

The Role of Preschool Teachers, Parents, and Principals in Facilitating Home-School Partnership in Early Childhood Education

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Abstract

Parental participation and home-school partnerships have been crucial in Early Childhood Education (ECE). The attitudes and understanding of the stakeholders determine the learning experience and outcome. This study examines the critical role of preschool teachers, parents, and principals in fostering effective home-school partnerships in early childhood education settings. Recognizing the significant impact these partnerships have on children's developmental and academic outcomes, this research uses a mixed methods approach, combining qualitative interviews, surveys, and case studies across a range of preschool settings. The study revealed that successful partnerships depend on open communication, mutual respect, and shared responsibility among all stakeholders. Preschool teachers emerged as key facilitators, bridging home and school environments through regular engagement with families and the provision of learning resources at home. Parents, when actively involved, significantly improve their children's educational experience at home and school. Principals play an important role in creating a school-wide culture that prioritizes family involvement, providing necessary resources and professional development opportunities.

Keywords: Early Childhood Education, Parental Involvement, Home-School Partnership, Early Childhood Development, School-Family Communication, School Principals, Preschool Teachers

Introduction

In early childhood education, cooperation between home and school is a critical factor affecting children's holistic development. The home-school partnership represents a dynamic interaction between parents, teachers, and school principals, where they collectively work towards creating an optimal learning environment for young children's minds. This research seeks to investigate the various dimensions of the home-school partnership, elucidating the

different roles parents, teachers, and principals play in shaping children's early educational journey during their formative years.

Early childhood education plays an important role in a child's development, future academic success, and social-emotional growth. A key factor in maximizing the effectiveness of early childhood education is establishing a strong home-school partnership. This partnership creates a bridge between the child's two primary learning environments, ensuring consistency, reinforcement, and holistic support for the child's development. The importance of home-school partnerships in early childhood education has been increasingly recognized in recent years, with research highlighting its positive impact on children's academic achievement, social skills, and overall well-being. However, the successful implementation of this partnership requires the active involvement and cooperation of various stakeholders, especially preschool teachers, parents, and principals.

According to the United Nations International Children's Emergency Fund (UNICEF 2019), investing in ECE is considered a developmental, economic, and social necessity. It has a long-term positive impact on the country's development and educational progress. (UNICEF, 2019). The best time to begin efforts to end poverty, raise social awareness, and educate children is during their formative years when they are still forming their identities and learning to interact with the world (Bartolome et al., 2017).

Early childhood education lays the foundation for lifelong learning, and the importance of the home-school partnership cannot be overstated. The family unit, with parents as primary caregivers, is important in fostering children's emotional, social, and cognitive development. At the same time, educators and school administrators contribute to this tapestry of development by providing a structured and enriching academic environment. Understanding the unique responsibilities and contributions of each stakeholder in the home-school partnership is essential to fostering a collaborative and supportive educational ecosystem. This research aims to explore these key stakeholders' specific roles and responsibilities in facilitating effective home-school partnerships in early childhood education settings. By examining the unique contributions of each group and the dynamics of their interaction, we seek to identify best practices and potential areas for improvement in fostering these critical relationships.

The findings of this study will contribute to the growing body of literature on family involvement in early childhood education and provide practical insights for educators, administrators, and policymakers who wish to improve the quality and effectiveness of early childhood programs through strengthened home-school partnerships.

Problem Statement

Although the importance of home-school partnerships in early childhood education is widely acknowledged, many preschools face significant obstacles in establishing and maintaining these relationships. This is due to a complex network of factors. Unclear roles for teachers, parents, and administrators can create confusion. Communication between school and home can be inconsistent or ineffective and it can hinder trust and cooperation. Resource limitations, including time, staff, and funding, can make it difficult for preschools to prioritize family engagement initiatives. Additionally, the growing diversity of family structures, cultural

backgrounds, and socioeconomic realities make it challenging to develop a one-size-fits-all partnership strategy. Furthermore, educators and administrators often lack adequate training in effective family engagement practices. Finally, the discrepancy between what the school expects from the parents and what the parents expect from the school can lead to alienation or conflict. Additionally, the long-term benefits of these partnerships may be difficult to measure, making it difficult to secure the resources needed to develop and sustain them.

