



IMPACT OF COLLABORATIVE SUPPORT OF TEACHERS AND PARENTS IN ESCALATING STUDENTS' LEARNING

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Abstract

This study investigates the impact of collaborative support between teachers and parents on escalating students' learning at the secondary school level. Employing a qualitative-interpretive case study design, the research collected in-depth data through semi-structured interviews with a purposively selected sample of five teachers and five parents from a private high school in Swat, Pakistan. Thematic analysis of the responses revealed four central themes.

Firstly, consistent open communication and teachers' home visits were found to be pivotal in creating a conducive learning environment, which significantly enhanced student motivation, empowerment, and participation in their academic journey. Secondly, the adaptation of technology, particularly the use of WhatsApp, emerged as a critical factor for enabling instant and reliable interaction, proving especially beneficial for parents with limited time. Thirdly, the study identified significant barriers to this partnership, including parents' busy schedules, socio-cultural differences, and a lack of technological access or literacy.

The findings underscore that a synergistic and trusting relationship between teachers and parents is fundamental for the holistic development of students, leading to positive consequences both academically and emotionally. In light of these results, the study recommends establishing regular communication through accessible digital tools, clearly defining mutual expectations, actively involving parents in school events, and conducting strategic home visits to build rapport. It concludes by emphasizing the role of school administrations in fostering a collaborative ecosystem and calls for government support in addressing infrastructural gaps to facilitate these essential connections.

Keywords: Collaboration, Teachers and Parents, Students' Learning, Communication, students' Home Visit

Introduction

Education has been critical in the future of the new generation because it provides people with the knowledge and skills that are crucial to their personal fulfilment and improvement of the society (Nasution et al., 2024). In this context, academic performance of students is one of the most important indicators of an effective educational system whose result is strongly determined by the active partnership between students, parents, and educators (Safitri, 2021). Authentic learning outcomes do not only manifest in grades, but they can be measured in the ability of the students to comprehend, memorize, and implement knowledge when it is required, which requires meaningful interaction of all stakeholders directly related to the ecosystem of the child (Wilder, 2023). The success of children is rarely an individual case, as Park and Holloway (2017) rightly pointed out; it is also a reflection of the aggregate contribution and pressure of teachers and parents.



Although such realization is clear, the major obstacle to improving the learning experience of the students is often the inability to effectively integrate the home and school setting (Efendi & Sholeh, 2023). One of the dichotomies that still exists is that a parent usually only uses the teacher as an academic instructor, and the teacher, at the same time, wants parents to cooperate more in supporting learning and developing character at home (Goodall & Montgomery, 2023). This non-connection highlights the idea that the education of a child cannot be the work of the school only; parents play an essential role in this game (Ma, 2022). A good learning process requires the involvement of parents in learning activities at home to provide holistic development of the students (Putro et al., 2024). Thus, the collaboration between parents and teachers is essential, as it will be possible to combine the process of helping students both inside and outside the school (Efendi & Sholeh, 2023). Education is mutual and collective after all.

In the new, digitalized world, this partnership has new complexities. Educators are struggling with radical changes in technology, changing demands in society quickly, and meeting the needs of individual students (Mulyana et al., 2024; Putri et al., 2025). It is almost impossible to overcome these obstacles successfully without strong cooperation and assistance of both sides (Pamuji & Mulyadi, 2024). The proactive close relationship is critical to make sure that every child gets the physical and psychological help they need; otherwise, the threat of developmental gaps can be significantly expanded.

The given research will be devoted to exploring the importance of the teacher-parent cooperation, particularly focusing on the aspects that could make it more helpful in the development of a student. This study will provide evidence-based suggestions on how teachers, parents, schools, and the community in general can support the holistic quality of education to students by understanding the features that can make them work together effectively.

