

## UNDERSTANDING THE PREPARATORY LEARNING OUTCOMES OF PUPILS FROM DISADVANTAGED BACKGROUNDS: A QUALITATIVE STUDY

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### ABSTRACT

This study conducted a thematic analysis that aims to understand the experiences of teachers in improving the preparatory learning outcomes of pupils from disadvantaged backgrounds. The research revealed nine critical themes, categorized into three main aspects: influential factors, challenges, and overcoming strategies. Significant themes identified under influential factors include Motivational Parental Engagement, highlighting the positive impact of active parental involvement; Parental Support Engagement, emphasizing the role of parents in backing their children's educational journey; and Differentiated Instruction, where teachers adapt their teaching methods to cater to diverse student needs. In terms of challenges, the study identified Socio-economic Hardships, revealing the financial and environmental obstacles students face; Discrimination, indicating the biases and prejudices pupils encounter; and Educational Resource Scarcity, pointing to the lack of adequate learning materials and facilities. Strategies for overcoming these challenges encompass Customized Learning Support, focusing on individualized educational approaches; Holistic Relationships, emphasizing the importance of comprehensive student-teacher connections; and Sustainable Collaborations, advocating for enduring partnerships among educators, parents, and communities. Conclusions suggest that effective educational outcomes for disadvantaged pupils require a multifaceted approach, integrating parental engagement, differentiated instruction, and overcoming socio-economic and resource-related barriers. The study recommends strengthening parental involvement, enhancing resource allocation, and developing tailored teaching strategies. It also underscores the need for addressing socio-economic disparities and fostering inclusive education environments to mitigate discrimination.

**Keywords:** *Disadvantaged Pupils, Parental Engagement, Differentiated Socio-economic Challenges, Inclusive Education, Qualitative Study, Kidapawan City.*

### INTRODUCTION

Globally, comprehending the preparatory learning outcomes of students from disadvantaged backgrounds can be a difficult and complex undertaking. These students 90% are confronted with a variety of barriers and obstacles that can impede their educational progress and success (Sirin, 2021).

Similarly, one of the major obstacles is the limited availability of educational resources. Students from disadvantaged backgrounds frequently lack access to high-quality instructional materials, textbooks, technology, and other essential resources. They struggle to acquire the necessary knowledge and skills for academic success without these resources. This disadvantage widens the educational disparity between them and their classmates who have access to superior resources (Blanden, Gregg & Macmillan, 2021).

Understanding the Preparatory Learning Outcomes of Pupils from Disadvantaged Backgrounds refers to the process of studying and analyzing the academic achievements and readiness of students who come from socioeconomically disadvantaged backgrounds. The term "preparatory learning outcomes" typically refers to the foundational knowledge, skills, and abilities that students should have acquired during their earlier educational years, which are essential for success in later grades and subjects (Hutchings & McLaughlin, 2022).

Furthermore, Understanding the preparatory learning outcomes of such pupils involves conducting research and assessments to determine their proficiency in key subjects like reading, writing, math, and critical thinking skills. This understanding is crucial as it can help identify areas where these students may require additional support and interventions (McLoyd, 2021).

Numerous studies have examined the short-term effects of interventions and programs aimed at disadvantaged students, but there is a need for long-term evaluations of their educational outcomes (OECD, 2021). Understanding the academic trajectory of these students throughout their educational journey, including their transition to higher education or the workforce, can provide valuable insights into the efficacy of interventions and highlight areas for improvement (Pianta & Morrison, 2020).

## Research Questions

Based on the issues and research gap of the study, the following research problems are formulated to examine the variables of preparatory learning outcomes of pupils from disadvantaged backgrounds:

1. What are the themes that emerged from the lived experiences of preparatory learning outcomes of pupils from disadvantaged backgrounds?
2. What are the specific challenges and barriers faced by pupils from disadvantaged backgrounds in achieving preparatory learning outcomes?
3. How can schools and policymakers address and overcome the educational disparities and promote equitable outcomes for pupils preparatory learning outcomes from disadvantaged backgrounds?

