

# Exploring First-Time Parents' Experiences of Teacher Communication in Preparing Children for Kindergarten

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## ABSTRACT

This phenomenological study explored the lived experiences of first-time parents regarding teacher communication in preparing their children for kindergarten. Grounded in Epstein's Theory of Overlapping Spheres of Influence, the study examined how home-school communication shapes parents' understanding of school readiness and their corresponding actions at home. Six first-time parents from a Catholic school in Olongapo City, Philippines, participated in semi-structured interviews. Data were analyzed using Braun and Clarke's thematic analysis. Findings revealed five interrelated themes: (1) clear and accessible communication, where parents consistently described teacher messages as organized and easy

to understand; (2) relational quality and approachability, highlighting trust, openness, and responsiveness of teachers; (3) communication as emotional assurance, where guidance from teachers strengthened parental confidence and reduced anxiety about school readiness; (4) translation into home-based practices, demonstrating how communication informed structured learning routines and academic support at home; and (5) transformation of parenting practices, reflecting deeper shifts in parental awareness and responsiveness to children's developmental needs. The study found that teacher communication functions not only as an informational process but also as a relational and emotional mechanism that supports kindergarten readiness. Effective communication strengthened parental self-efficacy and facilitated alignment between home and school expectations, thereby enhancing children's preparedness for formal schooling.

**Keywords:** *Teacher Communication, Kindergarten Readiness, First-Time Parents, Home-School Partnership, Parental Self-Efficacy.*

## INTRODUCTION

Effective communication between parents and teachers is crucial for a child's academic success, particularly in the early years of education. Kindergarten readiness, which encompasses various aspects such as social, emotional, and cognitive development, is a critical milestone in a child's educational journey. Research has consistently shown that parent-teacher communication plays a significant role in shaping kindergarten readiness outcomes. In the Philippines, where early childhood education is highly valued, understanding the impact of parent-teacher communication on kindergarten readiness is essential for informing educational policies and practices.

Research has consistently highlighted the significance of parent-teacher communication in enhancing kindergarten readiness outcomes. For instance, a study by Hatcher, Nuner, and Paulsel (2012) found that parents and teachers shared perceptions of kindergarten readiness linked to social and emotional development, attainment of literacy skills, and familiarity with school routines. Similarly, a study by Bongiorno (2018) emphasized the importance of parent perspectives in understanding kindergarten readiness, as parents are the primary caregivers and play a vital role in shaping their child's early learning experiences.

Effective communication between parents and teachers is essential for aligning their expectations and practices, ensuring a smooth transition into kindergarten. This study will examine the extent to which parent-teacher communication influences kindergarten readiness outcomes, including children's social, emotional, and cognitive development.

Specifically, this study seeks to examine the extent to which parent-teacher communication influences children's social, emotional, and cognitive development, as well as their readiness for formal schooling. By exploring this relationship, this research aims to contribute to the existing body of literature on the importance of parent-teacher communication in early childhood education, particularly in the context of the Philippines.

In the Philippines, research has highlighted the significance of parent-teacher communication in enhancing kindergarten readiness. For instance, a study conducted by the Philippine Department of Education (DepEd) found that parent-teacher communication significantly influenced children's social and emotional development, which in turn impacted their readiness for formal schooling. Similarly, another study by Santos (2018) published in the *Journal of Early Childhood Education* found that parent-teacher communication was positively correlated with kindergarten readiness outcomes, including children's cognitive and language skills.

Parent-teacher communication is a crucial aspect of early childhood education, as it significantly impacts a child's academic performance, social and emotional development, and overall educational experience. By fostering a strong partnership between parents and teachers, children can achieve better academic outcomes, develop better social skills, and exhibit improved behavior in the classroom (Francisco, 2023). Effective communication also enables parents to stay informed about their child's educational journey, providing them with valuable insights into their child's strengths and weaknesses, which they can then reinforce at home. This collaborative approach not only enhances a child's academic performance but also promotes a positive and supportive learning environment, where parents and teachers work together to address any challenges that may arise.

