Research Article

Connecting Beyond the Classroom: Hybrid Communication Strategies and their Influence on Parent Participation in Rural Education

Niña Mae A. Amaquiton[1], Anesito L. Cutillas[2]*

[1]Teacher 1, Pañas Elementary School, Pañas, Dalaguete, Cebu, 6022, Philippines
[2]Faculty, Cebu Technological University-Argao Campus, Argao, Cebu, 6021, Philippines

ABSTRACT

This case study investigates how hybrid communication strategies impact parental involvement at Pañas Elementary School in rural Cebu, Philippines. Using a qualitative single-case study design, the research explored how traditional methods (such as face-to-face meetings and printed notices) and digital tools (such as SMS and social media platforms) influence parent-school engagement. Data were gathered through semi-structured interviews and focus group discussions involving one school head, seven teachers, and ten parents. Thematic analysis revealed four core themes: Communication Channels, Customized Communication, Technology Integration, and Open and Transparent Communication. Findings highlight that parents appreciate communication that is timely, clear, and sensitive to local contexts. Mobile-based messaging and personal interactions were particularly valued for their convenience and reliability. These strategies resulted in two key outcomes: improved access to school information and stronger collaboration between parents and school personnel. The study emphasizes the need for inclusive, culturally responsive communication practices that foster trust, partnership, and shared accountability in education.

Keywords: *Parental involvement, Communication strategies, School administration, Rural education, Case study*

Introduction

Effective communication has always been and continues to be essential in human life. In educational settings, it plays a vital role in maintaining the flow of information, managing relationships, and achieving institutional goals (Muyanga et al., 2021). Schools are dynamic and complex systems that demand excellent communication to meet the various needs of stakeholders (Salamondra, 2021). Strong communication skills are fundamental for school administrators in aligning a school's vision with its operational goals, values, and community expectations.

School communication often manifests through programs involving parents in the educational process. Activities such as boys and girls scouting, socio-economic projects, and

disaster response initiatives are regularly promoted. However, parental involvement remains limited despite these well-structured programs in both public and private schools. This recurring issue highlights a crucial gap—ineffective communication strategies that hinder parental engagement and collaboration.

As Moosavinejad et al. (2025) noted, poor communication can lead to information blockages, impeding administrators from effectively monitoring teachers and engaging stakeholders. Gorica et al. (2021) emphasized that consistent and clear communication between parents and teachers can bridge these gaps. Furthermore, effective collaboration requires mutual trust, which is developed through sustained communication among parents, teachers, and school leaders (Senin & Halim, 2021). Strong stakeholder relationships, underpinned by communication, are essential for educational success (Wieczorek & Manard, 2018).

Parental involvement significantly impacts children's academic achievement. UNICEF identifies parents as central to their children's health, development, and education. According to Ntekane (2018), parents can demonstrate their commitment by participating in school boards, attending meetings, and actively monitoring academic performance. However, parental engagement is often underwhelming in many Philippine schools, including those with existing Parent-Teacher Associations (PTAs). PTAs are present in most schools but are frequently inactive or underutilized, with parents sidelined in decision-making processes and program implementation.

Research shows that increased communication between parents and school officials increases parental involvement. Satya (2025) asserts that communication strategies are primarily meant to inform parents, yet these are often one-way and fail to empower them. When parents are involved only as passive recipients of information—rather than active participants in school activities—the potential for stronger collaboration is diminished.

Data from the Asian Development Bank further emphasizes this concern. Only 22% of Filipino parents express interest in their child's education, significantly lower than the regional average of 38%. This gap persists despite

school-led efforts and incentives to encourage parental participation. The disconnect suggests that structural programs alone are insufficient; what's missing are effective communication strategies that resonate with parents, motivate involvement, and build partnerships.

In the context of School-Based Management (SBM), the importance of communication is further amplified. As Anabo (2024) outlined, SBM is rooted in shared governance, community leadership, and performance accountability. Parents are recognized as key stakeholders whose contributions are vital to educational outcomes. However, many remain unaware of their roles due to communication barriers. Some parents do not understand how to contribute meaningfully to school programs, while others feel excluded from decision-making.