Most private preschools in Malaysia have implemented policies and approaches that aim to engage parents in their children's educational development. The employment of applications such as Class Dojo, Little Lives, and similar ones is rising. These initiatives aim to ensure parents are informed about their children's educational progress and foster a strong partnership between the school and home. In addition, it is customary for private preschool institutions to involve parents in various activities, including but not limited to sports day, parent-teacher conferences, and cultural festivities, as a means of promoting parental engagement. Numerous educational initiatives extend beyond mere engagement in academic pursuits, with specific activities even incorporating parental involvement in coordinating school events and outreach efforts within the community. Typically, teachers assume primary responsibility for cultivating enduring parent-teacher relationships and initiating the pedagogical process for children. Parents are generally expected to assume a supportive role in collaborative efforts.

To build and maintain strong home-school partnerships, it is important to clearly define the roles and responsibilities of each stakeholder group. This research will examine specific actions and behaviours preschool teachers can take to initiate and maintain positive relationships with families, such as regular communication, home visits, and involving parents in classroom activities. As for the role of parents, this research will also explore their expectations and preferences for involvement and identify ways to empower them as equal partners in their children's education. Principals also play an important role in setting the tone for family involvement and providing the necessary resources and support to teachers. Research is needed to determine how principals can effectively communicate the importance of home-school partnerships, allocate funding for family engagement initiatives, and hold staff accountable for building relationships with families (Rahmattullah et al., 2021).

Research by Jeti, L. et al., (2021), successful home-school partnerships do not happen by chance; they require deliberate strategies and well-designed programs. This research identifies and evaluates specific strategies that have been effective in fostering strong relationships between families and schools, such as parent-teacher conferences, family literacy nights, and volunteer opportunities. Effective communication channels, such as newsletters, social media, and home school communication logs, should also be examined. Additionally, this research should explore the types of resources and support preschools need to successfully implement these strategies, including professional development for teachers, parent education workshops, and community partnerships.

The Ministry envisions that the ECCE's future direction depends on long-term cooperation among stakeholders such as ECCE centres, the government, teachers, and parents. However, the parental attitude, motivation, and hindrance to parental involvement are unclear due to a lack of research on Malaysian parents' perspectives in Malaysia. To

completely understand the viewpoints of stakeholders in Malaysia, research employing an inductive technique to analyse parental, teacher, and principal attitudes and roles in home-school relationships is required. This study supports Ramatullah et al., (2021) research report, which said that examining parental attitudes that promote children's well-being is critical and determining the consequences of parenting styles that form their children's distinctive educational trajectories in Malaysia.

Research Objective

1. This research aims to understand better the role of parents, teachers, and preschool principals in fostering home-school partnerships.

Research Question

1. How do preschool teachers, parents, and principals play their role in facilitating home-school partnerships?

Conceptual Framework

The conceptual framework for this research focuses on the complex dynamics of home-school partnerships in early childhood education and emphasizes the roles of three key stakeholders: preschool teachers, parents/guardians, and school principals. At its core, this framework recognizes the critical importance of these partnerships in fostering optimal child development and learning outcomes. It explores how each stakeholder contributes to this partnership through specific roles and responsibilities. Preschool teachers are positioned as primary communicators and facilitators, tasked with involving parents in classroom activities and providing resources for learning at home. Parents and guardians are seen as active participants, supporting learning at home and being involved in school activities and decision-making processes. School principals are conceptualized as cultural architects, responsible for creating a school-wide ethos of partnership and providing the necessary resources and support (Gedik, 2021).

The framework also recognizes various facilitating factors such as effective communication, mutual trust, and shared goals, as well as potential barriers including time constraints, cultural differences, and socioeconomic factors. It suggests strategies to improve partnerships, such as regular conferences, family involvement programs, and technology-assisted communication. Expected outcomes of successful partnerships include better child development, increased parent satisfaction, increased teacher effectiveness, and a positive school climate. Importantly, the framework recognizes the influence of wider contextual factors, including cultural and community influences, educational policy, and socioeconomic environment. By integrating these various elements, the framework provides a comprehensive lens for examining and understanding the complex interplay of factors involved in fostering effective home-school partnerships in early childhood education.

