



Phenomenology of the Expectations of Parents and Elementary School Teachers from One Another: Challenges and Solutions

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Abstract

The aim of this study was to identify the challenges and expectations of parents and elementary school teachers. The research was applied in terms of its purpose and qualitative in terms of its data collection method and descriptive phenomenology. Participants included two groups—teachers and parents of elementary school students in Rudsar during the academic year (2024–2025). Purposeful sampling with maximum variation was employed to ensure the inclusion of diverse individuals. The data collection tool was semi-structured interviews. The questions were developed based on the research problem and focused on four key areas: teachers' expectations, parents' expectations, challenges, and solutions. To analyze the collected data, Colaizzi's (1987) coding method was used. Content analysis was coded using MAXQDA software. In total, after data analysis, teachers' expectations of parents were presented under five main categories: educational, developmental, behavioral, health-related, and administrative and the identified challenges were grouped into three categories: school structure, conflicting perspectives between teachers and parents, and lack of mutual trust. In conclusion, the study found that teachers' most significant expectations were related to parents' behavioral roles; parents' key expectations from teachers were administrative. The critical challenge was the lack of mutual trust, and the solution was strengthening communication channels between teachers and parents

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Introduction

The relationship between teachers and parents plays a crucial role in the educational process and the development of students. When this relationship is effective and well-coordinated, it creates a supportive environment for the development of students' skills and mental well-being, leading to increased motivation and academic success. Conversely, incompatibility, differences in expectations, and weak communication between these two groups can result in anxiety, stress, and reduced effectiveness in the educational process (Simic et al., 2022). Therefore, identifying expectations, factors influencing relationships, and providing practical solutions to strengthen collaboration is of great importance and plays a decisive role in students' success. "Expectations" refer to the set of beliefs, perceptions, and anticipations that teachers and parents have about each other regarding their roles, cooperation, and mutual behaviors in the process of education and upbringing (Hollenstein et al., 2024). These expectations play a significant role in shaping effective communication and enhancing the teaching-learning process. Teachers often have expectations regarding the performance and progress of their students, both in the present and the future (Hollenstein et al., 2024). These expectations are frequently related to the level of academic achievement anticipated for students in various subjects (Soto-Ardila et al., 2022), which directly affects students and their families (Aydin & Ak, 2020). Parents also tend to validate teachers' expectations at a high level (Rosenthal & Jacobson, 1968). Intervention studies confirm that, despite the impact of teachers' professional knowledge, their expectations positively influence students' academic progress (Farhadian & Zeraati, 1402; Hollenstein et al., 2019; Montoni et al., 2020).

On the other hand, parents' aspirations and expectations significantly predict students' own expectations and ambitions (Lundberg et al., 2019), influencing their collaboration with schools and their expectations of teachers. Therefore, facilitating the educational process requires identifying teachers' and parents' expectations (Appiah et al., 2023) and analyzing potential challenges in their relationship (Javadian et al., 1401; Beheshti, 1402). A review of the theoretical foundations of this study reveals various theories, such as effective communication, the mediating role

of beliefs, and family-school interaction models, that directly or indirectly support the research topic and the optimization of teacher-parent relationships during students' education. For example, Bronfenbrenner's ecological theory (1979) explains the impact of family-school interaction on students' development, emphasizing that multiple environmental systems—such as family, peers, teachers, and society—influence children's growth (Bronfenbrenner & Morris, 2006). The relationships and expectations among these systems (such as between teachers and parents) can significantly affect students. Similarly, functionalism highlights the educational function of families and their crucial role in school interactions (Laff & Ruiz, n.d.). Based on these theories, differences in expectations, misunderstandings, and lack of effective communication can reduce satisfaction and diminish the efficiency of the educational process. Epstein (1987), in his proposed model, underscores the importance of family, school, and community collaboration and shared responsibility in enhancing student success. These perspectives form the core motivation behind this research, which adopts a phenomenological approach to examine the expectations of parents and teachers in elementary education and aims to propose innovative strategies for improving cooperation.