Regular communication between parents and teachers also helps to build trust and rapport, which is essential for creating a strong and supportive educational environment. By sharing information and insights, parents and teachers can develop a deeper understanding of each other's perspectives and work together to create a cohesive approach to education. This trust and collaboration can lead to improved teaching strategies, better classroom management, and enhanced parental involvement, ultimately resulting in a more successful educational experience for the child (School & School, 2023).

Parent-teacher communication is vital for early childhood education, as it a strong partnership between parents and teachers, promotes a positive and supportive learning environment, and enhances a child's academic performance and overall educational experience. Given the importance of parent-teacher communication in kindergarten readiness, this study aims to provide a comprehensive understanding of the relationship between these two variables. By examining the impact of parent-teacher communication on kindergarten readiness in the Philippines, this research hopes to inform educational policies and practices that promote effective communication between parents and teachers, ultimately enhancing the educational outcomes of young children in the country. By prioritizing effective communication, educators can create a collaborative environment that supports the holistic development of young children, ultimately leading to better educational outcomes and a more positive educational experience.

### **Theoretical Framework**

This research is based on Epstein's Theory of Overlapping Spheres of Influence, which describes the way children learn in the interplay between three spheres: the home, the school, and the community. Rather than being distinct, the spheres overlap, and it is in the point of overlap where the support for the child is delivered. Communication between parents and teacher is at the heart of this overlap, as it provides a means through which roles, expectations and support are shared.

This intersection is more evident when it comes to kindergarten readiness. First-time school entrants not only depend on their own capacities but the coordination between adults. This coordination is a new skill for first-time parents. Lacking experience with school systems, they typically rely on teachers for their orientation - what skills are important, how things operate and how "readiness" is defined. In this regard, communication is not just the sharing of information, but rather the sharing of direction.

Epstein's theory helps to explain this process by positioning parents and teachers as partners. With strong and clear communication, overlap between home and school increases. Parents have a clearer understanding of how to support their child, and teachers have a better understanding of the child and his or her needs. When communication is minimal or murky, the overlap is reduced, and there are gaps in understanding that can impact a child's adjustment to kindergarten.

This research examines the experiences of first-time parents who are characterized by uncertainty, dependence and transition. Their perceptions of teacher communication, and whether they perceive it as useful, confusing, reassuring or lacking, is one way to explore the overlap between home and school. Through the close examination of these experiences, the paper seeks to demonstrate how communication practices help or hinder in the task of getting children ready for school.

### **Statement of the problem:**

The study explores the experiences of first-time parents regarding teacher communication in preparing their children for kindergarten.

Specifically, it seeks to answer the following questions:

1. How do first-time parents describe their experiences of teacher communication?
2. How do they interpret and make sense of the information provided by teachers?
3. How do these interpretations influence how they prepare their child for kindergarten?
4. How do parents perceive their child's readiness based on these experiences?

## **METHODS**

### **Research Design**

This study employed a qualitative research design utilizing a phenomenological approach to examine the experiences of first-time parents in relation to teacher communication during their child's preparation for kindergarten.

Phenomenology was considered appropriate for this inquiry as it focused on describing and interpreting how individuals experienced a particular phenomenon within their natural context. Creswell and Poth (2018) explained that phenomenological research aimed to identify the essence of a shared experience among individuals who had all encountered the same phenomenon. In this study, the phenomenon under investigation was parent-teacher communication in the context of kindergarten readiness.

Creswell (2013) further noted that phenomenological inquiry was suitable when the purpose of the study was to understand how individuals constructed meaning from lived experiences. This aligned with the present study, which focused on first-time parents as they interpreted teacher communication while preparing their children for formal schooling. Their limited prior experience with the school system made their interpretations particularly relevant to the phenomenon being examined.

Data were gathered through semi-structured interviews, which allowed participants to provide detailed accounts of their experiences in their own terms. The data were then analyzed thematically to identify recurring patterns of meaning related to communication experiences, interpretation of teacher guidance, and perceptions of kindergarten readiness.

Through this approach, the study provided a descriptive account of how first-time parents experienced and made sense of teacher communication during the kindergarten transition period.

