



# Parental Involvement: Urban Elementary School in Focus

**Mary Ann S. Estorgio<sup>a++\*</sup> and Cindy B. Rosil<sup>a#</sup>**

<sup>a</sup> Graduate School, The Rizal Memorial Colleges, Inc Davao City, Philippines.

## **Authors' contributions**

*This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.*

## **Article Information**

DOI: <https://doi.org/10.9734/ajess/2024/v50i71470>

## **Open Peer Review History:**

This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editor(s) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: <https://www.sdiarticle5.com/review-history/118612>

**Original Research Article**

**Received: 14/04/2024**

**Accepted: 19/06/2024**

**Published: 22/06/2024**

## **ABSTRACT**

The study investigated the experiences of elementary school parents in urban areas regarding their engagement in their children's education. Employing a qualitative research approach, specifically adopting a phenomenological design, it was conducted within selected public elementary schools in Davao City, utilizing in-depth interviews with 8 parents. Strict ethical protocols were adhered to throughout the data collection process. The findings, analyzed meticulously using thematic analysis, revealed that the most common issues faced by parents included conflicting work schedules and inadequate communication with teachers. Coping strategies employed by parents included time management, setting priorities, and active engagement. Parents emphasized the importance of effectively managing their schedules, setting clear priorities, and being intentional in their interactions with the school to fulfill their roles in their children's education. Participants highlighted the significance of continuous communication and active involvement for achieving these goals. It is recommended that parents may prioritize effective communication with teachers to enhance their engagement in their children's education. This includes regular updates on their child's progress, discussing concerns or challenges promptly, and actively participating in school activities and meetings.

<sup>++</sup> Student;

<sup>#</sup> Faculty;

<sup>\*</sup>Corresponding author: Email: [maryannestorgio@outlook.com](mailto:maryannestorgio@outlook.com);

Cite as: Estorgio, Mary Ann S., and Cindy B. Rosil. 2024. "Parental Involvement: Urban Elementary School in Focus". Asian Journal of Education and Social Studies 50 (7):371-85. <https://doi.org/10.9734/ajess/2024/v50i71470>.

**Keywords:** *Education; parental involvement; urban elementary school; phenomenology; Davao City; Philippines.*

## 1. INTRODUCTION

Parental involvement plays a crucial role in children's learning experience. Students' school and home environments contribute to shaping their minds, characters, and skills. However, some factors may hinder parents from actively engaging in their children's school life. Schools have created several initiatives to address this problem and increase parent participation in academic settings [1-3]. Some of these initiatives have flourished to yield better outcomes, yet others are not privileged to achieve the same results. This is especially so for oversized school populations in impoverished urban areas.

According to Jafarov [4], there is no single definition of parental involvement in the literature. But LaRoque et al. [5] highlighted that this refers to parents' or guardians' investment in their children's education. Parental involvement may denote parents' home-related and school-related functions in their children's education. Literature about the influence of parental involvement on students' academic achievement has been published extensively for over 50 years [6].

A study by Barge and Loges [7] mentioned that parents, students, and teachers differ in how they view parental involvement. For parents, parental involvement means regular supervision of learners' homework by the parents, creating individual relationships with teachers, gaining advantage of extracurricular school activities, and enhancing supportive relationships with the community. Meanwhile, for the students, parental involvement may indicate parental motivation, parental assistance with homework, and engagement between school and parents.

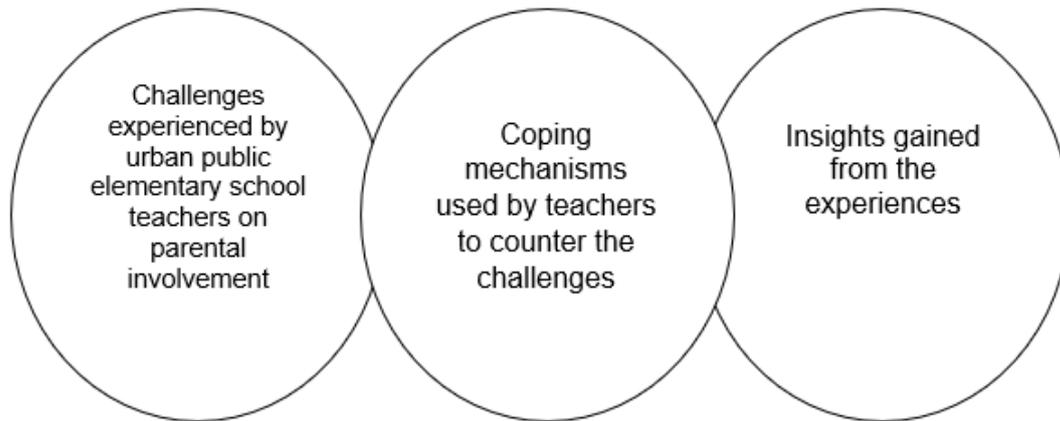
Other known benefits of parental involvement are improved parent-teacher relationships, improved school attendance, teacher morale and school climate, improved mental health and behavior of students, and increased parental satisfaction, interest, and confidence. The meta-analysis conducted by Fan and Chen [8] shows that there is a positive correlation between academic achievement and parental involvement. That is to say, students with more active parents in school tend to achieve more in their academic pursuits.

