



PRIMACY TO THE VOICE OF PARENTS: A PHENOMENOLOGICAL INQUIRY

Mary Ann L. Cerezo¹ⁱ,

Gregorio O. Ruales²

¹Teacher III,

Adelina T. Recto Elementary School,

Buli, Pangyan,

Glan, Sarangani Province,

Philippines

²Professor,

Graduate School,

Ramon Magsaysay Memorial Colleges,

Philippines

Abstract:

This study qualitatively described the lived experiences of the research participants' parental involvement in their child's education. The study used a qualitative approach utilizing a phenomenological approach. Additionally, the participants of this study were the selected parents of Adelina Tuardon Recto Elementary School in Glan 4 District, whose learners were currently enrolled during SY 2023-2024. Based on the results of the study, seven (7) emergent themes were formulated under the participants' understanding of their parental roles, and these were parental provision, instill values, support children, education as an invaluable legacy, parental task supervision, parental civic duty, and support can be financial. On the other hand, five (5) emergent themes were formed on the difficulties they have encountered, resulting in non-involvement. These were difficult to assist complex tasks, work fatigue, financial constraint, health issues, and work-related reasons. On the impact of parental involvement, four (4) emergent themes were formulated: elevating attendance rate, increasing motivation and participation, academic inclination, and leading children towards success.

Keywords: educational management, primacy, parent, phenomenology, Philippines

1. Introduction

"Students are more likely to succeed academically when their families, schools, and communities work together to support their learning." (Joyce Epstein)

ⁱ Correspondence: email maryann.cerezo@deped.gov.ph

The quote emphasizes that students are more likely to succeed academically when families, schools, and communities collaborate to support their learning. A robust network enhances student engagement, motivation, and achievement by fostering partnerships among these spheres. Family involvement plays a crucial role in reinforcing the educational environment, such as participating in school activities or providing support with homework. Furthermore, effective education necessitates the combined efforts of all stakeholders, ensuring a supportive and holistic approach to student success. Building on this, parental involvement has long been recognized globally as a significant factor influencing students' academic performance. According to recent reports from the OECD (2023) and UNESCO (2023), students whose parents actively engage in their learning consistently demonstrate higher academic achievement, improved behavior, and increased motivation across diverse cultural and socioeconomic contexts. The World Bank (2021) highlights that family-school partnerships contribute to academic success and the development of emotional and social skills essential for lifelong learning. However, the degree and nature of parental involvement vary widely, influenced by cultural expectations, socioeconomic status, and access to educational resources, which remains a challenge worldwide.

In the Philippine context, national data from the Department of Education (DepEd) and the Philippine Statistics Authority (PSA) reveal that family engagement remains a crucial determinant of student outcomes. The 2022 DepEd report underscores that students with higher parental participation show a 15% greater likelihood of meeting proficiency benchmarks in core subjects. Nevertheless, disparities in parental involvement are evident, especially in rural and underserved areas, where economic hardships and limited infrastructure hinder consistent engagement. The digital gap, which intensified during the pandemic-induced transition to distance learning, worsens these difficulties (PSA, 2023). Initiatives such as Brigada Eskwela and Parent-Teacher Associations (PTAs) have promoted parental participation; however, their reach remains uneven across different regions.

Focusing on the regional level, studies conducted in the Alabel school division and neighboring municipalities show that local socioeconomic factors and cultural practices significantly shape the extent of parental involvement. For example, in some rural communities, parental support is often limited to monitoring attendance due to parents' work commitments or a lack of formal education, impacting students' academic consistency and motivation. This local variability underscores the need for context-specific strategies that address regional and municipal disparities in family-school collaboration.

Despite these insights, few studies have disaggregated types of parental involvement—such as engagement in homework supervision, attendance at school events, or communication with teachers—in low-income Philippine communities since 2019. Past research has focused on general parental presence without differentiating how specific forms of involvement impact academic performance. Additionally, there is limited examination of how parents' educational attainment, economic conditions, and cultural attitudes influence their capacity to participate effectively. This gap restricts a

nuanced understanding of how to tailor interventions that foster meaningful parental engagement in diverse educational settings.

Therefore, this study aimed to close this gap by examining parental participation in low-income neighborhoods in the Philippines, providing empirical information to inform targeted policies and initiatives. It is more important than ever to strengthen parental engagement in the current post-pandemic educational recovery since dropout rates have risen by over 8% in some areas due to lost parental support and financial difficulties (DepEd, 2024). Schools must develop innovative, inclusive approaches to engage families, particularly in marginalized areas, to ensure equitable academic opportunities and holistic student development.

2. Literature Review

2.1 Views of Parents about Their Role in Children's Education

Many studies highlighted that parents perceived their role as essential in ensuring their children's academic success. Parental involvement, whether through supporting homework, attending school functions, or monitoring academic performance, was often identified as a direct contributor to improved educational outcomes. Parents viewed activities such as engaging with teachers, attending conferences, and providing encouragement at home as fundamental to their children's development. The phrase "*parental engagement*," as used in this study, refers to parents' active involvement in their children's education (Black, 2022; Mehta & Kaur, 2022; Thomas *et al.*, 2019).

Moreover, parents, guardians, or heads of institutions where students resided were recognized as primary promoters of loving, warm, and affectionate relationships with children. These environments were stable and conducive to children's thriving, sensitive to their health and nutritional needs, and protective against threats. They provided responsive, emotionally supportive, and developmentally stimulating early learning opportunities and interactions. This "*nurturing care*" included caregiving, stimulation, responsiveness, and security (Landsford, 2019; Lara & Saracostti, 2019; Pinatil *et al.*, 2022).

In addition, families and schools were described as the two cornerstones of youth development, whose synergy fostered responsible, skilled, patriotic, and morally upright individuals. The 1987 Philippine Constitution recognized the family as the nation's foundation and declared education a universal right and priority. Families were children's first context for learning authority, good manners, respect, and intellectual development through language and numerical activities. This foundational role is parental involvement (Kwarteng *et al.*, 2022; Lambert *et al.*, 2022; Silinskas & Kikas, 2019).

2.2 Challenges of Parents about Their Role in the Child's Education

In light of growing educational demands, parents are increasingly expected to engage more deeply in their child's academic journey inside and outside the home. However, many parents encounter significant barriers that hinder their ability to provide consistent educational support. One major challenge is balancing work obligations with family

responsibilities, leaving little time for homework supervision or attending school functions. As daily schedules grow more hectic, their presence in school-related activities becomes sporadic or nonexistent. It often results in guilt, inadequacy, and disconnection from their children's educational progress (Aaskoven *et al.*, 2022; Bartolome & bin Mamat, 2020; Gan & Bilige, 2019).

Similarly, a lack of academic preparation also restricts many parents from effectively supporting their children's learning. Parents with limited formal education may struggle to understand modern curriculum content, especially math and science. This difficulty can cause frustration for both the parent and the child, leading to strained interactions during study time. Over time, such experiences may discourage parents from being involved in school-related tasks. They may feel embarrassed or unsure about contributing to their child's success (Alampay & Garcia, 2019; Black, 2022; Garcia & de Guzman, 2020).

Equally important, the rise of technology in education has further widened the gap between schools and parents, particularly for those with limited digital literacy. Schools increasingly rely on online platforms for communication, classwork, and reporting, which many parents find overwhelming or confusing. Without access to or understanding digital tools, parents may fail to monitor their child's academic performance or stay informed about school activities. This digital divide also prevents them from engaging in online learning sessions or virtual parent-teacher meetings. As a result, many parents feel left behind and excluded from the educational system (Albiso *et al.*, 2022; Blunden, 2021; Goss, 2019).

2.3 Coping Mechanisms of Parents about Their Role in the Child's Education

Parents significantly influence how their children learn, and they learn various coping strategies to adjust to their obligations when difficulties emerge. Individual experiences, cultural backgrounds, and the resources available often influence these tactics. While some parents establish routines at home to ensure academic consistency, others become more involved in school-related activities. Despite the challenges, many parents show resiliency and continue to be involved in their children's education. These coping mechanisms reflect not only their dedication but also their determination to overcome barriers that could hinder their child's success, often becoming a hidden foundation of academic progress (Lara & Saracostti, 2019; Nguyen *et al.*, 2022; Silinskas & Kikas, 2019). Many parents establish structured routines that balance work, household duties, and educational responsibilities to accommodate demanding schedules. They establish specific times for homework, reading, and school-related tasks to ensure consistency and accountability. This routine allows children to develop habits that support academic success, even when parental supervision is limited or irregular. These structured practices help reduce stress and provide predictability in the household, fostering an environment of reliability and comfort. Over time, such discipline enhances a child's sense of responsibility and provides a practical coping method for parents juggling multiple roles (Schmid & Garrels, 2021; Serna & Martinez, 2019; Tao *et al.*, 2019).