Nevertheless, numerous challenges exist in the communication between teachers and parents. Research in this field indicates that many teachers struggle with parental interactions, and these difficult and problematic relationships manifest in various ways (Hangen et al., 2024). Teachers often feel insufficiently prepared to establish and maintain effective relationships with parents, making contact, engagement, and communication with parent associations particularly challenging. Additionally, they frequently complain about the lack of parental support for their teaching methods and strategies, as well as some parents' indifference toward their children's academic performance. Conversely, parents often express concerns about their lack of trust and confidence in the competence of certain teachers (Gregory, 2014; Baker & Bishop, 2015; Epstein et al., 2019; Ryder & Edwards, 2017; Abbaszadeh et al., 1402). A study by Uzman et al. (2016) on communication barriers between teachers and parents in elementary schools found that multiple individual, social, and cultural factors hinder the formation of strong relationships between parents and teachers. Most teachers experience

individual barriers at various levels; however, novice teachers or those with limited experience face additional obstacles such as parental distrust, reluctance to cooperate, financial difficulties, and parental disengagement from school-related issues (Uzman et al., 2016).

Similarly, Linders et al. (2018) emphasized the importance of strong, two-way communication between teachers and parents in elementary education, identifying parental involvement in schools as a major challenge for teachers. Flanagan et al. (2024) also acknowledged the necessity of consistent parental support and regular discussions with teachers. Expanding parental support for teachers is particularly crucial, involving informing parents about teachers' expectations and educational strategies while promoting a positive and welcoming attitude among parents.

Green (2013) examined parents' expectations of elementary schools, as well as their views on school leaders, teachers, and staff. The findings indicate that parents generally have high expectations regarding education quality, effective communication with teachers, and support for their children, and these expectations influence their participation in school activities and their relationship with school staff. Consequently, this research emphasizes the importance of understanding parents' expectations to enhance educational services and strengthen family-school collaboration.

Kim et al. (2023) explored teacher effectiveness and children's expectations, considering the mediating role of teachers' beliefs about parental efficacy. The results showed that teachers' confidence in parental efficacy acts as an intermediary factor, reducing their doubts about children's academic success. Similarly, Jens (2022) demonstrated that unrealistic and idealized parental expectations negatively impact parent-teacher communication. On the other hand, when parental expectations are aligned with available resources and conditions, they lead to improvements in teacher and student performance.

Nanda & Ganguly (2021) found that perceived parental expectations of education positively influence teacher and student performance, enhancing overall academic outcomes. Meanwhile, Kent's (2022) critical study revealed that despite

parents being an integral part of students' learning experience, teachers often hesitate to acknowledge their role, assigning them less influence in the educational process. Conversely, many parents feel that their children's educational needs are not being met adequately in schools.

Research conducted within the country has also examined this issue. Sadouri & Ahmadi (2025) investigated the key factors influencing teacher-parent interactions from teachers' perspectives. The findings highlighted psychological traits, communication and collaboration, attendance at meetings, economic factors, sports facilities and equipment, familiarity with physical education objectives, awareness of students' health and physical conditions as critical components.

Akbari Borang et al. (2023) explored teacher-parent interactions in the virtual space of the SHAD network, revealing that these interactions occur in both formal and informal forms, with informal interactions increasing significantly and teachers showing a greater preference for face-to-face communication with parents.

Fazeli's (2018) study on parental demands and expectations from schools in Kermanshah Province found that parents seek greater involvement in school decision-making and improved educational quality, with expectations spanning academic, developmental, health, communication, and managerial aspects.