The Department of Education (DepEd) acknowledges the critical role of leadership in educational reform and innovation. DepEd Order No. 024, s. 2020, which introduces the Philippine Professional Standards for School Heads, specifies that school leaders must possess the communication competencies necessary to lead effectively. As focal points of change, administrators must craft and implement communication strategies that are inclusive, responsive, and participatory.

Despite DepEd's frameworks and the presence of supportive policies, a significant number of school administrators and teachers continue to struggle to foster consistent parental involvement. Often, the problem is not a lack of programs but ineffective communication practices that fail to reach, engage, or empower parents.

This study seeks to examine the communication strategies used by school administrators and evaluate their influence on parental involvement in the educational process, with a specific focus on Pañas Elementary School. The school presents a compelling case due to its evident challenges in mobilizing parents despite structured programs and active leadership.

The research aims to address the persistent gap in parental involvement by identifying communication barriers and exploring practical approaches that school administrators can adopt. Findings from this study are expected to provide valuable recommendations that can be

applied not only in Pañas Elementary School but also in similar educational contexts across the Philippines.

Theoretically, this study contributes to the growing discourse on educational leadership and community engagement by positioning communication as a strategic function that directly affects stakeholder participation. Rather than viewing communication as a mere administrative task, this study highlights its transformative potential in strengthening school-community partnerships, promoting shared governance, and enhancing student outcomes.

Nationally, the research supports DepEd's broader goals of improving SBM, reinforcing educational leadership, and enhancing parental engagement. Locally, it provides actionable insights for bridging communication gaps, thus fostering stronger collaborations between schools and families—an essential factor in driving holistic student development.

Methods

This study employed a qualitative single case study design to deeply explore how communication strategies used by the school administrator of Pañas Elementary School influence parental involvement. A qualitative approach is appropriate for capturing rich, contextualized experiences and perspectives (Creswell, 2007). Focusing on one school as a bounded system (Solichah et al., 2025), the study sought to understand the human and relational aspects of communication and parental engagement within a specific and culturally situated environment. The design allowed for an in-depth examination of real-life experiences that shape school-community dynamics.

Purposive sampling was used to select participants who were most knowledgeable and directly involved in school-home communication. This included individuals with firsthand experience of the school's communication strategies and their influence on parental involvement. A total of 18 participants took part in the study: one school head, seven teachers, and ten parents. Among them were 9 females and 9 males, ranging in age from 28 to 55 years old. Teachers were classroom advisers from different grade levels, while parent participants were active in school activities and represented both mothers and fathers from various socioeconomic backgrounds.

Data were gathered through semi-structured interviews and focus group discussions (FGDs). A one-on-one interview was conducted with the school head using an open-ended guide to probe communication strategies, challenges, and outcomes. FGDs were conducted with seven teachers and ten parents, encouraging interaction and shared insights. These tools provided rich qualitative data and allowed the researcher to explore how school communication is perceived and experienced by different stakeholders (Cohen, Manion, & Morrison, 2018; Merriam & Tisdell, 2016). Data were analyzed using thematic analysis, identifying recurring patterns and themes across transcripts (Caulfield, 2019). This approach enabled the researcher to draw meaningful interpretations about the link between school communication practices and the level of parental involvement.

Result and Discussion

Based on the thematic analysis of interviews and focus group data gathered from the school head, teachers, and parents at Pañas Elementary School, four major themes emerged that represent the core strategies used to facilitate communication and encourage parental involvement. These themes are Communication Channels, Customized Communication, Technology Integration, and Open and Transparent Communication (*see Table 1*). Each theme is supported by specific categories reflecting distinct practices. The participants' narratives underscore how contextually apply communication strategies to ensure inclusivity, build trust, and foster collaborative school-family relationships.