Several factors contribute to parents' low participation in school activities. A study by Baquedano-López et al. [9] explored these factors, particularly for parents from low-income households, and the strategies schools use to address them. Additionally, Hornby and Blackwell [10] cited that factors such as lack of time, low educational background, lack of knowledge about the curriculum, income level, and self-held beliefs about their skills to develop learning influence parents' lack of involvement in their children's education.

In the context of the Philippines, family is deemed important because it serves as the center of one's social world [11]. Yet, many Filipino families face socioeconomic difficulties. In 2022, the proportion of poor Filipinos has been recorded at 18.1 based on the initial results of the Family Income and Expenditure Survey (FIES). This refers to the proportion of the number of Filipinos whose income per capita does not adequately meet individuals' basic food and non-food necessities. The figure translates to 19.99 million Filipinos living below the poverty threshold. This points to a salary of 12,030 pesos monthly for a family of five [12].

Many Filipino children in urban areas come from low-income households, where parents often juggle multiple jobs to provide for their families. As Jabar [13] suggests, parental involvement in these situations might not translate directly to academic involvement. To compensate for limited time, low-income parents may see providing food, financial security, exempting children from chores, maintaining strong family relationships, and avoiding harmful habits as their way of being involved in their children's upbringing.

Parental involvement in urban elementary schools refers to parents' participation in their children's education in large city areas. Usually, these parents carry out multiple jobs and responsibilities. In large demographic urban areas such as Davao City, schools catering to students from low-income households face many challenges with parental support and involvement. This is the case with students from low-income families in Francisco Bustamante Central Elementary School, where teachers face difficulties engaging with students' parents about



**Fig. 1. Conceptual framework of the study**

their educational experience. Parents' actual experiences are beneficial in order to arrive at an understanding of the factors that contribute to the difficulties and lack of their involvement. This will help schools develop strategies to approach the problem better and strengthen the sense of community between schools and their parent stakeholders.

### **1.1 Purpose of the Study**

This study investigated the challenges faced by urban elementary school teachers in fostering parental involvement and the coping strategies they employ to address these challenges. The study's findings would help contribute to the plethora of literature that intends to find solutions to reduce the barriers to parental involvement in education and gather coping mechanisms to solve these problems better.

## **2. METHODOLOGY**

### **2.1 Philosophical Assumptions of the Study**

According to Creswell [13], one could begin the process by thinking about why it's important to understand and be able to explain the philosophical presuppositions that drive qualitative research. According to Creswell [14-15] understanding philosophical presuppositions is essential because it affects how one formulates problems, research questions, and information-seeking tactics. These assumptions are also based on one's training and reinforced by the scholarly community in which they are employed.

Additionally, the researcher benefits from knowing the reviewers' positions on key epistemological issues when they make philosophical assumptions about the work.

In qualitative research, paradigms are philosophical presuppositions and beliefs. They include ontology, epistemology, axiology, and technique. According to Creswell, axiology examines how values play a role in research, ontology involves views about the nature of reality, epistemology addresses what constitutes knowledge and how knowledge claims are supported, and methodology refers to the research process. The nature of reality and its attributes are related to the ontological problem of philosophical presumptions and beliefs. When conducting qualitative research, researchers are accepting the concept of various realities. Like the study's participants and readers, various researchers embrace various realities. Qualitative researchers perform studies on individuals with the goal of reporting these various realities.

In qualitative research, the epistemological premise dictates that researchers attempt to establish a personal connection with the participants. According to individual viewpoints, the subjective evidence is put together, which is how knowledge is discovered. The field in which the participants live and work becomes crucial for conducting studies since these circumstances are crucial for comprehending what the participants are saying. This is done to reduce the distance and subjectivity between the researcher and the subjects of the study [16].

Meanwhile, the axiological presumption relates to the values the researcher brings to the study, and in qualitative research, the researcher makes their values explicit. According to Creswell, in a qualitative study, the researchers actively disclose their personal beliefs and prejudices and the value-laden character of the data they collected on the ground. They also acknowledge the value-laden nature of the research.

Qualitative research methodology is described as such as inductive, emergent, and formed by the researcher's experience in data collection and analysis. As mentioned by Creswell, instead of being totally passed down from a theory or from the opinions of the researchers, the qualitative researcher's logic is inductive from the ground up.

## **2.2 Qualitative Assumptions**

People use social constructivism as an interpretive framework for qualitative presumptions to understand their reality and create distinctive meanings that connect to their experiences. These meanings are not innate or implanted in every individual. Instead, meanings develop through interactions with others [14]. Given the wide range of meanings participants attributed to parental involvement, the study prioritized understanding their perspectives in all their complexity rather than imposing simplistic categories. This approach emphasized relying heavily on the participants' own viewpoints. In social and historical settings, these arbitrary interpretations are frequently contested. In other words, they emerge through social interactions as well as traditions from history and culture. This means that rather than being solely imprinted on people, they are created via interactions with others as well as historical and cultural traditions that function in their lives.

## **2.3 Research Design**

Open-ended questions were used in a qualitative inquiry-based phenomenological research design for the study. A type of investigation known as "phenomenological research" aims to extract the substance of participants' descriptions of a phenomenon. In order to comprehend the experiences of the study participants, the researcher excludes or brackets their own experiences [17]. By using technology in their teaching and learning, the study explored the shared understanding teachers have about

promoting digital literacy, emphasizing the commonalities in their experiences. Phenomenological techniques are particularly good at challenging structural or normative presumptions by bringing individual experiences and perceptions from their own points of view to the fore. By enabling it to be used as the basis for practical theory, phenomenological research can be used to inform, support, or challenge policy and action by adding an interpretive component [18]. The study methodology thus fits well for capturing the ideas and experiences of instructors in an inclusive environment. Filling in research gaps and offering recommendations for improvement, which in the case of the current study pertains to teachers' experiences in an inclusive classroom, will be made easier with a clearer picture of the occurrence.