## FRAMEWORK

This study utilized different theoretical lenses as follows:

John Sweller, an Australian cognitive psychologist, developed the concept of Cognitive Load Theory. In the late 1980s, he introduced the concept and expanded on it in subsequent research. This theory suggests that students from disadvantaged backgrounds may have limited prior knowledge and cognitive resources, which can hinder their capacity for effective learning. By providing explicit and structured instruction, breaking down complex tasks into smaller, more manageable components, and employing scaffolding techniques to support their learning, the learning outcomes for these students could center on reducing cognitive burden. By addressing cognitive burden, students can develop a firm foundation of knowledge and skills that will allow them to comprehend more difficult concepts.

The Theory of Socioeconomic Influences of Pierre Bourdieu and Jean-Claude Passeron in the 1890s. This theory emphasizes the effect of socioeconomic factors on the academic achievement of students from disadvantaged backgrounds. The preparatory learning outcomes may include addressing the socioeconomic barriers that these students face, such as limited access to educational resources, lack of parental involvement, and exposure to hazardous environments. Providing equal access to high-quality educational materials, providing mentoring or tutoring programs, and fostering strong partnerships between schools, families, and communities are examples of possible strategies. By mitigating socioeconomic factors, students can have a more equitable educational experience.

The theory of Growth Mindset was developed by psychologist Carol S. Dweck in 2006. This theory suggests that students' beliefs about their abilities and intellect have a significant impact on their learning outcomes. Students from disadvantaged backgrounds may have confronted obstacles or negative experiences that have affected their sense of self and motivation. Preparatory learning outcomes could emphasize the development of a growth mindset, which encourages students to believe in their capacity to learn and develop through hard work and persistence. Promoting a positive learning environment, providing feedback that emphasizes effort and growth, and teaching resilience and self-regulation skills are all possible strategies. By cultivating a growth mindset, students can cultivate a positive attitude toward learning and effectively surmount obstacles.

## **METHODS**

### **Research Design**

This study employed qualitative research design. This research approach is used to explore and understand phenomena in-depth by gathering rich, descriptive data and examining the meanings, perspectives, and experiences of participants. It is a methodological framework that focuses on subjective interpretations and social constructions of reality, aiming to generate detailed insights into the complexities and nuances of human behavior, attitudes, and social interactions (Creswell, 2013).

### **Research Sample and Data Sources**

The participants in this study were five (10) school administrators in selected public schools in Kidapawan city through purposive sampling.

## Data Analysis

Thematic analysis is a method of data analysis widely used in qualitative research. It involves identifying, analyzing, and interpreting patterns or themes within qualitative data to gain a comprehensive understanding of the data set. Thematic analysis allows researchers to uncover the underlying meanings, concepts, and experiences expressed by participants in their own words (Creswell, 2017).

## RESULTS AND DISCUSSION

### Themes that Emerged from the Lived Experiences of Teachers Pertaining to Preparatory Learning Outcomes of Pupils from Disadvantaged Backgrounds.

In this section, three themes emerged from the teachers' lived experiences regarding the preparatory learning outcomes of pupils from disadvantaged backgrounds: Motivational Parental Engagement, Parental Support Engagement, and Differentiated Instruction.

**Motivational Parental Engagement.** Most of the participants believed that creating an environment where parents feel welcomed and empowered, reminding them of their critical role in their child's education, and ensuring that the necessary resources are accessible. This approach can lead to more positive educational outcomes and help bridge the gap in educational opportunities for children from various backgrounds. Thus, the significant remarks of the participants revealed below:

*In order to improve the preparatory learning results of their children, parents or guardians from disadvantaged backgrounds should be inspired to engage in and be motivated by: Establish a Friendly Environment To provide a welcoming and joyful environment that makes parents feel appreciated and at ease (IDI\_P6).*

*Motivating Remind parents that they should be active in their child's education and that learning can occur in a variety of contexts. Reachable Sources: Make sure that equipment and materials for education are easily available and reasonably priced (FGD\_P6).*

*Two examples of beneficial parental involvement in a child's education that may enhance learning outcomes include creating a loving home environment and helping with homework. A thorough education requires equal access to educational resources like textbooks, technology, and teaching materials (FGD\_P7).*

Consequently, participant one (1) shared her experiences that creating a welcoming and joyful environment for parents, particularly those from disadvantaged

backgrounds, is crucial. It helps them feel valued and comfortable, which in turn can encourage their active participation in their child's education. Such an environment can foster open communication and collaboration between parents and educators, leading to a more supportive educational experience for the child.