Theoretical Framework

Theory of Predictors of Parental Engagement

Hoover-Dempsey & Sandler take a multifaceted and multidimensional approach to discuss the process of parental participation (Deslandes R. , 2019). This model provides a comprehensive and robust theoretical framework for the investigation of specific predictors of parental engagement. This model is all-encompassing regarding the process of parental

engagement, written from the parent's point of view and based on research from psychology and education.

The willingness of families to participate is the first step in the Hoover-Dempsey and Sandler framework of parental involvement, which leads to positive outcomes for children. Aside from these considerations, parents' participation decisions are influenced by their perceptions of their child's general need for assistance and the school's expectations for parental participation. It all boils down to their attitude towards parenting and belief that they can be counted as a positive influence (Otto et al., 2020).

According to the hypothesis, teachers and staff will encourage parental engagement if they recognise it as part of their professional role, i.e., if it conforms to anticipated expectations. As a result, individuals must understand their duties (role understanding), what they are capable of (self-efficacy), and that their efforts will bear fruit (personal motivators). They will be more likely to advocate for parental participation if they believe that collaboration with parents is a school priority, is one of the criteria assessed in the school's performance evaluation policies and is a school priority (contextual motivators). Their effort will continue if the school administration supports them and shows a solid commitment to this goal, and school-family engagement becomes an intrinsic part of the school's routines and culture (Deslandes et al., 2019).

In the second level, parents decide on specific forms of involvement for their children based on the abilities and information they have at their disposal. The time a parent can spend being involved is another factor in the decision. Parents can affect children's developmental outcomes through a variety of techniques (third level). This concept hypothesizes that parental involvement in children's learning experiences can be classified into four distinct but interconnected types: encouragement, modelling, reinforcement, and teaching. The methods parents use to accomplish this may or may not be suitable in light of their children's developmental level and the school's requirements (fourth level). In conclusion, the process variables and their interactions will impact the children's development, knowledge, and sense of self-efficacy (Otto et al., 2020).

Children's self-efficacy depends on how they perform a specific task, and often for children, their self-efficacy is built upon positive relationships with the teachers. Their interaction with teachers reflects their perceptions of their capacity to establish robust connections with their teachers. Parents facilitate the cultivation of positive relationships between their children and their teachers by exemplifying healthy interactions thereby nurturing the children's ability to establish a positive connection with their teachers. (Whitaker, 2019).

Literature Review

The importance of home-school partnerships in early childhood education has received significant attention in recent years, as researchers and educators increasingly recognize the profound impact of collaborative relationships between families and educational institutions on children's academic development and success. This literature review examines the current body of knowledge regarding the role of preschool teachers, parents, and principals in facilitating this important partnership.

Early childhood education serves as an important foundation for a child's lifelong learning journey. During these formative years, the interaction between a child's home environment and their educational environment becomes very apparent. Therefore, understanding how key stakeholders can effectively bridge these two spheres is critical (UNICEF, 2019).

Roles of Parents

Parents can take up a more prominent role in supporting administrative decisions for the school for the benefit of the children, where parents' duties as stakeholders should be recognised as guardians and gatekeepers to create a pleasant learning environment for preschool children (Bartolome & Mamat, 2020; Sapungan & Sapungan, 2014). However, parental participation programmes should consider the parents' knowledge and experiences, which are highly beneficial for children and influence their plan for their children's education path and decision for involvement in home-school partnerships (Bartolome & Mamat, 2020).

The multifaceted roles played by parents influence the development of children. In the early years, parents are responsible for overseeing their children's health and holistic development (Belaic, 2022). The duties of parents as the key to the children's growth and development have been more substantially emphasized now, and their responsibilities in their children's education have been increasingly evaluated (Kuusisto & Lima, 2019).

Parents' educational involvement can be comprehensively conceptualized, encompassing the duty to guarantee the child's enrolment in the educational system, furnish the requisite resources and conducive environment, and attend to the child's academic accomplishments consistently. Moreover, it is essential to engage in the child's educational process and facilitate their development in line with the developmental milestones. Parents who think their engagement is critical in affecting their child's academic and general development are keener to encourage their child's interests than parents who believe their duties are unimportant (Kuusisto & Lima, 2019).

