

Home, School, and Community Relations in Early Childhood: Trifocal Synergy Towards Learners' Success

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Abstract

This qualitative exploratory case study investigated how home, school, and community stakeholders coordinated their roles in supporting kindergarten education in six selected public schools in Pinamungajan District I, Cebu, Philippines. Purposive sampling involved 36 adult stakeholders: 10 kindergarten teachers, six school administrators, six non-teaching personnel, six parents, six barangay officials, and two municipal officials. Data were collected through six researcher-developed semi-structured interview guides reviewed by three experts and analyzed thematically within and across stakeholder groups. Parents described home-based learning assistance, values formation, and emotional support; school personnel emphasized instruction, school management, and stakeholder coordination; while community officials described resource mobilization, program assistance, and local governance support. Reported collaborative practices included regular communication, joint planning, Brigada Eskwela, feeding programs, and tambayayong, a culturally grounded expression of collective cooperation. Stakeholders identified livelihood pressures, financial constraints, heavy workloads, staffing shortages, communication difficulties, and budget procedures as barriers to sustained engagement. These findings informed the proposed Trifocal Tapestry Model of Engagement, which organizes complementary stakeholder roles, collaborative mechanisms, structural challenges, and context-responsive practices around the kindergarten learner. The study provides a contextual framework for strengthening home–school–community partnerships and contributes qualitative insights relevant to Sustainable Development Goal 4 (Quality Education) and Sustainable Development Goal 17 (Partnerships for the Goals). Future research may examine the model's implementation and applicability across different educational settings.

Keywords: Kindergarten Education, Home–School–Community Partnerships, Stakeholder Engagement, Tambayayong, Trifocal Tapestry Model of Engagement

1. Introduction

Kindergarten education extends beyond classroom instruction because children's cognitive, language, social, emotional, and behavioral development is shaped by their interactions with families, schools, and communities. International studies emphasized meaningful interactions among children, caregivers, educators, and their environments, alongside coordinated services that supported school readiness and well-being (OECD, 2021; UNESCO & UNICEF, 2024). Family engagement was identified as an important mechanism for connecting learning across settings, although the quality and accessibility of engagement were considered more significant than participation in isolated school activities (OECD, 2024). Within this context, the present exploratory case study examined stakeholder roles, collaborative practices, participation challenges, and contextually appropriate approaches to strengthening home–school–community partnerships in selected kindergarten schools in

Pinamungajan District I. Specifically, the study explored trifocal synergy as a contextually grounded form of shared responsibility that supported the holistic development of kindergarten learners.

In this study, trifocal synergy was defined as the coordinated and mutually reinforcing participation of home, school, and community, while triadic partnership referred to the three-way relationship through which such coordination was established. Internal stakeholders comprised kindergarten teachers, school administrators, and non-teaching personnel, whereas external stakeholders included parents, barangay officials, and municipal officials. The culturally relevant concept of *tambayayong* represented the spirit of cooperation and collective effort among stakeholders. Contemporary scholarship on school–family–community partnerships likewise emphasized the complementary contributions of educators, families, and communities toward educational improvement (Epstein & Sheldon, 2023). These concepts served as interpretive foundations for examining stakeholder relationships, shared responsibilities, and collaborative practices within the local kindergarten context. Philippine basic education legislation also recognized shared governance, school–community linkages, and the participation of teachers, nonacademic personnel, and parents in educational decision-making (Republic Act No. 9155, 2001). Recent Philippine research expanded the understanding of caregiving beyond parental responsibility by identifying the contributions of extended family members and community actors to children's early development, although responsibilities and available resources differed across households (Lasco & Mendoza, 2025). Accordingly, the study considered the school's organizational support, the family's daily guidance, and the community's institutional and cultural contributions as complementary components of kindergarten education. The investigation focused on how stakeholders understood their responsibilities, coordinated educational support, and sustained collaborative relationships within the selected kindergarten settings.

A central theme identified in the literature concerned the importance of reciprocal relationships between families and educators. An early childhood investigation reported associations between constructive family–teacher practices and children's positive engagement with teachers, although the findings did not establish causality (Lewis et al., 2023). Similarly, interviews with early childhood teachers emphasized the importance of consistent communication regarding children's activities and development while identifying difficulties in maintaining meaningful two-way exchanges (Avari et al., 2023). The OECD (2024) identified complementary engagement practices involving parental communication, home-based learning support, and family participation in organizational decisions. International findings further indicated that routine information-sharing occurred more frequently than substantive parental involvement in educational decision-making (OECD, 2025). Another significant theme concerned the complementary responsibilities of internal school stakeholders. Teachers were responsible for developmentally appropriate instruction, responsive interactions, and communication with caregivers, while school administrators facilitated shared planning and established opportunities for stakeholder participation. Non-teaching personnel contributed to the operational and supportive conditions of the school environment. Educational-change scholarship emphasized collaborative institutional cultures and coordinated action rather than isolated improvement initiatives (Fullan, 2025). International evidence also associated the quality of early childhood education with professional interactions and organizational conditions that supported educators (OECD, 2021, 2025). These perspectives provided a basis for examining the collective responsibilities of teachers, school leaders, and support personnel in sustaining kindergarten education. The literature also highlighted the diverse forms of family and community involvement. Philippine kindergarten research identified home-based learning, communication, volunteering, participation in school decisions, and community collaboration as important forms of parental engagement, while time limitations and socioeconomic pressures constrained participation (Licup, 2024). Another Philippine investigation identified communication difficulties, geographical distance, and scheduling constraints as barriers to parent–school collaboration across kindergarten and higher grade levels (Cañete & Ambalong, 2024). A local kindergarten study reported an association between parental involvement and children's developmental progress, although its limited sample required cautious interpretation (Barcoma, 2026). In contrast, a larger investigation identified weak or minimal associations between parental involvement and most assessed developmental domains, indicating that participation alone did not adequately explain differences in learning performance (Pitonang, 2025). Trust, responsiveness, and collaborative planning likewise emerged as important dimensions of educational partnerships. Research involving culturally diverse early childhood settings emphasized the importance of recognizing linguistic differences and family circumstances in teacher–parent collaboration (Ovati et al., 2024). A qualitative investigation of parent–teacher workshops demonstrated how structured exchanges of experiences and proposed solutions supported collaborative relationships (Halimah et al., 2026). Research on rural home–school partnerships also identified shared responsibility, reciprocal communication, and joint problem-solving as important principles, although differences remained between stakeholders' expectations and their actual participation (Anazia et al., 2025). These studies provided comparative insights into educational partnerships and highlighted the importance of investigating the specific conditions experienced by kindergarten stakeholders in Pinamungajan. Sustained engagement was another recurring concern. Parent–teacher relationships experienced disruptions during the pandemic, demonstrating their vulnerability to institutional and household pressures (Keengwe & Onchwari, 2024). A systematic review of parents' experiences during children's transition to formal schooling further emphasized the importance of understanding family perspectives and providing responsive support during developmental

transitions (Morawska et al., 2026). Collectively, the reviewed literature suggested that effective triadic partnerships required continuous communication, clearly differentiated responsibilities, and practical mechanisms for collective action rather than occasional stakeholder participation.