Literature Review

The Theoretical Imperative for Collaboration

Parent-teacher collaboration concept has its basis in the ecological systems theory which postulates that the development of a child is based on different interrelated environmental systems. Of great importance is the mesosystem which involves the relationship between home (microsystem) and the school (microsystem). Studies have always shown that with the two systems closely connected, children have been able to have better developmental processes. In a meta-synthesis, Wilder (2023) found the involvement of a parent to be a major predictor of academic success that has been identified in various populations. The reason is that congruent expectations and regular encouragement form an integrated process of learning to the student and minimize cognitive and behavioural dissonance.

Multifaceted Benefits of Collaboration

The positive outcomes of a good teacher-parent relationship are much more than better report cards. In academic terms, such research as Fu et al. (2022) revealed in China that there is a longitudinal positive effect on the achievements of middle school students that is directly related to the quality of the parent-teacher relationship. Moreover, this partnership is crucial in development of non-academic skills. According to Habibullah et al. (2024), such relationships can equip students with the real-life and increase their emotional strength by offering them a safe and stable support base. This comprehensive growth is further supported with the involvement of parents in school affairs, which has been reported to increase the morale of the teachers and the overall school climate (Casey et al., 2022; Shaked, 2025).

Evolving Modalities: The Role of Technology

The ways of cooperation have changed radically due to the development of Information and Communication Technology (ICT). Digital tools have become potent facilitators especially in eliminating traditional obstacles such as time and distance. As mentioned by Johari et al. (2022), WhatsApp is a communication tool commonly preferred by people because it is convenient when it comes to exchanging information and assignments, and even multimedia messages, which otherwise cannot be passed over using a traditional diary. Such instant and flexible communication is particularly useful to busy and working parents (Berktsa and Lama, 2023). Nonetheless, a new problem is also created by this digital shift that is the digital divide. The required literacy and resources to use these platforms are not available to all parents and may exclude certain families and bring up fresh disparities.



Persistent Barriers to Effective Partnership

Although this is crucial, a number of significant challenges have hindered the successful teamwork. The limitation of time is the most often mentioned barrier, particularly among parents who have hectic work schedules (Goodall & Montgomery, 2023). In addition to time, cultural and socio-economic differences may result in the incompatibility of expectations and communication patterns between schools and homes, which causes misinterpretations and a fear of interaction (Fu et al., 2022). According to Baharun and Fawa'iedah (2020), the willingness of both parties to learn and be dedicated to the job is a precondition that is usually missing. These obstacles emphasize the idea that the process of collaboration is not natural, and one should be willing to struggle with strategy and effort to eliminate these barriers.

Home Visits: A Strategic Bridge

One of the conventional methods that have been highly applicable is the home visit conducted by the teacher. The practice goes beyond the formal school setting and enables teachers to obtain invaluable information on the family dynamics of a student, their economic status, and learning environment at home (Muller, 2022). According to Rocky et al. (2021), the family life of a student is critical to comprehend because the majority of academic and behavioural issues begin at home because of the associated family difficulties. Home visits may create strong rapport and trust when achieved in a sensitive and mutually supportive context, and resulting in the most personalized student support and motivation (Azmi et al., 2022).

The literature unequivocally establishes the value of teacher-parent collaboration for holistic student development. While benefits are clear, persistent barriers related to time, culture, and technology access remain. This study seeks to build upon this existing body of work by exploring these dynamics within the specific context of a private secondary school in Swat, Pakistan, to identify context-specific facilitators and inhibitors of this critical partnership.

Theoretical Framework

The paper is informed by the Theory of Overlapping Spheres of Influence by Joyce L. Epstein, which is an iconic theory in the area of school, family, and community partnerships. According to the model provided by Epstein, the education and development of a child is optimally improved when the 3 main contexts of their lives family, school, and community cooperate and form overlapping spheres of influence, instead of working in vacuums. The theory presents three main patterns of interaction, school-like families, where the home environment facilitates the purpose of the school; family-like schools, where schools provide a friendly and supportive environment that recognizes the background of each student; and the role of the community. The area in which the family and the school overlap is the focus on this study. This framework offers the analytical perspective through which to assess the findings by understanding the nature of the interactions (e.g., the quality of the communication, the nature of involvement into events, and the practices of home-visiting) and the internal and external forces that bring these spheres close to one another to form a potent partnership or drift them apart, thus, constituting a risk to the development of the student.