Yaghoubnejad et al. (2015) examined new teachers' expectations from parents. Their results indicated that parents' follow-up on students' academic performance, appreciation of teachers' efforts, and providing necessary information about students' characteristics are teachers' primary expectations and needs. Incorporating parents' opinions in classroom management and aligning parental educational methods with teachers' approaches ranked as secondary priorities. By synthesizing prior research, it is evident that this study is crucial. It can lead to a precise identification of parent and teacher expectations across different dimensions, contributing to the enhancement of educational quality. Although numerous studies have been conducted on teacher and parent expectations, most of them focus on higher education levels (Soto-Ardila et al., 2022; Appiah et al., 2023; Hollenstein et al., 2024) or examine only

one group, rather than both parents and teachers simultaneously. Moreover, few phenomenological studies in the country have specifically explored primary education. Given this gap and the importance of the topic, this research aims to employ a phenomenological approach to investigate:

- What are teachers' and parents' expectations of each other in primary education?
- What challenges exist in this area?
- What practical solutions can be proposed to improve teacher-parent communication in elementary schools?

Research Method

This study, aiming to identify the challenges and expectations of parents and teachers in elementary schools, falls under the category of applied research and was conducted using a qualitative approach with a descriptive phenomenological design. The phenomenological method allows researchers to systematically reveal and represent human perceptions and lived experiences of various phenomena, examining the world as it is experienced by individuals (Lincoln & Denzin, 2010). Accordingly, this study examined and analyzed the dimensions of parental and teacher expectations in elementary schools from each group's perspective, based on their lived experiences. The participants in this research consisted of two groups: teachers and parents of elementary school students in Rudsar County during the 2024–2025 academic year. Purposeful sampling with maximum variation was used to include a wide range of participants. Sampling continued until theoretical saturation was reached—when responses began to repeat—which occurred at 20 participants. The inclusion criteria for teachers were being officially employed as elementary school teachers and having a minimum of three years of teaching experience. For parents, the inclusion criteria were a willingness to participate and having one or more children enrolled in elementary school. The data collection tool was a semi-structured interview. The questions were designed by the researcher based on the central research problem and focused on four main areas: teachers' expectations, parents' expectations, challenges, and proposed solutions. The questions were tailored separately for each group (teachers and parents).

Time and Location of Interviews

For conducting interviews, initial coordination was carried out either by phone or in person. Then, in a 45- to 60-minute session, the research objectives and questions were first explained in person. Subsequently, each question was individually presented, and the interviews were conducted one-on-one in a quiet and private setting. Teachers' responses were collected both in written form and through audio recordings, which were later transcribed verbatim for thorough analysis. To ensure the validity and reliability of the research, feedback was sought from academic advisors, consultants, and three experts familiar with related studies. Based on the research objectives, both general and specific questions were designed and presented in the form of a checklist with four response categories: appropriate question, inappropriate question, requires modification, and suggested alternative question. The experts were asked to evaluate the face validity of the questions and their alignment with the research objectives. For data analysis and extracting key categories, Colaizzi's (1987) coding method was used. Colaizzi's method involves a seven-step process for analyzing data obtained from lived experiences:

1. After each interview, the transcript was read multiple times to gain a general understanding of the content.
2. Significant statements from the interviews were identified.
3. Each significant statement was assigned a meaning with a short description.
4. These meanings were grouped into themes and subthemes.
5. The developed themes were integrated and the main categories related to the research question were extracted.
6. In addition to manual coding, MAXQDA software was also used for data analysis.
7. Finally, a selection of teachers and parents were asked to confirm the final findings for validation.

Beyond the researcher's reviews, two experienced qualitative researchers specializing in phenomenological analysis were engaged as secondary coders to ensure coding reliability. Based on Cohen's kappa coefficient, the agreement rate among evaluators was estimated at 0.786, indicating 78% agreement, which is considered appropriate

and acceptable. In this study, all necessary ethical considerations were strictly adhered to. Prior to the commencement of the research, informed consent was obtained from all participants, ensuring that they were fully aware of the objectives, execution process, and their intellectual rights. Additionally, privacy and confidentiality of their personal information were preserved, with all data securely stored and analyzed in a confidential manner.

Findings

In total, the analysis of data collected from teachers and parents is summarized as follows:

Theme 1: What are the expectations of elementary school teachers from parents?