Parents often turn to tutoring or peer support networks for help in response to academic challenges. Whether through formal tutorial services or assistance from neighbors and relatives, these strategies allow parents to meet their child's needs even when they lack subject-specific knowledge. This form of outsourcing is not a sign of failure but a proactive move to provide better academic guidance. It reinforces the importance of collective support in education, highlighting how learning is a shared effort. By seeking help instead of withdrawing, parents show adaptability and a strong commitment to their child's academic well-being (Aaskoven *et al.*, 2022; Albiso *et al.*, 2022; Grepon & Cepada, 2020).

2.4 Impact of Parental Involvement in the Education of Children

Early family support enables students to achieve a better academic status and develop a positive self-concept, ultimately contributing to the maturation of their careers and personalities. Parental involvement is a crucial means of integrating parent-teacher services in schools. Parental involvement is a powerful school improvement lever that can significantly impact their children's learning. The degree to which a child's parents are actively involved in their education is one of the most important factors in the child's academic success. When parents participate in their children's educational process, they can expect a boost in academic achievement (Aaskoven *et al.*, 2022; Albiso *et al.*, 2022; Grepon & Cepada, 2020).

Additionally, the level of parental participation has a significant impact on a student's academic success. This engagement encompasses the student's academic performance, appropriate conduct both at home and in the classroom, safety and social well-being, relationships with their parents and the school, parent-child interactions, and even financial support. Parents provide opportunities for their children's intellectual development. In addition, parents lay the groundwork for character development and the sublimation of instincts. When parents are actively involved, their children succeed not only in school but also in life. Moreover, parents' involvement in homework, creating a conducive home environment for studying, motivating children, and setting realistic and high expectations for them improve academic performance (Alampay & Garcia, 2019; Alfiansyah, 2019; Gan & Bilige, 2019).

Secure attachments, supportive relationships, rich, experiential learning opportunities, and the explicit blending of intellectual, social, and emotional abilities are all necessary for optimal learning. Given that relationships and emotions significantly impact learning, how pupils are treated at home and school impacts both. Students who receive more parental involvement tend to perform better academically than those who receive less parental encouragement. Furthermore, exploring the predictive effect of parental control versus parental warmth and involvement would shed new light on their relative importance in academic achievement and behavioral problems (Bartolome & bin Mamat, 2020; Blunden, 2021; Garcia & de Guzman, 2020).

3. Material and Methods

This study utilized a qualitative approach, drawing on a phenomenological perspective. In-depth interviews (IDI) were used to gather the lived experiences of the research participants, particularly their involvement in their children's education. Through firsthand experience, genuine reporting, and quotations from actual conversations, qualitative research seeks to gain a deeper understanding. It aims to explore how participants derive meaning from their surroundings and how their goals shape their behavior. A qualitative approach is also a way of thinking about undertaking subjective research in general. It outlines the objectives, the researcher's role, the research stages, and the data processing method, either directly or implicitly (Bouncken *et al.*, 2021a).

Moreover, qualitative research is an inquiry-based approach that is highly effective for exploring and understanding a central phenomenon. The researcher asks broad and open-ended questions to the respondents or informants to gather detailed insights through words or images. These responses are then analyzed to identify patterns, descriptions, and emerging themes. This approach acknowledges that reality is constructed by individuals, allowing for multiple perspectives to be conveyed while faithfully relying on the voices and interpretations of the informants. Qualitative research typically employs an inductive approach, recognizing that the investigation is value-laden and potentially biased, influenced by the researcher's context in terms of time and space. In contrast to quantitative research, which is generally deductive, qualitative inquiry focuses on uncovering meanings and insights within a specific context. It involves various data collection and analysis methods, including purposive sampling and semi-structured, open-ended interviews (Bouncken *et al.*, 2021b).

Furthermore, qualitative research was interested in people's beliefs, experiences, and meaning systems from their point of view. Its roots are in social and cultural anthropology, philosophy, psychology, history, and sociology. A qualitative tradition seeks a thorough knowledge of the topic at hand. It tries to produce new concepts and theories by systematically describing and interpreting topics or events from the perspective of the examined individual or population. The questions determine the chosen methodology (Viswambharan & Priya, 2016).

Furthermore, the inability of science and mathematics to adequately describe human realities and experiences gave rise to the philosophical and methodological approach known as phenomenology. Human experiences are dynamic and fluid, whereas science and mathematics are accurate and inflexible. By encouraging awareness of actual experiences and putting aside preconceived notions about the phenomena under research, phenomenology highlights the lived experiences in the study. It is more than a way of knowing; it involves deep intellectual engagement with interpretation and meaning-making to understand the lived worlds of individuals at a conscious level. Historically, phenomenology has been used to explore human understanding through observing phenomena. In this approach, the researcher uses *bracketing*—setting aside preconceived notions—to examine the natural way things appear. It allows for the discovery of insights into lived experiences and the construction of meaning. Data

collection and analysis co-occur to illuminate specific experiences and identify phenomena observed and interpreted by individuals within a particular context (Qutoshi, 2018; Zahavi, 2018).

Furthermore, the qualitative approach of phenomenology serves as a theoretical tool for educational research, allowing researchers to engage in flexible activities that can describe and aid in understanding complex phenomena, such as the diverse facets of human social experience. This study describes the application of the phenomenological qualitative analysis framework in educational research. Its discussion is significant to academics interested in conducting cross-cultural qualitative research and adopting phenomenological investigations to comprehend students' cross-cultural lived experiences in various social and educational situations (Alhazmi & Kaufmann, 2022).

Thus, phenomenology is a qualitative research method ideally suited to this investigation. Understanding phenomenology demands an awareness of the philosophies that underpin it. These philosophies attempt to explain the significance of human experience. In other words, engaging in phenomenological research necessitates becoming acquainted with the philosophical underpinnings of our interpretations of human experience. It may appear to be a challenging endeavor, but Douglas Adams never claimed that learning from the experiences of others would be simple (Neubauer *et al.*, 2019).

4. Results and Discussions

This chapter presents the study's findings by describing the participants' lived experiences, which have been analyzed and categorized into themes. Each participant was interviewed face-to-face (In-Depth Interview – IDI) at their convenience. A follow-up Focal Group Discussion (FGD) was conducted afterwards to clarify responses that were unclear during the IDI.

4.1 Participants' Understanding of Their Roles in Their Child's Education

The first sub-question for this study pertains to the participants' understanding of their roles in their children's education. Looking at the different responses of the participants, various emergent themes were generated, which range from parental roles such as Parental Provision, Teaching the Child the Proper Manners, Supporting Children, education as a treasure for an inheritance, Following-up of Assignment, Parental support as an Obligation, Parental Civic Duty, and Support Can be Financial. The following discussion addresses the research question of understanding their roles as parents in their child's education.

Table 1: Participants' Understanding of Their Parental Roles in Their Child's Education

Clustered Themes	Emergent Themes
Send children to school in order to learn. Provide education to children. Provide the basic needs of the children.	Parental Provision
Teach child the right manners. Teach the child about right and wrong and good morals. Discipline them at home.	Instill Values
Show love and support. Support and provide for their need. Provide the support they needed in school and at home. Support his children's education.	Support Children
Give them the best education for future success. Preparing the child's bright future. Children land a good job after graduation. Inquire about their day in school. Checked if there are assignments. Coached the complex parts of the lesson. Make time to sit with them. Teach and correct them at home.	Education as an Invaluable Legacy Parental Task Supervision
Attend different school PPA's as it is one of the parental obligations. Attend PTA. The Parent-Teacher Association will not stand without parents. Maintain peace and order. Maintaining the school's cleanliness is another parental responsibility. Pay school contributions if there are any. Know about the school projects and contributions. Participate in all school improvements.	Parental Civic Duty Support Can Be Financial

4.1.1 Parental Provision

Education is necessary for children to become productive citizens of the nation. It is a fundamental human right critical to our future and social standing. For many, education is a powerful weapon, a significant instrument for socially and economically deprived children and adults to bring themselves out of poverty.

Moreover, these notions were similar to the thinking of the parent participants when they were asked about their understanding of parental involvement, as shown in the participants' verbatim accounts. These participants' concepts demonstrate how they perceive education as a means to create a better life for their children's bright future and how important education is as part of their parental responsibility and in providing their basic needs. These responses demonstrate their understanding of the importance of education for their children, despite their limited financial means, as farming remains their primary source of income. Such concepts were reiterated in the study that parent must send their children to school when they reach school age. They must provide the proper education that each child must experience, support them with their school needs, and assist them when they face difficulties in their studies.