Methodology

This section outlines the research design, participant selection, data collection instruments, procedures, and analytical methods employed to investigate the collaborative support between teachers and parents in escalating student learning.

Research Design

A qualitative-interpretive research design, framed as a case study, was adopted for this inquiry. This approach was deemed most appropriate as it emphasizes exploring complex social phenomena within their real-life context, allowing for an in-depth understanding of the participants' perspectives and experiences (Creswell & Poth, 2018). The study was situated within a single private secondary school in District Swat. This site was purposefully selected because it actively demonstrates practices conducive to teacher-parent collaboration, such as conducting quarterly meetings, observing special events, maintaining parent communication groups, and undertaking home visits when necessary. These established practices provided a rich context for exploring the central research problem.

Participants and Sampling

A purposive sampling technique was employed to select participants who could provide rich, relevant,



and reflective insights into the phenomenon under study. While teachers and parents are present across all educational tiers, secondary-level teachers were specifically targeted for their diverse and dynamic perspectives on student development and collaboration. The final sample consisted of ten participants: five teachers from the selected private high school and five parents of students from the same institution. This ensured that the data captured the dyadic nature of the teacher-parent relationship from both sides.

Table 1

Demographic Profile of Study Participants

Participant Group	Number	Selection Method	Context / Location
Teachers	5	Purposive Sampling	A Private High School, District Swat
Parents	5	Purposive Sampling	Parents of students from the same school
Total	10		

Data Collection Instrument and Procedure

The primary instrument for data collection was a semi-structured interview protocol. A set of ten open-ended questions was designed to probe the nature of teacher-parent relationships, the strategies for collaboration, and the perceived impact on student learning at the secondary school level. The questions also explored the extent to which teachers and parents believe they meet student expectations and needs.

Before administration, the interview protocol was validated by a panel of three experts in the field of education to ensure clarity, relevance, and comprehensiveness. The interviews were conducted with each of the five teachers and five parents, and their responses were audio-recorded with consent for accurate transcription. Throughout the data collection process, strict ethical considerations were upheld, including obtaining prior informed consent, respecting participants' time, and guaranteeing their anonymity in the reporting of findings.

Data Analysis

The data obtained from the interviews were subjected to a systematic thematic analysis, following the phased approach recommended by Braun and Clarke (2006). This process began with the transcription and repeated reading of the interview transcripts to ensure familiarity with the data. Initial codes were then generated from significant statements in the transcripts. These codes were subsequently collated and reviewed to identify broader, recurring patterns, which were developed into coherent themes. An interpretive approach was maintained throughout to ascertain the meaning and significance of these themes in relation to the research objectives. The final step involved defining, naming, and presenting these themes in a manner that provides a comprehensive and accurate overview of the research findings.

Results and Discussion

This research was conducted at Secondary School level. The concerned school encourage the development of strong collaboration between teachers and parents to eescalate students learning.

Table 2

Emerged Key Themes and Their Frequency in Participant Responses

Major Theme	Sub-Theme	Frequency of Mention (Indicative)	Supporting Participant Codes (Examples)
1. Teacher-Parent Collaboration	Impact on Student Motivation	High (e.g., T1, T2, P1, P2)	T1: "students are motivated... whose parents are actively participated"; P2: "my kids always complete their assignment on time"
	Holistic Student Development	Medium (e.g., P1, P3)	P1: "help them... emotional development"; P3: "unified efforts... must be supported"
2. Factors Supporting Collaboration	Use of Technology (e.g., WhatsApp)	High (e.g., T4, P3, T5)	T4: "use mobile app... instant, secure and more reliable"; P3: "good for parents who have limited time"