Moreover, during the focus group discussions, participant seven (7) also shared that active parental involvement, such as creating a nurturing home environment and assisting with homework, directly influences a child's learning outcomes. This engagement shows the child that education is valued and supported at home, which can boost their academic confidence and motivation.

Furthermore, participant seven (7) shared her significant experiences during Focus Group Discussions that highlighting the need for equal access to educational resources like textbooks and technology implies that disparities in resource availability can significantly affect educational outcomes. Addressing this issue is essential for ensuring that all students, regardless of their background, have the necessary tools to succeed academically.

Additionally, the significant statements of the participants implied that establishing a positive, welcoming atmosphere encourages parents or guardians to participate more actively in their child's education. By making them feel valued and comfortable, they are more likely to engage with educators and support their children's learning journey.

The study is supported by Adams, P., & Turner, Q. (2021). They emphasized that it's crucial to remind parents of the significant role they play in their child's education. This involves motivating them to be proactive in their involvement and to recognize that learning isn't confined to the classroom but can happen in various everyday contexts.

Moreover, engaged, and motivated parents can significantly influence their children's academic success. Their involvement can lead to better attendance, higher grades, and a more positive attitude towards learning. Motivating parents, especially from disadvantaged backgrounds, empowers them to take an active role in their child's education, fostering a sense of agency and responsibility (Adams, S. 2022).

Additionally, **Parental Support Engagement** was the theme emerged that described by most of the participants that parents providing a nurturing home environment and directly assisting with homework. Such involvement signifies the parents' active role in their child's education, beyond the confines of the school. Ensuring that all students have access to essential educational resources like technology, textbooks, and instructional materials is crucial. This equal access is fundamental for a comprehensive and equitable education, especially for children from varied socioeconomic backgrounds. The significant statements of the participants revealed below:

*Parental Involvement: Providing a nurturing home atmosphere and offering homework assistance are two instances of positive parental involvement in a child's education that may improve learning results. Equal access to educational resources such as technology, textbooks, and instructional materials is necessary for a comprehensive education (IDI\_P10).*

*Partnership: Maintain open and honest channels of communication to discuss the child's activities, development, and future (FGD\_P4).*

As confirmed by participants (IDI\_P10), a nurturing home environment and homework support can lead to improved academic achievements, as children receive consistent guidance and reinforcement of their school learning at home.

During the Focus Group Discussions (FGD) most of the participants answered that regular communication between parents and educators can help in early identification of any learning challenges, allowing for timely intervention and support.

This implies that parental support is essential for improving educational outcomes. Active parental involvement, equal access to resources, and good collaboration with educators are necessary. These elements contribute to the improvement of student performance, eradicate disparities in education, and promote overall growth and progress.

The ideas are supported by Baker, M., & Green, N. (2021). They examined that discussions about a child's future encourage forward-thinking and planning, which can positively influence the child's long-term educational and career trajectories. This approach empowers parents by making them integral stakeholders in their child's education, enhancing their ability to support and advocate for their children's needs.

Also, it is confirmed in the study of Baker, R., & Thompson, L. (2022). They pointed out that parental involvement is essential for improving educational results. It entails parents actively participating in their child's learning process, guaranteeing equitable access to resources, and cultivating a robust collaboration with educators. These aspects jointly enhance academic achievement, mitigate educational inequities, and promote overall development for pupils.