Additionally, education is often viewed as a powerful tool that enables individuals from economically disadvantaged backgrounds to overcome poverty and improve their

prospects. For many parents, providing for their children's educational needs is not merely a responsibility but a pathway to securing a brighter future.

4.1.2 Instill Values

Another emergent theme in understanding parental roles in children's education is that parents teach children proper manners. Participants sought to teach children proper manners and that values education starts at home. Parents must take this responsibility seriously, as attitude is the most important characteristic of every individual. Values taught at home create a strong foundation that teachers can reinforce rather than initiate in the classroom. Effective collaboration between parents and schools ensures consistency in teaching values and helps children internalize and demonstrate positive behavior. This synergy is crucial in preventing negative traits, such as bullying, from manifesting in the school environment. In school, it is part of the curriculum.

Along with values, education has long been recognized as a crucial aspect of holistic development, emphasizing the significant role of parents in instilling proper manners and guiding children's behavior. Scholars assert that the home is the primary environment in which foundational values, such as respect, honesty, and empathy, are nurtured. Parents are responsible for shaping their children's attitudes and moral compasses, which is vital for harmonious social interactions. Thus, parents are encouraged to actively instill these traits, as the early years are crucial for character development. Schools serve to hone and further develop these attitudes, ensuring that students grow into well-rounded individuals.

4.1.3 Support Children

Parental involvement in a child's education is multifaceted, but a cornerstone of this involvement is unwavering parental support. Children thrive when they feel cherished, their needs met, and their efforts acknowledged. This support isn't merely about providing for material needs; it's about demonstrating unconditional love and belief in their capabilities. The demonstrable impact of parental support on children's academic performance is a recurring theme in numerous studies. Participants in this research consistently highlighted the significance of parental support, extending beyond material provisions to encompass emotional encouragement and active participation in their daily lives. Simple acts, such as preparing nutritious lunches and assisting with the school commute, can significantly boost a child's motivation and engagement with their studies. The provision of basic needs is undeniably important, but the emotional support provided by parents is equally, if not more, crucial. Parents serve as their children's primary source of encouragement, providing a secure base from which children can explore their academic potential. Unconditional support fosters self-confidence and resilience, enabling children to persevere through challenges and setbacks. This emotional reinforcement is vital in cultivating a positive self-image and a belief in one's abilities, factors that are strongly linked to academic success.

4.1.4 Education as an Invaluable Legacy

The concept of parental support for education is deeply rooted in the belief that education is a precious treasure, a lasting inheritance that parents can bestow upon their children. This perspective transcends mere financial investment; it represents a profound commitment to equipping their offspring with the tools and knowledge necessary to navigate the complexities of life and achieve future success. As poignantly demonstrated by Participant 10's response, prioritizing support for his children's education is paramount, recognizing that while material wealth may be limited, education is an invaluable legacy he can undoubtedly leave them to inherit.

The significance of parental support for education is particularly pronounced within the Filipino context, where children's schooling is often viewed as a reflection of the entire family's aspirations and prospects. In many low-income families in the Philippines, education is perceived as a viable pathway out of poverty, a means of upward mobility that can transform not only the individual's life but also the fortunes of the entire family unit. Consequently, parents place an exceptionally high value on their children's education, often making significant sacrifices to ensure their access to quality schooling and the resources necessary to succeed. This deep-seated belief in the transformative power of education fuels their unwavering commitment to providing support in any way they can.

4.1.5 Parental Task Supervision

Responsive parenting extends far beyond simply providing for a child's basic needs; it encompasses a proactive and engaged approach to supporting their development and learning, particularly within the context of their education. From the earliest days of schooling, parents assume a crucial role, not just as providers but as active participants in their child's educational journey. This active role begins with fulfilling the child's immediate needs at school, providing necessary resources, and ensuring their well-being throughout the school day. It extends to supporting their participation in school-related activities, fostering a positive attitude towards education, and offering consistent assistance with assignments and projects. The simple act of inquiring about a child's day, as highlighted by several participant accounts, is a powerful demonstration of parental care and interest, creating a sense of connection and security that fosters a positive learning environment. This seemingly small gesture conveys a message of importance and value, encouraging open communication and strengthening the parent-child bond.

Additionally, parental role in assisting with schoolwork is not merely a matter of convenience; it is a fundamental aspect of parental responsibility. Parents, as a child's first and most influential teachers, play a critical role in shaping their learning habits and attitudes toward education. Helping children with their assignments and projects is not about doing the work for them, but about guiding them, providing support, and fostering their problem-solving skills. This active involvement helps children develop a positive learning pattern, building confidence and a sense of accomplishment.

4.1.6 Parental Civic Duty

Parents are not merely peripheral stakeholders in their children's education; they are the cornerstone upon which a successful school community is built. A school cannot thrive in isolation; its success is inextricably linked to the active participation and unwavering support of parents. This partnership is not optional; it is essential for creating a vibrant and effective learning environment that fosters academic excellence and overall student well-being. Parental involvement is not simply a desirable addition to the educational landscape; it is a vital necessity that underpins the school's ability to achieve its primary goal: providing the best possible education for every child. The school's success is, in many ways, a reflection of the strength and depth of its partnership with parents.

Moreover, the importance of parental presence and participation in school activities is consistently highlighted in the verbatim accounts of participants in this study. Parents recognize their responsibility as active partners in their children's education, viewing their involvement as an essential component of their children's success. This commitment extends beyond simply dropping off and picking up their children; it encompasses active participation in various school events and initiatives. Attending parent-teacher conferences, homeroom meetings, and school-wide events such as Brigada Eskwela (the annual or monthly school cleanup drive in the school) are viewed as fundamental responsibilities, reflecting a deep-seated belief in the importance of collaboration between home and school. For many parents, personal attendance at meetings is crucial, ensuring they receive firsthand information about school updates, improvements, and any challenges that may arise.

4.1.7 Support Can Be Financial

Parental involvement in a child's education is a multifaceted endeavor, encompassing both physical presence and financial contributions. This involvement extends beyond simply ensuring a child's attendance at school; it necessitates active participation in school activities and a willingness to provide the necessary resources to support their academic progress.

Moreover, parental contributions manifest in various ways, from attending parent-teacher conferences and participating in school events like Brigada Eskwela (the annual school cleanup drive in the Philippines) to meeting financial obligations, such as school donations and project expenses. Even in schools with zero-collection policies, the reality is that parents often incur expenses related to their children's education, purchasing materials for assignments and projects to meet specific school requirements. This financial commitment underscores the significant financial investment many parents make to support their children's education, a commitment that is frequently linked to improved academic outcomes.

4.2 Difficulties Participants Encounter, Resulting in Non-involvement in the Different School Programs

The second sub-question addresses the difficulties that participants encounter, leading to their non-involvement in various school activities. Table 2 reflects the following emergent

themes generated from the participants' responses: difficulty assisting complex tasks, work fatigue, financial constraints, Health issues, and Work-related reasons.

Table 2: Difficulties Participants Encounter, Resulting
 in Non-involvement in the Different School Programs

Clustered Themes	Emergent Themes
Cannot assist with higher-level assignments. Hard to assist, especially in mathematics. Cannot assist those whom we can no longer understand. Unable to help my high school student.	Difficult to Assist Complex Task
Unable to assist due to tiresome work. Fall asleep while my child is still working on her task. Unable to assist. Returned from work and so fatigued.	Work Fatigue
Out of budget, sometimes. Utilize whatever resources are available. Unable to support due to limited finances. Unable to buy school projects that are not available at home.	Financial Constraint
Not feeling well. Unable to attend due to health issues. Circumstances do not allow such family members to get sick.	Health Issues
The work-related reason that requires most of our attention. Not in attendance once due to a pile of workloads. Prioritize work in order to provide food for the table.	Work-Related Reasons

4.2.1 Difficult to Assist Complex Tasks

The emergent theme of difficulty with higher-level assignments highlights a significant challenge faced by many parents: the inability to provide adequate assistance with increasingly complex schoolwork. This difficulty stems from a confluence of factors, primarily the gap between parents' educational backgrounds and the evolving curriculum. The data collected from the Learning Information System (LIS) further underscores this disparity, revealing that a significant portion of the parents have only completed elementary school or less, with few having attained a college degree. This lack of advanced educational attainment directly impacts their ability to comprehend and assist with higher-level subject matter, particularly in subjects like mathematics, science, and English. The inability to provide this crucial support is not a reflection of parental commitment or effort; it is a direct consequence of a systemic mismatch between parental educational levels and the demands of the modern curriculum.

