Teacher-Parent Collaboration in Developing Independence and Social-Emotional Competencies: A Qualitative Case Study in Indonesian Elementary Education

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Abstract
The development of independence and social-emotional competencies in elementary students requires systematic collaboration between teachers and parents, yet structured partnership models remain insufficiently explored in Indonesian educational contexts. This study examines teacher-parent collaboration in developing students' independence and social-emotional skills at SDN 011 Cibuntu, Bandung City, identifying critical components and implementation mechanisms. A qualitative case study design was employed, collecting data through in-depth interviews with five teachers, one school principal, and eight parents, supplemented by systematic observation and document analysis. Data were analyzed using inductive thematic analysis following Braun and Clarke's framework. Three essential collaboration dimensions emerged: joint planning incorporating bidirectional input, coordinated implementation through aligned home-school strategies and intensive communication (averaging 3.7 exchanges per parent monthly), and collaborative evaluation enabling dual-context monitoring. Active collaboration improved student independence indicators and social-emotional competencies, though implementation faced substantial barriers including documentation gaps, time constraints affecting economically disadvantaged families, and informal evaluation practices. Social-emotional development required more intensive collaboration than independence skills, revealing differential impacts across developmental domains. Systematic teacher-parent collaboration effectively supports student development when accompanied by structured protocols, professional development, flexible engagement options, and formal evaluation tools. Realizing collaboration potential demands systemic supports addressing capacity building at individual, institutional, and policy levels rather than relying on individual initiative alone.

INTRODUCTION

The development of independence and social-emotional competencies in elementary school students represents a critical foundation for their holistic growth and future success. Independence enables children to manage themselves effectively, make informed decisions, and take responsibility for their actions, while social-emotional skills facilitate positive interpersonal relationships, emotional regulation, and constructive conflict resolution (Ahmed et al., 2020; Elias et al., 1997). Research demonstrates that social-emotional learning develops students' ability to recognize their emotions and empathize with others, with advocates arguing that students with developed social-emotional skills are more successful later in life (Burroughs & Barkauskas, 2017). However, systematic approaches to cultivating these skills through collaborative frameworks remain insufficiently explored in Indonesian elementary education contexts.

The school environment serves as an intensive setting for instilling independence and social-emotional skills, with teachers functioning as primary agents of change (Nurfirdaus & Sutisna, 2021). Nevertheless, the effectiveness of school-based interventions is substantially influenced by parental support and involvement in the home environment (Epstein, 2010; Karim, 2018). When parents and teachers collaborate effectively, students benefit from a united front that demonstrates education is a shared priority, motivating them to engage actively in the learning process. This dual-sphere influence

underscores the necessity of coherent partnerships between educational institutions and families, yet significant gaps persist in understanding how such collaborations can be systematically structured and implemented (Christenson, 2002).

Existing research reveals critical limitations in current teacher-parent collaborative practices. While communication between teachers and parents frequently occurs, these interactions often remain superficial and inadequately structured to address specific developmental objectives. Many collaborative efforts consist merely of rule transmission without systematic programming, resulting in minimal parental engagement. Research indicates that school staff often underestimate parents' interest in knowing what their children are learning in social-emotional learning and perceive logistical barriers to communication with parents, resulting in many parents lacking knowledge about social-emotional learning despite valuing and wishing to support their children's development (Drew et al., 2024).

The theoretical framework underpinning this investigation draws upon children's social-emotional development theory and educational collaboration theory, which emphasize the synergistic roles of teachers and parents in supporting student growth. Social-emotional learning encompasses self-awareness, self-regulation, social awareness, interpersonal skills, and responsible decision-making (Anam & Lessy, 2022; Collaborative for Academic, Social, and Emotional Learning, 2003), competencies that require consistent reinforcement across school and home contexts. Despite these theoretical foundations, empirical evidence indicates persistent challenges including students who dominate group activities while rejecting peers' contributions, passive participants during collaborative tasks (Rahayu et al., 2020), and learners displaying disrespectful behavior toward teachers (Ulfa et al., 2019).

The knowledge gap this study addresses concerns the absence of empirically validated, comprehensive collaboration models specifically designed to enhance elementary students' independence and social-emotional competencies through structured teacher-parent partnerships. While previous research acknowledges the importance of parental involvement, demonstrating positive impacts on academic achievement, school attendance, learning motivation, and self-confidence (Adi et al., 2020), limited attention has been devoted to examining how intensive, systematic collaboration frameworks can be operationalized in Indonesian elementary school contexts. Research rarely explores teacher collaboration with external stakeholders such as parents despite its potential to enrich professional learning and student outcomes (Admiraal et al., 2025).