At the global level, early childhood care and education were framed as components of an integrated developmental ecosystem involving parents, educators, communities, and public services (UNESCO & UNICEF, 2024). International evidence also revealed differences in the accessibility and extent of family communication and participation, particularly in organizational decision-making within early childhood institutions (OECD, 2024, 2025). These perspectives established a broader basis for examining the inclusiveness, reciprocity, and contextual responsiveness of local stakeholder partnerships. Within the Philippine context, the MATATAG kindergarten curriculum emphasized holistic and developmentally appropriate learning while recognizing connections among children's identities, families, communities, and surrounding environments (Department of Education, 2023). The Second Congressional Commission on Education (2025) documented persistent challenges affecting early childhood care and development and emphasized the need to strengthen foundational learning and coordinated services. Republic Act No. 12199, enacted in 2025, strengthened the country's early childhood care and development system and recognized the participation of parents and local governments in supporting children's development. Its provisions primarily addressed early childhood care and development and were distinguished from the direct governance of the kindergarten curriculum (Republic Act No. 12199, 2025). Meanwhile, shared governance and community participation in basic education were established under Republic Act No. 9155 (2001). Philippine research also identified the contributions of extended family members and community actors whose caregiving responsibilities extended beyond formal educational institutions (Lasco & Mendoza, 2025). Against these national and international contexts, the study investigated stakeholder relationships in selected kindergarten schools in Pinamungajan District I. It focused on the experiences of teachers, school administrators, non-teaching personnel, parents, barangay officials, and municipal officials. Rather than assuming that broader research findings directly represented the district, the inquiry examined how educational collaboration, shared governance, and community participation were understood and practiced within the local setting.

The study was anchored in Bronfenbrenner and Morris's (2006) bioecological model, which explained human development through continuous interactions between individuals and their interconnected environments over time. This theoretical perspective provided a foundation for examining the relationships among home, school, and community as interdependent environments that influenced kindergarten learners' experiences. The model emphasized that developmental processes were shaped not only by activities within individual settings but also by the quality of relationships connecting those settings. Consequently, stakeholder synergy was examined through the coordinated interactions and responsibilities established across the three educational environments. Fullan's updated theory of educational change further emphasized the significance of collaborative institutional cultures, shared responsibilities, and coordinated improvement processes (Fullan, 2025). Its integration with the bioecological perspective provided a conceptual basis for understanding how stakeholder partnerships were established, strengthened, constrained, and sustained. Together, these theoretical perspectives guided the examination of stakeholder interdependence, communication, collaborative decision-making, and the contextual factors that influenced collective educational action. These theoretical perspectives served as sensitizing frameworks that guided the inquiry while allowing participants' experiences to inform the development and interpretation of themes. The study adopted a qualitative-interpretivist philosophical position, recognizing that stakeholder roles, relationships, and collaborative experiences were socially constructed and context-dependent. Ontologically, it acknowledged multiple realities arising from participants' different institutional and community positions. Epistemologically, knowledge was developed through the interpretation of stakeholder accounts and interactions. Axiologically, the inquiry emphasized ethical sensitivity, respect for participants' experiences, and researcher reflexivity. Methodologically, the exploratory case study approach supported an in-depth examination of stakeholder synergy within its natural educational setting, with analytic rather than statistical generalization as the intended contribution (Yin, 2018).

The reviewed literature provided substantial evidence concerning family–teacher communication, parental participation, institutional support, and broader caregiving networks in early childhood education (Avari et al., 2023; Lasco & Mendoza, 2025; OECD, 2024). Nevertheless, much of the available research concentrated on specific stakeholder relationships, individual participant groups, or particular dimensions of engagement rather than examining the coordinated contributions of internal school personnel, families, and local government officials within a single kindergarten setting. Furthermore, studies conducted outside the Philippines or involving broader grade levels offered limited context-specific insight into how home–school–community relationships were experienced and sustained among kindergarten stakeholders in Pinamungajan (Anazia et al., 2025; Cañete & Ambalong, 2024). Differences in findings concerning parental participation and children's developmental outcomes also indicated the need to investigate collaborative processes without presuming their educational effects (Barcoma, 2026; Pitonang, 2025). Although stakeholder engagement was widely recognized as important, limited context-specific evidence addressed how the home, school, and community collectively negotiated responsibilities, sustained cooperation, managed constraints, and developed effective collaborative practices in

selected kindergarten settings. To address this gap, the study explored how internal and external stakeholders in selected kindergarten schools in Pinamungajan District I understood their respective roles, participated in collaborative activities, encountered partnership challenges, and recommended approaches for maintaining effective stakeholder engagement. Through an exploratory case study, the investigation sought to generate contextually grounded insights into stakeholder synergy as an integrated triadic system. These insights were intended to provide a conceptual and practical basis for developing the proposed Trifocal Tapestry Model of Engagement.

The study was primarily aligned with Sustainable Development Goal 4 (Quality Education), particularly its emphasis on inclusive, equitable, and quality early childhood development and pre-primary education. The investigation focused on stakeholder participation, supportive kindergarten learning environments, and continuity between home-based and school-based learning, which corresponded with international priorities for strengthening early childhood education (United Nations Department of Economic and Social Affairs, 2025; UNESCO & UNICEF, 2024). The study was also aligned with Sustainable Development Goal 17 (Partnerships for the Goals), as it examined collaborative relationships among educational institutions, families, and local government stakeholders. This alignment emphasized the importance of coordinated responsibilities, resource support, and participatory approaches in sustaining educational initiatives. Accordingly, the study contributes qualitative insights into stakeholder practices relevant to inclusive kindergarten education under SDG 4 and institutional collaboration under SDG 17. Instead, it examined stakeholder practices whose relevance to educational quality and institutional partnerships supported the broader sustainability objectives.