Table 1. Results of coding teachers' views regarding their expectations from students' parents

Main Categories	Sub-Categories	Concepts	Frequency	
Educational Expectations	Time management, participation in studying, monitoring academic progress, overseeing homework	Avoiding excuses for student absences or delays, providing a suitable environment at home for learning, using various incentives to encourage learning, following up with teachers on student progress, supervising daily, weekly, and monthly homework	8	P4: "Expecting parents to cooperate more with their children's teachers, both in the educational and developmental fields, such as participating in student homework or attending parent-teacher association meetings or attending briefing sessions that the school principal holds with teachers."
Developmental Expectations	Attention to educational, religious, and moral issues; recognizing students' talents	Teaching and encouraging politeness and respect, discipline, prayer and religious practices, patience and flexibility, acceptance of different opinions	7	P6: "Respecting the teacher, paying attention to educational issues - paying attention to students' moral issues in addition to lessons - cooperating with the teacher in the field of cultivating faith issues such as teaching ablution, prayer, etc."
Behavioral Expectations	Effective interaction with teachers and school, cooperation with students, providing feedback, ethical conduct	Collaborating with the teacher, active participation in school matters, attending parent-teacher association meetings, avoiding over-involvement in school affairs, mutual trust	9	P1: "Be patient. Express your opinions and criticisms respectfully. Arrange communication with the teacher in advance with him or the school. Respect the teacher's opinions. Maintain the teacher's privacy in communication and do not interfere excessively in the teacher's work."
Health-Related Expectations	Mental health, healthy nutrition, physical hygiene, sleep schedule	Avoiding excessive expectations or comparisons with others, providing three healthy meals daily, ensuring physical health and hygiene, proper clothing and footwear, annual health check-ups	6	P5: "Pay attention to the student's personal hygiene, including cleanliness and grooming, and consider the health of the mouth, teeth, and nails. Also, pay attention to the hygiene of the environment and the school. Considering these points will create a healthy and hygienic environment for students."
Executive Expectations	Time, place, and method of interaction	Maintaining ongoing, two-way communication, in-person meetings, eye contact and face-to-face conversations, creating a safe and comfortable environment for school meetings, openness to feedback, respectful and kind behavior	5	P7: "The location depends on the subject of expectations. Sometimes it is a family matter, it is better to have it in a place that is free from tension and in complete peace. However, if it is a school matter or a minor issue that is not very sensitive, it can be raised in the same school and in a short meeting. "

As seen in Table 1, the expectations of teachers from parents are categorized into 5 main groups:

Educational; Developmental; Behavioral; Health-related and Executive

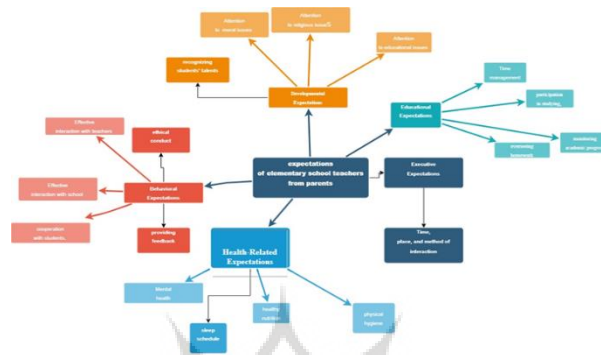


Figure 1. MAXQDA output for teachers' expectations from elementary school parents

Theme 2: What are the expectations of elementary school parents from teachers?

Table 2. Results of coding parents' views regarding their expectations from teachers

