their child's education. The Mean (M) and Standard Deviation (SD) values highlight the central tendencies and variability in these perceptions, underscoring the importance of parental involvement as a key aspect of Factor 2.

Table 3
Factor 3 "Teacher Content Knowledge (TCK)" Percentage Responses

Item	SD%	D%	N%	A%	SA%	M	SD
I have advanced degrees and certifications in their subject areas.	5.0	10.6	20.2	17.6	46.6	3.90	.29
I have knowledgeable about the latest developments in their fields.	6.0	10.0	27.6	16.8	39.6	3.74	.43
I collaborate across various subjects, partnering to teach lessons that blend and link ideas from different areas.	7.2	8.4	17.8	15.2	51.4	3. 95	. 29

This table delves into teachers' perceptions regarding "Teacher Content Knowledge" within Factor 3. It assesses various aspects of teacher knowledge, such as having advanced degrees and certifications in subject areas (46.6% SA), staying knowledgeable about the latest developments in their fields (39.6% SA), and collaborating across subjects to teach interdisciplinary lessons (51.4% SA). Notably, a significant proportion of teachers report having advanced degrees and certifications, staying updated with developments in their fields, and engaging in interdisciplinary teaching, which underscores the importance of teacher knowledge in Factor 3. The Mean (M) and Standard Deviation (SD) values provide insights into central tendencies and variability, emphasizing the role of teacher knowledge in preschool education.

Table 4
Factor 4 "Teacher Attitudes and Beliefs (TAB)" and Percentage Responses

Item	SD%	D%	N%	A%	SA%	M	SD
I make a classroom that feels friendly and open to everyone, where parents are also encouraged to take part.	5.4	8.4	22.8	22.8	40.6	3.84	.18
I work together with parents to solve problems or worries that might come up while their child is in preschool.	4.8	6.6	25.6	25.0	38.0	3.84	.45
I believe that strong parent teacher collaboration positively impacts a child's social emotional development for their achievement.	6.8	5.6	19.2	11.8	56.6	4.05	. 26
I appreciate parents' insights and contributions to their child's education.	5.6	14.0	28.4	18.0	56.6	3.60	. 239

I view parents as essential partners in the learning process and actively involve them in decision making.	3.6	7.0	18.0	18.4	53	4.10	.142
I believe that establishing a supportive home school connection enhances student achievement.	3.2	5.8	15.8	17.0	55.8	4.14	.146

This table delves into teachers' perceptions of "Teacher Attitude and Beliefs" in Factor 4. It assesses dimensions like creating an inclusive classroom (40.6% SA), collaborating with parents (38.0% SA), recognizing the impact of collaboration on child development (56.6% SA), valuing parents' contributions (56.6% SA) considering parents as vital partners in the learning process and involving them in decision-making (53% SA) and believing that a supportive home-school connection enhances student achievement (55.8% SA). Teachers overwhelmingly support these aspects of teacher encouragement. The Mean (M) and Standard Deviation (SD) reflect the consensus and variation in these perceptions, highlighting the importance of teacher encouragement in fostering parent-teacher collaboration and children's development and the significance of these beliefs in fostering effective parent-teacher collaboration and ultimately benefiting students.

Table 5
Factor "Students Achievement and Cognitive Development (SAC)" Percentage Responses

Item	SD%	D%	N%	A%	SA%	M	SD
The activities like (Storytelling, Puzzles and Shape Sorting, Building with Blocks) provide in the classroom effectively stimulate students' cognitive development.	5.8	10.8	27.8	19.4	36.2	3.69	.26
I offer a variety of sensory activities like (Sensory Stories, Play dough, Nature Sensory Play, Taste Testing) to engage different learning styles.	6.8	8.0	26.0	19.0	40.2	3.77	.24
We effectively assess and track each student's progress to ensure they are meeting developmental milestones.	8.6	11.0	25.8	19.0	35.6	3.62	.29
Our pre-school program supports students' social and emotional growth through activities such as group play and sharing.	9.6	8.6	28.2	16.2	37.4	3.63	.31
The curriculum encourages students to develop important early literacy.	6.8	8.0	26.0	19.0	40.2	3.77	.24
Our classroom activities effectively encourage language (English, Urdu) development.	5.8	11.0	26.2	15.4	41.6	3.76	.25