Additionally, this study used an IDI that included participant observations. According to Denzin & Lincoln [19], this approach uses various interviews, observations, and historical, interactive, and visual texts to gather information about the routines, issues, and significance of people's lives. It is an investigation technique for comprehending a social or human issue based on several methodological traditions. It creates a comprehensive picture, examines written materials, reports, and informants' in-depth opinions, and conducts the research in a natural environment.

Real-world situations must also be examined in terms of the participants' perceptions of their context. Phenomenology is a method that can be used to investigate the issues surrounding the lived experiences of home economics teachers in public secondary schools.

## **2.4 Research Participants**

This study was carried out at Francisco Bustamante Central Elementary School. Eight (8) participants who are parents of Grade 1 Muslim students will be chosen on purpose to serve as the key informants. The purposeful selection of an informant based on the informant's personal characteristics is known as the judgment sampling or purposive sampling technique. It is a non-random technique that does not require underlying ideas or a predetermined number of informants [20].

The researcher determined what information was necessary and then set out to locate those who could and would be willing to share it due to their

experiences. Through the key informant technique, where one or a small number of people are asked to serve as guides to the phenomenon, deliberate sampling is demonstrated. Key informants are perceptive, self-aware members of the community of interest who have a wealth of knowledge about the subject and are both able and eager to offer it.

The following qualifications are specifically required for inclusion: (1) parent of Grade 1 elementary students; and (2) has work or occupation. The following exclusion criteria were considered: (1) parent without a work or occupation.

## **2.5 Role of the Researcher**

In qualitative research, the researcher's job is to obtain the necessary data while examining the opinions and feelings of the study subjects regarding the topic under investigation. To put it mildly, this is not an easy process. This means getting people to talk on subjects that could be extremely sensitive to them. Reliving past experiences can be difficult at times, especially if they were unpleasant and are still fresh in the participant's mind. As a researcher, my first responsibility is to safeguard participants and their data, regardless of the method used to collect it. Participants must be provided with clear and concise protective methods.

## **2.6 Data Gathering Procedure**

An interview guide comprised of three significant questions was prepared to understand the experiences of public school teachers involving parental engagement in urban elementary schools. The focus of the guide was deliberately chosen to identify the problems faced by educators in their efforts to engage more parents in school involvement and initiatives. The interview guide was then validated by specialists. Additionally, proper ethical protocols were observed and applied during the data collection process.

A formal letter requesting permission to conduct the study was submitted to the principal of the schools, the district supervisor, the DepEd division office, and the superintendent of the schools' division of Davao City. Upon receiving the approval letter, all requirements mandated by the authorizing authority were addressed and fulfilled.

Following this, interview sessions were conducted and audio recorded with the informed consent of the participants. Additionally, participants were instructed to refrain from mentioning names of people or places during the interviews. During each interview, the study's objectives, the interview format, and the nature, benefits, and potential drawbacks of participation were explained to the participants. They were also informed that participation was entirely voluntary and that all collected information would be treated with the utmost confidentiality. It was emphasized that there would be no monetary compensation for their involvement; however, it was noted that their participation could contribute to the advancement of knowledge on the phenomenon under investigation. Subsequently, a note taker and recorder were employed to transcribe the In-Depth Interviews (IDI). To ensure the authenticity of the informants' responses, the trial version of the Inscribe software was also utilized to record their responses. This technique facilitated a connection with the interview subjects and encouraged open and honest responses. Following the IDI procedure, the data was reviewed and summarized before being presented back to the participants for verification of accuracy.

Participants were offered the opportunity to critically evaluate and comment on the findings by sharing them with them. The summaries provided to the participants received unanimous approval as an accurate representation of their thoughts, feelings, and experiences. Their confirmation of the information's accuracy and completeness significantly enhanced the study's credibility. Consequently, the information obtained from the IDI was then organized into themes for analysis.

## **2.7 Data Analysis**

In a qualitative research design, several tasks were completed before the gathered data was analyzed. These fundamental tasks are applicable to all methodologies within this design. First, data protection procedures were established to safeguard both the data itself and the original materials used in data collection [21]. The storage process ensured the anonymity and privacy of the participants. Next, the raw data was transcribed into a usable format. A master copy and backups were created to mitigate any potential errors. Following this, thematic analysis was employed to identify patterns within the data.

Examining interview data involved searching for recurring themes within the patterns. A benefit of thematic analysis is its flexibility. It can be applied to deductive studies, where pre-defined themes are investigated, or exploratory studies, where themes emerge organically. Regardless of the study type or purpose, the most critical aspect of the analysis remained respecting the data and accurately portraying the interview findings [22].

Consequently, participants in the study were required to receive all information necessary to make an informed decision regarding continued participation and to exercise their right to decline involvement if they chose. Participant privacy was ensured by withholding names and other

identifying information throughout data collection, analysis, and reporting processes (reference withheld to protect anonymity). Careful attention was paid to safeguarding interviewee privacy and confidentiality at every stage of the procedure, including pre-interview planning, the interview itself, data analysis, and the dissemination of results.