This research responds to the urgent need for effective collaboration models between teachers and parents in developing elementary students' independence and social-emotional skills. The study investigates how a collaboration model can be systematically implemented at SDN 011 Cibuntu, Bandung City, to enhance students' independence and social-emotional abilities. Specifically, this research aims to identify critical components within teacher-parent collaboration models and examine how their implementation influences student development outcomes. By providing empirical evidence from a specific Indonesian context, this study offers practical insights for educational practitioners and policymakers seeking to strengthen collaborative approaches in elementary education.

METHODS

This study employed a qualitative case study design to gain in-depth understanding of teacher-parent collaboration in developing students' independence and social-emotional competencies (Creswell & Poth, 2018; Stake, 2006). Case study methodology was particularly appropriate as it enabled examination of complex phenomena within natural settings, allowing exploration of collaborative practices as they occurred in the authentic environment of SDN 011 Cibuntu, Bandung City (Yin, 2018). The bounded nature of the case provided opportunities for intensive investigation of mechanisms through which teachers and parents worked together to enhance student outcomes.

The research participants comprised purposively selected teachers, the school principal, and parents of students at SDN 011 Cibuntu who were directly involved in collaborative activities (Palinkas

et al., 2015; Patton, 2015). The sample included five classroom teachers representing different grade levels, the school principal who coordinated collaborative programs, and eight parents who regularly engaged in school activities and communication with teachers. This composition enabled triangulation of perspectives from multiple stakeholder groups, enhancing credibility and comprehensiveness of findings (Denzin, 2012).

Data collection employed multiple methods to achieve comprehensive understanding through methodological triangulation (Flick, 2018). In-depth semi-structured interviews served as the primary data source, conducted individually with each participant to explore their perceptions, experiences, and practices regarding teacher-parent collaboration (Kvale & Brinkmann, 2015). Each interview lasted approximately 45 to 60 minutes, was audio-recorded with participant consent, and subsequently transcribed verbatim. Systematic observation of collaborative activities, including parent-teacher meetings and school events involving parent participation, provided complementary data on actual collaborative behaviors and dynamics (Angrosino, 2007). Document analysis examined relevant artifacts including communication records between teachers and parents, collaboration program documents, student development reports, and school policies related to parental involvement (Bowen, 2009).

To ensure trustworthiness, the study implemented rigorous quality assurance measures (Lincoln & Guba, 1985). Credibility was established through prolonged engagement, persistent observation, and triangulation of data sources, methods, and investigator perspectives (Korstjens & Moser, 2018). Member checking procedures involved returning preliminary findings to participants for verification (Birt et al., 2016). Transferability was facilitated through thick description of the research context, participants, and findings (Korstjens & Moser, 2018). Dependability was maintained through systematic documentation of research procedures and creation of an audit trail (Carcary, 2020). Confirmability was ensured through reflexive practices wherein the researcher acknowledged potential biases and maintained reflexive journals (Dodgson, 2019).

Data analysis followed an inductive thematic analysis approach based on Braun and Clarke's (2006) six-phase framework. The analysis process began with familiarization, involving repeated reading of interview transcripts, observation notes, and documents to develop intimate knowledge of the data content (Braun & Clarke, 2022). Initial coding systematically generated labels capturing semantic and conceptual meanings across the entire dataset (Saldaña, 2016). Codes were then organized into potential themes by collating related codes and examining their relationships (Terry et al., 2017). Theme review involved iterative refinement, checking themes against coded extracts and the entire dataset to ensure internal coherence (Braun & Clarke, 2006). Throughout the analytical process, constant comparison techniques facilitated identification of convergences and divergences in participant experiences (Charmaz, 2014). This rigorous analytical approach generated trustworthy findings that illuminated the complexities of teacher-parent collaboration.

RESULTS AND DISCUSSION

Results

This section presents findings from the qualitative case study examining teacher-parent collaboration in developing students' independence and social-emotional competencies at SDN 011 Cibuntu. The results are organized around three key dimensions that emerged from thematic analysis of interview transcripts, observation notes, and document analysis: collaborative planning, implementation practices, and evaluation mechanisms. Each dimension represents a critical phase in the collaboration process and contributes uniquely to understanding how teachers and parents work together to support student development.