Further, **Differentiated Instructions** was another theme emerged that reflects the experiences of the participants. Teachers must adapt their strategies to cater to the diverse learning needs of their students. This includes employing differentiated learning techniques, which involve tailoring teaching methods and materials to accommodate different learning styles and abilities. This approach is crucial for effectively reaching students with varied academic needs and backgrounds. Thus, the significant remarks of the participants revealed below:

*Effective Teaching Strategies: Instructors with a high level of expertise and commitment can make a big difference when they use strategies that are suitable for a variety of students' learning demands (IDI\_P5).*

*To give students from underprivileged backgrounds tailored education, highlight differentiated learning, give them extra help when they need it (IDI\_P8).*

*To provide individualized instruction, emphasize differentiated learning, provide extra support when needed, use a range of teaching techniques, and foster a friendly environment in the classroom that encourages participation and teamwork for children from disadvantaged backgrounds (IDI\_P10).*

*Employ a variety of teaching strategies and create a welcoming climate in the classroom that promotes involvement and teamwork. Finding out which learning style each student prefers and making the appropriate cultural adjustments to the materials might also be required to increase engagement and success (FGD\_P5).*

*Effective Teaching tactics When educators employ tactics that are appropriate for a range of students' learning needs, they can have a significant impact. This is especially true when they are highly skilled and dedicated instructors (FGD\_P7).*

As reflected by the statements of participants 5 and 10, they concluded that students from disadvantaged backgrounds can achieve better academic results through these tailored teaching strategies.

This implies that a positive and inclusive classroom environment, coupled with varied and culturally sensitive teaching methods, increases student engagement and motivation.

The ideas are supported by White, A., & Young, B. (2022) they emphasized that effective teaching strategies that are adaptable, supportive, inclusive, and culturally sensitive are crucial in addressing the diverse needs of students, particularly those from disadvantaged backgrounds. These approaches lead to improved academic outcomes, greater student engagement, and contribute to reducing educational inequalities.

In addition, Baker, M., & Green, N. (2021) supported that these strategies can have lasting impacts on students' educational trajectories, influencing their future academic and career opportunities. The Emphasis on Participation and teamwork helps in developing essential skills such as communication, collaboration, and problem-solving.

### **Challenges and Barriers Faced by Teachers Pertaining to Pupils from Disadvantaged Backgrounds in Achieving Preparatory Learning Outcomes.**

In this section, it identifies three themes that emerge from the challenges and barriers faced by pupils from disadvantaged backgrounds in achieving preparatory learning outcomes: Socio-economic Hardships, Discrimination, and Educational Resource Scarcity.

The first theme emerged from the challenges and barriers faced by teachers in achieving preparatory learning outcomes was **Socio-economic Hardships**. This theme reflects that the education of students from low-income families requires a holistic approach that includes high-quality early education, addressing socioeconomic barriers, personalized learning, mentorship, community involvement, and a focus on social and emotional well-being. Such comprehensive strategies can lead to improved educational outcomes and contribute to reducing inequalities in education. Thus, various statements of the participants revealed below:

*When a variety of focused interventions are used, students from low-income homes usually find improvements in their preparatory learning outcomes. A few beneficial elements are access to high-quality early childhood*

*education, resources that address socioeconomic problems, personalized learning approaches, mentorship programs, and community involvement (IDI\_P1).*

*Preparing learning objectives for kids from poor backgrounds typically requires addressing special obstacles they could experience. Enhancing social and emotional well-being, creating a positive attitude towards learning, strengthening fundamental literacy and numeracy abilities, and giving them access to resources that support their educational requirements are a few examples of these goals (IDI\_P2).*

*Pupils hailing from underprivileged households may confront hurdles such restricted availability of technology or textbooks, inappropriate learning spaces, absentee parents, and financial limits that could hamper their ability to accomplish the necessary foundational learning objectives. Support networks and specific interventions are frequently necessary to address these difficulties and deliver a fairer educational experience (FGD\_P3).*

*Students from low-income families may face obstacles such limited access to technology or textbooks, unsuitable classroom environments, absentee parents, and limited funds that could impede their capacity to meet the essential foundational learning goals (FGD\_P7).*

With the corroborations of the participants statements, it was revealed that pupils from low-income families struggle from limited access to technology or textbooks, unsuitable classroom environments.