Thus, this disparity in educational attainment has significant consequences for both parents and children. Research consistently demonstrates that parents with higher levels of education are better equipped to provide academic support, fostering a more positive and productive learning environment at home. These parents are not only more likely to understand the subject matter but also have greater access to educational resources, such as books, tutoring services, and technology, which can significantly enhance their children's academic performance.

4.2.2 Work Fatigue

Work fatigue presents a significant obstacle to parental involvement in school programs and activities (PPAs), stemming from parents' inability to assist due to the demands of their labor and the resulting exhaustion. Verbatim accounts from participants reveal that prioritizing farm work, a common livelihood in the community, often leaves parents too tired to provide adequate support with their children's homework. The need to secure daily necessities for their families compels parents to dedicate long hours to corn and copra farming, leading to physical and mental exhaustion. This demanding lifestyle often results in parents being unable to fully engage in their children's educational needs, particularly when it comes to assisting with homework and projects. The prioritization of economic survival over educational engagement underscores the difficult choices faced by many families in these communities.

Moreover, the link between work fatigue and parental neglect is further supported by research indicating that low-income parents are more likely to experience higher levels of parental stress, contributing to potential mistreatment and neglect of their children. The cyclical nature of agricultural work, combined with its physical toll, creates a challenging environment for parents to balance their economic responsibilities with their children's educational needs. The long hours and demanding conditions often leave parents with little time or energy to focus on their children's academic progress. This can lead to a sense of guilt and frustration, as parents recognize the importance of education but feel unable to provide the necessary support.

4.2.3 Financial Constraint

Financial constraints emerge as a significant barrier to parental involvement in their children's education, profoundly impacting their ability to assist with assignments and projects. While the Philippines mandates free education and a strict zero-collection policy in schools, the reality for many families is that substantial financial burdens remain. Parents are still responsible for providing essential school supplies, clothing, bags, and other materials, creating a significant financial strain, particularly for low-income families. The requirement for specific materials for projects and assignments further exacerbates this challenge, placing additional financial pressure on parents who may already be struggling to make ends meet. This financial burden often forces parents to prioritize work over educational engagement, limiting their ability to provide the support their children need.

Additionally, financial disparity directly impacts parental involvement, creating a clear link between socioeconomic status and participation in school activities. Research consistently demonstrates that parents with higher incomes and socioeconomic standing are more likely to be actively involved in their children's education, while those with lower incomes face significant barriers to participation. This is not simply a matter of choice; it reflects the harsh realities faced by economically disadvantaged families who must prioritize basic needs over educational enrichment. The constant struggle to meet daily expenses often leaves little room for additional expenditures related to school,

forcing parents to make difficult choices between providing necessities and supporting their children's academic pursuits.

4.2.4 Health Issues

Our bodies are our instruments, our weapons in navigating the demands of everyday life. The well-worn adage, "Health is wealth," rings true, emphasizing the critical importance of maintaining physical well-being to perform at our optimal level in all our endeavors. When our health falters, our ability to fulfill our responsibilities, both at work and at home, is significantly compromised.

This reality is reflected in the emergent theme of health issues as a significant barrier to parental involvement in school activities. Exhaustion and illness emerged as prominent factors contributing to participants' non-attendance at school events, highlighting the direct impact of health on their ability to engage in their children's education. Being unwell necessitates time for recovery, resulting in missed opportunities to attend important school functions and participate in other daily activities. Parents may need to dedicate more time to attending to their health needs, leaving less time for fulfilling family responsibilities, such as supervising and caring for their children. The importance of both parents' health in supporting children's education is consistently confirmed in research.

Additionally, the impact of health issues on parental involvement is multifaceted, extending beyond simply missing school events. Chronic illnesses and periods of physical exhaustion can significantly impede parents' ability to provide consistent guidance and support at home. The constant struggle with health challenges can drain their energy and motivation, making it difficult to engage in activities that support their children's academic progress. This can include assisting with homework, attending school functions, or simply providing a supportive and encouraging home environment. The well-known adage "health is wealth" underscores the importance of prioritizing physical well-being to effectively fulfill parental responsibilities.

4.2.5 Work-related Reasons

Work-related reasons constitute a significant barrier to parental involvement in school activities, stemming from the pressing need to secure daily sustenance. In communities where families rely heavily on income from subsistence farming, such as corn and copra farming, the demands of daily labor often take precedence over school participation. This difficult choice reflects the harsh realities faced by many families, where the immediate need for economic survival overshadows other priorities, including participation in school activities. The trade-off between securing daily needs and engaging in educational initiatives underscores the complex challenges faced by parents in these communities.

Moreover, the financial pressures faced by these families further exacerbate the challenges of parental involvement. With limited income and a heavy reliance on subsistence farming, financial concerns often take center stage. The need to prioritize putting food on the table frequently overshadows the desire to attend school activities or contribute financially to school projects. This difficult choice underscores the tension

between economic survival and educational engagement, highlighting the complex trade-offs faced by parents in these communities. The prioritization of immediate economic needs often comes at the expense of participation in school events and support for their children's academic progress.

4.3 Impact of Parental Involvement on a Child's Academic Performance

Table 3 presents the different emergent themes that emerged: elevated attendance rate, increased motivation and participation, academic inclination, and leading children towards success.

Table 3: Impact of Parental Involvement in Their Child's Education

Clustered Themes	Emergent Themes
A high level of parental support is correlated with increased student attendance. child's attendance improved significantly after I became more involved in their schooling. Children who lack parental support may sometimes skip classes, and their studies will suffer.	Elevating attendance rate
Active parents encourage children to become active in school as well. Supportive parents will encourage their children to strive. Children with strong parental support tend to work hard to show their appreciation to their parents.	Increase motivation and participation
Received awards. Contributes to the improvement of a child's performance in school. Improving grades. Improved writing and reading. Gradually improved reading skills in Filipino and English.	Academic inclination
Lead children towards success in the future. Prepare them to land a good job in the future. Bringing them towards the right path and a brighter future.	Lead children towards success

4.3.1 Elevating Attendance Rate

The paramount importance of parental involvement in education is a recurring theme, consistently emphasized by participants and supported by extensive research. Education is not merely the acquisition of knowledge and skills; it is a transformative process that empowers individuals, enhances self-esteem, and fosters personal and professional growth. A well-educated individual becomes a valuable asset to society, contributing to economic progress and social well-being. Underlying this success is the unwavering support and guidance of parents who actively participate in their children's educational journey.

Similarly, parents who actively participate in their children's education create a supportive and encouraging environment that fosters a positive attitude towards learning and encourages children to believe in their abilities. This support extends beyond simply providing material resources; it encompasses consistent encouragement, praise for effort, and assistance with overcoming academic challenges. The consistent presence and involvement of parents serve as a powerful motivational force, inspiring

children to persevere through difficulties and strive for excellence. The resulting increased self-confidence empowers children to take on challenges, believe in their ability to succeed, and develop a growth mindset that fosters resilience and a love of learning.

4.3.2 Increase Motivation and Participation

Children, particularly at young ages, are remarkably perceptive and appreciative, finding joy in even the simplest gestures of love and support. While material possessions may provide temporary gratification, the consistent presence and emotional availability of parents are paramount to a child's sense of security, belonging, and self-worth. The need for parental presence transcends material offerings, representing a fundamental human need for connection, validation, and unconditional love. This need is particularly acute during childhood, when children are actively forming their sense of self and navigating the complexities of the world around them.

Furthermore, the significance of parental presence is vividly reflected in participant accounts, highlighting the profound impact of parental involvement on children's academic life. When asked about the impact of parental involvement on their children, participants consistently emphasized the importance of their presence in attending school activities. Children expressed feelings of pride and appreciation when their parents were actively involved in their education, demonstrating a clear connection between parental presence and children's emotional well-being. The simple act of attending a school event can convey a powerful message of love, support, and validation, fostering a sense of belonging and encouraging children to strive for excellence. These experiences reinforce the importance of education and instill a sense of pride in their accomplishments.

4.3.3 Academic Inclination

The transformative impact of parental involvement on children's academic and personal development is a recurring theme, consistently highlighted by participants and confirmed by extensive research. Participants observed a clear correlation between active parental engagement and improved academic performance in their children. This positive influence extends beyond simply improving grades; it encompasses a holistic enhancement of a child's educational experience, fostering both academic and non-academic growth. By actively supporting their children's educational needs—assisting with homework, participating in school projects, attending school activities, and providing emotional support—parents create a supportive and enriching environment that facilitates academic success. This active involvement is not merely a supplementary element; it is a fundamental catalyst for a child's educational journey.