The study was situated within multidisciplinary sustainability by examining the relationships and collaborative practices that supported educational continuity, community participation, cultural cooperation, and institutional governance. Its relevance to educational sustainability centered on understanding how stakeholders maintained supportive learning environments, coordinated educational responsibilities, and responded to kindergarten learners' developmental needs. The investigation also addressed community and socio-economic sustainability by exploring how stakeholders negotiated limited resources, unequal access, time constraints, and other barriers affecting family and community participation (Cañete & Ambalong, 2024; OECD, 2024). Through the concept of *tambayayong*, the study recognized culturally grounded cooperation and the contributions of wider caregiving networks as important elements of community and cultural sustainability (Lasco & Mendoza, 2025). Institutional and governance sustainability were reflected in the study's examination of shared decision-making, participatory school leadership, collaborative responsibilities, and coordination with local government institutions. These dimensions were consistent with Philippine educational governance legislation and contemporary early childhood policies emphasizing stakeholder participation (Republic Act No. 9155, 2001; Republic Act No. 12199, 2025). The multidisciplinary perspective further situated kindergarten education within broader concerns involving children's care, safety, health, and psychosocial well-being, consistent with integrated approaches to early childhood development (Second Congressional Commission on Education, 2025; UNESCO & UNICEF, 2024). Overall, the investigation sought to contribute contextually grounded insights that could inform early childhood educational practice, curriculum implementation, school leadership, community engagement, and local educational governance. Its anticipated contribution was directed toward strengthening sustainable collaboration among home, school, and community stakeholders and providing a foundation for the proposed Trifocal Tapestry Model of Engagement.

2. Materials and Methods

2.1 Research Design

The study adopted a qualitative exploratory case study design based on Yin (2018), which facilitated the investigation of complex stakeholder relationships within their natural educational contexts. This approach was supported by Creswell and Poth (2024), who emphasized the relevance of qualitative inquiry in understanding experiences, interactions, and context-dependent phenomena. The study examined home–school–community partnership practices across six selected kindergarten schools in Pinamungajan District I. For thematic analysis, the participants were organized into three stakeholder groups: home, represented by parents; school, comprising kindergarten teachers, administrators, and non-teaching personnel; and community, represented by barangay and municipal officials. This arrangement enabled the analysis of experiences within each stakeholder group and the comparison of collaborative practices, shared perspectives, and differences across the three groups. Six public kindergarten schools, consisting of two large, two medium, and two small institutions, were selected to capture contextual variations in school size, available resources, and community conditions.

2.2 Locale of the Study

The study was conducted in Pinamungajan District I, located in southwestern Cebu Province, Philippines, within Cebu's third congressional district. The district comprised 17 barangay schools, including 15 elementary schools and two high schools. Six public schools offering kindergarten education and registered under the Department of Education were selected as research sites. Schools were classified according to enrollment size, with small schools

having fewer than 200 learners, medium schools having 200–499 learners, and large schools having at least 500 learners. The selected schools served communities with varying conditions involving educational resources, infrastructure, accessibility, and parental participation. These contextual differences provided opportunities to examine home–school–community partnerships across diverse kindergarten environments.

2.3 Respondents of the Study

The study involved 36 adult stakeholders from the six selected kindergarten schools. Participants comprised 10 kindergarten teachers, six school administrators, six non-teaching personnel, six parents, six barangay officials, and two municipal officials. Teachers, administrators, and non-teaching personnel constituted the internal stakeholders, while parents and local government officials represented the external stakeholders. Participants provided firsthand accounts of their responsibilities, collaborative experiences, challenges, and effective practices in supporting kindergarten education. The analyzed dataset comprised interview accounts from 36 adult stakeholders whose responses addressed the study's research questions and objectives.

2.4 Sample and Sampling Procedure

Purposive sampling was employed to select participants directly involved in kindergarten education and home–school–community partnerships. This approach was consistent with Ahmad and Wilkins (2024), who emphasized the importance of selecting information-rich participants whose experiences aligned with the objectives of qualitative inquiry. Participants were recruited from six schools representing different enrollment classifications to capture diverse institutional and stakeholder perspectives. Participants were selected based on their membership in one of the six stakeholder categories, direct involvement in kindergarten education, willingness to share relevant experiences through individual interviews, and voluntary informed consent. Individuals outside the identified stakeholder categories, those without direct involvement in kindergarten education, minors, and those who declined or withdrew consent were excluded from participation. Interview responses were included in the thematic analysis when they provided information relevant to the research objectives.

2.5 Research Instrument

Six researcher-developed semi-structured interview guides were utilized, corresponding to kindergarten teachers, school administrators, non-teaching personnel, parents, barangay officials, and municipal officials. The researcher served as the primary instrument, facilitating interviews and interpreting participants' experiences within the qualitative inquiry framework (Creswell & Poth, 2024). Each guide contained open-ended questions addressing stakeholder roles, collaborative practices, encountered challenges, and best practices in strengthening home–school–community partnerships. The use of semi-structured interviews was consistent with Naz et al. (2022), who emphasized the importance of systematically developed interview guides in obtaining detailed, context-specific qualitative information. Three experts specializing in qualitative research, early childhood education, and basic education administration reviewed the interview guides for content relevance, clarity, and alignment with the research objectives. Their recommendations were incorporated to improve question clarity, relevance, cultural appropriateness, sequencing, and alignment with the research objectives.

2.6 Data Gathering Procedure

Data collection was conducted during the first quarter of 2025 through three sequential phases: preparation, interview implementation, and post-interview data management. Before data gathering, the study received a Certificate of Exception from the Cebu Normal University Ethics Review Committee under CNU ERC Code 1605/2025-02 (Secuya). Formal permissions were obtained from the Dean of the College of Teacher Education of Cebu Normal University, the Schools Division Superintendent of DepEd–Cebu Province, the Public Schools District Supervisor, and the school heads of the six participating schools. The interview guides were finalized following expert validation. After securing institutional permissions and informed consent, the researcher conducted semi-structured individual interviews with the selected stakeholders. Participants were organized into three stakeholder groups: parents under the home case, school personnel under the school case, and barangay and municipal officials under the community case. Interviews were conducted in school offices, classrooms, and designated community meeting spaces. Individual interviews lasted approximately 60–90 minutes, with participants asked to participate in one or two sessions as needed. Interviews were recorded with participants' consent to ensure accurate documentation of their experiences and responses. Confidentiality and voluntary participation were maintained throughout data collection. Following the interviews, the researcher manually transcribed the recorded responses, reviewed the transcripts for accuracy, and organized the data according to stakeholder group and participant codes. Transcript review was offered to participants as a procedure for checking the accuracy of their recorded responses. Identifying information was replaced with codes, and research records were securely maintained for subsequent analysis. Data management and retention followed institutional confidentiality and security requirements.