The amount of time parents dedicates to reading with their children, engaging in meaningful conversations, facilitating academic activities at home, and organising educational outings can significantly impact their children's academic development. These activities have a positive impact on the developmental progress of children. Most home activities can be construed as a type of parental engagement in the educational process (Belaic, 2022).

The literature consistently indicates that parents respond positively to their children's learning when teachers communicate their expectations and involve parents in the educational process (Kuusisto & Lima, 2019). This approach helps parents understand their roles and view their participation in the home-school partnership as significant as the teachers perceive. Previous researchers have indicated that certain variables, such as parents' socioeconomic status and educational background, are the common indicators for children's academic performance, school adjustment, and parental engagement (Kuusisto & Lima, 2019).

Roles of Teachers

Teachers are essential stakeholders in ECE. They are considered the most powerful change agent due to their specialization in the field, educational background and years of experience there. Their roles go beyond the classroom boundary and are essential to extending learning at school and home. Children and parents in their early years depend on teachers and school in many ways in the development of the children. It has been shown that the psychological and behavioural features of teachers concerning the engagement of parents are substantially connected with the involvement of parents in the classroom (Kuusisto & Lima, 2019). Dauber & Epstein (1993), cited by Ramanlingam and Mariam (2020), perception and teachers' actions have a greater influence on parents than children's grades, parents' education, family size, and parents' assessments of their children's academic potential (Ramanlingam & Maniam, 2020).

According to Cox (2020), teachers' roles are like parents. However, that should not leave the child's biological family in the process. Teachers serve as the primary link between students and parents in matters ranging from academics to behaviours through various forms of communication with parents regularly with parents to share updates on the children in the classroom, upcoming activities, and strategies for parents to facilitate their children's learning at home (Grant & Ray, 2019).

Teachers are the mediators in managing conflicts regarding children. They must make educated decisions and justify them, staying firm yet listening to families. Often, teachers must explain and defend their decision in class when there is disagreement regarding the teaching methodology, children's conflicts with their peers and any other issues that arise in the school. Teaching requires always advocating for what is best for children and, when necessary, explaining how practices are beneficial (Cox, 2021).

Teachers play a crucial role in encouraging parents to support their children's academic progress through in-person interactions, dissemination of instructional materials in the form of videos or written resources, and provision of guidance on fostering a conducive learning atmosphere within the home. Numerous studies have highlighted educators' direct role in assisting parents in developing their parenting expertise through guiding the form of workshops, sharing of parenting information, and motivating programmes (Eccles & Harold, 1996; Ramanlingam & Maniam, 2020). They also share strategies for efficient time management and provide constructive affirmations to foster favourable behavioural growth in children.

Given that teachers are trained with knowledge of child development and appropriate pedagogical approaches, they can collaborate with parents to clear expectations of the appropriate development goals and guidelines regarding the tasks children should undertake at home to refine their development. This comprises anticipations on the enhancement of literacy, aptitude for resolving problems, and the ability to take care of oneself. The children must exhibit accountability and responsibility for their actions. Establishing realistic expectations for children can facilitate the cultivation of favourable self-efficacy, thereby fostering their inclination towards undertaking additional challenges.

Educators are critical in facilitating parental involvement in classroom engagements, including storytelling, in-class volunteering, and event attendance. Parental participation in school activities can facilitate parental comprehension and enhance their awareness of their children's academic progress and the instructional activities and obstacles teachers encounter in the classroom.

In many instances, parents depend on the feedback provided by teachers to recognise their children's favourable progress and validate their endeavours to facilitate their children's educational advancement within the home setting. Highlighting the significance of the home-school partnership can serve as a means of strengthening parental involvement in their children's education.

Roles of School Management

The school management is responsible for overseeing the coordination and interconnections among parents, educators, and children to foster the favourable growth of the children. Typically, the administration assumes responsibility for managing and facilitating the centre's operations and executing the school's plans on a day-to-day basis. According to Bartolome and Mamat (2020), one of the critical responsibilities of management is to establish and sustain a favourable atmosphere that fosters family engagement and facilitates effective communication between school and home (Bartolome et al., 2017). Establishing a conducive culture and cultivating a partnership-oriented mindset ensures a fruitful collaboration between home and school. It entails a joint effort between both parties to promote the educational advancement of children through effective communication, trust-building, and the cultivation of mutual respect.