Table 1. Communication Strategies Employed by the School Administrator

Themes	Categories
Communication Channels	• Face-to-face meetings • Social media platforms and mobile calls • Real-Time Communication Method
Customized Communication	• Printed documents • Home visits
Technology Integration	• Use of social media and mobile tools for communication • Digital messaging apps and text alerts
Open and Transparent Communication	• Regular meetings • Parents' Committee

Theme 1: Communication Channels

Communication Channels are the methods used to relay messages, like the telephone, letters, reports, meetings, or the Internet (Zizka, 2014). Using a range of communication channels allows administrators to accommodate parents' different needs, preferences, and circumstances.

Face-to-Face Meetings

Face-to-face communication remains a preferred method for in-depth discussions and decision-making. This approach fosters interpersonal trust and clarity among stakeholders. As Lina, a teacher, shared,

> *"Generally, we use face-to-face meetings, ma'am, for in-depth discussions. For example, the homeroom PTA meeting is held every quarter"* (Lina).

These meetings are conducted formally through quarterly homeroom assemblies and informally during school activities, allowing parents to express their concerns and receive feedback directly from school personnel. These finding underscores that the school should continue using face-to-face meetings, like PTA gatherings, to keep parents informed and involved. It shows that personal communication is still very effective in building a good relationship between the school and the parents. Parents feel more connected and engaged when directly conversing with educators (Durham, 2025).

Social media platforms and mobile calls

Social media has become a vital tool in facilitating daily communication between teachers and parents, especially in rural school communities. Platforms like Facebook Messenger are widely used to disseminate announcements, send homework reminders, and update parents on school events or sudden changes. This digital approach bridges the communication gap caused by geographical distance and limited face-to-face interaction.

> *"Kami sa grade level, we use Messenger kay dali ra maka-inform og maka-reach out sa mga ginikanan, labi na kung naay changes sa schedule"* ["In our grade level, we use Messenger
>
> because it's easy to inform and reach parents, especially if there are sudden schedule changes."] (Teacher Marco).

This strategy enhances speed, accessibility, and convenience, particularly for working parents or those living far from the school. The real-time nature of social media allows for immediate dissemination of important information and encourages prompt parental responses. As Ayokunmi et al. (2025) emphasize, social media serves as an effective medium for engaging educational stakeholders. Furthermore, school leaders must recognize communication preferences and align strategies with families' available technologies to ensure equitable access and sustained engagement.

Real-Time Communication Methods

Real-time communication refers to the approach the school administrator or teachers uses to interact with parents via text or calls to facilitate real-time updates and urgent announcements. Text messages and mobile phone calls are used for urgent and personalized communication. For instance, one parent stated,

> "Maka-text ra dayon ang teacher if naay concern sa among anak. Mas dali mi makarespond ug makainteract ani nga paagi." ["The teacher can text us immediately if there's a concern about our child. We can respond and interact more quickly this way."] (Parent Rina).

These real-time methods ensure that urgent matters—like sudden absences or behavioral concerns—are promptly addressed. This underscores that schools should continue offering phone and text communication as a reliable backup option. It shows the importance of having different ways to reach parents, especially in urgent or time-sensitive situations. This result is also related to the study on Engaging Parents Through Better Communication Systems. Studies suggest personalized and frequent outreach, such as phone calls and structured meetings, significantly improve parental engagement (Durham, 2025).

Theme 2: Customized Communication

Customized communication is a form of sharing information that meets the specific needs of learners and parents, ensuring that they receive important messages. This theme has two (2) categories: printed copies for those who cannot access the internet connection and home visits.

Printed documents

Printed communication is essential for reaching parents without consistent internet access. Teachers prepare printed letters or memos for those who are digitally excluded. As pointed out by the participant during the interview:

> "Sometimes, it is more effective to provide printed copies for any announcements to our learners because some of them don't have cellphones or internet connections." (Teacher Lorna).

The parent participant also affirmed,

> "Katong isulat sa notebook sa mga bata maam ang pahibalo nya dali rami makabasa ato." ["When the announcement is written in the children's notebooks, ma'am, we can easily read it."] (Parent Susan).

This ensures that all parents, regardless of digital literacy, are informed. This also implies that printed communication is still essential, especially in areas with poor internet access. It ensures all parents, no matter their situation, are informed and included in school updates and announcements (Traeger-Soudry et al., 2025).