2.7 Data Analysis Techniques

The qualitative data were analyzed through within-group and cross-group examination using the exploratory case study approach of Yin (2018). The analytical process involved organizing interview transcripts by stakeholder

group, reviewing participants' accounts, generating initial codes, refining related meanings into themes, and comparing thematic patterns across home, school, and community stakeholders. Planning and design established the research questions and three stakeholder groups, while preparation involved reviewing, organizing, and cleaning interview transcripts. The collected interview accounts were consolidated as the primary qualitative evidence. Analysis subsequently examined stakeholder experiences within each case and compared the findings across home, school, and community contexts to identify recurring patterns, relationships, and shared meanings. Thematic analysis was guided by Braun and Clarke (2022), whose updated methodological framework emphasized systematic familiarization with qualitative data, coding, development and refinement of themes, and interpretation of meaningful patterns. The researcher repeatedly examined the transcripts, generated initial codes, grouped related ideas, reviewed emerging themes, and developed thematic interpretations. Attention to methodological coherence and transparent theme development was consistent with Braun and Clarke (2023). Artificial intelligence tools were used to assist in generating preliminary coding suggestions. The researcher subsequently reviewed the suggested codes against the interview accounts, refined the coding decisions, and developed the thematic interpretations. Expert validators also examined the coded material for interpretive clarity and alignment with the research objectives. The use of artificial intelligence as an analytical aid was discussed in recent methodological literature, which emphasized that AI-generated codes and themes required careful human examination and interpretation (Morgan, 2023; Wachinger et al., 2025). Within-group analysis captured the contextual experiences of each stakeholder group, while cross-group analysis identified shared patterns, differences, and collaborative practices across the three stakeholder groups. Methodological rigor was informed by Lincoln and Guba's (1985) four established trustworthiness criteria: credibility, transferability, dependability, and confirmability. These trustworthiness considerations remained relevant to contemporary qualitative research, as discussed by Ahmed (2024). Credibility was supported through repeated examination of interview transcripts, comparison of stakeholder accounts, detailed contextual interpretation, and the inclusion of participant quotations to substantiate thematic findings. Transferability was supported through descriptions of the research setting, participant characteristics, school classifications, and stakeholder experiences. Dependability was addressed through an audit trail documenting participant selection, data collection, coding, theme development, and interpretation decisions. Confirmability was strengthened by grounding interpretations in participants' accounts and maintaining transparent analytical records. Participants' perspectives were represented through coded interview excerpts, including original Bisaya expressions accompanied by English translations where applicable, to retain cultural meaning and strengthen the transparency of thematic interpretations. The preservation of original-language accounts was consistent with recent discussions on maintaining meaning in multilingual qualitative analysis (Dolan et al., 2023). Collectively, these procedures supported the transparency and trustworthiness of the qualitative findings (Lincoln & Guba, 1985; Ahmed, 2024).

2.8 Ethical Considerations

The study adhered to ethical principles emphasizing voluntary participation, informed consent, confidentiality, respect for autonomy, and protection of participants' rights. The Philippine Health Research Ethics Board (2022) provided an updated national reference for ethical considerations involving human research participants. Before participation, stakeholders received information regarding the study's objectives, procedures, potential risks and benefits, confidentiality measures, and their rights. Participants were provided at least one full day to review the informed consent form and request clarification before voluntarily signing it. Only adult stakeholders were included, and children or minors were excluded from the investigation. Participation involved minimal anticipated risk, and no financial compensation was provided. Participants were informed that they could decline to answer questions or withdraw from the study at any time without explanation or penalty. Interviews were recorded only after consent was obtained, and personally identifying information was replaced with participant codes. Research records were maintained in password-protected files or secured facilities with restricted access, while data disposal was planned according to institutional retention protocols. Participants were provided with the researcher's contact information and details of the overseeing institution for questions or ethical concerns. These procedures were implemented to safeguard participants' privacy, autonomy, and dignity throughout the research process.

3. Results and Discussion

3.1 Home Stakeholders: Parental Roles, Collaboration, Challenges, and Practices

3.1.1 Parental Roles in Learning, Values Formation, and Home Support

Parents identified three interconnected responsibilities: learning facilitation, values formation, and provision of home-based support. They assisted children with reading, storytelling, writing, numeracy, and classroom assignments while reinforcing discipline, respect, and appropriate behavior. They also provided school supplies, meals, uniforms, adequate rest, and encouragement to attend school regularly. P1 explained, "Sa balay, amo gyud gi-guide among anak... Kung naay assignment, mutabang ko." (At home, I really guide my child. If there is an assignment, I help.) Other parents described reading stories, practicing classroom lessons, and obtaining learning materials despite limited household finances. These accounts demonstrated that parental involvement combined educational, emotional, moral, and material responsibilities. The findings highlighted parents' contributions as continuing sources of educational support beyond formal classroom instruction. These experiences were

consistent with the bioecological perspective, which recognizes interactions within children's immediate environments as important developmental processes (Bronfenbrenner & Morris, 2006). Recent Philippine research similarly identified family members and wider caregiving networks as contributors to children's early development (Lasco & Mendoza, 2025). The findings also reflected the importance of coordinated family–school responsibilities discussed by Epstein and Sheldon (2023). Accordingly, parental engagement was understood as a multidimensional responsibility involving learning assistance, values reinforcement, and the provision of conditions that supported school participation.