When school administrators and management communicate consistently with the stakeholders, they are more willing to work together to address issues that arise in the school (Bartolome & Mamat, 2020). Schools should keep the lines of communication open by employing whichever tools and programmes work best for them. The timing, language, and cultural barriers must all be considered. However, parents must feel accepted and encouraged to participate in school. It is crucial for there to be open lines of communication between carers and children, with regular updates to the child's portfolio documenting the growth and improvement. Parents can learn more about the school and their roles with a well-written handbook, important information for parents, and conferences (Grant & Ray, 2019).

The administrator and management should provide parents with clear information about school policies, programmes, changes in school, and assessment updates. Ensure this information is shared in a clear and accessible way. Regular snippets of critical policies or programs in newsletters or broadcast through a digital medium can be helpful.

The school management needs to encourage and promote parental involvement in school activities such as attending school events, volunteering in school programmes, and participating in school decision-making. In building a relationship between school and home, the school management plays a crucial role in promoting and valuing open communication for parents and teachers' feedback to understand their needs, experiences, and points of

view. The feedback is valuable to continuously improve the quality of the education, learning experience, care, and support provided to the children and families (Nayor, 2016).

School management is responsible for preparing teachers from diverse backgrounds with skills, attitudes, and mindsets to facilitate the home-school partnership. Teachers need to learn the school's ways of communicating with parents and engage the families in communication consistently through training, workshops, and mentorship programmes. It is also crucial for the school to evaluate the teachers' professionalism in facilitating home-school partnerships as part of the performance evaluation programme (Canadine, 2018). Besides, the leadership opportunity is essential for creating a harmonious collaboration in schools, in which all the stakeholders should have equal opportunity to lead, prioritizing engagement on the school's vision and mission and valuing respectful relationships among the stakeholders (Bartolome & Mamat, 2020).

Methodology

Research Design

A case study technique is chosen as the research strategy to achieve the above aims. Research based on case studies has evolved into a practical, adaptable methodology that may shed light on a broad range of topics across several fields. Using case studies in theory-building and theory-testing is one of their many benefits (Pandey, 2019). The case study approach helps to examine individuals, groups, or events in detail. The process is to look for recurring tendencies and root causes of behaviour. The research aims to gain insight into information gathered through an open-ended questions survey to find out about parents', teachers', and principals' perspectives regarding their involvement, motivation, and barriers to the home-school partnership.

This research methodology is a systematic approach to data collection and flexibility in the presentation of the description. Qualitative research endeavours to attain an in-depth comprehension of a singular organisation or occurrence, as opposed to a superficial depiction of a wide-ranging population sample. One could posit that qualitative research provides a thorough and detailed understanding of a given phenomenon. This methodology offers non-quantitative data that lacks numerical values (Naderifar, et al., 2017).

The survey forms are designed in three sets for each group of respondents: the parents, the teachers, and the principals of ECCE centres. The first section of the questionnaire consists of demographic information to understand the respondents' backgrounds. The other sections consist of open-ended questions intended to gather data on the stakeholders' opinions of their views and roles in the home-school partnership.

The target respondents for this research are Malaysian parents with preschool-age parents, teachers, and principals of preschool and childcare across Malaysia. These three groups of stakeholders are considered the key persons who often interact with and support the children's development in their ECCE. Hence, their opinions and views on this research topic are essential and detrimental to the feasibility of parental involvement practices in early years settings. The ties between these parties are the focus of this investigation.

Findings and Discussion

RQ: How do teachers, parents, and preschool operators describe their roles in supporting home-school partnerships?

Table 1

Demographic Data Results

Survey/Interview	Parents	Teachers	Principals
Survey	18	10	8
Interview	3	3	3

Parents' Opinions.

Using QCA, one theme emerged in response to the four research questions emerged as the following:

Table 2

Summary of the Parents' Themes

RQ2: How do parents describe their roles in supporting home-school partnerships?		Number of references:
Theme 1	To love, nurture, guide and support growth.	20
Theme 2	To work with the school to support children's development.	4

Two main themes were established from the question to understand the parents' opinions of their roles in their children's education. The two main themes are (1) to provide love, guidance, and support growth and (2) to work with the school.