The study was conducted in compliance with ethical standards for qualitative research. All necessary steps were taken to ensure participants' understanding of the study details and the presented concepts. Additionally, required documents were submitted to the ethical committee of the graduate program at Rizal Memorial Colleges for verification and approval.

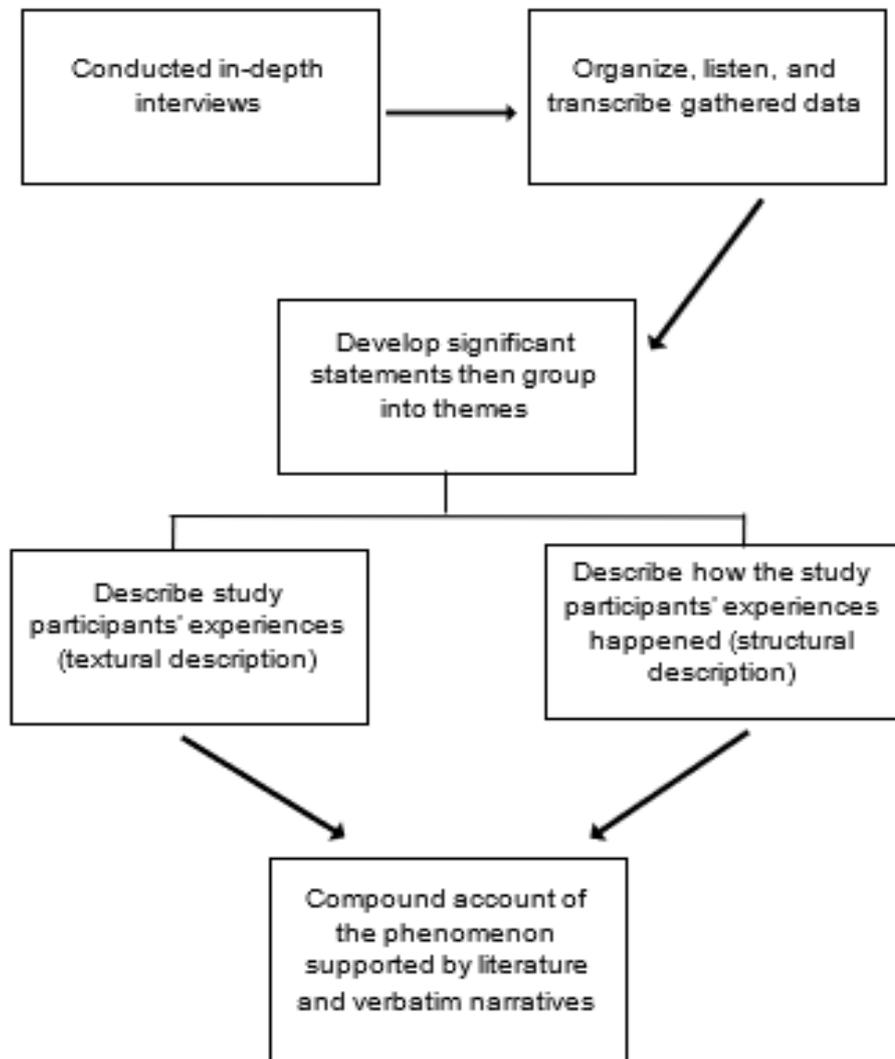


Fig. 2. Analytical framework

### 3. RESULTS AND DISCUSSION

#### 3.1 Challenges Experienced by Urban Public Elementary School Teachers on Parental Involvement

**Work schedule conflicts.** Parental involvement plays a crucial role in a child's academic success. However, in today's fast-paced world, many parents are overwhelmed with various responsibilities, leaving them with limited time to engage in their child's academic pursuits actively. The analysis of the themes showed that parents' primary struggles include having no time to be more involved in their children's education. This is due to hectic schedules caused by their busy work.

*"Less time for their academic studies." (P1)*

*"Yes, especially to those who are working moms like me." (P2)*

*"There are times that it may be difficult. For instance, when these activities in school involve parents and it conflicts to the schedule of parent's work." (P3)*

*"Yes, because sometimes I can't be with my child's event in school because of my work." (P4)*

*"No time in dealing schoolwork, lack of time and money." (P5)*

*"Yes, especially in terms of financial and time schedule because of my work." (P7)*

P1 highlighted that s/he experienced less time in supervising their child's academic studies. Meanwhile, P2 stated that this is due to the hectic schedule caused by being a working mother. P3 agreed that there were times when their schedule at work would not match their child's school activities, thus compromising the latter. This is the same with the experience of P4, where she stated there were missed instances of showing up at their child's school events due to work. Furthermore, P5 and P6 agreed that they lacked both time and money to be more involved in their children's academic lives.

Numerous studies have indicated a significant correlation between parental involvement and child academic performance. However, when parents face time constraints due to work

commitments, multiple jobs, or other responsibilities, their ability to actively participate in their children's education diminishes. This lack of parental engagement can manifest in various ways, including decreased supervision of homework, limited communication with teachers, and reduced participation in school activities [23].