Main Categories	Sub-Categories	Concepts	Frequency	Sample
Professional Expectations	Ethical competence, personality traits, neat appearance	Compassion, trust-building, patience, politeness, presentability	6	P3: "Be a good moral role model for our children and be creative and patient in teaching."
Educational Expectations	Teaching skills, content mastery, class management, creative teaching, art education	Creative teaching methods, appropriate evaluation methods, mastery over different subjects, teaching art	8	P1: "The teacher must have sufficient ability and skill to teach, and behave in a way that makes the student interested in the lesson and school. The teacher must behave in a way that allows the student to share their problems with him."
Developmental Expectations	Social etiquette, citizenship, communication skills, life skills, discipline	Respect, discipline, patience, flexibility, acceptance of opposing views, life and communication skills	7	P2: "The education of students is the responsibility of the elementary school. The teacher plays an important role in education. The teaching of subjects, skills, behavior, and social and educational etiquette in the elementary school, and especially in the classroom, is provided by the teacher. However, the teacher is not the only one responsible for everything, but the entire elementary school staff should cooperate with the teacher."
Behavioral Expectations	Effective communication with parents, support, awareness of professions	Coordination and cooperation with parents, support for students with special needs, avoiding excessive interference in family matters, mutual trust	—	P4: "Educational issues are expected more from elementary (primary) teachers. Considering the students' impressionability, I suggest, or rather, I expect, that the respected teacher spend some time in class talking to students about ethical issues, social relationships, and individual and group skills."

Health-Related Expectations	Promoting mental health, reporting on physical health	Supporting students' mental health at school, offering breakfast, attention to physical hygiene, timely health reports	6	P7: "Mental hygiene is promoted and physical hygiene helps prevent students from getting sick and preventing the spread of disease in the classroom. Small things like not having long fingernails, washing hands regularly, and wearing a mask when necessary, are very important."
Executive Expectations	Time, place, and method of communication	Two-way, continuous communication, in-person meetings, eye contact and face-to-face discussions, safe school environment	9	P9: "I try my best to attend meetings, sometimes in person and sometimes by phone. In face-to-face situations, issues can be easily resolved."

As seen in Table 2, the expectations of parents from teachers are categorized into 6 main groups: Educational; Developmental; Behavioral; Health-related; Executive and Professional

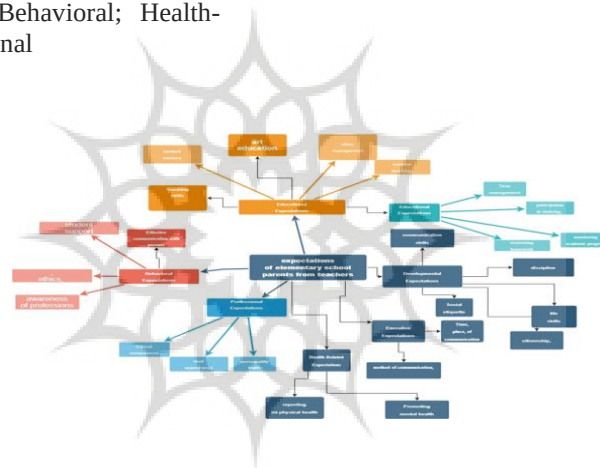


Figure.2: MAXQDA output for parents' expectations from elementary school teachers

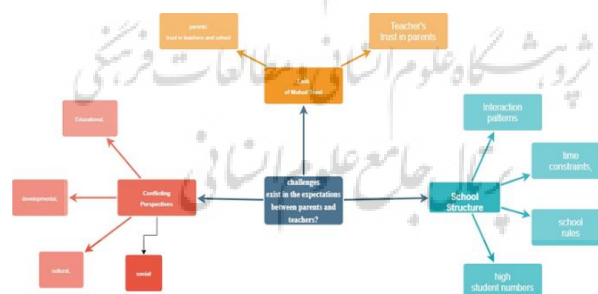
Theme 3: What challenges exist in the expectations between parents and teachers?

Table 3. Results of coding the challenges in expectations between parents and teachers