Home Visits

Home visits are conducted for students with poor attendance or when parents are unresponsive through usual channels.

> "We also conducted home visits for parents who are unable to attend meetings, especially those houses that are just near our school, to know the real reasons why they can't participate in our different activities."] (School Head)

These visits show the school's commitment to inclusion and personalized care, especially in rural or hard-to-reach communities. This helps ensure parents receive essential information and allows the school to understand why they cannot attend activities. This result highlights that home visits are a helpful way to reach out to parents who face challenges in attending meetings. According to Connors et al. (2025), this finding shows the school's effort to stay connected and support every family, especially those living nearby or with limited time or resources.

Theme 3: Technology Integration

Technology integration refers to the strategic use of digital tools and platforms to enhance school communication and ensure that information reaches parents efficiently. It blends traditional approaches with modern communication technologies, allowing for greater accessibility, immediacy, and inclusivity. In rural settings, where distance and connectivity can hinder parental engagement, integrating technology into school communication becomes vital. Two categories under this theme are: (1) *Use of social media and mobile tools for communication*, and (2) *Digital messaging apps and text alerts*.

Use of social media and mobile tools for communication

Social media platforms, particularly group chats, have evolved beyond simple announcement tools into interactive spaces that foster parent engagement and participation. Teachers and administrators use these platforms not only to share updates but also to collect feedback and encourage parental input.

"Sa group chat, makapangutana pud ang mga ginikanan, maka-comment, so interactive siya" ["In the group chat, parents can ask questions and give comments, so it's interactive."] (Teacher Rose).

This bidirectional communication facilitates a more dynamic and responsive school-parent relationship. The use of platforms like Messenger shows how schools now integrate social media with traditional communication forms, improving the flow of information and promoting greater involvement. As Dusi et al. (2025) assert, combining digital tools with face-to-face strategies ensures that more parents remain informed and actively engaged in their children's education.

Digital messaging apps and text alerts

Mobile phones remain a crucial communication channel, especially in communities with inconsistent Internet access. Text messaging and voice calls are used for time-sensitive updates and to reach families in remote areas. These tools ensure that no parent is left behind, especially during emergencies or urgent school announcements.

"We use text messaging and phone calling, maam, for urgent updates like sudden suspension of classes. We also use this to communicate with parents living in Lambunao because it's too far from our school, and it's hard for them to connect to the Internet." (School Head).

"Usahay, tawagan ra ko sa maestra para pahibalo sa problema sa klase. Pasalamat ko nga ma-update ko dayon." ["Sometimes, the teacher calls me to inform about problems in class. I'm thankful I can get updated right away."] (Parent Jomar).

This underscores the importance of immediacy and personal attention in maintaining strong parent-school relationships. This finding suggests that the school integrates mobile phone tools like calls and text messages into its communication strategy. This finding implies that schools should continue using mobile calls and texts as communication methods. Integrating these tools ensures that all parents, even those with limited Internet, get important updates and can easily talk back to the school (Banić & Orehovački, 2024).

Theme 4: Open and Transparent Communication

Open and transparent communication means the school always shares clear, honest information with parents. Open communication helps parents feel included and listened to, not just told what's happening. It allows them to speak up, ask questions, and participate in talks about their child's learning. This theme is categorized into two: Regular Meetings and Parents' Committee.

Regular Meetings

Scheduled assemblies such as PTA meetings provide formal settings for updates and feedback. These meetings are a formal platform for discussing student progress, school activities, policies, and decisions. This also allows

parents to express concerns, ask questions, and actively participate in the educational process. As one participant claimed:

"I think regular meetings are very common to hear different parent concerns, and that's when they can speak out about their different suggestions. Your homeroom PTA meeting is the best time to express their insights since the first concern is the adviser" (School Head).

The parent participant also confirmed this statement. As she cited:

"Ako maam kay tigulang naman ko, ang pabor rajud sa akoa kay ang meeting nga ari sa skuylahan kay di nako kahibalo mag kuri-kuri anang cellphone." ["For me, ma'am, since I'm already old, what works best is having meetings here at the school because I do not really know how to use a cellphone."] (Parent Luzviminda).