Moreover, the significant link between parental involvement and academic achievement is consistently supported by research. Studies have revealed marked disparities in academic performance between children whose parents are actively involved in their education and those whose parents are less engaged. Children with highly involved parents demonstrate significantly higher academic achievement, highlighting the profound impact of parental support on academic outcomes. This

positive correlation extends beyond simply improving grades; it encompasses a broader range of positive outcomes, including increased self-confidence, improved social skills, and a greater sense of belonging within the school community.

4.3.4 Lead Children Towards Success

The profound impact of parental support on a child's future cannot be overstated. A child's early years are formative, laying the foundation for their academic, personal, and social development. The level of parental involvement during this critical period significantly influences a child's trajectory, shaping their academic achievements, personal growth, and overall well-being. Parental support is not merely a desirable addition to a child's life; it is a fundamental necessity for their success.

Moreover, parents who take an active interest in their children's lives, demonstrating consistent engagement and unwavering support, are instrumental in shaping their children's futures. This active involvement extends beyond simply ensuring their attendance at school; it encompasses a holistic approach that considers all aspects of a child's development, from their academic progress and social interactions to their emotional well-being. The consistent message from participants is clear: parental involvement is not optional; it is essential.

5. Conclusions

5.1 Implication of Practice

5.1.1 Parental Provision

Recognizing education as a vital tool for breaking the cycle of poverty underscores the importance of empowering parents in their role as caregivers. Schools can enhance parental engagement by implementing programs that connect parents with resources and strategies for supporting their children's educational journey, regardless of economic status. Initiatives such as parental training workshops, community-based scholarships, and access to educational materials help bridge gaps in provision and ensure that all students receive the support they need to thrive. Schools could also partner with local governments and organizations to offer financial literacy sessions and resources that guide parents in effectively managing their children's educational resources.

5.1.2 Instill Values

The role of parents in instilling values and teaching proper manners is foundational to children's social and emotional development. Schools can support this essential aspect of parenting by establishing a home-school partnership that emphasizes shared values and goals. Hosting family engagement workshops on topics such as empathy, respect, and conflict resolution can reinforce the values taught at home, providing parents with valuable tools and strategies for addressing behavioral concerns. Schools can also integrate family-centered activities, such as values-based storytelling or collaborative projects, to encourage parents to share their approaches and experiences with their children. This collaborative approach enhances students' social skills and fosters a

cohesive environment where parents and teachers work together to develop respectful, responsible, and empathetic future citizens.

5.1.3 Support Children

Parental support is crucial in boosting children's motivation and academic performance. Schools can encourage this by creating a supportive framework that helps parents actively engage in their children's educational journey. Regular communication, such as updates on student progress and positive feedback, can reinforce parents' involvement. Schools may also host events such as "Family Learning Nights" or "Parent-Student Workshops," where parents participate in learning activities alongside their children, thereby further strengthening their role as supportive partners. Additionally, providing parents with resources on effective ways to motivate and encourage their children at home fosters a consistent message of support and sets students up for success.

5.1.4 Education as an Invaluable Legacy

Viewing education as an invaluable legacy reinforces the need for schools to nurture and support parental involvement, especially in communities where education serves as the primary inheritance. Schools can build on this perspective by offering workshops that equip parents with skills and strategies to support their children's long-term educational goals. Schools could also create mentorship programs where parents and alumni share stories of how education has positively impacted their lives, inspiring both parents and students. Additionally, providing career pathways and educational planning resources can help parents guide their children toward future success.

5.1.5 Parental Task Supervision

Parental supervision in children's education, from daily check-ins to helping with assignments, is essential for fostering academic and personal growth. Schools can support this by providing parents with practical resources on effective supervision techniques and ways to engage children in school-related activities. Hosting sessions on study skills, project management, and communication strategies can empower parents to take an active, structured role in their children's learning. Creating a "homework toolkit" with guidelines and age-appropriate tips can help parents support assignments more effectively.

5.1.6 Parental Civic Duty

Recognizing parental involvement as a civic duty underscores the vital partnership between parents and schools in promoting educational success. Schools can enhance this partnership by actively promoting a culture of engagement and collaboration. Organizing regular outreach efforts, such as community forums or informational sessions, can inform parents about the importance of their participation and its impact on their children's education. Furthermore, schools could establish incentive programs that recognize and celebrate parental involvement in school activities, encouraging consistent attendance and participation.

5.1.7 Support Can Be Financial

Understanding that parental support can include physical presence and financial contributions is essential for creating a comprehensive support system for education. By establishing clear communication about project needs and potential costs, schools can alleviate the financial pressure on parents and enable them to make informed plans. Additionally, establishing a fund or community resource pool to assist families in need can ensure that all students have access to necessary materials without placing undue stress on parents. Schools might also consider offering fundraising initiatives or partnerships with local businesses to provide discounts on educational supplies and resources.

5.1.8 Difficult to Assist with Complex Tasks

Given parents' challenges in assisting their children with complex, higher-level assignments—especially in subjects like mathematics—schools can consider offering workshops or informational sessions to bridge this gap. These sessions could focus on familiarizing parents with the current curriculum and providing strategies for supporting their children's learning and development. Additionally, creating resources such as video tutorials, assignment guides, and online support forums can empower parents to assist them in addressing gaps in their prior knowledge.

5.1.9 Work Fatigue

To address the impact of parental work fatigue on their involvement in school programs and homework assistance, schools can explore ways to provide alternative support structures for students. For example, schools could offer after-school homework assistance programs or study groups led by teachers or trained volunteers, thereby relieving the burden on parents who are physically fatigued from demanding jobs, such as farming. Additionally, offering flexible scheduling options for parent meetings or school activities—such as weekend or early evening sessions—may enhance participation from parents with demanding work schedules. To ensure that children receive the necessary help without placing undue strain on parents, schools should also consider forming alliances with local community centers to establish a network of assistance that accommodates the specific schedules and financial circumstances of agricultural families.

5.1.10 Financial Strain

To alleviate the impact of financial constraints on parental involvement and support for children's assignments, schools can implement initiatives to reduce families' out-of-pocket expenses. For example, schools could establish a community resource center or apply a sharing program where families can access essential school supplies, materials for projects, or uniforms. Building relationships with nearby companies and civic associations can also give students access to funding and sponsorships for projects or other educational requirements. To ensure that all children have fair access to the resources they need without placing an excessive financial burden on their parents,

schools should also collaborate with parent groups to establish a fund or conduct a donation drive to support families in need.

5.1.11 Health Issues

Addressing health-related barriers to parental involvement requires a supportive approach that recognizes the importance of wellness in sustaining engagement. Schools can support parents by providing health and wellness resources, such as hosting periodic health check-ups, wellness workshops, or fitness activities that encourage family participation. Additionally, schools could offer virtual attendance options for key events and parent meetings, enabling parents who may be unwell to stay involved without risking further strain. Collaborations with local health providers also facilitate access to affordable healthcare services, empowering parents to prioritize their health and remain actively involved in their children's education.

5.1.12 Work-related Issues

Schools can consider flexible engagement options that align with parents' work schedules to accommodate work-related constraints that impact parental involvement. For instance, scheduling school activities and meetings at varied times—including early mornings, evenings, or weekends—can make it easier for parents with irregular work hours to attend. Additionally, schools may implement communication tools, such as online portals or messaging apps, to keep parents informed and engaged, even when they are unable to be physically present. Collaborating with community leaders to recognize the unique needs of farming families may also encourage alternative ways for parents to contribute, such as participating in virtual meetings, volunteering in different capacities, or supporting school events when time permits.

5.1.13 Elevating Attendance Rate

Schools should prioritize initiatives that inform parents about the positive impact of their role on their children's attendance in school and academic performance. By holding seminars or educational sessions focusing on practical tactics in strengthening parental involvement in school, parents can be encouraged to take an active role in their children's education. Schools can also develop resources that outline strategies for balancing support with promoting independence, helping parents understand how to encourage their children's growth while remaining involved.

5.1.14 Increase Motivation and Participation

Understanding that parents serve as primary role models for their children underscores the importance of promoting active parental involvement in education. Schools can enhance this dynamic by providing resources and training parents on effective engagement strategies that positively influence their children's attitudes toward education. Workshops can focus on how parents can model behaviors such as commitment, responsibility, and enthusiasm for learning. Schools can also establish

forums where parents can exchange topics and experiences, creating a network of active role models.

5.1.15 Academic Inclination

Parental involvement has a positive impact on both academic and non-academic development, underscoring the importance of schools in encouraging and facilitating this engagement. Schools can implement programs that educate parents on how their participation can enhance their children's development. Providing specific strategies for supporting homework, projects, and extracurricular activities can empower parents to be more effective in their roles. Additionally, schools can create environments that celebrate parental involvement, showcasing the positive outcomes of engaged families through newsletters, social media, or school events.