### **Research Locale**

The research was carried out in the Basic Education Department of a Catholic school in Olongapo City, Philippines. The school provides Kindergarten education in its early childhood development program and has in place structured practices in parent–teacher communication in its school system. The locale was deemed suitable for the study because it offers a structured environment that involves parents in school-based communication, especially during the period when children are preparing to enter school.

The site was also chosen as it was accessible to the researchers and included first-time parents with children in the Kindergarten program for Academic Years 2024-2025 and 2025-2026. The school setting, which prioritizes home-school partnerships, was appropriate to investigate the perceptions of parent-teacher communication in relation to kindergarten readiness. This environment enabled the researcher to study naturally occurring parent–teacher communication practices within a school system.

### **Participants and Sampling Technique**

The study involved six (6) parents of students in the Kindergarten program of the Basic Education Department, Academic Years 2024-2025 and 2025-2026.

Participants were selected based on the following criteria:

- The participant must be the parent/legal guardian of a Kindergarten child during the academic years in question.
- The participant must have engaged in direct communication with kindergarten teachers about school readiness, student behavior or readiness to learn.
- The participant must have had communication with teachers in one of the following ways: face to face, written or through electronic media.
- The participant must have given consent for their involvement in this study.

The sample size was determined according to qualitative research principles. Creswell (2013) noted that phenomenological studies often include a small number of participants, ranging from five to 25, depending on the level of data needed for a rich description and the point of thematic saturation. For this research, six participants were deemed sufficient as they provided rich and repeated information about their experiences, enabling an in-depth analysis.

The study employed a purposive sampling technique, a non-probability sampling method, in the selection of participants. This technique was considered appropriate as it allows the researcher to deliberately select individuals who possess specific experiences relevant to the phenomenon under investigation (Creswell & Poth, 2018). In this study, purposive sampling was used to identify parents who had direct involvement in teacher communication during their child’s preparation for kindergarten.

The use of purposive sampling ensured that participants were information-rich cases capable of providing detailed and meaningful accounts of their lived experiences. This approach is consistent with qualitative research designs, where the focus is on depth of understanding rather than generalization.

### **Research Instrument**

The primary data collection method used in this study was semi-structured interviews. This approach utilized a set of open-ended questions that provided consistency across participants while allowing flexibility for follow-up questions and clarification based on responses. Creswell (2014) explains that semi-

structured interviews are appropriate for qualitative inquiry as they enable participants to fully express their experiences while allowing the researcher to probe for deeper meaning.

An interview guide was developed specifically for this study to gather detailed accounts from first-time parents regarding their experiences of teacher communication in relation to kindergarten readiness. The guide included questions that explored participants' experiences of communication with teachers, their interpretation of messages and guidance, and how these influenced their preparation of their child for kindergarten. It also included prompts on perceived clarity, challenges in communication, and perceived effects on the child's readiness for school.

To ensure clarity and appropriateness, the interview guide underwent content validation by individuals knowledgeable in qualitative research and early childhood education. Their feedback was used to refine the wording, structure, and alignment of the questions with the research objectives. In addition, a pilot test was conducted with a small number of individuals who shared similar characteristics with the target participants. The results of the pilot testing were used to further improve the flow and clarity of the questions prior to the actual data collection.

The guide was divided into four thematic sections corresponding to the key areas of inquiry: (1) experiences of teacher communication, (2) interpretation of teacher communication, (3) influence on home preparation practices, and (4) perception of kindergarten readiness. Each section was designed to progressively move from description of experience to interpretation, to behavioral response, and finally to perceived outcomes. This sequencing allowed for a more coherent exploration of how communication experiences shape parental understanding and actions over time.

Each question in the interview guide was intentionally framed in an open-ended manner to encourage participants to respond freely and reflectively. Follow-up prompts were included to assist participants in clarifying their responses and to ensure depth of discussion during the interview process. These prompts were not intended to restrict responses but to guide participants in elaborating on their experiences in a more meaningful way.