**Lack of communication.** Another theme in the analysis was the lack of communication between the parents and the school, which resulted in parents being unable to attend to their children's important academic matters. The responses were as follow:

*"Lack of communication & receiving information." (P6)*

*"It was hard to communicate with the teacher sometimes about my child's academic performance because I'm also very busy at work." (P8)*

P6 mentioned that there had been a lack of communication between them and the school], and there were instances when receiving information came across as difficult. Meanwhile, P8 highlighted that it was sometimes hard to connect with the teacher regarding their child's academic performance due to their busy work schedule. The lack of communication, for various reasons, between parents and teachers may come across as a hindrance because providing and receiving necessary information that could potentially help the child in their academic progress does not reach the parents.

Research consistently demonstrates that strong parent-teacher communication positively influences children's academic outcomes. When parents and teachers actively engage in open dialogue, they can effectively collaborate to support the child's learning needs. However, several negative consequences may arise when communication is limited or nonexistent. These include a lack of awareness of the child's progress, missed opportunities for intervention, and difficulty addressing academic or behavioral concerns on time [24].

The absence of effective communication between parents and teachers can create a disconnect in the children's educational journey. Parents may feel uninformed about their children's academic performance and, therefore, unable to provide support at home. Similarly, teachers may struggle to gain valuable parental

insights that could inform their instructional practices. This communication breakdown can contribute to students' academic disengagement, frustration, and underachievement.

### 3.2 Coping Mechanisms used by Teachers to Counter the Challenges

The participants' responses have demonstrated the different problems faced by parents regarding their involvement with their children's education. These difficulties are a barrier in the educational community as they do not positively contribute to the well-being of the learners. Parents have, therefore, developed coping strategies to deal with the circumstances.

**Time Management.** One of the themes that emerged from the analysis was time management. Time management should be properly implemented so that parents can meet the demands of both work and parenthood. Below are the responses of the participants, to wit:

*"Adjust time management. Budget your time for school involvement." (P1)*

*"Flexible scheduling of time, to accommodate to those parents with busy work schedules and other commitments." (P2)*

*"Having flexible scheduling options for parent-teacher conferences, school events to accommodate parents with busy work schedules or other commitments." (P3)*

*"I make some adjustment with the time. Making some schedule that I can be present or get involved to school where my children are studying." (P4)*

*"We just keep on being flexible and open." (P7)*

P1 suggested that proper time management and budgeting his/her time for school involvement is key to finding a balance between work and active involvement with their child's academic pursuits. Meanwhile, P2, P3, and P7 highlighted that flexible schedules could help them be more participative in his/her child's education. The school can help in making this possible. Furthermore, P4 noted that adjusting their time could help them become more of an active parent in their child's education.

**Setting Priorities.** Another theme from the study was setting their priorities right to insert more valuable work into the process. These were the responses of the participants, to wit:

*"First, know my priorities; second, avoid unnecessary things that add chaos in situations. Lastly, focus only on the important needs for your child's success." (P1)*

*"Having a timeline in making my time management proportion so that I can have time for school involvement as a parent." (P4)*

P1 suggested that it is imperative to set their priorities right. Meanwhile, avoiding unnecessary tasks that could add to more responsibilities at present, and prioritizing those that are urgent and important could lead to more time to address their child's education. Moreover, P4 highlighted that having a timeline and following it thoroughly also helps in being more involved as a parent.

In retrospect, setting priorities reflects a parent's commitment to their child's future and educational success. By prioritizing education, parents send a powerful message to their children about the value of learning and academic achievement. Moreover, prioritization facilitates the establishment of routines and structures that support consistent parental involvement, which is crucial for fostering a supportive and nurturing educational environment [25].

**Active communication with teachers.** One of the themes that emerged from the study's findings was the need for active communication between parents and teachers. The participants suggested constant communication through follow-ups and updates to resolve the problem with reduced parental involvement. These were the responses, to wit:

*"Constant follow-up/updates of all related matters and seek feedback and evaluation." (P2)*

*"Given my experiences, I will suggest that we shall communicate effectively to foster a positive relationship." (P3)*

*"Work together-growing children means a great responsibility for us parents, for every struggle that we may encounter, helping*

*each other or working together means so much for us to pursue and overcome the situation for the good of our children.” (P7)*

P2 suggested that conducting constant updates regarding important matters related to the child's education and seeking feedback and evaluation of the child's performance are important. Additionally, P3 suggested that communicating effectively [with the teacher] promotes positive relationships. Moreover, P7 emphasized that working with the school community helps parents, teachers, and students overcome whatever challenges could affect a child's education.

According to Cunha et al. [26] informing parents about children's grades and attendance has significantly raised the level of students' educational attainment. This coincides with the study of Chatzinikola [27] in which the importance of parent-teacher communication was highlighted to further improve students' academic performance. More so, constant communication improves the relationship between the school community and parents.

### 3.3 Insights Gained from the Experiences

Insights were garnered through the analysis of the qualitative data gathered. The data show a comprehensive analysis, allowing for a deeper understanding of parents' experiences regarding school involvement.