These meetings institutionalize communication and accountability. This finding suggests that schools should continue to hold regular sessions as part of their communication strategy. These face-to-face meetings help parents feel involved and allow them to express their ideas and feedback directly to teachers and administrators. According to Williams et al. (2021), parent meetings, home visits, and individual appointments effectively build trust and collaboration between educators and families.

Parents' Committee

Establishing a Parents' Committee empowers families to play a more active governance role in school affairs. The Parents-Teachers Association (PTA) primarily offers support to school programs and activities, voices the parent community, and expresses concerns or ideas on behalf of other parents. The participant underscores this result.

"The collaboration of parents in school has improved because of the PTA. The PTA officers have helped me encourage the parents to participate more in some school activities, like our feeding program." (Teacher June).

This participatory model aligns with the principles of shared governance and school-based management. This finding indicates that the parents' committee plays a vital role in the school's communication system. This implies that schools should continue to support and work closely with the parents' committee. Marcellus et al. (2025) stated that the PTA serves as a support group and a significant partner of the school, whose relationship shall be defined by cooperative and open dialogue to promote the welfare of the learners.

These themes and categories reveal that Pañas Elementary School employs a blended communication approach—combining traditional methods, digital tools, and personalized strategies to overcome geographic, technological, and social barriers. The insights drawn from these direct experiences reflect a commitment to inclusive and responsive communication, central to strengthening parental involvement and fostering a supportive school community.

Table 2. Influence of Communication Strategies on Parental Involvement

Themes	Categories
Increasing Information Access	▪ Digital Access ▪ Traditional Access
Strengthening Parental Engagement	▪ Motivation ▪ Collaboration

The Influence of Communication Strategies on Parental Involvement

Table 2 presents the thematic insights from interviews and focus group discussions with parents and teachers at Pañas Elementary School, highlighting how communication strategies directly influence parental involvement.

As seen in Table 2, two major themes emerged: Increasing Information Access and Strengthening Parental Engagement, each supported by specific categories that reflect the mechanisms by which effective communication enhances parents' participation in school activities. The findings reveal that clear, timely, and accessible communication fosters trust, motivation, and collaboration between home and school, particularly in a geographically isolated and socio-economically diverse community.

Theme 1: Increasing Information Access

Increasing information access refers to how traditional and digital communication strategies help parents stay informed about school activities, updates, and their child's progress (Maimaiti et al., 2025). This theme is essential in shaping communication strategies because parents vary widely in their access to technology, communication preferences, and personal circumstances. Through this, the school administrator can ensure that no parent is left uninformed due to barriers such as lack of Internet, unfamiliarity with digital tools, or language limitations. This theme includes digital access and traditional access as its category.

Digital Access

Integrating digital tools, particularly mobile phones, and messaging apps, has become a cornerstone in making school-related information more accessible (Rubashkin et al., 2023). Real-time updates via text or group chats have become indispensable for many parents. As Annie shared,

"Para sa akoa ma'am, mas epektibo ang text message kay dali namo madawat bisan walay internet" [*"For me, ma'am, it's more effective if they use text message because we can directly receive it even without an internet connection."*] (Annie).

Similarly, Alysa emphasized the practicality of chat groups:

"Dali ra pud ma'am kung e-chat largo sa among GC kung unsay pahibalo sa skuylahan kay naa mi tagsa'tsag ka GC kada grado" [*"It's easier, ma'am, if announcements are sent straight to our group chat because each grade level has its own GC."*] (Alysa).

These statements highlight that digital communication bridges distance and promotes consistency and immediacy in information flow, even in low-connectivity settings. Parents use devices like phones to receive school updates through text messages and group chats. Digital access helps parents stay connected and involved in their child's education, even without internet access. This result underscores that schools should integrate internet-based and offline-friendly tools to ensure all parents can stay connected regardless of their internet access. Doing so promotes equal access to information and improves parental involvement. These findings can be supported by the study about Parents' Use of Technology to Stay Informed About Their Children's Education. This study found that parents consistently use digital tools to access information about students' schoolwork and performance (Cleveland et al., 2024). *Altavilla* (2020) also added that parents prefer receiving school updates via text.