The **first theme** that occurred most frequently from the coding process is that the participants view their primary roles as loving, guiding, and supporting growth. The total reference for this theme is twenty times.

The most common recurrence of the answer for this theme is to provide love and guidance. The parents' common answers for this code are such as:

(n1, 6, 15,20) "**Giving guidance, providing love, nurture, encourage, and role model,**".

The other parents responded that their roles are to guide and support their children:

(n2, 7, 8, 9) "**To nurture and love. To make sure they learn in school and do my part to support the learning**".

(n4, 10, 11, 12) "***As an advocate of the Montessori method in teaching, or more so a way of life, I strongly believe in Maria Montessori's philosophy "Help me to help myself". With this, as a parent in my child's development, I aim to provide them with guidance and the environment so that they are able to achieve it"***.

(n5, 13, 14,16) "***In my opinion, my role is as a guide and monitor to ensure their development are on track"***.

The **second theme** developed the coding process when parents highlighted their role in working with the school.

(n1, 17) "***Educate them at home and work with school"***.

(n2, 18) "***Also do my part to support their learning by working with school"***.

(n3, 5, 8) "***To do my part to support them in their life and to work with the school for their learning"***.

(n4, 7, 9) "***Work together with the school to ensure my children growing and learning well"***.

Most of the parent group participants expressed that their roles in their children's education are related to doing their best to provide all the essentials besides the children's basic needs. They expressed that they need to ensure the children learn and grow holistically. The results show that the parents pointed out that they also play the role of 'teacher' to support learning, providing a nurturing environment that encourages learning and role models for their children. The results of this research align with the literature review, indicating this group of Malaysian parents play various roles in children's development, including the children's overall physical, emotional, and health development. Parents are also responsible for continuous care for the child's development and mastery of skills. Lastly, the parents make decisions and ensure the child's readiness for school (Schnekloth, 2021).

However, in the findings, this group of parents did not further clarify the parental involvement activities at home in the school. However, they pointed out that they shared that they are somehow aware of their responsibility from the responses such as "to spend time to guide them in their development, by providing a nurturing environment that encourages learning and exploration".

Teachers' Opinions

Using QCA, one theme emerged in response to the four research questions emerged as the following:

Table 3

Summary of the Teachers' Themes

RQ2: How do teachers describe their roles in supporting home-school partnerships?		Number of references
Theme 1	To extend the learning from school to home.	11
Theme 2	To keep parents updated with their children's progress and development.	4
Theme 3	To offer professional advice and support to parents.	5

The next question is determining the teachers' view of their roles in the home-school partnership. This question helps to answer the first research question. There are three themes finally coded for this question. The themes are (1) extending learning to home, (2) offering professional advice to parents, and (3) maintaining communication with parents.

The first theme is teachers' view of that role as extending learning to home. It has eleven out of fourteen references that the teachers shared that their roles in the home-school partnership are to extend learning at home.

The most common expressions are such as:

(n4) ***"To inform parents the learning objectives and keep them updated on the learning progress. Share learning resources and activities to work on at home"***.

(n 10, 11) ***"inform the parents what parents can do at home and support them with the materials"***.

For the second theme, teachers expressed that their role is to update the parents on their children's progress which has four references, and the common reply cited are such:

A teacher expressed in the interview:

(n8, 9) ***"As an educator I can establish open communication channels with parents, such as regular parent-teacher conferences, newsletters, and emails. This helps to keep parents informed about their children's progress and any issues that may arise."***

The final theme derived from the coding process is that teachers view their role in home-school partnerships as offering professional advice to parents. Most teachers expressed that they provide parents with guidance, advice and support for their children's best interests.

(n 1, 2, 3) ***"To answer to their questions regarding their child"***.

(n5, 6, 7) **“to support parents with guidance for the children's development related”**.

The data described from the teachers' point of view follow the literature review, which demonstrates that teachers are responsible for assisting parents in the development of their children through communication and different provision of guidance in the form of workshops, sharing of parenting information, and motivating programmes. From the results and observations of the teachers, they understand they are responsible for working with parents and supporting parents in the school and at home. As presented in the literature review, the other roles are consistent with the findings, including setting learning goals for parents' involvement in learning at home.