**Constant communication.** One of the themes gained from the findings was the importance of keeping constant communication. Below are the accounts of the participants, to wit:

*“Good communication towards parents. Goals that are attainable for the good of the learners.” (P4)*

*“Constant follow-up of all school-related matters.” (P6)*

P4 suggested that there should be good and constant communication between parents and teachers. This way, goals could be attainable for the benefit of the learners. Meanwhile, P6 agreed that there is a need for constant follow-up of all school-related matters. The participants' suggestions coincide with the findings of the study of Hidayat and Arini [28], in which the

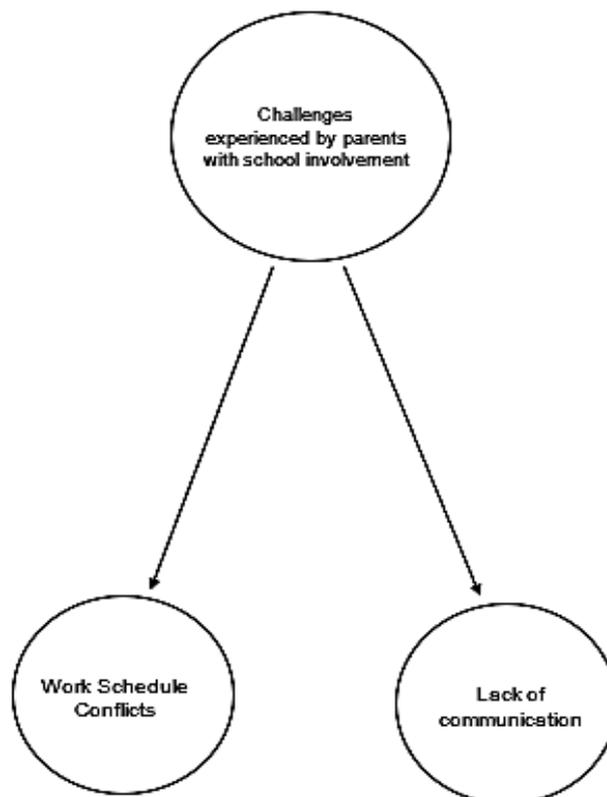
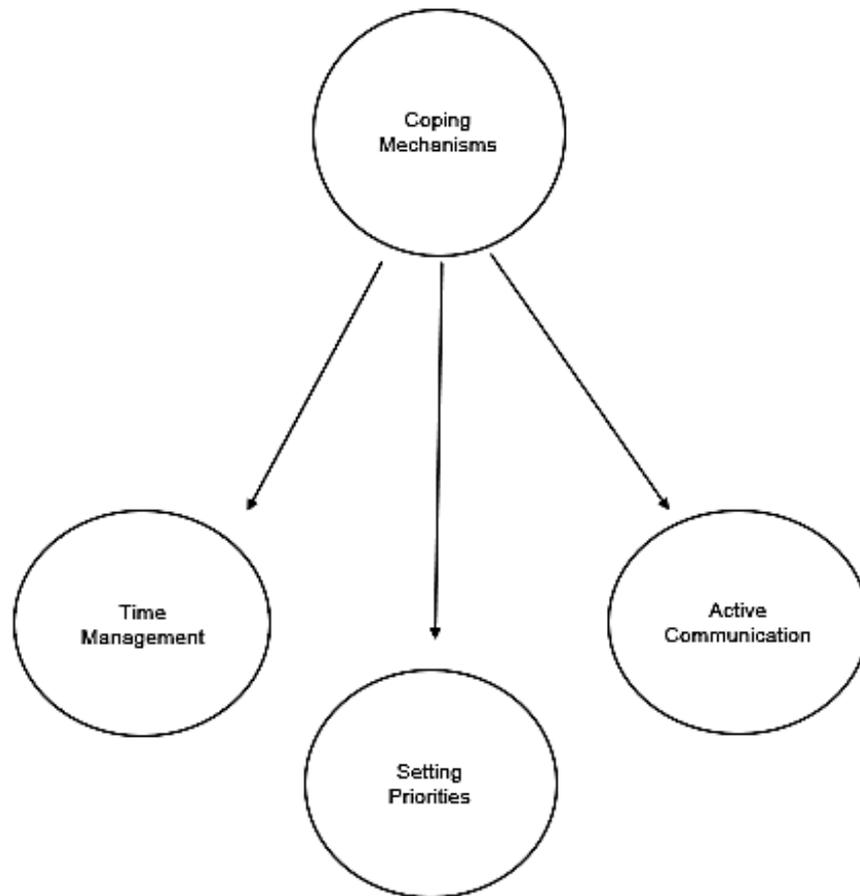


Fig. 3. Experiences of parents with school involvement



**Fig. 4. Coping mechanisms used by parents to counter challenges with school involvement**

importance of parent-teacher communication is highlighted for the growth and welfare of the students. The study results show that parent-teacher communication positively influences a child's academic performance and parent cooperation on the learner's learning outcomes [29-31].