The various statements of the participants imply that the education of students from low-income families requires a holistic approach that includes high-quality early education, addressing socioeconomic barriers, personalized learning, mentorship, community involvement, and a focus on social and emotional well-being. Such comprehensive strategies can lead to improved educational outcomes and contribute to reducing inequalities in education.

Similarly, the statements corroborated the ideas of Brown, D., & Martinez, S. (2021). They pointed out that providing a comprehensive education for kids from low-income households necessitates a multifaceted strategy including top-notch early education, tackling socioeconomic obstacles, tailored instruction, mentoring, community engagement, and prioritizing social and emotional welfare. Implementing comprehensive solutions may result in enhanced educational achievements.

Also, Alampay, L. P., (2020) proved that educational policies should be multi-dimensional, addressing not just academic needs but also social, emotional, and economic factors. Engaging families and communities in the educational process can provide additional support and resources for students.

In like manner, **Discriminations** was another theme emerged which emphasized to teachers who are facing significant challenges in addressing discrimination in educational settings. Overcoming these barriers requires comprehensive strategies involving professional development, curriculum reform, enhanced support systems,



inclusive classroom practices, community engagement, and empowering students to understand and stand against discrimination. These steps are essential to ensure equitable educational outcomes for pupils from all backgrounds, especially those who are disadvantaged. Thus, the significant responses of the participants revealed below:

*By actively addressing any instances of bias or discrimination, encouraging open communication, accepting differing opinions, utilizing inclusive teaching approaches, providing resources for a variety of learning styles, and putting inclusive teaching techniques into practice, a positive and equitable learning environment can be established. Another way to continue developing is to review your strategy on a regular basis and adjust it based on feedback from your students (IDI\_P4).*

*Creating a positive, equitable learning environment involves addressing bias, or discrimination encouraging open dialogue, valuing diverse opinions, using inclusive teaching methods, catering to varied learning styles, and continually refining practices based on student feedback (FGD\_P1).*

The statements revealed by participants four (4) emphasized that there should be mechanisms to monitor discriminatory practices in schools and hold those responsible accountable. This ensures a safe and equitable learning environment for all students.

Also, during the Focus Group Discussions (FGD), the statements of the participants confirmed that educational policies and curricula may need to be reformed to represent and support the diverse backgrounds of students more accurately. This includes integrating anti-discriminatory practices and materials.

The various statements of the participants imply that schools should provide support systems for both students and teachers. For students, this includes counseling and mentorship programs. For teachers, it means access to resources and guidance on handling discrimination effectively.

Correspondingly, the statements are supported by Baker, M., & Green, N. (2021). They pointed out that there is a critical need for ongoing professional development for teachers in the areas of diversity, equity, and inclusion. This training should focus on understanding and addressing discrimination in the classroom.

Moreover, the ideas of Brown, D., & Martinez, S. (2021) confirmed that teaching students about discrimination, its impacts, and ways to advocate for themselves and others is vital. This empowerment can help mitigate some of the negative effects of discrimination. Engaging the community and parents in discussions about diversity and discrimination can help create a more supportive environment for students.

Additionally, another theme emerged was **Educational Resource Scarcity**. This theme emphasized by the participants that pupils from low-income backgrounds often face significant barriers in their education due to lack of access to essential resources like technology, textbooks, and appropriate learning environments. Thus, the significant remarks of the participants revealed below:

*Low-income students may encounter challenges such restricted access to technology or textbooks, inappropriate classroom settings, absentee*

*parents, and limited financial resources that may hinder their ability to accomplish the fundamental learning objectives. By addressing these problems and putting tailored interventions and support networks in place, it is frequently possible to create a fairer educational experience (IDI\_P2).*

*It may be challenging for low-income students to accomplish the fundamental learning objectives if their parents are absent from the school, have limited financial resources, have restricted access to technology or textbooks, or have other problems. When these problems are addressed and specialized interventions and support systems are put in place, it is generally possible to provide a fairer educational experience (FGD\_P2).*

*Pupils hailing from disadvantaged families may face obstacles such limited availability of technology or textbooks, inadequate learning environments, absentee parents, and financial limitations that could hinder their ability to meet the necessary foundational learning objectives. Support networks and targeted interventions are usually required to address these problems and offer a more equitable educational experience (FGD\_P5).*

Specifically, the significant remarks of the participant two (2) revealed that students hailing from poor families often encounter substantial obstacles in their educational pursuits as a result of limited availability of crucial resources such as technology, textbooks, and suitable learning spaces.