Principals' Opinions

Using QCA, one theme emerged in response to the four research questions emerged as the following:

Table 4

Summary of Principals' Themes

RQ2: How do principals describe their roles in supporting home-school partnerships?		Number of references:
Theme 1	To plan activities and events.	5
Theme 2	To educate and support teachers in building relationships and communication with parents.	6
Theme 3	To maintain a good policy for home-school partnerships.	2

The next question is determining the principals' view of their roles in the home-school partnership. This question helps to answer the first research question. There are three themes finally coded for this question. The themes are (1) to plan activities and events, (2) to support teachers in building relationships and communication with parents, and (3) to maintain a good policy for home-school partnerships.

The first theme derived from this question is principal is responsible for planning activities and events for the parents to be involved in schools. The total reference for this theme is five times.

The next theme derived from the coding process is the principal is responsible for supporting teachers in building relationships and communication with parents. Some of the common expressions from the principals are such as:

- (n2) ***"To encourage teacher and parents' communication, to support and train teachers to update parents on their child's progress"***.
(n6) ***"To educate parents and teachers to work together"***.

The third theme with the highest references, seven times, is the principals' view of their roles in home-school partnership to educate and support teachers in building relationships and communication with parents. Some of the responses of the principals:

- (n4) ***"To educate parents and teachers to work together"***.
(n3) ***"To work with parents and to lead teachers to communicate with parents"***.

The final theme coded is that the principals view their roles in home-school partnerships to maintain a good policy for home-school partnerships.

- (n1) ***"To ensure and evaluate if the school home school partnership policy is meetings it's goal"***.

The data collected from the principals' group agree with the literature review, which has previously shown that they are responsible for managing and ensuring the collaboration and relationship between the stakeholders (parents, teachers and students) as part of the school's responsibility for the children. Parents and teachers come from diverse backgrounds, so the principal or management ensures these two parties work well together. Correspondingly, to consider and eliminate any barriers to the partnership for the parents and teacher to feel comfortable working together towards the same goals. Lastly, it is critical to maintaining a solid home-school policy in the setting.

The results showed that the stakeholders' opinions of their roles in home-school partnerships are related to their roles in the children's life. This part of the findings provides a clearer picture of the awareness of the functions their play in home-school partnerships, and it is consistent with the literature reviewed from different parts of the countries.

Conclusion

This study has explored the role of various aspects of preschool teachers, parents, and principals in fostering effective home-school partnerships in early childhood education. Findings from this study highlight the critical importance of these partnerships in supporting children's holistic development and academic success.

A successful homeschool partnership is characterized by open two-way communication, mutual respect for roles, and a shared commitment to the child's well-being. Preschool teachers play an important role in building these relationships by providing frequent interactions and parents with the resources and support they need. Parents, who are actively involved can offer a unique insight into their child's needs and contribute to learning at home. Principals play an important role by fostering a school culture prioritizing family involvement and providing the support teachers need.

A strong home-school partnership has been linked to better academic achievement, enhanced social-emotional development, and positive behaviour in children. Therefore, investing in these partnerships is essential for optimal child outcomes. Future research should delve more deeply into the long-term impact of early home-school partnerships, explore the effectiveness of various parent engagement strategies, and investigate the role of technology in strengthening these relationships in an increasingly digital world.

This research contributes to the theoretical understanding of the home-school partnership by emphasizing the interconnected roles of preschool teachers, parents, and principals in fostering children's development. It highlights the importance of open communication, mutual respect, and shared responsibility for effective collaboration. By identifying these key factors, this study expands the theoretical framework of home-school partnerships and offers a more comprehensive understanding of the dynamics involved.

In addition, this research also plays an important role in the context of early childhood education by providing empirical evidence for the effectiveness of home-school partnerships. It offers practical guidance for educators and policymakers to develop and implement strategies that strengthen this collaboration. By emphasizing the importance of parental involvement and school leadership, this study contributes to a broader understanding of the factors that influence children's early learning experiences.

Essentially, the research provides a solid foundation for further exploration of home-school partnerships and informs evidence-based practice in early childhood education.

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