3.1.2 Parent–Teacher Communication, Home–School Engagement, and Brigada Eskwela Participation

Parents described communicating with teachers through messages, meetings, and informal consultations concerning children's learning progress, classroom needs, and school activities. They participated in parent–teacher association meetings, school programs, and volunteer activities when their schedules permitted. Brigada Eskwela and feeding programs emerged as particularly visible opportunities for cooperation among parents, teachers, and community representatives. P2 stated, "Katong Brigada Eskwela. Nagtinabangay mi tanan, parents, teachers, ug barangay." (During Brigada Eskwela, all of us worked together, parents, teachers, and the barangay.) These activities enabled parents to contribute directly to school preparation and community-supported educational initiatives. The findings indicated that parental collaboration occurred through both routine communication and collective participation in organized school activities. Avari et al. (2023) identified multiple communication approaches used by early childhood teachers and emphasized the importance of meaningful exchanges with families. Similarly, Lewis et al. (2023) reported an association between constructive family–teacher practices and children's positive engagement with teachers, although their findings did not establish causality. The OECD (2024) further emphasized the value of combining communication, home-learning support, and family participation in educational decisions. The reported participation in Brigada Eskwela was also consistent with the Department of Education's recognition of the program as a mechanism for mobilizing stakeholder contributions to school preparation (Department of Education, 2024a). However, the findings suggested that collective activities needed continuing communication to sustain partnerships beyond scheduled events.

3.1.3 Parental Time Constraints, Financial Limitations, and Work–Family Balance

Parents identified insufficient time, financial difficulties, and competing work and family responsibilities as major obstacles to sustained school participation. Employment schedules, agricultural work, household responsibilities, and childcare demands frequently limited attendance at meetings and activities. Some parents also experienced difficulty purchasing school supplies and project materials. P1 stated, "Mag-trabaho ko sa uma sa buntag, unya sa hapon mag-atiman pa sa balay. Lisod jud mopadayon sa school activities." (I work on the farm in the morning and manage the household in the afternoon. It is really hard to attend school activities.) Despite these limitations, parents continued to express concern for their children's educational progress. These findings suggested that inconsistent school participation was frequently associated with socioeconomic circumstances rather than an absence of parental commitment. Philippine research by Cañete and Ambalong (2024) similarly identified scheduling difficulties, geographical distance, and communication barriers affecting parent–school collaboration. The OECD (2024) emphasized the importance of designing inclusive family-engagement opportunities that considered differences in household circumstances and available resources. Anazia et al. (2025) also documented variations between parental expectations and actual participation in rural school partnerships. These findings indicated that flexible engagement arrangements, accessible communication, and recognition of home-based contributions were important considerations for sustaining participation among families experiencing livelihood pressures.

3.1.4 Home-Learning Support, Open Communication, and Active Parental Involvement

Parents identified regular learning assistance, open communication, and active participation as practices they considered useful. These included reviewing lessons, practicing reading and numeracy, discussing children's difficulties with teachers, attending meetings, and volunteering during school activities. Participants emphasized addressing problems promptly rather than allowing misunderstandings or learning concerns to continue unresolved. P1 stated, "Open communication gyud. Kung naay problema, istoryahon dayon. Dili maghulat nga mudako ang problema." (Open communication is really important. If there is a problem, address it immediately. Do not wait for the problem to grow.) Parents also emphasized respect and mutual understanding in maintaining productive relationships with teachers. The parents' accounts emphasized consistent home-based learning support and reciprocal communication as complementary dimensions of parental engagement beyond participation in school activities. Epstein and Sheldon (2023) emphasized that family participation became more meaningful when schools recognized parents as educational partners and provided opportunities for sustained involvement. The OECD (2024) similarly identified communication, learning support at home, and participation in school decisions as complementary engagement mechanisms. These perspectives supported the study's finding that regular home-based assistance, early communication of concerns, and mutual respect helped maintain continuity between children's family and school experiences.

3.2 School Stakeholders: Institutional Roles, Coordination, Challenges, and Practices

3.2.1 Instructional Leadership, Administration, Child Development Advocacy, and Learning Environment Management

School stakeholders identified complementary responsibilities in kindergarten education. Administrators coordinated instructional programs, managed school operations, supervised educational activities, and facilitated communication with parents and community officials. Teachers delivered developmentally appropriate instruction, monitored children's academic and socio-emotional development, and communicated concerns requiring additional support. Non-teaching personnel maintained classroom cleanliness, school safety, learning spaces, and operational arrangements. A2 explained, "Ako ang nag-lead sa coordination. Makig-meeting ko sa teachers, parents, non-teaching staff, ug barangay official's para masiguro nga aligned ang among programs." (I lead the coordination. I meet with teachers, parents, non-teaching staff, and barangay officials to ensure our programs are aligned.) Their accounts indicated that instructional and operational responsibilities were different but mutually supportive. The findings positioned the school as the organizational center connecting classroom instruction, family participation, and community assistance. The OECD (2021) emphasized that meaningful interactions and supportive organizational conditions contributed to the quality of early childhood education. More recent international findings also highlighted the importance of professional responsibilities, leadership practices, and working conditions in early childhood institutions (OECD, 2025). Fullan (2025) emphasized collaborative institutional cultures and coordinated educational improvement. These perspectives supported the interpretation that effective kindergarten provision required the combined contributions of instructional leaders, teachers, and non-teaching personnel rather than depending exclusively on classroom teaching.

3.2.2 School–Family Coordination, Multi-Stakeholder Management, and Activity Planning

School personnel described organizing parent–teacher meetings, school orientations, report-card consultations, stakeholder discussions, and collaborative school activities. They provided advance notices, maintained communication channels, coordinated school programs, and involved parents and local government representatives in selected initiatives. Teachers also reported planning educational experiences that considered children's academic, social, cultural, and artistic development. A5 explained, "Ang eskwelahan ang nagkuha-kuha sa tanan kinahanglan ug nagorganisa para usa ang direksyon sa ato." (The school gathers all the needs and organizes so that everyone moves in one direction.) These accounts demonstrated the school's coordinating role in aligning stakeholder contributions toward shared educational activities. The findings indicated that school-initiated coordination provided organizational structure for home–school–community collaboration. Epstein and Sheldon (2023) emphasized the importance of planned partnership programs that established clear responsibilities and sustained communication among educational stakeholders. Fullan (2025) similarly discussed coordinated action and collaborative cultures as important elements of educational improvement. The OECD (2024) highlighted structured family communication and opportunities for participation in institutional decisions. These perspectives suggested that organized communication schedules, inclusive activity planning, and clear stakeholder responsibilities could strengthen the continuity of kindergarten partnerships.