Collaborative Planning: Establishing Foundations for Partnership

Analysis of interview data and planning documents revealed that teachers and parents at SDN 011 Cibuntu jointly engaged in formulating goals and strategies for developing students' independence and social-emotional skills. As one teacher participant stated, *"We discuss with parents*

at the beginning of the semester about what we want to achieve together—helping children become more responsible and better at managing their emotions." This collaborative goal-setting process was facilitated through regular parent-teacher meetings held at the start of each academic term and maintained through online communication groups on WhatsApp, where 43 parents (representing 86% of the target student group) actively participated.

Teachers developed learning plans that deliberately integrated independence and social-emotional aspects based on input received from parents. Document analysis of lesson plans revealed specific references to parental suggestions, such as incorporating responsibility checklists for daily tasks and creating opportunities for peer collaboration activities. One parent participant explained, *"When the teacher asked what challenges we face at home, I mentioned my child has difficulty managing time. The teacher then included time management activities in class."* This responsiveness to parental input demonstrated genuine bidirectional communication rather than superficial consultation.

However, observational data and document analysis identified significant limitations in systematic documentation of collaboration plans. Of the five classrooms observed, only two maintained structured written records of collaboration agreements. The remaining three relied primarily on informal verbal agreements and scattered digital communications. A school administrator acknowledged, *"We recognize the need for better documentation, but with time constraints and competing demands, this sometimes becomes secondary."* This documentation gap resulted in some collaborative initiatives remaining incidental rather than systematically embedded in school practices. Without formal documentation, continuity was compromised when teacher-parent communication was interrupted or when new families joined the school community mid-year.

An unexpected finding emerged regarding the evolution of collaborative planning over time. Teachers with more than five years of experience at the school demonstrated more sophisticated planning approaches, incorporating multiple stakeholder perspectives and anticipating potential implementation challenges. Newer teachers, while enthusiastic, tended to develop simpler plans focused primarily on academic objectives with less explicit attention to social-emotional development. This variation suggests that collaborative planning capacity develops through sustained practice and may require targeted professional development support.

Implementation of Collaboration: Translating Plans into Action

The implementation phase revealed diverse activities through which teacher-parent collaboration materialized in practice. Classroom observations documented character learning programs designed to develop student independence through structured independent tasks, such as individual project work requiring students to plan, execute, and self-evaluate their learning processes. One teacher explained during an interview, *"I give them a checklist of steps they need to complete independently, and I inform parents about this so they can support the same approach at home."* Field notes from classroom observations showed students increasingly taking initiative in organizing their learning materials and managing their time, with visible improvement documented across a six-month observation period.

Parents provided complementary support by reinforcing positive behaviors at home. Multiple parent interviews revealed consistent patterns of home-based support strategies. For instance, parents described creating homework routines, establishing reward systems for responsible behavior, and facilitating opportunities for children to practice social skills through arranged playdates and family activities. One parent shared, *"After discussions with the teacher, I started letting my daughter prepare her own school bag and uniform the night before. It was difficult at first, but now she does it independently and feels proud of herself."* This home-school consistency in behavioral expectations emerged as a crucial implementation element.

Intensive communication between teachers and parents occurred regularly to report on students' social and emotional development. Document analysis of communication records revealed an average of 3.7 communication exchanges per parent per month, including both group messages and individual

conversations. These communications addressed various aspects of student development, from celebrating achievements (*"Your son volunteered to help a classmate today without being asked"*) to addressing concerns (*"We noticed some difficulty in expressing frustration appropriately—let's work together on this"*). The bidirectional nature of these communications—with parents also initiating contact to share observations from home—indicated active engagement from both parties.

Despite these positive implementation patterns, substantial obstacles emerged related to consistent parental involvement. Interviews revealed that parents with demanding work schedules, particularly those in informal sector employment with unpredictable hours, struggled to maintain regular engagement. Six of the eight interviewed parents mentioned time constraints as a significant challenge. One parent candidly stated, *"I work until late evening, so sometimes I miss the teacher's messages or cannot attend meetings. I feel guilty but I don't know how to balance everything."* This reduced participation among specific parent groups diminished the overall effectiveness of collaborative implementation, creating disparities in support levels across students.