In this table, teachers' perceptions related to "Students Achievement and Cognitive Development" are explored within Factor 1. It gauges their views on activities such as storytelling, puzzles, shape sorting, and block building, which are considered effective in stimulating students' cognitive development (36.2% SA). Additionally, it assesses their practice of offering sensory activities to engage various learning styles (40.2% SA) and their effectiveness in tracking students' progress to ensure they meet developmental milestones (35.6% SA). It evaluates their views on the effectiveness of various strategies, including group play and sharing activities (37.4% SA), the curriculum's role in promoting early literacy (40.2% SA), and classroom activities that enhance language development in both English and Urdu (41.6% SA). These findings emphasize the substantial support among teachers for these practices, indicating their significance in promoting cognitive development in early childhood education. The Mean (M) and Standard Deviation (SD) values provide insights into the central tendencies and variability of these perceptions, further highlighting the importance of these strategies.

Determining the impact of demographic variables i.e., (teacher qualification, teacher's experience, and level of teaching class) on parent-teacher collaboration and students' achievement at preschool level.

1. Teacher Qualification (Certificate Diploma in teaching, BS/ BA Degree, Master Degree, Other)

2. Teachers' Experience (< 1 year, 1-2 Years, 2-5 Years, > 5 Years), and

3. The Level of Teaching Class (Play group, Nursery) on students' achievement at the preschool level.

Through mean difference comparisons and correlation analyses, the aim is to determine whether these demographic factors significantly influence student outcomes.

H_{o1}: There is no significant difference in student achievement at preschool level based on the teachers' qualification, i.e. (Certificate/Diploma, BS/BA Degree, Master Degree, and MPhil).

Table 6
Mean difference between scores of Teachers Qualification and Students' Achievement.

Variables	M	SD	F- value	Sig.
Certificate Diploma in teaching	87.67	13.34	2.12	.09
BS/ BA Degree	88.39	12.48		
Master Degree	86.00	12.84		
Other	86.54	14.05		

The table displays mean and standard deviation values for teacher qualification variables, indicating slight variations. The F-value (p = 0.097) suggests no statistically significant difference among categories, supporting the null hypothesis of no significant impact of teachers' qualifications on preschool student achievement.

H_{o2}: There is no significant difference in student achievement at preschool level based on the teachers' experience (< 1 year, 1-2 years, 2-5 years, > 5 years).

Table 7
Mean difference between scores of Students' Achievement and Teachers' Experiences.

Variables	M	SD	F- value	Sig.
< 1 year	85.39	14.27	3.95	.756
1-2 Years	87.05	11.38		
2-5 Years	86.53	11.10		
> 5 Years	86.42	11.98		

The table presents mean and standard deviation values for teaching experience categories, revealing slight differences. However, the F-value (p = 0.756) indicates no statistically significant difference, supporting the acceptance of the null hypothesis that there is no significant impact of teaching experience on preschool student achievement.

H_{o3}: There is no significant difference in parent-teacher collaboration in preschool settings based on the class they teach (e.g., Playgroup, Nursery).

Table 8
Mean difference between scores of Teachers towards Students Achievement

Variables	M	SD	t- value	Sig.
Play group	85.25	14.11	-1.36	.01
Nursery	86.88	11.89		

The table indicates a significant difference in mean qualification levels between Playgroup (M = 85.25, SD = 14.11) and Nursery (M = 86.88, SD = 11.89) teachers, supported by the t-value of -1.36 and significance level (p= <.05). Nursery teachers exhibit a slightly higher mean qualification, leading to the rejection of the null hypothesis regarding qualification equality between the two class categories.

H_{o4}: There is no significant relationship between parental involvement and student academic outcomes.

Table 9
Relationship between Parents- Teacher Collaboration towards Students Achievement.

Variables	N	r- value	Sig.
Parents-Teacher Collaboration	500	.76	.00
Students' Achievement			

Table reveals a strong positive correlation (R-value = 0.757) between parents-teacher collaboration and student achievement, supported by a statistically significant p-value of .000 from data collected from 500 participants. This finding aligns with the research hypothesis, leading to the rejection of the null hypothesis and confirming a significant relationship between parent-teacher collaboration and student.

H_{o5}: There is no significant relationship between the parent-teachers' collaboration and students' achievement at preschool level.