Main Categories	Sub-Categories	Concepts	Frequency	Sample
School Structure	Interaction patterns, time constraints, school rules, high student numbers	Formal and weak interactions, restrictive rules hindering deep communication, high student numbers limiting individual attention	5	P4: "We have limited time, the number of students is high, so we don't have enough time to plan together, maybe this could be a very big problem."
Conflicting Perspectives	Educational, developmental, cultural, social	Conflicts in teaching methods, evaluation approaches, social and cultural behaviors	7	P5: "Reciprocity of responsibilities may cause parents to expect teachers to solve all their children's problems, while the role of the teacher is to educate and guide. Lack of proper communication leads to problems such as incomplete and inaccurate communication with parents, which leads to parents not being provided with complete and clear information and preventing them from reaching a common understanding. Similarly, lack of proper communication skills leads to problems and issues not being expressed correctly."
Lack of Mutual Trust	Teacher's trust in parents, parents' trust in teachers and school	Lack of trust in teachers' qualifications by parents, lack of confidence in parental cooperation by teachers, distrust of school decisions	8	P6: "In terms of communication with parents, it is very important that both the teacher and the parents can have a good relationship with each other, one that is both trusting and that the parents know that what the teacher is doing is the best thing that can be done for their child. As is said in the meeting at the beginning of the year, the teacher can attract the parents' positive opinion about him or herself."

As seen in Table 3, the challenges in expectations between parents and teachers are

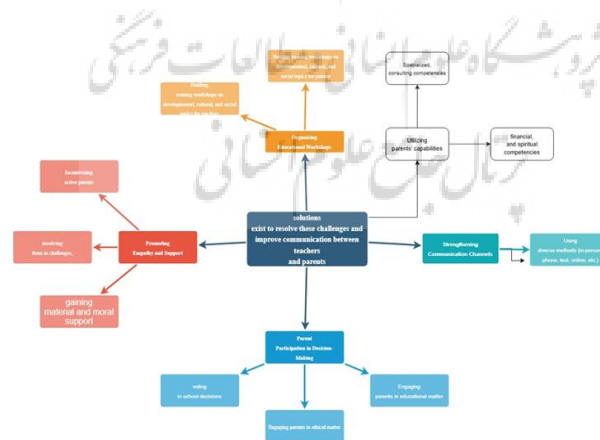
categorized into 3 main groups: School structure; Conflicting perspectives; Lack of mutual trust

**Figure 3. MAXQDA output for challenges in expectations between parents and teachers**

Theme 4: What solutions exist to resolve these challenges and improve communication between teachers and parents?

Table 4. Results of coding solutions to address challenges and improve teacher-parent communication

Main Categories	Sub-Categories	Concepts	Frequency	Sample
Strengthening Communication Channels	Using diverse methods (in-person, phone, text, online, etc.)	Face-to-face meetings, creating virtual classroom groups, scheduled text messages, phone consultations, periodic online parent participation in classes	9	P5: "Teachers should always be in touch with parents. This contact depends on the circumstances. It can be in person or by phone. Teachers should help parents to improve their students' education and upbringing and should feel responsible for the students."
Organizing Educational Workshops	Holding training on developmental, cultural, and social topics for teachers and parents	Enhancing parents' knowledge, attitudes, and perspectives to align with those of teachers and school administration	8	P7: "By holding meetings by the school and useful workshops by counselors and educational professors with parents present."
Promoting Empathy and Support	Incentivizing active parents, involving them in challenges, gaining material and moral support	Praising active parents to set examples, informing parents about their child's and school's challenges for support	7	P3: "Well, the expectations we have from parents are mostly supportive. Every meeting we hold with parents, no matter what happens, we all just support them, and this support can be the best thing that can happen between the teacher and the parents, in my opinion. In this context, I only discuss support, meaning I like the emotional aspect more."
Parent Participation in Decision-Making	Engaging parents in educational and ethical matters, voting in school decisions	Utilizing parents' competencies through voting, parent councils, school boards, etc.	3	P1: "Active cooperation and participation in classroom affairs, monitoring student performance and making suggestions to improve the classroom situation, and effective participation in decisions."
Utilizing parents' capabilities	Specialized, consulting, general, financial, and spiritual competencies	appropriate use of parents' professional qualifications, job positions, and reputations in solving their children's and school's challenges	6	P2: "Parents' correct and sufficient knowledge of the curriculum and teaching methods. Parents' correct understanding of the abilities and talents of students. Parents' excessive busyness and not spending enough time with their children. Lack of sufficient awareness of children's psychological issues."