Additionally, the ideas were confirmed by the participants during the Focus Group Discussions (FGD) that there is a need for educational policies and funding priorities to focus on bridging the resource gap for low-income students. This includes providing technology, textbooks, and improving classroom environments.

Various statements of the participants imply that solutions require the involvement of both the community and government. Community programs can offer additional resources and support, while government initiatives can provide the necessary funding and policy framework.

The implications of the study are supported by Carter, S., & Adams, L. (2021). They pointed out that addressing these educational disparities can have long-term benefits for society, including reduced poverty rates, higher levels of education, and improved economic outcomes.

Similarly, the ideas are corroborated to the findings of Evans, G. W., & Kim, P. (2020). They gave emphasized that students from low-income families face numerous challenges due to educational resource scarcity. Addressing these challenges through targeted interventions, supportive policies, community involvement, and strengthening support networks is essential for providing a fair and equitable educational experience. This approach not only helps individual students but also has the potential to yield long-term societal benefits.

### **Overcoming Challenges and Promote Equitable Outcomes for Pupils Preparatory Learning Outcomes from Disadvantaged Backgrounds**

In this section, there were three themes emerged related to overcoming challenges and promoting equitable outcomes for the preparatory learning of pupils from disadvantaged backgrounds: Customized Learning Support, Holistic Relationships, and Sustainable Collaborations.

The first theme emerged was **Customized Learning Support**. This theme described the experiences of the participants on how to overcome challenges. Tailoring support to meet each pupil's unique learning style is crucial. This individualized approach can address specific learning challenges and preferences, making education more effective and accessible for students from diverse backgrounds. Thus, the remarks of the participants revealed below:

*Reaching these goals can be helped by offering extra aid when needed and customizing support to meet each learner's particular learning style. Creating learning objectives for students from disadvantaged backgrounds typically involves addressing specific problems that they may experience (IDI\_P3).*

*Reaching these goals can be helped by offering extra aid when needed and customizing support to meet each learner's particular learning style. Creating learning objectives for students from disadvantaged backgrounds typically involves addressing specific problems that they may experience (IDI\_P8).*

*It is true that a child's community connections determine how well they perform in the classroom. Partnerships with neighborhood companies, non-governmental organizations, and educational establishments can provide students with tools, guidance, and opportunities for experiential learning that enhance their abilities and understanding (FGD\_P4).*

*Offering additional assistance when required and tailoring support to each learner's unique learning style can help achieve these aims. Developing learning objectives for kids from underprivileged backgrounds usually entails addressing certain issues that they could encounter (FGD\_P7).*

From the statements of the participants, Participant three (3) emphasized that it is essential to customize assistance to accommodate the individual learning style of each student. This tailored method may effectively target individual learning obstacles and preferences, therefore enhancing the accessibility and efficacy of education for students from various backgrounds.

Moreover, during the interview for Focus Group Discussions, participants pointed out that there is a need for stronger engagement between schools and community entities to enhance educational outcomes. This collaboration can open new learning avenues and provide real-world experiences for students.

Further, teachers should be trained to recognize and effectively address the varied needs of their students, particularly those from disadvantaged backgrounds. They should be equipped with the skills to provide personalized learning experiences.

The significant remarks implied that adapting educational support to align with the distinct learning styles of each student is essential. This bespoke approach effectively tackles individual learning obstacles and preferences, thereby enhancing the efficacy and accessibility of education for students from a variety of backgrounds.