### **Data Gathering**

The data gathering process was conducted through face-to-face semi-structured interviews with the selected participants. Prior to data collection, permission was secured from the Basic Education Department of the research locale. After approval, participants were identified based on the study's inclusion criteria.

Informed consent was obtained from each participant before the interview. The purpose of the study, the voluntary nature of participation, confidentiality measures, and the right to withdraw at any time were clearly explained.

The interviews were conducted at a time and place convenient for the participants to ensure comfort and openness in their responses. Each interview followed a semi-structured guide consisting of open-ended questions focusing on parents' experiences of teacher communication, interpretation of messages, influence on home preparation practices, and perceptions of kindergarten readiness. Follow-up questions were asked when necessary to clarify and deepen responses.

With the participants' consent, the interviews were audio-recorded and later transcribed verbatim for analysis. All data were securely stored and treated with strict confidentiality, accessible only to the researcher. Ethical standards, including informed consent, privacy, and voluntary participation, were observed throughout the entire process.

### **Data Analysis**

The data gathered from the semi-structured interviews were analyzed using thematic analysis to draw out patterns of meaning from the participants' narratives. The process followed the framework of Braun and Clarke (2006), which involves systematically identifying, organizing, and interpreting recurring patterns within qualitative data. This approach was deemed appropriate as it allows the researcher to move

from detailed accounts of experience toward broader themes that reflect shared meanings across participants.

To ensure consistency and accuracy, the researcher engaged in repeated reading of the transcripts and careful organization of the data prior to coding. Analysis was conducted in a systematic manner, with attention given to both explicit statements and underlying meanings embedded in participants' responses.

**Transcription and Familiarization.** All audio-recorded interviews were transcribed verbatim. The transcripts were then manually reviewed to correct transcription errors and ensure accuracy of meaning. The researcher read the transcripts several times to become fully immersed in the data. During this stage, initial notes were taken to capture first impressions, repeated ideas, and notable expressions related to parent-teacher communication and kindergarten readiness.

**Initial Coding.** Following familiarization, initial coding was conducted by identifying segments of data relevant to the research questions. These segments were labeled to represent key ideas, experiences, and interpretations expressed by the participants. Both descriptive and interpretive codes were generated to capture not only what was explicitly stated but also the implied meanings within the narratives (Braun & Clarke, 2006). Codes included references to clarity of communication, emotional responses, and parental adjustment in preparing children for school.

**Theme Identification.** The generated codes were then examined and grouped into broader categories that reflected significant patterns across participants' accounts. These groupings formed preliminary themes that captured shared experiences and variations in how parents perceived and responded to teacher communication. The themes reflected central ideas such as understanding of teacher messages, emotional responses to communication, and adjustments made in preparing children for kindergarten.

**Reviewing and Defining Themes.** The identified themes were reviewed against the original transcripts to ensure that they accurately represented the data. This process involved refining, merging, or separating themes where necessary to improve clarity and coherence. Each theme was then clearly defined based on its essential meaning and supported by relevant participant statements. This step ensured that the final themes remained grounded in the data while directly addressing the research objectives.

**Data Saturation.** Data analysis continued until data saturation was reached, defined as the point at which no new themes or significant insights emerged from the participants' responses. Guest, MacQueen, and Namey (2017) explain that saturation occurs when additional data no longer contribute new conceptual understanding to the study. In this research, saturation was observed during the final interviews, as responses began to repeat previously identified ideas, indicating that sufficient depth and coverage of the phenomenon had been achieved.

### **Ethical Consideration**

This study observed strict ethical standards to ensure the protection, dignity, and rights of all participants throughout the research process.

Informed consent was obtained from all participants prior to data collection. The consent form clearly explained the purpose of the study, the procedures involved, and the voluntary nature of participation. Participants were informed that they could withdraw from the study at any time without any negative consequences. The information was presented in clear and understandable language to ensure full comprehension.

Confidentiality and anonymity were strictly maintained throughout the study. All identifying information was removed from interview transcripts, and pseudonyms were assigned to participants to protect their identities. Data were securely stored and accessed only by the researcher for the purpose of analysis. No personal identifiers were disclosed in any part of the study.