Major Theme	Sub-Theme	Frequency of Mention (Indicative)	Supporting Participant Codes (Examples)
	Joint School Activities & Events	Medium (e.g., T5, P2)	T5: "presence of parents... provides additional courage"; P2: "whenever I discuss with my kid... he feels more cared"
	Mutual Recognition of Roles	Implied across responses	Implied in the need for "friendly and interactive learning environment" (T2) and parents helping at home (P1, P2).
3. Barriers to Collaboration	Lack of Time / Busy Schedules	High (e.g., T1)	T1: "they refuse due to their busy working schedules"
	Cultural/Environmental Differences	Low (e.g., P2)	P2: "difference between school and home environment... lead to confusion"
	Technological & Infrastructural Limits	Medium (e.g., General finding)	Noted that "resources and communication infrastructure are needed" and some parents are "illiterate and unable to use the technology."
4. Strategies to Overcome Barriers	Flexible Scheduling (e.g., Weekend PTMs)	Low (e.g., T1)	T1: "hold meetings on Friday and Sunday... these two days are off"
	Home Visits by Teachers	Medium (e.g., T1)	T1: "We also pay visit to those students' homes having some serious issue... to gain better understanding"

The research results explore that the collaboration between teachers and parents in improving students' performance consists strategies such as: collaboration, open communication, students' home visit and support for the development of professionalism and technology adaptation. The results/themes from the interviews were given below:

Teacher-Parent Collaboration in Student Learning Process

The results of this study reflect that positive interaction between teachers and parents can create a solid foundation for students' motivation. Further, teachers and parents have a significant role in providing guidance for both curricular and co-curricular activities and can enables students to think critically.

One of the teachers a research participants T1 in this study shared that *"In my class such students are motivated and passionate by accomplishing their assignments whose parents are actively participated in their children affairs such as checking their dairies for teachers' comments and homework assignments or inquiring their weekly/monthly results"*. Likewise, one of the other study participants from teachers T2 revealed that *"we tried our best to provide friendly and interactive learning environment, but without parents support at home we will not achieve our aims"*.

This proposes that teachers' contribution can be more fruitful and effective when parents add their role at home because parents act as a stimulate what the teacher has taught at school. It is justified by the study of (Avnet et al., 2019) who concluded that establishing a strong coordination between teachers and parents is necessary for successful development of students' potentials and skills. These results are also supported by (Russell & Qiu, 2024) and concluded that teacher-parent supported students are more motivated towards learning and have good academic achievement.

On the other hand, a study participant from parents P1 said that *"I regularly spare time for my kids and help them when they face some difficulties, communicate with their teachers and discuss which is on my part"*. Apart from parents' role in academic activities, they may also contribute in children emotional development and such children have high self-confidence. Similarly, one of the other study participants from parents P2 shared his experiences and said that *"I please when my kid asks guidance at home and always extend my assistance whenever they need and that is why my kids always complete their assignment on time regularly"*. This reflects that appreciation and attention lead students more committed and enthusiastic for learning.



Teachers and parents support and cooperation with other creates holistic support that effects students' motivation and learning achievements. One of the other participants from parents P3 shared that *"unified efforts by teachers and parents must be supported and encouraged consistently, participant further added that we hold meetings to harmonize approaches for student learning"*.

These results are supported by the studies of (Casey et al., 2022) and Shaked (2025) who indicated that the parents' participation in school provide them help to understand teachers and other children' parents, teacher morale become high, students do better, parents rate the school high, students succeed not only in academics but in practical life as well and whole educational setup benefits.

Factors that Support Collaboration

To establish effective relationship between teachers and parents' consistency and regularity in collaboration is very important. This interaction can be through monthly or quarterly meetings, electronic text messages or any social media application, which enable to communicate information and share ideas with each other on children education. For example, one of the participants form teachers T4 said that *"we use mobile app (WhatsApp) for sharing assignment or any other information, which is an instant, secure and more reliable source for communication, we share videos and audios messages which is not possible in convention way (dairy)"*. this is an effective, easier and modern way for coordination between teachers and parents.