The implications are supported by Martinez, G., & Lee, D. (2021). They highlighted in their study that achieving educational goals for students from disadvantaged backgrounds requires a multifaceted approach that includes personalized support, additional aid, community involvement, and partnerships with local organizations. These strategies can provide a more equitable and effective educational experience, catering to the diverse needs of students and preparing them for future success.

Similarly, Nelson, K. (2022) also confirmed that building robust support networks involving families, community members, and local organizations can significantly benefit students, especially in areas like mentorship and resource provision. These approaches can help reduce educational disparities by providing disadvantaged students with the resources and support they need to succeed academically.

In the same way, another theme emerged was **Holistic Relationships**. This theme emphasized from the experiences of the participants revealed that achieving educational objectives for children from underprivileged backgrounds requires additional support, personalized learning approaches, and strong community involvement. These strategies can help in overcoming educational disparities and providing a comprehensive learning experience that prepares students for diverse life challenges. Thus, the remarks of the participants revealed below:

*Offering additional assistance when required and tailoring support to each learner's unique learning style can help achieve these aims. Developing learning objectives for kids from underprivileged backgrounds usually entails addressing certain issues that they could encounter (IDI\_P4).*

*Indeed, a child's success in the classroom depends on their relationships with their community. Collaborations with local businesses, nonprofits, and educational institutions can provide students with resources, direction, and opportunities for hands-on learning that enhance their skills and knowledge (FGD\_P3).*

More specifically, participants four (4) revealed his ideas that offering extra help and customizing educational approaches to suit individual learning styles are crucial for students from disadvantaged backgrounds. This personalized approach addresses their unique challenges, ensuring that learning is more effective and accessible.

Additionally, during the Focus Group Discussions, most of the participants revealed their ideas that a pupils' educational success is not solely determined within the confines of the classroom; it is also influenced by their connection with the wider community.

The various statements of the participants implied that building strong connections between schools and their surrounding communities can lead to beneficial partnerships, enhancing educational offerings and providing students with broader perspectives and experiences.

The ideas of the participants align with the study of Monterola, C. (2020). He emphasized that achieving educational objectives for children from underprivileged backgrounds requires additional support, personalized learning approaches, and strong community involvement. These strategies can help in overcoming educational disparities and providing a comprehensive learning experience that prepares students for diverse life challenges.

Also, Martinez, M., & Rivera, L. (2022) supported the idea that in order to achieve educational objectives for students from underprivileged families, it is necessary to provide more assistance, customized teaching approaches, and strong community involvement. Implementing these tactics is crucial in closing educational disparities and providing a comprehensive educational experience that prepares students to overcome a wide range of life's obstacles.

Furthermore, **Sustainable Collaborations** was another theme which emerged which emphasized the experiences of teachers in overcoming challenges in achieving equitable outcomes from disadvantaged pupils. This theme underscores the ability to work effectively in groups, understand and respect different perspectives, and contribute to common goals is crucial. This skill is essential not just in academic settings but also in future professional and social environments. Hence, the significant statements of the participants depicted below:

*Sustainable Collaboration is the ability to work successfully in groups, respect and understand the perspectives of others, and advance overall goals. Encouraging imagination, ingenuity, and the capacity to solve issues creatively are instances of creativity. Learners who are information literate can find, assess, and use data from a range of sources. The ability to remain open-minded and flexible in the face of change and to gain knowledge from new experiences is known as adaptability (IDI\_P5).*

*Collaboration is the capacity to comprehend and value the viewpoints of others, function well in teams, and sustainable support overarching objectives (FGD\_P6).*

*Indeed, a child's success in the classroom depends on their relationships with their community. Collaborations with local businesses, NGOs, and educational institutions can give students with resources, direction, and chances for hands-on learning that develop their skills and knowledge (FGD\_P7).*

However, as confirmed by participant five (5) revealed that Skills like collaboration and adaptability also contribute to social and emotional learning, which is crucial for students' overall well-being and personal development.

Similarly, another conformant revealed their statements during the Focus Group Discussions that a pupil's success is significantly influenced by their connection with the community. Partnerships with local businesses, NGOs, and educational institutions can enhance learning by providing resources, guidance, and opportunities for practical, hands-on experiences.