5.1.16 Lead Children towards Success

Schools may assist with this by creating structured initiatives that motivate parents to participate in their children's lives in several ways, from academic support to social interactions. Regular communication strategies, such as newsletters or parent-teacher conferences, can keep parents informed about their children's progress and needs, allowing them to be proactive in their involvement. Additionally, offering resources and workshops on effective parenting strategies can equip parents with tools to support their children's academic and personal development effectively.

Acknowledgment

This project would not have been completed without the cooperation and support of many people, some of whose names may not be listed. I sincerely appreciate and gratefully acknowledge your kindness.

First and foremost, to our Almighty God the Father for providing the direction, wisdom, skills, capacity, and chance to carry out this research. Without Him, this study would not be successful.

I would like to express my heartfelt gratitude to my advisor, Dr. Gregorio O. Ruales, for his direction, counsel, perceptive comments, and useful recommendations, which were critical to the completion and success of this project.

Along with my thesis professor, I would like to thank Dr. Geraldine D. Rodriguez and the other members of my thesis committee for their time, effort, and willingness to share suggestions and constructive criticism that were critical to the success of this work.

To my panel members: Dr. Noe P. Garcia, Dr. Jeannet E. Canda, Dr. Francisco Espinosa; the Dean of Graduate School, Dr. Emie A. Genton; and the Executive Director for Academic Affairs Dr. Geraldine D. Rodriguez; to whom I wish to express my sincerest appreciation for their guidance, and technical assistance towards the success of this study.

To my internal and external validators: Dr. Geraldine D. Rodriguez, Dr. Noe P. Garcia, Dr. Emie A. Genton, Dr. John Michael P. Castino, and Dr. Rizza P. Valdez, their

insurmountable expertise in validating my tool for my interview guide has greatly contributed to the success of my work.

I wish also to extend my sincerest appreciation to my data analyst, Dr. Johnny S. Bantulo, whose expertise is beyond measurable. Thank you so much for guiding me throughout my thesis journey. To the ERC Committee, namely: Dr. Louie Mark G. Garvida, Dr. Lyndon A. Quines, Dr. Emie A. Genton, Dr. Geraldine D. Rodriguez and Dr. Noe P. Garcia, my sincerest thanks to all of you.

I would not have been able to complete my assignment without the help of my respondents. To them, I appreciate your great assistance, cooperation, and time in assisting me in gathering all of the necessary information.

To the Dean of Graduate School, Dr. Emie A. Genton, thank you for accepting and approving this study.

My heartfelt gratitude to Dr. Ruth L. Estacio, CESO VI, Schools Division Superintendent of Sarangani Division, for approving the conduct of this study in Glan 4 District, Sarangani.

I would also like to thank my past and current School heads, Geoffrey M. Encabo and Marlon T. Recto, whose understanding is beyond measure, and for providing the motivation and inspiration to achieve this assignment.

To Dr. Carlo Melendres and Dr. Hazel F. Melendres, my mentors, my brother and sister from another mother, who have tremendously influenced me with their vision, sincerity, and passion.

Lastly, to all those people whom I forgot to mention, thank you so much.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Mary Ann L. Cerezo is a Public Elementary School Teacher of Adelina Tuardon Recto Elementary School, Glan, Sarangani Province, Philippines.

ORCID: <https://orcid.org/0009-0004-4039-7695>

Google Scholar:

https://scholar.google.com/citations?view_op=new_articles&hl=fil&imq=Mary+Ann+L.+Cerezo#

Academia: <https://independent.academia.edu/MARYANNCEREZO>

Email: maryann.cerezo@deped.gov.ph

Gregorio O. Ruales (EdD), Professor, Graduate School, Ramon Magsaysay Memorial Colleges, Philippines.

References

- Aaskoven, M. S., Kjær, T., & Gyrd-Hansen, D. (2022). Effects of parental health shocks on children's school achievements: A register-based population study. *Journal of Health Economics*, 81, 102573. <https://doi.org/10.1016/j.jhealeco.2021.102573>
- Adler, R. H. (2022). Trustworthiness in qualitative research. *Journal of Human Lactation*, 38(4), 598-602. <https://doi.org/10.1177/08903344221116620>
- Alampay L.P., Garcia A.S. (2019) Education and Parenting in the Philippines. In: Sorbring E., Lansford J. (eds) *School Systems, Parent Behavior, and Academic Achievement. Young People and Learning Processes in School and Everyday Life*, vol 3. Springer, Cham. https://doi.org/10.1007/978-3-030-28277-6_7
- Albiso, C. F. N., Amante, D. K. R., Baruel, A. F. H., Cabanilla, A., Cortes, V., Devilleres, T. R. D., & Dolino, B. E. T. A. (2022). Parental Involvement and Academic Performance of High School Students: A Correlational Study. *International Journal of Humanities and Education Development (IJHED)*, 4(3), 185–195. <https://doi.org/10.22161/jhed.4.3.22>.
- Alfiansyah, H. R. (2019). The Role of Parental Involvement Towards the students' learning Motivation. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 22(2), 276-283. <https://doi.org/10.24252/lp.2019v22n2i9>.
- Alhazmi, A. A., & Kaufmann, A. (2022). Phenomenological qualitative methods applied to the analysis of cross-cultural experience in novel educational social contexts. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.785134>
- Amaro, N., Garalde, J. A., Lluisma, J., Oczon, L. M., Turado, M., Ventura, D, & Bernales Jr., A (2020). Parental Involvement: Its Effect on Academic Performance of Selected Grade 12 General Academic Strand Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research*, 2(1). Retrieved from. <https://surl.lu/kixspr>
- Amponsah, M. A., Milledzi, E. Y., Ampofo, E.T., & Gyambrah, M. (2018). Relationship between parental involvement and academic performance of senior high school students: The Case of Ashanti Mampong Municipality of Ghana." *American Journal of Educational Research*, 6 (1) (2018): 1-8. <https://doi.org/10.12691/education-6-1-1>.
- Avnet, M., Makara, D., Larwin, K. H., & Erickson, M. (2019). The impact of parental involvement and education on academic achievement in elementary school. *International Journal of Evaluation and Research in Education*, 8(3), 476-483. <https://files.eric.ed.gov/fulltext/EJ1232316.pdf>
- Bartolome, M. T., & bin Mamat, N. (2020). Exploring parental involvement in Early Childhood Education in Philippines: A case study. *The Normal Lights*, 14(2). <https://doi.org/10.56278/tnl.v14i2.1653>
- Bhatia, M. K. (2017). Data analysis and its importance. *International Research Journal of Advanced Engineering and Science*, 2(1), 166-168. <https://surl.li/cuhduy>
- Black, R. S. (2022). Parental involvement and the academic achievement of third achievement of third and fourth grade students during the 2014-2015 and 2015-2016 School. <https://surli.cc/mbrjcw>

- Blunden, A. (2021). Vygotsky's theory of child development. In *Hegel, Marx and Vygotsky* (pp. 143-155). Brill. https://doi.org/10.1163/9789004470972_009
- Boonk, L., Gijssels, H. J. M., Ritzen, H., Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*. <https://doi.org/10.1016/j.edurev.2018.02.001>
- Bortes, C., Strandh, M., & Nilsson, K. (2020). Parental illness and young people's education. *Child Indicators Research*, 13, 2069-2091. <https://surl.lu/gkomtt>
- Bouncken, R. B., Qiu, Y., Sinkovics, N., & Kürsten, W. (2021). Qualitative research: Extending the range with flexible pattern matching. *Review of Managerial Science*, 15(2), 251-273. <https://link.springer.com/article/10.1007/s11846-021-00451-2>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press. <https://surli.cc/ggkvsz>
- Bryce, C. I., Bradley, R. H., Abry, T., Swanson, J., & Thompson, M. S. (2019). Parents' and teachers' academic influences, behavioral engagement, and first-and fifth-grade achievement. *School Psychology*, 34(5), 492. <https://doi.org/10.1037/spq0000297>
- Ceka, A., & Murati, R. (2016). The role of parents in the education of children. *Journal of Education and Practice*, 7(5), 61-64. <https://eric.ed.gov/?id=EJ1092391>
- Coleman, J. S. (2018). *Parents, their children, and schools*. Routledge. <https://surl.li/rdjrez>
- Daher, M., Olivares, H., Carré, D., Jaramillo, A., & Tomicic, A. (2017). Experience and meaning in qualitative research: A conceptual review and a methodological device proposal. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 18, No. 3, p. 24). DEU. <https://doi.org/10.17169/fqs-18.3.2696>
- Daniels, K. (2021). Notions of agency in early literacy classrooms: Assemblages and productive intersections. *Journal of Early Childhood Literacy*, 21(4), 568-589. <https://doi.org/10.1177/1468798419866489>
- Darko-Asumadu, D., & Sika-Bright, S. (2021). Parental involvement and pupils' academic performance in the Cape Coast Metropolis, Ghana. <https://doi.org/10.1515/edu-2020-0142>.
- Darling, C. A., Cassidy, D., & Rehm, M. (2020). The foundations of family life education model: Understanding the field. *Family Relations*, 69(3), 427-441. <https://doi.org/10.1111/fare.12372>
- David, D. M. (2022). *Influence of parental involvement on students' academic achievement in public mixed-day secondary schools in Yatta Sub-County, Machakos County* [Thesis, Strathmore University]. <https://surl.li/sttwxl>
- DepEd Order No. 35, s. 2022. *Guidelines on Enrolment for School Year 2022-2023 in the context of re-introduction of the in-person classes*.
- Deterding, N. M., & Waters, M. C. (2021). Flexible coding of in-depth interviews: A twenty-first-century approach. *Sociological Methods & Research*, 50(2), 708-739. 2. <https://doi.org/10.1177/0049124118799377>
- Đurišić, M., & Bunijevac, M. (2017). Parental involvement as an important factor for successful education. *Center for Educational Policy Studies Journal*, 7(3), 137-153. <https://doi.org/10.26529/cepsj.291>