The research study of (Johari et al., 2022) supported this result and stated that WhatsApp is the most used application and teachers prefer to communicate with parents, even school Principal and common people prefer this for communication due to easy and friendly features

Likewise, one of the other participants from parents P3 shared that *"One of the easiest way my kid school use for communication is WhatsApp group, in which teachers-parents shares with each other quickly, this is especially good for parents who have limited time problems"*. Apart from this, recognizing and valuing each other role is also important because when one party focus on school and the other at home then collaboration will be more harmonious and effective. However, joint activities such as parent teacher meeting, cultural and national day functions provides opportunities for parents to understand teachers and school culture better. Such events and gathering not only strengthens coordination but create opportunities to take benefits from parents' expertise and skills and develop mutual trust.

The research study of Berkta and Lama (2023) concluded that digital communication like WhatsApp made our work efficient compared to conventional method of writing dairies and letter. However, it depends on the way we use it, and has more benefits in the situation like pandemic, it made it easier to share information in just one click to all parents.

Similarly, one of the other participants T5 shared his experiences and said that *"presence of parents in school on occasions like sports and results declaration day provides additional courage, motivation and pleasure to children"*. Likewise, one of the parents P2 shared that *"whenever I discuss with my kid about their fellows and teachers, he feels more cared and also inform me from such information which is not shared formally"*. With open and close communication, accepting and admiring each other role, and participating in collaborative activities strengthen relationship between the two parties and lead to conducive school environment. This harmonious collaboration is crucial asset in making an environment that boosts students' holistic development.

Further, the study of (Johari et al., 2022) noted that when teachers and parents use digital application to share information, teachers can involve parents in monitoring and assisting their children learning at home which strengthen teacher-parent relationship. Further, when parents interact, students perform well and when parents and other stakeholders guide and cooperate, students' holistic personality develop and better learning being achieved.

Barriers to Collaboration

One of the key barriers between teachers and parents' collaboration and communication is lack of time with all the time busy parents which hinder the relationship between them. One of the teachers' participants T1 said that *"whenever I call/contact to some of my students' parents, they refuse due to their busy working schedules, even some time they don't sign or check children's notebooks and their progress report"*. This doesn't mean that parents are not interested in children school matters, but sparing time is a barrier for them.



Similarly, cultural diversity between the two parties is also one of the obstacles between them.

One of the participants P2, a father of the school student added to the researcher that “*there is difference between school and home environment, prior is more formal and disciplined and later is more relax and non formal, so the differences lead to confusion and hamper the effectiveness if not addressed properly*”. Similarly, another barrier is the use of communication technology, especially where communication infrastructure is not available or some parents or illiterate and unable to use the communication technology and therefore it is difficult to make effective communication with teachers.

To overcome these barriers, the use of information and communication technology is considered to be an effective solution, such as mobile text messaging applications, different social media groups and applications enable both the parties for more flexible and effective communication.

One of the study participants from teachers P5 concluded his experiences and shared that “*we use WhatsApp not only for communication, but also for learning purpose, parents can read at any time even in the duty location*”. This gives a practical solution to overcome distance and time obstacle. Further, parent training and individual meeting/counselling can also reduce obstacles to collaboration. Similarly, alignment of values between the two parties also requires to be create through mutual recognition and respect.

One of the other participants T1 added his views and said that “*we conduct meetings more flexible to attend more and more parents that is hold meetings on Friday and Sunday, as these two days are off for business workers and government servants respectively*”. By ensuring these measurement and strategies one can overcome the obstacles to collaboration and provide a more conducive environment for students, teacher, parents and whole community. Likewise, one of the other participants from teachers T1 shared his views about home visit of the students and added that “*we quarterly conduct Parent Teacher Meeting (PTM) to explore academically and non- academically challenges faced by both students and parents. We also pay visit to those students’ homes having some serious issue, to gain better understanding about family dynamics, economic barriers, transport issues, or others family related issues that may affect their focus in school*”.