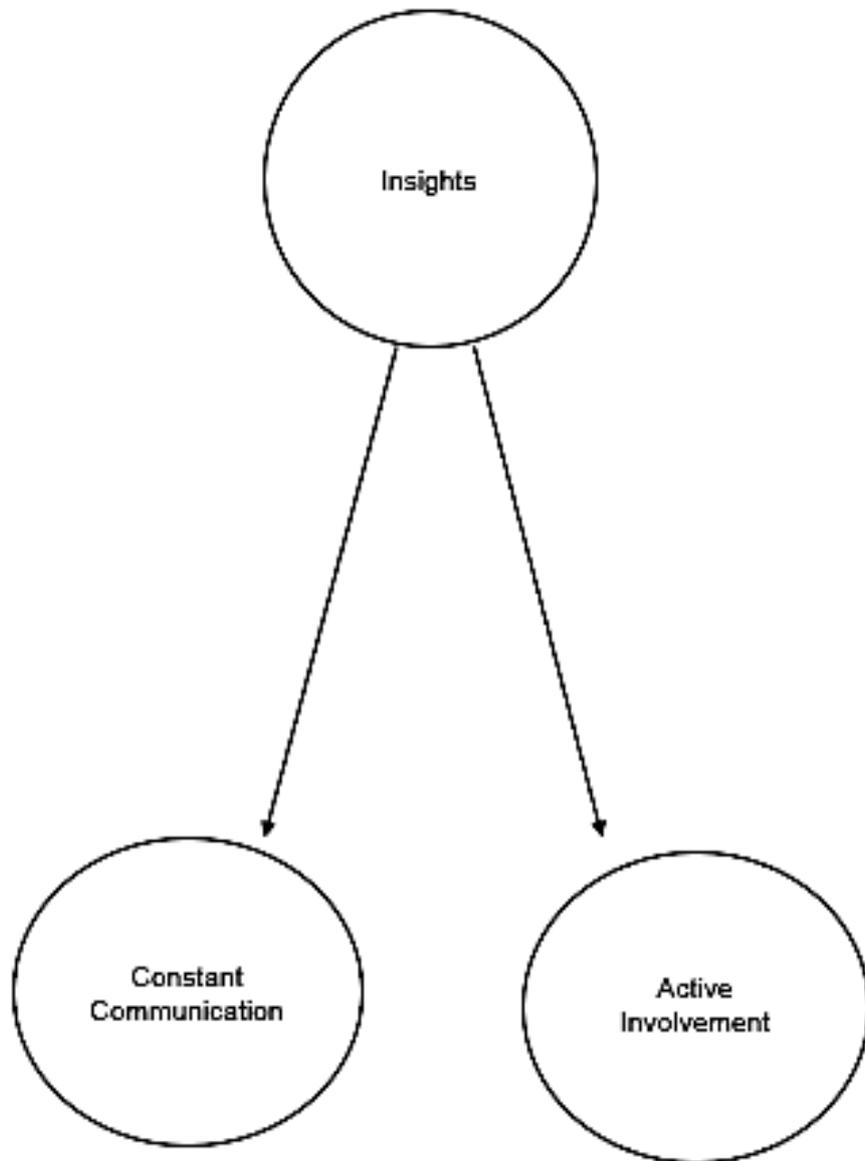
**Active involvement.** Another theme from the study's findings is the importance of parent's active involvement in their children's academic pursuit. The responses of the participants were as follows:

*"Be involved. Get in contact with your child's teacher. Communicate well with your child. Talk and somehow, we can learn something wonderful from them. Learn to discover many things from our children from their school. Give time to them." (P1) "Keeping oneself involved so that you will not be*

*ignorant of the things going on. Be active & supportive all the time." (P2)*

*"Keeping oneself involved so that you will not be ignorant of the things happening in our environment, especially with the community where your children are connected to." (P5).*

Based on the suggestion of P2, keeping parents involved will help them be more informed about the important occurrences in their child's academic life. P5 also mentioned that active involvement will help parents be more aware of the kind of community environment that their child is exposed to. This is in congruence with the findings of Goodall and Montgomery [1], which highlighted the role of parental involvement and parental engagement in a child's educational growth. The findings suggest that more involved parents tended to have more academically performing learners.



**Fig. 5. Insights gained from the experiences**

#### **4. CONCLUSION**

The results of the analysis revealed the following findings:

The study showed the relevance of parental involvement in a child's education, as well as the challenges that parents encounter to be more active in their child's school life. Moreover, parents' coping mechanisms to counter the said challenges were likewise thoroughly discussed.

The parents agreed that parental involvement is necessary for their children's academic growth and for managing undesirable school behaviors.

Likewise, being more involved in their children's academic life fosters stronger bonds between the parents and school, working hand-in-hand to benefit the learners.

However, several problems, such as parents' busy work or home life schedules, hinder parents from actively participating in their children's education. Work schedule conflicts that often do not coincide with school event timetables are one of the most common reasons parents are unable to attend important school events or meetings. Moreover, the lack of contact between parents and teachers also compromises the quality of communication they have. This way, there might

be problems that could not be addressed thoroughly had parents extended extra time and effort to do their part in the learning process.

Yet, the study's findings showed that parents used different coping mechanisms such as time management, setting priorities, and active communication to counter the challenges mentioned. Parents should not merely leave their children in the hands of teachers and staff but must actively do their part in raising academically performing and well-behaved kinds of learners. To do so, they must set their priorities right, leaving unnecessary tasks at home or work to tend to the educational needs of the children they choose to have. More so, maintaining active communication with teachers has contributed to more effective execution of parental involvement.

## **5. FINDINGS**

This study delved into the lived experiences of parents with regards to their active involvement in their children's education. By means of interviews and thematic analysis, important key themes emerged, which paved the way for significant insights to be obtained.

The study participants emphasized that they have faced several problems with parental involvement. The parents described conflict between their work schedule, and school events as a common challenge. Their schedule at work often clashes with school events, thus compromising the latter. The lack of communication was another problem that hindered the participants' active involvement in their children's education. Because parents could not find the time to come to school or dedicate a few minutes to communicate with teachers, they felt the communication between them and the school was hampered.

To cope with the problems experienced, parent respondents proposed that they must improve their time management skills, set their priorities right, and build active communication with teachers.

Time management emerged as a relevant coping strategy, with participants emphasizing the essence of prioritization and efficient strategies to save time to allot a portion for their children's academic pursuits. Moreover, this connects with parents' motivation to set their priorities right regarding work and home life. They mentioned that cutting back on extra tasks at work or at

home that are not deemed urgent can help them save more time to communicate with their children's school teachers and monitor their learners' progress in terms of academic and behavioral aspects.