- Enteria, O. C., & Tagyam, R. P. (2020). Parental involvement in the education development of indigenous people in selected elementary schools in the northern part of Mindanao, Philippines. *Asian Journal of Advanced Research and Reports*, 13(3), 16-27. <https://surli.cc/tinksh>
- Erdem, C., & Kaya, M. (2020). A meta-analysis of the effect of parental involvement on students' academic achievement. *Journal of Learning for Development*, 7(3), 367-383. <https://files.eric.ed.gov/fulltext/EJ1280652.pdf>
- Erol, Y. C., & Turhan, M. (2018). The relationship between parental involvement to education of students and student's engagement to school. *International Online Journal of Educational Sciences*, 10(5). <https://doi.org/10.15345/iojes.2018.05.017>
- Farooq, M. S., Asim, I. (2020). Parental involvement as predictor for self-regulated learning and academic achievement of students at secondary school level. *Journal of Educational Sciences & Research Spring 2020*, 7 (1), pp 14-32. <https://surl.li/jkxhgZ>
- Foskolos, K., Gardner, F., & Montgomery, P. (2023). Brief parenting seminars for preventing child behavioral and emotional difficulties: A pilot randomized controlled trial. *Journal of Child and Family Studies*, 32(10), 3063-3075. <https://link.springer.com/content/pdf/10.1007/s10826-023-02653-6.pdf>
- Gan, Y., & Bilige, S. (2019). Parental involvement in home-based education and children's academic achievement in China. Social behavior and personality: *An International Journal*, 47(12), 1-15. <https://doi.org/10.2224/sbp.8491>
- Garcia, A. S., & de Guzman, M. R. T. (2020). The meanings and ways of parental involvement among low-income Filipinos. *Early Childhood Research Quarterly*, 53, 343-354. <https://doi.org/10.1016/j.ecresq.2020.05.013>
- Goss, A. C. (2019). Power to engage, power to resist: A structuration analysis of barriers to parental involvement. *Education and Urban Society*, 51(5), 595-612. <https://doi.org/10.1177/0013124517747363>
- Grepon, B. G., & Cepada, C. M. (2020). Absenteeism and parental involvement in home and school among middle school students of public school in northern Mindanao, Philippines: Basis for intervention. *Journal research Gate*, 8(2), 2311-6080. <https://doi.org/10.32388/CJL6SC.2>
- Hassoun, R. (2022). The impact of parental involvement of 3rd cycle students in schools of South Lebanon. *globets.org/journal. International Journal of Education, Technology and Science* 2(1). <https://surl.li/haboxi>
- Hussain, M. A., Ahmad, I., & Samson, A. (2020). Relationship between parental involvement & academic achievement: A case for secondary school students in southern Punjab, Pakistan. *Pjer*, Vol 3, Issue 2. Relationship between parental 66. <https://doi.org/10.52337/pjer.v3i2.38>
- Jabar, M. A. (2021). Child-related factors and parental involvement among parents in select public elementary and high schools in the Philippines. *Education* 3-13, 1-15. <https://doi.org/10.1080/03004279.2021.1954968>
- Jabar, M., Kasilag, R., Collado, Z., & Jamoral, R. (2021). Family capital and parental involvement among parents in public elementary and secondary schools in the

- Philippines: Perspectives of parents and children. *Asia Pacific Journal of Education*, 1-17. <https://doi.org/10.1080/02188791.2021.1944841>
- Jervis, S. (2019). The use of self as a research tool. In *Researching beneath, the surface* (pp. 145-166). Routledge. <https://surl.li/sorzbs>
- Jezierski, S., & Wall, G. (2019). Changing understandings and expectations of parental involvement in education. *Gender and Education*, 31(7), 811-826. <https://doi.org/10.1080/09540253.2017.1332340>.
- Kigobe, J. (2019). *Parental involvement in literacy development of primary school children in Tanzania*. <https://surl.li/puyvqq>
- Kigobe, J., Ghesquière, P., Ng'Umbi, M., & Van Leeuwen, K. (2019). Parental involvement in educational activities in Tanzania: Understanding motivational factors. *Educational Studies*, 45(5), 613-632. <https://doi.org/10.1080/03055698.2018.1509780>
- Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1), 120-124. <https://doi/abs/10.1080/13814788.2017.1375092>
- Krane, V., & Klevan, T. (2019). There are three of us: Parents' experiences of the importance of teacher-student relationships and parental involvement in upper secondary school. *International Journal of Adolescence and Youth*, 24(1), 74-84. <https://doi.org/10.1080/02673843.2018.1464482>
- Kwarteng, P., Asiamah, F., Twumasi, A. O., Nkansah, J.O., Issaka, J., & Afetorgbor, S. K. (2022). Parental involvement in the academic performance of students in Ghana: Socio-economic status. *Open Journal of Educational Research*, 2 (3), 114-125. <https://surl.li/pmfghy>.
- Lambert, M. C., Duppong Hurley, K., January, S. A., & Huscroft D'Angelo, J. (2022). The role of parental involvement in narrowing the academic achievement gap for high school students with elevated emotional and behavioral risks. *Journal of Emotional and Behavioral Disorders*, 30(1), 54-66. <https://doi.org/10.1177/10634266211020256>
- Lansford, J. E. (2019). Parenting and child discipline. In M. H. Bornstein (Ed.), *Handbook of parenting: The practice of parenting* (pp. 65–90). Routledge/Taylor & Francis Group. <https://surl.li/zdwwkiv>
- Lara, L., & Saracostti, M. (2019). Effect of parental involvement on children's academic achievement in Chile. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01464>
- Lee, S. A. (2018). Family structure effects on student outcomes. In *Parents, their children, and schools* (pp. 43-76). Routledge. <https://surl.lu/bvbcjo>
- Mao, M., Zang, L., & Zhang, H. (2020). The effects of parental absence on children development: evidence from left-behind children in China. *International Journal of Environmental Research and Public Health*, 17(18), 6770. <https://doi.org/10.3390/ijerph17186770>
- Marti, M., Merz, E. C., Repka, K. R., Landers, C., Noble, K. G., & Duch, H. (2018). Parent involvement in the getting ready for school intervention is associated with changes in school readiness skills. *Frontiers in Psychology*, 9, 759. <https://doi.org/10.3389/fpsyg.2018.00759>