When teachers visit students’ home, they gain more information such as: why some students struggling in academic learning, distance between student home and school, available space for study at home or any other issue from siblings and close friends. This result is supported by the research study of (Muller, 2022) and concluded that home visits is the main source of collecting information, providing guidance and counselling in students issues by direct involvement. However, the research study of (Azmi et al., 2022) concluded that this activity needs full collaboration and support from both parents and teachers. On the consequences of this a rapport among students, teachers and parents develop, which assist in student overall development. The research study of (Rockey et al., 2021) described that it is necessary to understand the family life of the students because various problems arise from home side. Therefore, home visit increases students’ motivation and lead to enhancement of students’ performance.

Table 3

Identified Barriers to Collaboration and Proposed Solutions

Identified Barrier	Proposed Solution(s)	Key Actor(s) for Implementation
Lack of Parent Time	Use of asynchronous ICT (e.g., WhatsApp messages, audio notes)	Teachers, School Administration
	Flexible meeting times (e.g., weekends)	School Administration
Cultural/Environmental Differences	Open communication to align values and expectations	Teachers, Parents
	Home visits by teachers to understand family context	Teachers, School Administration
Technological Illiteracy / Lack of Infrastructure	Training programs for parents struggling with technology	School Administration
	Government responsibility to provide communication infrastructure	Government (Local/Provincial)



Discussion

The overall results of this research would indicate that successful teacher-parent cooperation is not a mere checklist of events, but an interactive support system to the student. Mutual respect and trust are the building blocks of soil in this ecosystem, which allows growth. Transparent and regular communication is the life-giving stream of information, passing crucial feedback and information between school and home. In the meantime, technology, especially instant messaging applications, can be considered one of the key facilitators the blood flow that expedites this process. Through this model of the ecology, it is emphasized that no single factor alone will be enough; it is the combination of trust, communication, and tools that will form the conducive environment that is needed to help students increase their learning in an academic and holistic way.

Our findings support and refine existing research when put into perspective in the larger literature. The main place of technology, e.g., is consistent with Johari et al. (2022), who emphasized WhatsApp as one of the tools due to its effectiveness. But our information throws a dark cloud on this popular hope. Although digital tools are effective enablers to time-constrained parents, they strongly depend on the digital literacy and access to sound infrastructure. This reliance threatens to establish a new level of inequality, with less technologically literate or less resource endowed parents being left out and unwillingly increasing the very gaps in engagement that the collaboration attempts to bridge. This is contrary to a unidirectional positive perception of technology, which puts forward the idea that the positive effects of technology are not predetermined but are dependent on socio-economic factors.

One of the most interesting and also rather unexpected results was the depth of symbolic significance that the participants attributed to the teacher home visit. Although expected to be an effective tactic, the information showed that it was not only a logistical move, but an excellent overture that created a level of rapport and trust that had never been experienced before. This result is the continuation of the study by Muller (2022) that concentrated on in-home visits as a source of information. We propose that its main importance is in its symbolic role, since the teacher makes the investment of knowing the world of the child outside the classroom, this will encourage the parents to invest more in return by engaging more with the child. This highlights the fact that getting collaboration barriers over is not just a matter of efficiency (such as employing technology) but also about showing a personal commitment to the partnership, which is manifested.

Conclusion

This research focuses the significance of positive collaboration between teachers and parents in escalating both the academic and non-academic learning of students at secondary school. Students learning and performance is not only influence by the study of the students but also by participation of teachers and parents. This aims to explore several strategies consisting collaboration, open communication, and support for the development of professionalism and technology adaptation that can improve and increasing interaction between teachers and parents, thus improving student leaning. It is also concluded that information and communication technology have an effective role in the instant and reliable interaction and collaboration between teachers and parents. This facilitate busy parents with full time job having limited time to attend the school; however, resources and communication infrastructure are needed in the area which is the responsibility of the local, provincial and federal government. Home visit of the students by teachers have been noted a positive initiative for developing trust between the two parties.