An unexpected finding concerned the differential impact of collaboration across developmental domains. While improvements in independence indicators (such as task completion and self-organization) were relatively consistent across students whose parents participated actively, gains in social-emotional competencies showed more variability. Teachers noted that social-emotional development required more intensive, sustained support and appeared more sensitive to consistency between home and school approaches. This suggests that social-emotional competencies may demand higher-quality collaboration rather than merely frequent communication.

Collaborative Evaluation: Monitoring Progress and Refining Approaches

Evaluation practices involved teachers and parents jointly monitoring and reflecting on students' development in independence and social-emotional skills. Interview data revealed that evaluation occurred through multiple mechanisms. Direct classroom observation by teachers provided daily information about student behavior, peer interactions, and independent work habits. One teacher described, *"I keep brief notes about significant behaviors—when a child helps another, when they manage conflict well, or when they struggle with self-control. These observations inform my conversations with parents."*

Parents contributed complementary observational data from home contexts. During interviews, parents described monitoring changes in their children's behavior, such as increased willingness to complete tasks without prompting, improved emotional regulation during frustrating situations, and enhanced social skills demonstrated through interactions with siblings or neighborhood peers. This dual-environment observation provided comprehensive developmental information unavailable from either context alone.

Teachers and parents discussed evaluation findings during regular face-to-face meetings and through ongoing digital communication. Meeting observations revealed substantive discussions where both parties shared specific examples, identified patterns, and problem-solved collaboratively. For instance, when a parent reported persistent difficulty with morning routines, the teacher shared complementary observations of the child's organizational challenges at school, leading to joint development of visual schedule supports implemented consistently across both settings. These evaluation discussions generated actionable insights that directly influenced subsequent intervention strategies.

The evaluation results served as foundations for improving learning strategies at school and parent interaction approaches at home. Document analysis of revised lesson plans and communication records showed examples of strategy modifications based on evaluation feedback. When collective evaluation indicated that students struggled with emotional vocabulary, teachers incorporated explicit emotion-naming activities, while parents agreed to use consistent emotion language at home. This iterative refinement demonstrated the formative nature of collaborative evaluation.

However, substantial limitations emerged regarding evaluation formalization and systematization. The evaluation mechanisms remained largely informal, conducted through narrative descriptions and

subjective judgments rather than structured assessment tools with clear indicators. None of the observed classrooms employed standardized social-emotional assessment instruments or systematic independence rubrics. An administrator acknowledged, *"We haven't yet developed formal evaluation tools specific to independence and social-emotional skills. Our assessments focus more on academic subjects."* This informal approach limited the precision of progress monitoring and the ability to demonstrate developmental changes quantitatively.

Furthermore, evaluation conversations varied considerably in depth and focus depending on individual teacher capacity and parent engagement level. Some teacher-parent pairs engaged in detailed, evidence-based discussions with specific behavioral examples and clear goal-setting, while others conducted more superficial exchanges focused on general impressions. Without structured evaluation protocols to guide these conversations, the quality and utility of collaborative evaluation remained inconsistent. This variation meant that some students benefited from robust developmental monitoring while others received more limited evaluative attention.

An unexpected finding revealed that collaborative evaluation, even in its informal state, generated unanticipated positive outcomes beyond developmental monitoring. Multiple participants described how evaluation conversations strengthened the teacher-parent relationship itself, building trust and mutual understanding. Parents reported feeling valued as knowledgeable partners in their children's education rather than passive recipients of information. Teachers expressed that parent insights enriched their understanding of student behavior and contexts. This relationship-building function of collaborative evaluation represents an important process outcome that may facilitate other aspects of partnership.

Discussion

This study investigated teacher-parent collaboration in developing elementary students' independence and social-emotional competencies at SDN 011 Cibuntu, identifying critical components of collaborative models and examining how their implementation influences student developmental outcomes. The findings illuminate both the potential and challenges of systematic teacher-parent partnerships in Indonesian elementary education contexts.

The finding that collaborative planning centered on joint goal-setting and bidirectional communication strongly aligns with educational collaboration theory emphasizing shared responsibility and mutual engagement (Christenson, 2002; Epstein, 2010). The study confirms that effective collaboration transcends unidirectional information transmission, requiring genuine partnership where both teachers and parents contribute meaningfully. This resonates with Friend and Cook's (2007) conceptualization identifying voluntary participation, shared resources, and collaborative decision-making as essential collaboration elements.