**Figure 4. MAXQDA output for solutions to address challenges and improve teacher-parent communication**

Discussion and Conclusion

The aim of the present study was to examine the expectations of parents and elementary school teachers from each other, identify challenges, and propose effective solutions. Given the importance of effective communication and interaction between parents and teachers, especially in the elementary school stage, and its impact on students' success and performance improvement, this study was conducted with the participation of teachers and parents from Roudsar County. Their experiences were studied using a phenomenological approach. The results of data analysis were presented under four main themes.

The first theme examined teachers' expectations of parents, and the findings revealed that these expectations fall into five main categories: educational, developmental, behavioral, health-related, and administrative expectations. These results align with previous studies (Farhadian & Zeraati, 2024; Hollenstein et al., 2024; Appiah et al., 2023; Dragovic & Latik Lungulov, 2022), which similarly identified behavioral, educational, and developmental expectations among teachers.

In interpreting these findings, it can be stated that teachers, in fulfilling their responsibilities, encounter challenges that may impact the learning process of students. As a result, a set of expectations forms in teachers' minds, helping them achieve educational and developmental goals (Appiah et al., 2023). Today, parents are considered essential partners in the educational process, and their communication and participation with schools play a decisive role in students' learning. Therefore, teachers, based on the nature and complexity of various educational challenges, have expectations from parents that can facilitate the learning and development of students (Dragovic & Latik Lungulov, 2022). Additionally, factors such as individual differences among students (Flanagan et al., 2024), the volume of textbooks, the large number of students, limited time, and insufficient educational resources necessitate greater parental support and collaboration with teachers to enhance the educational process. Teachers expect parents to actively engage in their children's learning (Farhadian & Zeraati, 2024) and also exhibit appropriate and responsible behavior in the developmental and behavioral domains (Appiah et al., 2023).

The second theme of the research focused on parents' expectations, and the findings revealed that parents have expectations from teachers in six main categories: educational, developmental, behavioral, health-related, operational, and professional. The findings of this research highlight that teachers' expectations of parents play a significant role in shaping the educational process and improving student performance. These expectations span educational, developmental, behavioral, health-related, and administrative domains, requiring consistent and structured cooperation between families and schools. Aligning with these expectations can enhance collaboration, reduce conflicts and misunderstandings, and improve the overall quality of education. These findings align with previous research, including studies by Abbaszadeh et al. (1402), Hangen et al. (2024), Jens (2022), and Nanda & Ganguly (2021), demonstrating that parents' concerns extend beyond the educational process to include teachers' personality traits, behavioral conduct, and professional competencies. For instance, the strong parental emphasis on administrative expectations indicates that parents highly value classroom discipline, punctuality, and effective classroom management. These factors are essential in creating a safe and well-organized learning environment for children (Abbaszadeh et al., 2024). Additionally, findings reveal that parents expect teachers to play an active and responsible role in students' education and development, as they consider these aspects to be fundamental tools for fostering both academic and moral growth in children (Hangen et al., 2024). In this context, psychological and behavioral qualities of teachers—including effective communication skills, a positive attitude, and patience—constitute a significant part of parental expectations (Jens, 2022). Parents also believe that teachers should consider their opinions and perspectives throughout the educational process and involve them in decision-making, as this approach fosters greater trust and effective collaboration (Nanda & Ganguly, 2021). Consequently, establishing consistent and ongoing communication between parents and teachers plays a crucial role in fulfilling these expectations.

Although each domain holds its own significance, classroom management and administrative expectations rank higher in priority, as they directly influence the learning environment. Parents perceive these aspects as fundamental and essential needs. Overall, these findings underscore the

importance of building a strong, trust-based relationship between parents and teachers, which requires structured policymaking and effective educational planning for continual improvement and development.

The third theme of the research focused on the challenges and obstacles in the expectations between parents and teachers. Based on the findings, these challenges were categorized into three main areas: the school structure, the conflict of views between parents and teachers, and the lack of mutual trust. This finding is consistent with previous research (Abbaszadeh et al., 2023; Hangen et al., 2024; Jines, 2022). The most frequently identified challenge was the lack of mutual trust. Hence, the importance of these categories is ranked as follows: lack of mutual trust, conflict of views between parents and teachers, and the school structure. In explaining the results, it can be said that the primary concern of parents regarding teachers is the teachers' ability to effectively teach academic content. In other words, if parents believe that the teacher cannot adequately deliver the educational material, the learning process will not be successful. Conversely, teachers' primary issue with parents is the lack of cooperation, such as not attending meetings or not following up on academic progress (Jines, 2022).