The study upheld respect for participants by ensuring voluntary participation and maintaining a non-coercive environment during data collection. Participants were treated with dignity, and their responses were valued equally regardless of differences in perspectives or experiences.

The research was designed to avoid any form of physical, emotional, or psychological harm. The interview questions focused solely on experiences related to teacher communication and kindergarten readiness. The selection of participants followed fair criteria to ensure equal opportunity for inclusion among eligible respondents. All data gathered were used exclusively for academic purposes.

In order to enhance the data collection instrument's quality and validity, the semi-structured interview guide was content validated before it was implemented. The tool was examined by experts in qualitative research and early childhood education to examine its clarity, relevance and fit to the purpose of the study. The feedback received was used to refine the questions.

Furthermore, a pilot test was done with a sample of people similar to those who were interviewed. This involved assessing how clear, coherent and effective the interview questions were in prompting responses. The feedback received from this process was incorporated to refine the instrument for the actual data collection. This ensured the interview guide was suitable, clear, and able to obtain valuable qualitative information.

## RESULTS AND DISCUSSION

This study employed a phenomenological approach to examine the lived experiences of first-time parents regarding teacher communication and kindergarten readiness. Data were analyzed through horizontalization, clustering of meanings, and thematic synthesis. Six participants (P1–P6) contributed to the analysis.

### *Theme 1: Clear and Accessible Communication*

A dominant and universal finding across all participants was the characterization of teacher communication as clear, structured, and accessible. Parents consistently described the information provided by teachers as well-organized, straightforward, and easy to comprehend. This clarity minimized ambiguity and enabled parents to readily interpret expectations related to their child's preparation for kindergarten.

As one participant explained:

“Communication was easy because we had face-to-face talks and school meetings, and the teacher explained everything clearly in an organized and easy-to-follow way.” (P1)

Similarly, another parent noted:

“Communication with the teacher was very good and easy because all the instructions were clear.” (P6)

These findings align with the work of Monfrance et al. (2025), who emphasized that the effectiveness of parent–teacher communication is strongly influenced by how information is structured and conveyed. Clear and organized communication enhances parental understanding and engagement by reducing cognitive load and uncertainty. In the same vein, Major (2023) identified clarity and the use of shared language as essential components of effective communication, particularly in fostering mutual understanding between parents and educators.

Within the present study, clarity functioned as a foundational condition that enabled all other dimensions of communication. Without clear messaging, the processes of engagement, confidence-building, and behavioral application would likely be hindered. Thus, clarity may be understood as the primary enabling mechanism through which communication exerts its influence on parental involvement and child readiness.

***Theme 2: Relational Quality and Approachability***

In addition to clarity, the relational dimension of communication emerged as a critical factor shaping parental engagement. Most participants described teachers as approachable, responsive, and open to dialogue, which fostered a sense of comfort and encouraged active participation.

One participant shared:

“Communication was consistent, and I found the teacher approachable and responsive whenever I had questions.” (P5)

Another participant highlighted their willingness to seek clarification:

“Whenever something was unclear, I did not hesitate to ask the teacher for clarification.” (P1)

These findings are consistent with Bryant-Mathurin (2023), who reported that trust, mutual respect, and open communication are essential for overcoming barriers in parent–teacher interactions, particularly in early childhood settings. Similarly, Major (2023) emphasized that positive attitudes and relational openness significantly enhance communication effectiveness, as they create an environment conducive to dialogue and collaboration.

The relational quality observed in this study suggests that communication is not merely transactional but inherently interpersonal. Teachers who are perceived as approachable reduce psychological barriers, such as hesitation or fear of judgment, thereby facilitating more meaningful engagement. This supports Epstein’s (2001) framework, which posits that strong home–school partnerships are built on reciprocal and trusting relationships.

In this context, relational openness operates as a facilitating condition that strengthens the impact of communication by encouraging interaction, responsiveness, and shared understanding.