However, the substantial documentation limitations identified in this study problematize idealized models of systematic collaboration. The reliance on informal verbal agreements and scattered digital communications suggests implementation gaps between theoretical collaboration frameworks and actual practice. This finding extends research by Admiraal et al. (2025) highlighting the need for frameworks balancing structured guidance with contextual flexibility. The documentation challenge may reflect broader systemic issues, including inadequate time allocation for collaborative planning and insufficient institutional emphasis on formalizing partnership processes.

The differential development of collaborative planning capacity based on teacher experience represents an important finding rarely addressed in existing literature. The observation that experienced teachers demonstrated more sophisticated planning approaches suggests that collaborative competency develops progressively through sustained practice, aligning with research on teacher professional development (Guskey, 2002). The finding implies that initial teacher education and ongoing professional development should explicitly address collaborative planning skills.

The successful translation of collaborative plans into coordinated home-school actions validates research demonstrating that consistent behavioral expectations across contexts facilitate skill

development (Taylor et al., 2017). The documented improvements in student independence indicators support social-emotional learning theory positing that competencies develop through repeated practice in supportive environments (Collaborative for Academic, Social, and Emotional Learning, 2003). When teachers and parents implement aligned strategies, students receive consistent messages and multiple opportunities to practice emerging skills.

The finding that parents actively reinforced positive behaviors at home through structured routines, reward systems, and social skill practice opportunities extends research on parental involvement impacts. Previous studies have demonstrated associations between parental engagement and positive academic outcomes (Jeynes, 2005), but this research provides detailed evidence of specific mechanisms through which home support translates into developmental gains.

The substantial obstacle of inconsistent parental involvement due to work demands represents a critical finding with significant implications. The research confirms barriers documented in prior literature, where time constraints and resource limitations impede family engagement (Ozmen et al., 2016; Hoover-Dempsey et al., 2002). The particular vulnerability of families in informal employment sectors highlights how socioeconomic factors create structural inequities in collaboration opportunities. Schools serving economically disadvantaged communities cannot assume uniform parental availability for engagement activities.

Addressing this barrier requires systemic adaptations rather than merely encouraging individual parents to participate more. Schools might offer multiple engagement formats accommodating diverse schedules, leverage asynchronous communication technologies, and recognize varied forms of engagement beyond physical presence. Research on dual capacity-building frameworks (Mapp & Bergman, 2019) emphasizes creating conditions enabling all families to engage meaningfully, regardless of circumstances.

The unexpected finding regarding differential impact across developmental domains—with independence showing more consistent gains than social-emotional competencies—offers important theoretical insights. This pattern may reflect the relative complexity of these developmental areas. Independence competencies often involve observable, concrete behaviors that can be taught through direct instruction. Social-emotional competencies, however, encompass more complex internal processes requiring deeper understanding and more nuanced support (Jones et al., 2015). The finding suggests that effective development of social-emotional skills may demand higher-quality, more intensive collaboration than basic behavioral interventions require.

The finding that collaborative evaluation occurred through joint monitoring, dual-environment observation, substantive discussions, and iterative strategy refinement demonstrates implementation of theoretically sound evaluation principles. The involvement of both teachers and parents in collecting and interpreting developmental data aligns with participatory evaluation approaches emphasizing multiple stakeholder perspectives (Rahmawati, 2023). The dual-context observation provided comprehensive understanding of student development unavailable from isolated school or home data, supporting ecological perspectives on child development (Bronfenbrenner, 1979).

However, the substantial limitations regarding evaluation formalization represent a critical gap undermining the full potential of collaborative assessment. The absence of structured social-emotional assessment instruments and independence rubrics meant that evaluation relied on subjective judgments rather than systematic evidence. Research on assessment validity emphasizes the importance of clearly defined criteria and consistent measurement approaches (Shepard, 2000). The variation in evaluation conversation quality depending on individual teacher capacity and parent engagement level further compromised evaluation consistency, creating equity concerns.

Developing and implementing structured collaborative evaluation tools represents an actionable recommendation emerging from these findings. Such tools should define clear indicators of independence and social-emotional competencies, provide guidance for systematic observation, and structure collaborative interpretation of assessment information. Existing instruments like the

Devereux Student Strengths Assessment (LeBuffe et al., 2018) offer models that could be adapted to Indonesian contexts.

The unexpected finding that informal collaborative evaluation strengthened teacher-parent relationships reveals an important process outcome typically overlooked in literature focused primarily on student outcomes. The enhanced trust and mutual understanding reported by participants suggests that collaboration itself generates relational benefits beyond its instrumental purposes. This relational function of collaboration aligns with research emphasizing that trust represents foundational infrastructure enabling effective partnerships (Bryk & Schneider, 2004).