3.2.3 Workload Pressure, Administrative Demands, Communication Gaps, and Staffing Shortages

Teachers, administrators, and non-teaching personnel reported excessive workloads, documentation requirements, overlapping assignments, insufficient personnel, and limited resources. One teacher described independently handling a class of 40 children, while others reported balancing classroom instruction with administrative reporting and additional school responsibilities. Participants also identified inconsistent parent attendance and communication difficulties as barriers to coordinated support. T5 explained, "Usahay mura mig malumos sa kadaghan sa trabaho. Magtudlo hangtod sa ASAP reports." (We teachers are sometimes drowning in work. We teach and then ASAP reports.) These experiences limited the time available for individualized learner assistance and continuing stakeholder engagement. The findings indicated that institutional workload and staffing limitations constrained the school's capacity to sustain instructional and collaborative responsibilities simultaneously. The Department of Education (2024b) recognized this concern through its policy on the immediate removal of administrative tasks from public school teachers. The OECD (2025) also examined how working conditions and institutional support affected the professional responsibilities of early childhood educators. The Second Congressional Commission on Education (2025) documented broader challenges in strengthening the foundations of Philippine education. Together, these sources supported the interpretation that school-level collaboration required adequate organizational capacity, personnel support, and practical management of administrative responsibilities.

3.2.4 Learner-Centered Instruction, Transparent Communication, and Inclusive Planning

School stakeholders described learner-centered instruction, transparent communication, and inclusive planning as practices they considered useful. Teachers reported adapting learning activities according to children's developmental needs, communicating learner difficulties to families, and encouraging home-based reinforcement. Administrators described coordinating school programs and involving parents, personnel, and community representatives in planning activities. Participants also emphasized sharing information about school programs, available resources, and educational concerns. These practices demonstrated efforts to align instructional

decisions with stakeholder cooperation and children's holistic development. The findings suggested that learner-centered teaching was supported by consistent communication and shared understanding among stakeholders. The OECD (2021) emphasized the quality of interactions and responsiveness to children's developmental needs, while UNESCO and UNICEF (2024) highlighted integrated approaches to early childhood education and care. Epstein and Sheldon (2023) likewise emphasized equitable stakeholder participation in educational partnerships. These perspectives supported the importance of connecting responsive classroom instruction with transparent institutional practices and opportunities for meaningful family and community involvement.

3.3 Community Stakeholders: Local Government Roles, Collaboration, Challenges, and Practices

3.3.1 Resource Mobilization, Program Support, and Community Partnership

Barangay and municipal officials identified resource mobilization, program assistance, and community partnership as their principal contributions to kindergarten education. Participants reported supporting school programs through funding allocations, material assistance, community volunteer mobilization, school maintenance, and coordination with health and social welfare services. They also described participating in educational planning and assisting schools in addressing safety and resource concerns. M1 described municipal responsibility as providing "policy support, programs, ug budget allocation para sa early childhood education" (policy support, programs, and budget allocation for early childhood education). These accounts demonstrated that local government participation involved both direct assistance and administrative support. The findings indicated that community stakeholders provided resources and institutional support beyond the direct capacity of families and schools. Republic Act No. 9155 (2001) established shared governance and encouraged linkages among schools, government institutions, and communities. The subsequent enactment of Republic Act No. 12199 (2025) further emphasized coordinated responsibilities in early childhood care and development, providing a contemporary policy context for interpreting these findings, although it was enacted after the study's first-quarter 2025 data collection. UNESCO and UNICEF (2024) similarly highlighted coordinated services and community participation in supporting early childhood development. These perspectives supported the importance of local government partnerships in strengthening the broader support environment for kindergarten learners.

3.3.2 School–Community Partnership, Collaborative Participation, and Inter-Agency Coordination

Community officials reported collaborating with school administrators, teachers, and parents through meetings, organized school activities, resource assistance, and inter-agency programs. They participated in Brigada Eskwela, feeding initiatives, educational activities, health-related services, and community mobilization. Participants also described coordinating with barangay health workers, health facilities, and social welfare representatives to provide supplementary assistance. M2 stated, "Nag-tinabangay ang tanan munisipyo, eskwelahan, ug ang mga ginikanan." (Everyone worked together, the municipality, the school, and the parents.) Their accounts demonstrated that collaboration involved coordinated contributions from educational institutions, families, and local government offices. These findings indicated that school–community partnerships combined institutional cooperation, resource support, and direct stakeholder participation. Epstein and Sheldon (2023) emphasized that community engagement could strengthen educational partnerships when schools actively developed relationships with external institutions. Lasco and Mendoza (2025) likewise documented the contributions of community actors within Philippine early childhood caregiving networks. The principle of multisectoral coordination was also consistent with the broader integrated approach to early childhood development discussed by UNESCO and UNICEF (2024). These perspectives supported the interpretation that structured collaboration among educational and community institutions could help schools respond to learners' developmental and welfare needs.

3.3.3 Resource Limitations, Budget-Cycle Delays, and Competing Governance Responsibilities

Community officials reported financial limitations, delayed budget approvals, scheduling conflicts, and competing government responsibilities as challenges affecting their support for kindergarten programs. Some participants described difficulties providing materials or releasing resources immediately because assistance depended on established government budgeting and approval procedures. Others reported conflicts between educational activities and additional municipal or barangay responsibilities. M1 explained, "Dili tanan mahatag dayon tungod sa budget process." (Not everything can be given immediately because of the budget process.) These accounts distinguished stakeholders' willingness to assist from their administrative and financial capacity to provide timely support. The findings indicated that community participation was affected by institutional procedures and resource constraints rather than commitment alone. The Second Congressional Commission on Education (2025) highlighted persistent resource and coordination challenges affecting Philippine education. The OECD (2025) also examined the relationship between institutional resources, organizational conditions, and early childhood service provision. The governance responsibilities articulated in Republic Act No. 9155 (2001) further established the importance of accountability and coordination among educational institutions and government stakeholders. These perspectives supported the need for realistic planning, clear institutional commitments, and coordination between school requirements and government resource-allocation processes.

3.3.4 Community Engagement Programs, Transparency, and Collective Support

Community stakeholders identified community engagement programs, transparent communication, and collective assistance as practices they considered useful. Reported activities included feeding initiatives, reading programs, livelihood-related assistance for parents, school maintenance, barangay assemblies, and joint educational planning. Officials emphasized informing stakeholders about available programs, explaining resource allocations, and maintaining respectful communication with school personnel and families. M1 stated, "Transparency sa budget ug programs. Kinahanglan mahibal-an sa mga tawo kung unsa ang mga proyekto para sa edukasyon." (Transparency in budgets and programs. People need to know what educational projects exist.) These practices reflected efforts to strengthen institutional accountability and community participation. The findings indicated that transparency and shared responsibility contributed to stakeholders' understanding of how educational resources and programs were organized. Epstein and Sheldon (2023) emphasized meaningful community participation as an important component of school partnership development. Republic Act No. 9155 (2001) similarly established accountability, transparency, and shared governance as important principles of Philippine basic education. Lasco and Mendoza (2025) further highlighted the relevance of broader community caregiving networks in supporting children's development. These perspectives supported the importance of transparent decision-making, coordinated assistance, and community participation in sustaining kindergarten partnerships.