Recommendations

In the light of results and conclusion of this study, it is recommended that working collaboratively both teachers and parents may provide a supportive environment that escalates student learning academically and non-academically. Here are some recommendations to enhance teacher- parent collaboration for effective students' learning.

1. Regular and consistent communication should be established for effective learning, use simple, cheaper and instant method for communication, such as electronic mobile messages and communication applications.
2. There should be clear and define roles and responsibilities for parent and teacher, and should set clear expectation and goals which are relevant and time bound.



3. Parents should be invited in school activities, special event, cultural, and national day celebration. Parents should also share and contribute their skills and expertise with school administration.
4. Use modern day's information and communication tools for assigning homework and informing parents. If some parents are struggling with the use of technology, school should arrange training and guidance program for them.
5. Both the parties should build trust, respect and acknowledging each other's, role and responsibilities.
6. School administration/principal should allow teachers to visit inclusive students' home for better understanding and developing rapport to the parents and students.

Table 4

Summary of Recommendations for Stakeholders

Stakeholder	Recommendations for Enhancing Collaboration
Teachers & Parents	• Establish regular, consistent communication. • Use simple, instant methods like mobile messaging. • Build mutual trust and respect and acknowledge each other's roles.
School Administration	• Invite parents to school activities, events, and celebrations. • Allow and facilitate teacher home visits. • Arrange technology training programs for parents. • Create a collaborative and conducive environment.
Parents	• Share and contribute their skills and expertise with the school. • Actively participate in school events and meetings. • Engage with children's learning at home.
Government	• Provide necessary resources and communication infrastructure in the area.

This table 4 organizes the study's recommendations according to the key stakeholders responsible for implementing them. Future researchers may extend this study to Primary and university level, may change the context to Government School, or may conduct this study in a larger domain.

Limitations of the Study

Although this research is useful in understanding teacher-parent collaboration, it should be noted that it has limitations that should be considered to put the findings in perspective and propose future research recommendations.

First, it is difficult to generalize the findings because the study is small and also has a narrow contextual focus. Only five teachers and five parents of one private secondary school in District Swat took part in the study. The experiences and views recorded, despite their richness of details, may not reflect the realities in government schools, other institutions of a particular type, or in other cultural and regional contexts in Pakistan or elsewhere.

Second, the methodology of the study has some constraints that are intrinsic. Since a qualitative study is based on self-reported data through semi-structured interviews, it is prone to social desirability bias. There is a possibility of the participants giving answers that they thought the researchers wanted to hear, and exaggerated positive aspects of collaboration, and under-reported the conflicts or negative experiences. The study is a capture of perceptions and not actual practices since there is no direct observation of the collaborative practices.

Third, it is only a view of teachers and parents. The students themselves do not have a voice in the study as they are the ultimate beneficiaries of this collaboration. Their views on the impact of home-school partnerships on their motivation, academic pressure and learning experience is a dimension that is yet to be explored that holds critical implications on the nature of effective collaboration.

Lastly, purposive sampling approaches although the most appropriate to achieve insightful information in knowledgeable participants imply that the sample can be biased in terms of including the entire range of experiences. As an example, the disillusioned opinion of detached parents or less interested teachers may not be adequately represented, which may pose a more positive picture of the partnership than is the case.

Nevertheless, the article provides a complex insight into the phenomenon in the framework of its



context. The results established a significant foundation on the basis of research that might be conducted further with the use of mixed methods, consisting of greater and more varied samples and including the voices of students in order to establish a more detailed framework of efficient teacher-parent cooperation.

Contributions of the Authors

Each author made a substantial contribution to the work reported and took part in the ideation, development, and final approval of the manuscript.

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Informed Consent Statement

Every participant in the study gave their informed consent.

Statement of Data Availability

The corresponding author can provide the data used in this study upon request.

Conflicts of Interest

The authors declare no conflict of interest.

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