Collectively, these findings contribute to literature on teacher-parent collaboration by providing empirical evidence from Indonesian elementary contexts, where systematic research remains limited. The study confirms core principles identified in international research while simultaneously revealing implementation challenges specific to resource-constrained educational settings. The documentation gaps, inconsistent parental engagement due to economic constraints, and informal evaluation practices reflect realities differing from well-resourced schools where much existing collaboration research has been conducted.

The findings extend existing knowledge by illuminating specific mechanisms through which collaboration operates—the concrete practices, communication patterns, and support strategies that translate abstract partnership principles into developmental gains. The identification of substantial implementation barriers adds critical nuance to often-optimistic portrayals of family-school partnerships, foregrounding practical obstacles constraining partnership development in real-world contexts.

Theoretically, these findings support ecological and systems perspectives emphasizing that student development occurs within nested contexts requiring coordinated supports (Bronfenbrenner, 1979). The study extends collaboration theory by documenting specific practices constituting effective partnership—joint goal-setting, integrated planning, coordinated implementation, dual-context observation, collaborative problem-solving, and iterative refinement.

Practically, the findings offer guidance for schools seeking to strengthen teacher-parent collaboration. Schools should allocate dedicated time for collaborative planning, provide teachers with professional development in partnership skills, develop structured collaboration tools and protocols, create flexible engagement options accommodating diverse family circumstances, and establish formal systems for documentation and evaluation. Without institutional supports addressing systemic barriers, individual-level collaboration efforts will likely remain inconsistent and inequitable.

Policy implications emerge regarding the need for educational policies explicitly supporting family-school partnerships through resource allocation, professional preparation, and accountability mechanisms. Policies should mandate adequate time allocation for teacher-parent collaboration, require collaborative competencies in teacher certification standards, fund development of culturally appropriate collaboration tools, and include family engagement indicators in school quality assessments.

This investigation demonstrates that teacher-parent collaboration at SDN 011 Cibuntu plays important roles in developing students' independence and social-emotional competencies through joint planning, coordinated implementation, and collaborative evaluation. The research confirms theoretical expectations while revealing practical implementation challenges constraining partnership effectiveness. The findings emphasize that successful collaboration requires not only willing individual teachers and parents but also systemic supports addressing documentation needs, time constraints, capacity development, and evaluation systematization. By illuminating both successful practices and persistent barriers, this study contributes empirical evidence informing development of feasible, effective collaboration models suited to Indonesian elementary education contexts.

CONCLUSION

This study demonstrates that systematic teacher-parent collaboration constitutes a critical mechanism for developing elementary students' independence and social-emotional competencies. The research identifies three essential dimensions of effective collaboration: joint goal-setting and planning that incorporates bidirectional input, coordinated implementation through aligned home-school strategies and intensive communication, and collaborative evaluation enabling dual-context monitoring and iterative refinement. When these dimensions function coherently, students demonstrate measurable improvements in independence indicators and social-emotional skills, confirming theoretical predictions that coordinated environmental supports facilitate holistic development.

The investigation contributes empirical evidence from Indonesian elementary contexts where systematic collaboration research remains limited, revealing both universal principles and context-specific implementation challenges. The findings illuminate concrete mechanisms through which abstract partnership concepts translate into developmental gains while documenting substantial barriers—including documentation gaps, time constraints affecting economically disadvantaged families, informal evaluation practices, and differential impacts across developmental domains—that constrain collaboration effectiveness. Theoretically, the study extends understanding of how collaborative competency develops experientially and why social-emotional development requires more intensive partnership than basic independence skills.

Practically, these findings underscore that realizing collaboration potential demands systemic supports rather than relying solely on individual initiative. Schools should implement structured collaboration protocols, provide professional development in partnership skills, create flexible engagement options accommodating diverse family circumstances, and develop formal evaluation tools with clear developmental indicators. Policymakers should allocate resources enabling dedicated collaboration time, mandate partnership competencies in teacher preparation, and include family engagement in school quality assessments. Future research should employ comparative designs across diverse contexts, incorporate quantitative outcome measures, examine long-term collaboration impacts, and investigate strategies for engaging families facing substantial structural barriers. This multi-level approach can transform teacher-parent collaboration from sporadic, informal practice into systematic infrastructure supporting all students' comprehensive development.

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