Traditional Access

Despite the rise of digital platforms, traditional methods remain vital, especially for parents who face technological or literacy barriers. The conventional method refers to printed announcements, face-to-face meetings, and home visits. These methods influence parental involvement by making school interactions more personal, accessible, and engaging. When parents receive printed announcements, they have something tangible to refer to. Face-to-face meetings allow for deeper conversations, allowing the parents to express and share concerns and build relationships with teachers that digital communication might not fully support. Home visits take it even further, bringing teachers into the parents' space and showing

them that the school values their participation and wants to meet them where they are. Flora noted,

> *"Usahay maam mas mayo nalang pud kung isuwat sa notebook sa mga bata ang pahibalo para mas klaro kay usahay wala juy signal sa amoa"* ["Sometimes, ma'am, it's better if the announcements are just written in the students' notebooks so it's clearer because there are times when we don't have any signal in our area."] (Participant Flora).

Meanwhile, Luzviminda expressed her preference for in-person interactions due to her unfamiliarity with technology:

> *"Ako ma'am kay tigulang naman ko, ang pabor rajud sa akoa kay ang meeting nga ari sa skuylahan kay di nako kahibalo mag kuri-kuri anang cellphone"* ["Since I'm already old, what really works best is the meeting held at school because I don't know how to use a cellphone."] (Participant Luzviminda).

These perspectives reinforce the need for hybrid communication systems catering to digitally savvy and technologically challenged parents, ensuring no one is left behind. If parents cannot use digital tools, schools give printed notices, hold meetings, or visit homes to share information. These ways help parents understand better and feel more connected to the school. This implies that schools should continue to use traditional methods so that all parents, even those without internet access or electronic devices, can stay informed and involved. Traditional methods remain effective in reaching parents, especially those with limited access to digital tools. Parents appreciate having multiple communication options, as some prefer face-to-face interactions for discussing concerns (Heijboer et al., 2025).

Theme 2: Strengthening Parental Engagement

Strengthening Parental Engagement refers to parental involvement in school, which is powerfully shaped by how effectively schools communicate. Strengthening parental engagement means creating opportunities for parents to be involved in their child's education and school life. It's about having a strong connection between parents and the school through clear communication, trust, and collaboration. When parental engagement is strengthened, parents feel empowered to participate in school activities, support learning at home, and contribute to their child's academic success. This theme has two (2) categories, including motivation and preparation.

Motivation

The clarity and timeliness of communication strongly influence parental willingness to engage in school activities. Dave emphasized,

> *"Mas ma ganahan mi moapil kung klaro ug advance ang pahibalo sa mga impormasyon. Di ta mag duha-duha ba"* ["We're more willing to join when the information is clear and given in advance. That way, we don't hesitate."] (Participant Dave).

Susan added,

> *"Kung way klaro, di ta ganahan muapil ana, ma'am. Wala palang kitay labot"* ["If the announcement isn't clear, we don't feel like joining. It's like we're not part of it."] (Participant Susan).

These remarks illustrate that poor communication can lead to disengagement, while clear, respectful, and timely messages foster a sense of inclusion and responsibility. This means that parents are more likely to participate in school activities when they clearly understand and receive the announcements promptly. Their motivation comes from wanting the best for their child and feeling connected to the school. This implies that schools should give clear and early information to help motivate parents. When parents feel informed and included, they are more likely to participate and support their child's education. According to Maimaiti et al. (2025), parents who receive clear, timely, and

accessible information feel more encouraged to participate in school activities.

Collaboration

Effective communication also enhances stakeholder collaboration, helping build a united school community. Rev shared,

> *"Mas nagkahiusa ang mga ginikanan ug teachers kay walay kalibog sa impormasyon nga gipdangat sa atoang school head"* [*"Parents and teachers are more united because there is no confusion in the information conveyed by our school head."*] (Participant Rev)

He further noted,

> *"Mas ganahan sad mi mag-apil-apil sa mga activities sa skuylahan kung klaro ug hapsay ang pagpadangat sa impormasyon kanamo, ma'am"* [*"We also feel more encouraged to participate in school activities when the information is clear and well-organized."*] (Participant Rev).