3.4 Cross-Group Themes in Trifocal Stakeholder Engagement

3.4.1 Shared and Complementary Stakeholder Roles

The cross-group analysis identified distinct but complementary roles among home, school, and community stakeholders. Parents provided everyday learning assistance, values formation, emotional guidance, and material support. School personnel contributed instructional expertise, educational leadership, coordination, developmental monitoring, and school-environment management. Community officials provided resources, public services, institutional assistance, and governance support. Participants described complementary responsibilities that highlighted the importance of coordinated contributions from families, school personnel, and community officials in supporting kindergarten education. This convergence supported the interpretation of stakeholder engagement as an interconnected educational process. Bronfenbrenner and Morris (2006) explained development through interactions among individuals and their surrounding environments. Epstein and Sheldon (2023) similarly emphasized complementary family, school, and community responsibilities in educational partnerships. Philippine findings from Lasco and Mendoza (2025) further reinforced the importance of caregiving networks extending beyond parents and teachers. The study therefore highlighted stakeholder interdependence while recognizing the specialized responsibilities of each group.

3.4.2 Collaborative Practices and Mechanisms

Across the three stakeholder groups, communication, organized school activities, program coordination, and *tambayayong* emerged as central mechanisms of stakeholder collaboration. Parents contributed through meetings, home-based learning assistance, and volunteering. School personnel organized schedules, coordinated educational programs, and facilitated stakeholder participation. Community officials provided resources, logistical support, and services. *Brigada Eskwela* and feeding programs were prominent examples of collective participation described across the home, school, and community stakeholder groups. Participants described these activities as expressions of cooperation, although their implementation required time, resources, and coordinated effort. The findings indicated that collaborative activities created opportunities for relationship-building and shared educational responsibility. Epstein and Sheldon (2023) emphasized that sustainable educational partnerships required continuing interaction and coordinated stakeholder contributions. The Department of Education (2024a) similarly recognized *Brigada Eskwela* as a nationwide initiative that mobilized school and community stakeholders for collective school preparation. Anazia et al. (2025) highlighted shared expectations and meaningful relationships in rural home-school partnerships. These perspectives supported the interpretation that *tambayayong* provided a culturally meaningful expression of collective engagement, while regular communication and continued planning were needed to sustain collaboration beyond organized events.

3.4.3 Challenges to Sustained Stakeholder Engagement

The cross-group findings revealed common structural challenges affecting stakeholder participation. Parents experienced employment demands, household responsibilities, limited finances, and difficulty attending school activities. School personnel faced heavy workloads, administrative requirements, insufficient staffing, communication gaps, and resource shortages. Community officials encountered restricted budgets, delayed approvals, and competing governance responsibilities. Although these constraints differed in their specific causes, limited time and resources were recurring challenges across all three stakeholder groups. These findings indicated that barriers to collaboration were closely associated with household, institutional, and governance conditions rather than necessarily reflecting negative stakeholder attitudes. Cañete and Ambalong (2024) documented scheduling and communication difficulties affecting parent-school relationships. The OECD (2024) emphasized the need to account for family circumstances and inequalities when developing participation strategies, while the Second Congressional Commission on Education (2025) identified persistent challenges in educational resources and service coordination. These perspectives suggested that sustaining triadic engagement required context-sensitive arrangements addressing the practical limitations experienced by different stakeholder groups.

3.4.4 Effective and Contextualized Stakeholder Practices

The cross-group synthesis identified consistent communication, inclusive planning, responsiveness to learner needs, and collective assistance as practices they considered useful. Parents emphasized home-learning support, respect, and early communication of educational concerns. School personnel highlighted learner-centered instruction, transparent information-sharing, and coordinated planning. Community officials emphasized accountability, resource assistance, program coordination, and collective responsibility. Across the three stakeholder groups, the interview accounts emphasized mutual respect, clearly differentiated responsibilities, and continuing cooperation as important foundations of kindergarten stakeholder engagement. The findings indicated that context-responsive stakeholder practices were strengthened when responsibilities and participation arrangements reflected local conditions. Epstein and Sheldon (2023) emphasized the importance of equitable collaboration and shared decision-making among educational stakeholders. The OECD (2024) similarly highlighted multiple forms of family engagement, while Ovati et al. (2024) emphasized sensitivity to family characteristics and contextual differences in early childhood partnerships. These perspectives supported the study's identification of inclusive, responsive, and culturally grounded approaches as important elements of continuing home-school-community engagement.

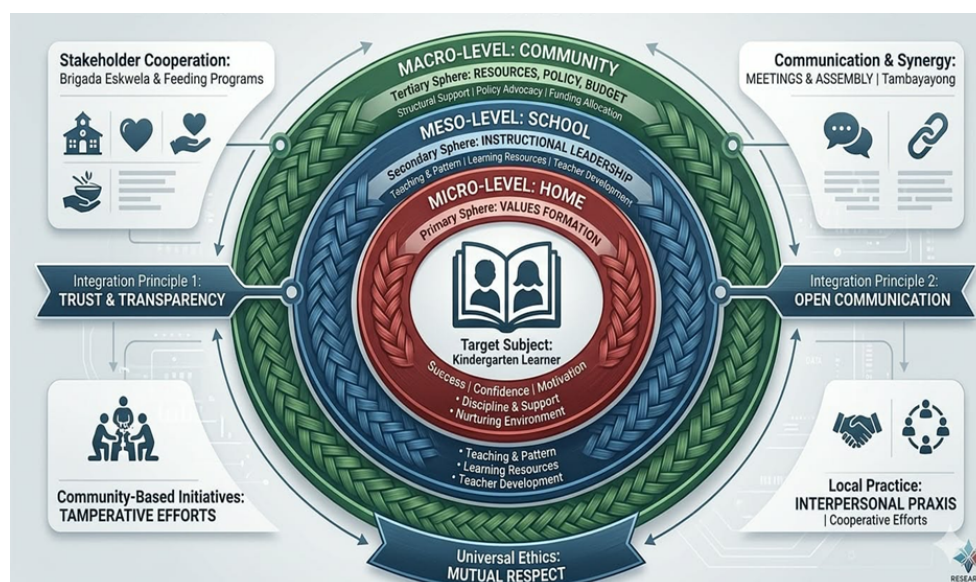
3.5 Cross-Group Convergences and Divergences