***Theme 3: Communication as Emotional Assurance***

A significant proportion of participants described teacher communication as a source of emotional reassurance, particularly in relation to their child’s readiness for kindergarten. Communication extended beyond the transmission of information to include validation, encouragement, and affirmation.

One participant stated:

“I felt reassured because the teacher told me that my child was already ready academically.” (P3)

Another expressed increased confidence:

“Because of the teacher’s guidance, I believe that my child is now ready for kindergarten.” (P6)

These findings resonate with Fujisawa et al. (2025), who demonstrated that parent–teacher communication enhances parental self-efficacy, which in turn contributes to positive child outcomes and improved parent–child relationships. In the present study, reassurance functioned as a mechanism through which parents gained confidence in both their child’s readiness and their own ability to support learning.

This emotional dimension of communication also reflects the broader understanding that parental involvement is influenced not only by knowledge but also by affective factors. When parents feel reassured and supported, they are more likely to engage actively in their child’s education. Thus, communication serves as a psychological support system, reinforcing parental confidence and reducing uncertainty during a critical transitional period.

***Theme 4: Translation into Home-Based Practices***

A central finding of the study is that communication between parents and teachers was actively translated into concrete practices within the home environment. Most participants described implementing teacher recommendations through structured routines, academic exercises, and behavioral strategies.

For example, one participant noted:

“I practiced reading and writing with my child at home by following the teacher’s suggestions.”  
(P2)

Another shared:

“We started following a more structured daily routine at home based on the teacher’s suggestions.”  
(P5)

These findings support Epstein’s (2001) theory of overlapping spheres of influence, which highlights the importance of aligning home and school practices to support student development. Communication serves as the mechanism through which this alignment is achieved, enabling parents to reinforce learning beyond the classroom.

Additionally, Bryant-Mathurin (2023) emphasized that effective communication contributes to improved student performance, attendance, and behavior by facilitating parental involvement. The present study extends this understanding by illustrating how communication leads to specific, observable changes in parental behavior.

Thus, communication functions as a mechanism of behavioral alignment, bridging the gap between school expectations and home implementation. It transforms abstract guidance into actionable strategies that directly support children’s readiness for kindergarten.

#### ***Theme 5: Transformation of Parenting Practices***

While most participants described behavioral changes, a smaller subset reported deeper transformations in their parenting approaches. These changes involved increased awareness, sensitivity, and responsiveness to their child’s emotional and developmental needs.

One participant reflected:

“Because of the teacher’s guidance, I became more sensitive to my child’s feelings and needs.”  
(P4)

This finding aligns with Fujisawa et al. (2025), who highlighted that communication can influence not only child outcomes but also the quality of the parent–child relationship through enhanced parental self-efficacy. As parents gain confidence and understanding, they may adopt more reflective and responsive parenting practices.

Furthermore, Erdreich (2021) noted that communication in early childhood education increasingly involves not only information exchange but also the management of relational and social dynamics between parents and educators. This broader communicative role may contribute to shifts in parental perspectives and behaviors.

Although less frequently observed, this theme represents a qualitative transformation in how parents perceive and enact their roles. It reflects a deeper level of engagement in which communication is internalized and integrated into parents’ beliefs, values, and interactions with their children.

## **CONCLUSION**

Based on the analysis of participants’ narratives, several essential conclusions were drawn. First, teacher communication is experienced by parents as fundamentally clear, structured, and accessible, and this clarity serves as the foundation for meaningful engagement. This aligns with Epstein’s framework of school–family partnerships, which emphasizes that clarity and accessibility of school communication are essential for effective parental involvement in learning processes. When communication is explicit and

well-organized, parents are able to understand expectations with minimal difficulty and apply guidance in practical ways within the home setting.

Another is that communication is not limited to information delivery but is deeply relational in nature. The perceived approachability and responsiveness of teachers play a crucial role in encouraging parental participation, reducing hesitation, and strengthening engagement in school-related discussions. This supports Epstein's typology of school involvement, particularly the dimension of "communication," which highlights the importance of two-way interaction between home and school. It also reflects the social relational aspect emphasized in Vygotskian perspectives, where learning is facilitated through interaction and social connection.