These insights demonstrate that consistent and organized communication builds trust, enhances teamwork, and promotes more active parental participation. This indicates that when schools share clear and organized information, it helps create a strong partnership between parents and teachers. Parents feel more involved, heard, and ready to work with the school (Qomariah et al., 2025; El Shemy et al., 2025). This implies that good communication encourages teamwork. Schools should ensure that their messages are clear and easy to understand, making parents feel welcome and more willing to participate (Bosire et al. 2025)

The data suggest that accessible, transparent, and inclusive communication strategies foster information access and meaningful engagement among parents. By balancing digital innovation with traditional approaches and ensuring clarity in every message, Pañas Elementary School enhances parental involvement—promoting a collaborative culture that benefits the entire school community.

Conclusion

This study highlighted the critical role of effective communication strategies in enhancing parental involvement at Pañas Elementary School. Through a qualitative case study approach, it was found that both digital and traditional communication methods—such as SMS, social media, printed materials, and face-to-face meetings—play a significant role in increasing parents' access to school-related information. Parents preferred precise, timely, and culturally familiar channels, which improved their understanding and motivated their active participation in school programs. Thematic findings such as *Increasing Information Access* and *Strengthening Parental Engagement* revealed that when thoughtfully executed, communication bridges the gap between school administrators and the parent community. These findings suggest that inclusive and contextually responsive communication fosters a stronger school-community relationship built on trust, clarity, and mutual support. In rural and low-resource settings, where technological limitations and generational gaps exist, hybrid strategies that respect local needs and preferences are essential. Ultimately, the study contributes to educational leadership and school governance literature by affirming that strong parental involvement begins with accessible, transparent, and empathetic communication led by committed school administrators.

References

Anabo, R. O. (2024). Analysis of different principles in school-based management. *Available at SSRN 4780126*.

Altavilla, A. (2020). Regulatory Issues.*https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=parents+prefer+receiving+school+updates+via+text.%2BScopus%2B2020-2025&btnG=*

Ayokunmi, L. A., Seman, N. A. A., Rashid, U. K., & Mohamad, A. (2025). The role of social media marketing as an ICT tool in improving supply chain sustainability of SMEs: A systematic literature review. *Procedia Computer Science*, *253*, 1392-1401.

Banić, L., & Orehovački, T. (2024). A comparison of parenting strategies in a Digital Environment: A systematic literature review. *Multimodal technologies and interaction*, *8*(4), 32.

Bosire, J. P. O., Daro, A. M., Gallagher, K. C., & Caddell, K. D. (2025). Expanding the child care table of influence: Reaching under-resourced families to understand their needs and barriers to accessing early childhood care and education. *Children and Youth Services Review*, *168*, 108056.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, *3*(2), 77-101.

Caulfield, J. (2019). How to do thematic analysis| step-by-step guide & examples. *Published on*, *6*.

Cleveland, G., Bebell, D., & Xin, Z. (2024). Parents' use of technology to stay informed about their children's education. *Education and Information Technologies*, 1-22.

Cohen, D., & Crabtree, B. (2006, July). *Qualitative research guidelines project*.

Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. routledge.

Connors, M. C., Loewe, S. B. E., Stein, A. G., Francis, J., Kabourek, S., & Easton, J. Q. (2025). Closer to home: A study of equity-focused pre-k access and enrollment policies in Chicago. *Early Childhood Research Quarterly*, *71*, 135-144.

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Durham, J. R. (2025*). Parents' Perceptions of Barriers to School Engagement and Proposed Solutions for Improvement: A Qualitative Analysis* (Doctoral dissertation, Wilmington University (Delaware)).

Dusi, P., & Addi-Raccah, A. (2025). Parental involvement: a bibliometric analysis of research on relations between disadvantaged families and the school. In *Handbook on Families and Education* (pp. 221-248). Edward Elgar Publishing.

El Shemy, I., Jaccheri, L., Giannakos, M., & Vulchanova, M. (2025). Participatory design of augmented reality games for word learning in autistic children: The parental

perspective. *Entertainment Computing*, *52*, 100756.