- Martins, P. C., Matos, C. D., & Sani, A. I. (2023). Parental stress and risk of child abuse: The role of socioeconomic status. *Children and Youth Services Review*, 148. <https://doi.org/10.1016/j.chidyouth.2023.106879>
- McLeod, J. S., Wood, J., Lyster, S. J., Valenza, J. M., Spencer, A. R., & Whittaker, A. C. (2023). Quantitative constraints on flood variability in the rock record. *Nature Communications*, 14(1), 3362. <https://www.nature.com/articles/s41467-023-38967-8>
- Mehta, A., & Kaur, S. (2022). Relationship between parental involvement and academic achievement among VIIIth grade students. *International Journal of Creative Research Thoughts*, 10(8), a48-a58. <https://ijcrt.org/papers/IJCRT2208008.pdf>
- Mella, M., Barcial, R. ., Camarillas, M. ., Co, L. A. ., Taunan, A. ., & Barza, J. (2020). Impact of parental involvement on academic achievement of selected Grade 12 general academic strand students in Bestlink College of the Philippines. Ascendens Asia Singapore *Bestlink College of the Philippines Journal of Multidisciplinary Research*, 2(1). <https://surl.li/lpjphb>
- Miguel, F. F., Prudente, M. S., & Aguja, S. E. (2021, January). Teachers' initiatives and perceived parental involvement practices among Filipino junior high school students. In *2021 12th International Conference on E-Education, E-Business, E-Management, and E-Learning* (pp. 173-180). <https://doi.org/10.1145/3450148.3450173>
- Moneva, J. C., Jakosalem, C. M., Jagobiao, M. C., & Malbas, M. H. (2020). Students' satisfaction in their financial support and persistence in school. *International Journal of Social Science Research*, 8(2), 59-72. <https://pdfs.semanticscholar.org/e011/4f56152e9b91fb0c8da303c3442e39a8d668.pdf>
- Mora, T., & Escardíbul, J. O. (2018). Home environment and parental involvement in homework during adolescence in Catalonia (Spain). *Youth & Society*, 50(2), 183-203. <https://doi.org/10.1177/0044118X15626050>
- Myers, S. A. (2021). *Parent involvement and student achievement: Effects of indirect parent involvement on student achievement in Mathematics*. Electronic Theses, Projects, and Dissertations. 1285. <https://scholarworks.lib.csusb.edu/etd/1285>.
- Naite, I. (2020). Impact of parental involvement on children's academic performance at Crescent International School, Bangkok, Thailand. *International Symposium on Water, Ecology and Environment IOP Conference Series: Earth and Environmental Science* 690. 012064 IOP Publishing. <https://iopscience.iop.org/article/10.1088/1755-1315/690/1/012064/meta>
- Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspectives on Medical Education*, 8, 90-97. <https://link.springer.com/article/10.1007/s40037-019-0509-2>
- Nigussie, A.W. (2021). Parent's perspectives of parental involvement to support students' academic achievement. <https://surl.li/keqduo>
- Nguyen, Giang-Nguyen, T., Havard, B., & Otto, B. (2022). Parental involvement and high school dropout: Perspectives from students, parents, and Mathematics teachers. *European Journal of Educational Research*, v11 n1 p469-480. <https://files.eric.ed.gov/fulltext/EJ1329542.pdf>

- Núñez, J. C., Regueiro, B., Suárez, N., Piñeiro, I., Rodicio, M. L., & Valle, A. (2019). Student perception of teacher and parent involvement in homework and student engagement: The mediating role of motivation. *Frontiers in psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01384>
- OECD, 2023. *Education at a Glance 2023*. Organization for Economic Co-operation and Development. <https://surl.li/nfrfnq>
- Pek, L.S., & Mee Mee, R. W. (2020). *Parental involvement on child's education at home during school lockdown*. <https://surli.cc/drielnr>
- Pinatil, L. L., Trinidad, G. G., Englis, G.C., Miñoza, J. R., Corriente, I.C., & Trinidad, G. A. (2022). Parental involvement and academic performance of education students in a State University in the Philippines. *International Journal of Science and Management Studies (IJSMS)*, v5 (i3), 95-99. <https://surl.li/euqgrx>
- Popovic, M. A. J. A. (2019). Bowen family systems theory. *Marriage and family therapy: A practice-oriented approach*, 43-69. <https://surl.li/rlbbio>
- PSA, 2023. *Four out of Five Children Aged 5 to 24 Years Were Attending School for School Year 2022 to 2023*. Philippine Statistics Authority Government agency. <https://surli.cc/qbaxor>
- Qutoshi, S. B. (2018). Phenomenology: A philosophy and method of inquiry. *Journal of Education and Educational Development*, 5(1), 215-222. <https://eric.ed.gov/?id=EJ1180603>
- Rahmelia, S., Haloho, O., Pongoh, F. D., & Purwantoro, B. (2022). Building an environment that motivates education sustainability in Tumbang Habaon Village, Gunung Mas, Central Kalimantan Province, during pandemic through participatory action research between parents, schools and church. *Engagement: Jurnal Pengabdian Kepada Masyarakat*, 6(1), 204-220. <https://doi.org/10.29062/engagement.v6i1.1019>
- Robey, D., & Taylor, W. T. (2018). Engaged participant observation: An integrative approach to qualitative field research for practitioner-scholars. *Engaged Management Review*, 2(1), 1. <https://commons.case.edu/emr/vol2/iss1/1/>
- Salac, L., Florida, J. (2022). Epstein Model of parental involvement and academic performance of learners. *European Online Journal of Natural and Social Sciences*, Česká Republika, Available at: <https://european-science.com/eojnss/article/view/6398>
- Schmid, E., & Garrels, V. (2021). *Parental involvement and educational success among vulnerable students in vocational education and training*. <https://doi.org/10.1080/00131881.2021.1988672>.
- Serna, C., & Martinez, I. (2019). Parental involvement as a protective factor in school adjustment among retained and promoted secondary students. *Sustainability*, 11(24). <https://doi.org/10.3390/su11247080>. page no. 22
- Silinskas, G., & Kikas, E. (2019). Parental involvement in math homework: Links to children's performance and motivation. *Scandinavian Journal of Educational Research*, 63(1), 17-37. <https://doi.org/10.1080/00313831.2017.1324901>

- Slembrouck, S. (2015). The role of the researcher in interview narratives. *The Handbook of Narrative Analysis*, 239-254. <https://doi.org/10.1002/9781118458204.ch12>
- Smith, T. E., Holmes, S. R., Sheridan, S. M., Cooper, J. M., Bloomfield, B. S., & Preast, J. L. (2021). The effects of consultation-based family-school engagement on student and parent outcomes: A meta-analysis. *Journal of Educational and Psychological Consultation*, 31(3), 278-306. <https://doi.org/10.1080/10474412.2020.1749062>
- Stahl, N. A., & King, J. R. (2020). Expanding approaches for research: Understanding and using trustworthiness in qualitative research. *Journal of Developmental Education*, 44(1), 26-28. <https://www.jstor.org/stable/45381095>
- Stevano, S., & Deane, K. (2019). *The role of research assistants in qualitative and cross-cultural social sciences research*. https://doi.org/10.1007/978-981-105251-4_39
- Storm, B. C., Hickman, M. L., & Bjork, E. L. (2016). Improving encoding strategies as a function of test knowledge and experience. *Memory & Cognition*, 44, 660-670. <https://link.springer.com/article/10.3758/s13421-016-0588-9>
- Sundler, A. J., Lindberg, E., Nilsson, C., & Palmér, L. (2019). Qualitative thematic analysis based on descriptive phenomenology. *Nursing open*, 6(3), 733-739. <https://doi.org/10.1002/nop2.275>
- Tao, S. S., Lau, E. Y. H., & Yiu, H. M. (2019). Parental involvement after the transition to school: Are parents' expectations matched by experience? *Journal of Research in Childhood Education*, 33(4), 637-653. <https://doi.org/10.1080/02568543.2019.1653409>
- Thomas, V., De Backer, F., Peeters, J., & Lombaerts, K. (2019). Parental involvement and adolescent school achievement: The mediational role of self-regulated learning. *Learning Environments Research*, 22, 345-363. <https://link.springer.com/article/10.1007/s10984-019-09278-x>
- UNESCO, 2023. *Global education monitoring report summary, 2023: technology in education: a tool on whose terms*. Global education monitoring report summary, 2023
- United Nations, 2023. Goal 4: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. United Nations Intergovernmental organization
- Vincent, C. (2017). The children have only got one education and you have to make sure it's a good one: Parenting and parent-school relations in a neoliberal age. *Gender and Education*, 29(5), 541-557. <https://doi.org/10.1080/09540253.2016.1274387>
- Viswambharan, A. P., & Priya, K. R. (2016). Documentary analysis as a qualitative methodology to explore disaster mental health: Insights from analyzing a documentary on communal riots. *Qualitative Research*, 16(1), 43-59. <https://doi.org/10.1177/1468794114567494>
- Vygotsky, L. S. (1978). *Mind in society: Development of higher psychological processes*. Harvard university press. <https://surl.li/asokwf>
- World Bank, 2021. [Education Overview: Development news, research, data. World Bank](#)
- Yulianti, K., Denessen, E. J. P. G., & Droop, W. (2019). Indonesian parents' involvement in their children's education: A study in elementary schools in urban and rural Java, Indonesia. *School Community Journal*, 29(1) <https://surl.li/bcqszi>

Zahavi, D. (2018). *Phenomenology: The basics*. Routledge.
<https://doi.org/10.4324/9781315441603>

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).