Thus, lack of coordination and collaboration between parents and teachers is a significant factor that negatively impacts parent-teacher relationships. The findings of this study confirm that mutual distrust between parents and teachers is the most critical barrier shaping their expectations of each other. One of the key contributing factors in this context is parents' lack of awareness and education regarding teachers' expectations. Many parents lack the necessary skills and knowledge to effectively support their children or communicate with the school. Additionally, cultural, economic, and social factors influence parent-teacher interactions, particularly when families lack sufficient resources and facilities, making it more challenging to meet school and teacher expectations (Hollenstein et al., 2024). Family-related issues, work responsibilities, and time constraints also contribute to weakened communication, misunderstandings, a gap in expectation alignment, and reduced collaboration (Dragovic & Latik Lungulov, 2022). On the other hand, factors such as teachers' limited communication skills, workload pressures, lack of time, ineffective structures and policies, and

personal challenges play a crucial role in deteriorating effective interactions with parents.

The fourth theme examined the solutions for overcoming the challenges and improving communication between teachers and parents in elementary schools. The results indicated that strengthening communication channels, active parental participation in decision-making, utilizing parents' capabilities, fostering empathy and support, and organizing educational sessions are among the most effective strategies for improving teacher-parent relationships. These findings align with previous studies, including Hollenstein et al. (2024), Appiah et al. (2023), and Nanda & Ganguly (2021), reinforcing the significance of these factors.

Based on the frequency of key concepts in the research data, the most critical and effective strategy is enhancing communication channels. A strong and dynamic interaction between parents and teachers not only facilitates the exchange of educational and developmental information but also increases mutual trust and engagement. Previous studies suggest that this interaction helps parents gain a better understanding of teachers, which subsequently improves family and school educational models (Hagenars et al., 2024). The more effective and consistent this communication is, the greater its positive impact on children's social and emotional development, as educational standards and learning models based on parental-teacher coordination play a key role in shaping children's personalities and social skills (Nanda & Ganguly, 2021). In this regard, strengthening communication and interaction between parents and teachers not only improves educational and developmental processes but also enhances mutual trust, creating a more supportive environment for active parental participation and comprehensive child development. Therefore, establishing and implementing policies focused on interaction, collaboration, and educational sessions is highly significant. Continuous cooperation through educational meetings, developmental workshops, and effective communication channels is one of the fundamental strategies for reducing challenges and strengthening relationships.

Finally, based on the research findings, it is recommended that further studies be conducted to develop and localize successful models for aligning parent-teacher expectations, along with the introduction of practical and operational programs.

Proposed measures include developing and enhancing communication skills training programs for teachers and parents to improve interaction, listening skills, and effective information exchange, as well as organizing regular workshops and training sessions to foster empathy, mutual support, and a deeper understanding of each other's needs. Additionally, leveraging technology and digital platforms, such as messaging applications, electronic systems, and school-based apps, can facilitate quick and continuous communication and is highly valuable. School structural reforms aimed at better organizing parental participation in decision-making and developmental activities, along with policy initiatives to promote a culture of trust and mutual respect, are other key recommendations. It is necessary to increase the number and duration of meetings between teachers and parents, providing more opportunities for both in-person and virtual interactions to establish effective and continuous communication. Additionally, promoting parental participation and collaboration in school decision-making and educational planning should be encouraged. Ultimately, future research focused on developing indigenous and operational models for improving and consolidating the relationships between parents and teachers can play a significant role in enhancing the quality of educational and developmental bonds. This, in turn, will lead to the formation of sustainable relationships based on trust and cooperation, which will significantly improve the quality of education and upbringing of children.

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