Also, communication extends into the emotional domain, functioning as a source of reassurance and confidence for parents. Through consistent updates and affirming feedback, parents develop a stronger sense of certainty regarding their child's readiness for formal schooling. This finding supports Hoover-Dempsey and Sandler's model of parental involvement, which highlights parental self-efficacy as a key factor in engagement. When teachers communicate effectively, parents gain confidence in their ability to support their child's learning.

Fourth, communication has a direct and observable impact on parental practices at home. Parents actively translate teacher guidance into structured routines, academic support activities, and behavioral reinforcement, thereby extending learning beyond the classroom environment. This reflects the ecological systems perspective of Bronfenbrenner, which emphasizes the interconnection between microsystems such as home and school in shaping child development. It also aligns with studies showing that consistent school-home alignment strengthens early academic readiness.

In some cases, communication contributes to a more profound transformation in parenting orientation, where parents become more emotionally attuned, reflective, and responsive to their child's needs. This suggests that communication can influence not only behavior but also parental perception and identity. This finding resonates with research indicating that meaningful school engagement can reshape parental roles and increase intentionality in early childhood caregiving practices. Overall, the essence of the phenomenon reveals that parent-teacher communication functions as a dynamic and multidimensional process that integrates clarity, relational engagement, emotional support, and behavioral application in shaping kindergarten readiness.

### **Recommendations**

Based on the findings, the following recommendations are proposed:

1. For early childhood education practice, the findings highlight that effective parent-teacher communication should prioritize clarity, consistency, and relational openness. This is consistent with Epstein's (2011) assertion that school-family partnerships are strengthened through accessible and structured communication that enables parents to meaningfully support learning at home. Teachers should therefore present messages in clear and practical ways while maintaining approachable and responsive interactions that reduce barriers to engagement and encourage sustained parental involvement.
2. For school administrators, the results emphasize the need to institutionalize structured communication systems that ensure regular, organized, and accessible information flow between teachers and parents. This aligns with literature indicating that consistent communication protocols improve coordination between home and school while minimizing misunderstandings in educational expectations and responsibilities.
3. For teacher professional development, communication competence should be treated as a core professional skill, especially in early childhood settings. This aligns with studies identifying communication as central to building trust and sustaining parent involvement. Training should focus on simplifying instructional messages, fostering dialogue, and strengthening relational trust with families to support more effective home-school collaboration.

4. For parents, the study underscores the importance of active participation in communication processes. Hoover-Dempsey and Sandler's model reinforces that parental involvement increases when parents feel both invited and capable of engagement. Seeking clarification, engaging with school updates, and consistently applying teacher guidance at home strengthen continuity between school learning and home reinforcement.
5. For policy development, educational policymakers may strengthen guidelines that institutionalize structured parent–teacher communication frameworks in early childhood education. This aligns with international perspectives emphasizing coordinated home–school partnerships as a key factor in improving school readiness outcomes.
6. Based on the findings and conclusions, it is recommended that teachers further enhance communication by ensuring messages are frequent, explicit, organized, and context-specific so parents can easily interpret and apply them at home. Schools should strengthen home–school collaboration through regular conferences, guided home learning activities, and structured feedback mechanisms, consistent with Epstein's model of overlapping spheres of influence.
7. Parent support initiatives such as orientation sessions or workshops should also be implemented, particularly for first-time parents, to improve understanding of kindergarten readiness and strengthen confidence in engaging with teachers. This is supported by literature highlighting parental self-efficacy as a key determinant of involvement quality.
8. Teacher education institutions should integrate communication training into their programs, focusing on interpersonal skills, clarity in instruction, and strategies for engaging diverse parent populations. This is consistent with research identifying communication as a foundational competency in early childhood teaching effectiveness.
9. Future research may broaden the scope by including more diverse participants across regions and educational contexts. Comparative studies between public and private schools or urban and rural settings may further clarify contextual differences in communication practices. Longitudinal research is also recommended to examine how parent–teacher communication develops over time and continues to influence early learning outcomes.

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