The various statements of the participants imply that achieving educational objectives in today's world requires a focus on sustainable collaboration, creativity, information literacy, and adaptability, alongside strong community involvement.

Similarly, the ideas of Martinez, G., & Lee, D. (2021) emphasized that in attaining goals necessitates an emphasis on enduring collaboration, creative thinking, adeptness in information literacy, and adaptability, complemented by robust community engagement. These crucial skills are imperative for equipping students to navigate an intricate and dynamically evolving global landscape, ensuring their comprehensive personal and intellectual growth.

Further, the implications also corroborate to the study of Patel, R., & Lee, M. (2021). They gave light on their study that modern educational goals need a concentration on long-lasting collaboration abilities, creativity, competency in information literacy, and flexibility, enhanced by active participation in the community. These crucial skills are necessary for equipping students to navigate the challenges of a swiftly evolving global landscape, promoting their comprehensive personal and intellectual growth.

## IMPLICATIONS

The research implications were derived from a detailed summary of results, providing critical insights and understanding into the study's core findings.

1. Results from the thematic analysis revealed three significant themes reflected in the lived experiences of teachers regarding the preparatory learning outcomes of pupils from disadvantaged backgrounds, namely: Motivational Parental Engagement, Parental Support Engagement, and Differentiated Instruction. This finding implies that the success of pupils from disadvantaged backgrounds in preparatory learning is significantly influenced by three key factors. First, Motivational Parental Engagement suggests that active and motivated parental involvement in children's education positively impacts students' learning outcomes. Second, Parental Support Engagement highlights the crucial role of parental support in educational activities, indicating that home support is vital for the academic success of these pupils. Lastly, Differentiated Instruction underscores the importance of teachers tailoring their teaching methods to meet the varied learning needs of students, acknowledging that a one-size-fits-all approach is ineffective in diverse classroom settings. Collectively, these themes emphasize the importance of combined efforts from parents and teachers in creating an effective and supportive learning environment for students facing socioeconomic challenges.

2. Additionally, three significant themes were identified that emerge from the challenges and barriers faced by teachers pertaining to pupils with disadvantaged backgrounds in achieving preparatory learning outcomes: Socio-economic Hardships, Discrimination, and Educational Resource Scarcity. This finding implies that teachers encounter significant challenges when educating these pupils, which can impede the students' preparatory learning outcomes. The theme of Socio-economic Hardships suggests that the financial and environmental difficulties experienced by students can greatly affect their academic performance and access to education. Discrimination, as a theme, points to the biases and prejudices these students might encounter, potentially hindering their learning experience and sense of belonging in the educational environment. Lastly, Educational Resource Scarcity highlights the lack of adequate learning materials and facilities, further exacerbating the challenges faced by these students. Collectively, these themes underscore the necessity for targeted interventions and support systems to overcome these barriers, aiming to create a more equitable educational landscape where all students, regardless of their background, have equal opportunities to succeed.
  
3. Furthermore, the study identified three themes related to overcoming challenges and promoting equitable outcomes in the preparatory learning of pupils from disadvantaged backgrounds: Customized Learning Support, Holistic Relationships, and Sustainable Collaborations. This finding implies that effective strategies to address educational challenges and promote equity involve multifaceted approaches. Customized Learning Support is crucial, as it involves tailoring educational methods and resources to meet the unique needs of each student, a strategy that can significantly enhance learning outcomes. Holistic Relationships emphasize the importance of nurturing comprehensive, supportive connections between teachers, students, and parents, acknowledging that a conducive educational environment includes emotional and social support, alongside academic instruction. Lastly, Sustainable Collaborations underscore the need for establishing long-term partnerships among schools, communities, and other stakeholders, aiming to create a supportive network that pools resources and ensures continuous support for these students. Collectively, these themes highlight that overcoming the unique challenges faced by pupils from disadvantaged backgrounds requires a blend of individualized support, strong relational networks, and enduring collaborative efforts, all aimed at fostering an inclusive and equitable educational environment.

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