Table 10
Effect between Parents- Teacher Collaboration and Students Achievement.

Model		R	R Square	Unstandardized Coefficients		Standardized Coefficients	Adjusted R Square	t	F	Sig.
				B	Std. Error	Beta				
1	(Constant)			.134	.141			.950		.343
	Parents'-Teacher Collaboration	.757	.57	1.008	.039	.76	.57	25.89	670.28	.00

In this table the linear regression analysis on data from 500 participants indicates a significant predicted effect of parents-teacher collaboration on student achievement (F= 670.28, p =.00). The obtained regression equation, along with an R2 of .57, leads to the rejection of the null hypothesis. Consequently, it is concluded that there is a significant effect of parents-teacher collaboration on students' achievement at the preschool level.

Findings

The findings suggest no significant differences based on teacher qualifications or experience, there is a notable disparity in mean qualification levels between teachers of different classes. Moreover, a strong positive correlation is observed between parent-teacher collaboration and student achievement, supported by regression analysis indicating a significant effect of collaboration on student outcomes. These analyses

provide insights into the complex interplay of demographic variables and their implications for preschool education, guiding strategies to enhance student achievement through effective collaboration between parents and teachers. The study's findings reveal a statistically significant positive correlation between the frequency of communication among parents and teachers, parental involvement in school events, and positive teacher attitudes, highlighting the importance of these factors in fostering collaboration. Additionally, there is a robust and statistically significant positive impact of parent-teacher collaboration on the academic achievement of preschool students (Pearson correlation coefficient = 0.76). The research indicates that effective collaboration contributes significantly to positive learning outcomes. Moreover, the study explores demographic variables, showing their impact on students' achievement. The findings emphasize the critical role of parent-teacher collaboration in early childhood education, suggesting that a supportive environment positively influences both academic and socio-emotional development. The study concludes by providing insights into facilitating and hindering components of collaboration, offering valuable strategies to enhance parent-teacher partnership in preschool settings. Recognizing the significance of collaboration and implementing suggested strategies can lead to improved educational outcomes for preschool children.

Discussion

Parent-teacher collaboration is a crucial aspect of preschool education, supported by extensive research demonstrating its positive impact on student achievement. Studies, such as those by Epstein and Sanders (2006); Pomerantz and others (2007), Fan and Chen (2001) emphasize that active engagement of parents in preschool education contributes to better cognitive and socioemotional development, leading to improved academic outcomes. Additionally, research by Desforges and Abouchaar (2003) highlights that collaboration enhances overall child well-being by addressing individual needs comprehensively. Hoover-Dempsey et al (2005) findings indicate that parent involvement positively influences a child's behavior, self-esteem, and attitude towards learning. In summary, the existing body of research underscores the multifaceted benefits of parent-teacher collaboration in shaping a positive educational experience for preschool children, emphasizing its significance in fostering holistic development and positive attitudes towards learning.

Conclusion

In short, the research investigated the impact of "Parents-Teacher Collaboration" on "Student Achievement" in preschool education. The results demonstrated a robust and statistically significant positive relationship between effective collaboration and higher academic achievement (Pearson correlation coefficient = 0.76). This emphasizes the critical role of collaborative efforts, shared goals, and effective communication between parents and teachers in influencing positive outcomes for preschool students. The study underscores the importance of fostering a supportive learning environment through active collaboration, highlighting the potential benefits of strong parental involvement in early childhood education and its positive implications for academic success in the preschool years.

Recommendations

1. Longitudinal studies are crucial to understanding how sustained parent-teacher collaboration impacts student outcomes beyond preschool, shedding light on its influence throughout elementary and secondary school.

2. By delving into diverse cultural and socio-economic backgrounds, we can uncover how parent-teacher collaboration varies and its effectiveness across different contexts.

3. Identifying effective communication strategies through research can inform the development of guidelines or training programs, enriching collaboration between educators and parents and ultimately fostering student success.

4. Additionally, exploring the integration of technology, such as parent-teacher apps, can assess its role in supporting student achievement by facilitating communication and resource-sharing.

5. Teacher training initiatives focusing on building positive relationships with parents, including communication and conflict resolution skills, can strengthen collaboration and improve educational outcomes.

6. Extending collaboration to involve the broader community can also yield innovative models for community participation in early childhood education, contributing to the enrichment of children's development and academic success.

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