The comparison of the three stakeholder groups revealed common commitments alongside differences in stakeholder responsibilities and participation. All groups recognized the importance of supporting kindergarten learners, valued communication and mutual respect, identified Brigada Eskwela and feeding programs as meaningful collaborative activities, and experienced time or resource limitations. However, their contributions differed substantially. Parents primarily provided emotional support, values formation, and home-based learning assistance. School personnel organized instruction, institutional activities, and stakeholder coordination. Community officials contributed resources, public services, and governance support. Their collaborative approaches also differed: parents generally participated through home-based and school-organized activities, school personnel initiated and coordinated programs, and community officials facilitated assistance through institutional mechanisms. These convergences and divergences indicated that effective partnerships depended on coordinated but differentiated responsibilities. Bronfenbrenner and Morris (2006) provided a theoretical explanation for the interdependence of children's developmental environments, while Epstein and Sheldon (2023) emphasized the complementary contributions of families, schools, and communities. Anazia et al. (2025) similarly highlighted the significance of stakeholder expectations and shared responsibilities in educational partnerships. The cross-group findings emphasized the importance of recognizing each stakeholder group's capacities, responsibilities, and practical constraints when developing context-responsive approaches to triadic collaboration. Consequently, partnership practices needed to accommodate different forms of involvement while maintaining common educational objectives.

3.6 Proposed Trifocal Tapestry Model of Engagement

The cross-group findings informed the proposed Trifocal Tapestry Model of Engagement, illustrated in Figure 1, which conceptualizes the interdependent roles, collaborative mechanisms, and shared responsibilities of home, school, and community stakeholders in supporting kindergarten education.

Figure 1
The Trifocal Tapestry Model of Engagement



The model placed the kindergarten learner at its center and organized stakeholder contributions into three interconnected spheres. The home represented values formation, emotional support, discipline, and nurturing relationships. The school represented instructional leadership, educational resources, professional guidance, and coordinated learning activities. The community represented governance, resource mobilization, policy support, and broader institutional assistance. Four interconnected components were derived from the findings: complementary stakeholder roles, collaborative mechanisms, structural challenges, and contextualized stakeholder practices. The model described stakeholder roles as interconnected threads, collaboration as the mechanism linking these roles, structural challenges as pressures affecting coordination, and effective practices as the relationships and processes that helped sustain engagement. Trust, transparency, open communication, mutual respect, and *tambayayong* were identified as integrating principles. The proposed model reflected the study's central interpretation that kindergarten education was supported through specialized yet mutually reinforcing stakeholder contributions. Its conceptual foundation was consistent with the bioecological perspective of interconnected developmental environments (Bronfenbrenner & Morris, 2006), the school–family–community partnership approach of Epstein and Sheldon (2023), and Fullan's (2025) emphasis on coordinated educational improvement. The findings also reflected contemporary recognition of integrated early childhood services and stakeholder participation (UNESCO & UNICEF, 2024). The model therefore provided a contextually grounded framework for organizing stakeholder responsibilities, collaboration, challenges, and effective practices in Pinamungajan District I. As a conceptual synthesis of stakeholder experiences, the proposed Trifocal Tapestry Model of Engagement provides an organizing framework for home–school–community collaboration. Its implementation and potential contributions to kindergarten learning and development present directions for future empirical investigation.

4. Conclusion & Recommendations

The study identified complementary roles, collaborative practices, and participation challenges among home, school, and community stakeholders in selected public kindergarten schools in Pinamungajan District I, Cebu, Philippines. Parents contributed through home-based learning assistance, values formation, and emotional support; school personnel provided instructional guidance, educational leadership, and stakeholder coordination; while community officials supported resource mobilization, educational programs, and local governance initiatives. Communication, collaborative planning, *Brigada Eskwela*, feeding programs, and *tambayayong* reflected culturally grounded forms of shared responsibility. Financial constraints, livelihood demands, administrative workloads, staffing shortages, and institutional budget procedures shaped stakeholders' capacity to maintain participation. These findings informed the proposed Trifocal Tapestry Model of Engagement, which integrates differentiated stakeholder responsibilities, collaborative mechanisms, structural constraints, and context-responsive practices into a conceptual framework for strengthening kindergarten home–school–community partnerships.

The study recommended strengthening home–school–community partnerships through consistent parental communication, home-based learning support, and flexible opportunities for stakeholder participation. Schools were encouraged to institutionalize regular parent–teacher conferences, accessible communication channels, flexible consultation schedules, stakeholder orientation activities, and inclusive collaborative planning throughout the academic year. The Department of Education was encouraged to provide additional non-teaching personnel to reduce teachers' administrative workloads and strengthen family and community coordination. Local government units were encouraged to incorporate kindergarten-related educational and welfare support into relevant local planning and resource-allocation processes, strengthen coordination agreements with participating schools, and establish regular meetings to address program needs, available resources, and implementation constraints. Future researchers were encouraged to examine the applicability and scalability of the Trifocal Tapestry Model across diverse Philippine educational settings and investigate the long-term outcomes of triadic engagement on learners' academic achievement and holistic well-being.

The scope of this qualitative exploratory case study centered on the experiences and perspectives of 36 adult stakeholders associated with six selected public kindergarten schools in Pinamungajan District I, Cebu, Philippines. The findings provide context-specific interpretations of stakeholder roles, collaborative practices, institutional challenges, and culturally grounded approaches to educational partnership. Their transferability depends on the similarities between the participating schools and other educational settings. The proposed Trifocal Tapestry Model of Engagement represents a conceptual synthesis of the participants' accounts and provides a foundation for subsequent implementation and evaluation studies. Future research may examine its applicability in other Philippine educational contexts and assess its potential contributions to kindergarten learning, engagement, and holistic development.

5. Compliance with Ethical Standards

The study adhered to ethical principles concerning voluntary participation, informed consent, confidentiality, autonomy, and participants' rights. Only adult stakeholders were included, and participation involved minimal anticipated risk. Participants' identities were protected through anonymization and secure data storage, with access restricted to authorized personnel. Research data were managed according to institutional confidentiality and retention protocols.

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