Gorica, P., Popovski, F., & Popovska, H. D. (2021). Communication strategies for strengthening the parent-teacher relationships in the primary schools. *International Journal of Research Studies in Education*, *10*(14), 123-134.

Heijboer, A., Falkenburg, J. L., Westland, H., Spoon, D., & van Dijk, M. (2025). Patient- and family-centered care for hospitalized children and their parents with a migration background: A qualitative study. *Journal of Pediatric Nursing*.

Maimaiti, G., Hew, K. F., & Xiao, Y. (2025). Challenges to parental engagement in K-12 online learning during the pandemic: Lessons learned and a tripartite model for future involvement. *Future in Educational Research*.

Marcellus, L., Jack, S. M., MacKinnon, K., Hill, M. E., Gonzalez, A., Campbell, K., ... & Varcoe, C. (2025). Strategies to engage and retain pregnant individuals and young mothers in the nurse-family partnership program (Canada): An interpretive descriptive study. *Child Abuse & Neglect*, *167*, 107537.

Moosavinejad, S. R., Karimian, H., & Jaafari, S. (2025). The Spirit of Group Cooperation of Teachers as an Educational Necessity of Schools: A Review Study. *Iranian Journal of Educational Research*, *4*(1), 89-102.

Muyanga, C. C., & Phiri, J. (2021). Assessment of effective communication in international schools in developing countries based on the Berlo's SMCR model. *Open journal of Business and Management*, *9*(01), 448.

Ntekane, A. (2018). Parental involvement in education. *Research gate*, *1*(1), 1-9.

Ozmen, F., Akuzum, C., Zıncırlı, M., & Selcuk, G. (2016). The communication barriers between teachers and parents in primary schools. *Eurasian Journal of Educational Research*, *16*(66), 27-46.

Qomariah, O., Rokhman, F., Pramono, S. E., Subali, B., & Widiarti, N. (2025). Literature Review of the Effect of Parenting on the Learning of Dyslexic Learners in Inclusive Schools Between 2019-2024. *Edunesia: Jurnal Ilmiah Pendidikan*, *6*(1), 207-221.

Rubashkin, D. D., Rudchenko, T. A., Semenov, A. L., & Uvarov, A. Y. (2023). Academician AL Semenov's School: Digital Transformation of General Education. *Pattern Recognition and Image Analysis*, *33*(4), 1050-1079.

Salamondra, T. (2021). Effective communication in schools. *BU Journal of Graduate Studies in Education*, *13*(1), 22-26.

Satya, P. P. (2025). Meta-Analysis of the Impact of Parental Assistance Programs on Elementary School Students' Learning Achievement. *PATHALOGY Journal*, *1*(1), 46-57.

Senin, M. A., & Halim, H. (2021). The Administrator, Teachers and Parents Involvement in Preschool during Movement Control Order. *Southeast Asia Early Childhood*, *10*, 10-24.

Solichah, N., Fardana, N. A., & Samian, S. (2025). Theoretical framework used in parental involvement research: A scoping review. *International Journal of Evaluation and Research in Education (IJERE)*, *14*(1).

Tisdell, E. J., Merriam, S. B., & Stuckey-Peyrot, H. L. (2025). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.

Traeger-Soudry, S., Rosenberg, H., Porat, C. S. B., & Lowenstein-Barkai, H. (2025). Navigating parental engagement in WhatsApp groups: A study of parent-teacher experiences. *Teaching and Teacher Education*, *162*, 105074.

Wieczorek, D., & Manard, C. (2018). Instructional Leadership Challenges and Practices of Novice Principals in Rural Schools. *Journal of research in rural education*, *34*(2).

Williams, K., Ruiz, F., Hernandez, F., & Hancock, M. (2021). Home visiting: A lifeline for families during the COVID-19 pandemic. *Archives of Psychiatric Nursing*, *35*(1), 129-133.

Zizka, L. (2014). *Communication Channels: The Effects of Frequency, Duration, and Function on Gratification Obtained* (Doctoral dissertation, Walden University).