Furthermore, active communication was highlighted by the participants. They stated that communicating with their children's school teachers can help them be more aware of the kind of academic standing the students have and the kind of environment they are exposed to. Parents could connect with teachers and staff through calls or messaging if school visitations are not deemed convenient.

Finally, with all the emphasis on constant communication and active involvement from the parents, the participants highlighted that they should maintain a connection with teachers through school visitation or messaging. Moreover, allotting time and efforts to be more active in their roles as parents is an important realization that parents surmised, albeit with some still worrying about work schedule conflicts. Overall, the parents have agreed that involvement in their children's education is important for the learners' growth.

## **6. FUTURE DIRECTIONS**

The following future directions were surmised based on the findings of the study:

The Department of Education may encourage schools to develop more flexible schedules to accommodate parents, particularly those working full-time. Programs that offer opportunities for parents to be more involved in school, such as the "Brigada Eskwela" must be properly promoted and implemented to encourage more parental involvement in the school community.

School administrators and teachers may craft programs and activities to invite more parents to participate. More so, schools must consider the possible problems that could hinder parents from getting more involved in their child's school life, such as socioeconomic barriers and lack of education on the parents' end, among many others. Schools must foster a welcoming environment where parents from all walks of life will be comfortable communicating and engaged with their children's education.

Parents may use the strategies discovered to resolve problems that arose in their efforts to be

more involved in the academic pursuits of their children. Through this, they could potentially increase their involvement in their children's school life.

Researchers may work on a similar study using a different demographic in the future. Moreover, for better results, additional methods may employed.

#### DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

#### CONSENT AND ETHICAL APPROVAL

Ethical issues were considered particularly important in qualitative research due to the in-depth nature of the inquiry. Brinkmann and Kvale (2020) argued that more significant ethical questions arose when conducting face-to-face interviews with vulnerable participants who might experience stress while discussing their feelings. Prior to obtaining informed consent, it was necessary for participants to possess the competence to provide consent, understand the nature of the request, and participate voluntarily. All authors declare that 'written informed consent was obtained from the respondent.

#### COMPETING INTERESTS

Authors have declared that no competing interests exist.

#### REFERENCES

1. Goodall J, Montgomery C. Parental involvement to parental engagement: A continuum. *Mapping the Field*. 2023;158-69. Available:<https://researchportal.bath.ac.uk/files/16318095/GoodallER2013.pdf>
2. Chophel T, Choeda U. Impact of parental involvement in homework on children's learning. *Journal of Education, Society and Behavioural Science*. 2021;34(6):35-46. Available:<https://www.academia.edu/download/76269096/56919.pdf>
3. Cuartero-Enteria O, Tagyam RP. 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*. 2020;13(2):16-27. Available:<https://search.proquest.com/openview/a7222b4e4f70ea15c9c0111f0f14804c/1?pq-origsite=gscholar&cbl=18750&diss=y>
4. Jafarov J. Factors affecting parental involvement in education: The analysis of literature. *Khazar Journal of Humanities and Social Sciences*. 2015;18(4):35-44. Available:<http://dSPACE.khazar.org/jspui/bitstream/20.500.12323/3343/1/3.Javid-Jafarov.pdf>
5. LaRocque M, Kleiman I, Darling SM. Parental involvement: The missing link in school achievement. *Preventing School Failure*. 2011;55(3):115-22. Available:<http://parented.wdfiles.com/local-files/familyengagement/Parent%20Inv%20-%20Missing%20link.pdf>
6. Leopardas RD, Rosil CB. Parental involvement and classroom climate as predictors of metacognitive skills in english subjects among junior high school students. *Asian Journal of Education and Social Studies*. 2024;50(6):323-35. Available:<http://article.publish4promo.com/id/eprint/3432/1/Leopardas5062024AJESS117521.pdf>
7. Barge JK, Loges WE. Parent, student, and teacher perceptions of parental involvement. *Journal of Applied Communication Research*. 2003;31(2):140-63. Available:<https://www.tandfonline.com/doi/abs/10.1080/0090988032000064597>
8. Fan X, Chen M. Parental involvement and students' academic achievement: A meta-analysis. *Educational psychology review*. 2001;13:1-22. Available:<https://files.eric.ed.gov/fulltext/ED430048.pdf>
9. Baquedano-López P, Alexander RA, Hernandez SJ. Equity issues in parental and community involvement in schools: What teacher educators need to know. *Review of Research in Education*. 2013;37(1):149-82. Available:<https://journals.sagepub.com/doi/abs/10.3102/0091732x12459718>
10. Hornby G, Blackwell I. Barriers to parental involvement in education: An update. *Educational Review*. 2018;70(1):109-19. Available:<https://www.tandfonline.com/doi/abs/10.1080/00131911.2018.1388612>

11. Bartolome MT, Mamat N, Masnan AH. Parental involvement in the Philippines: A Review of Literatures. *International Journal of Early Childhood Education and Care*. 2017;6:41-50. Available:<https://files.eric.ed.gov/fulltext/EJ1207994.pdf>
12. 1.Philippine statistics authority. First Semester-2021; 2023. Available:<https://www.psa.gov.ph/system/files/phdsd/2023%201st%20Sem%20Official%20Poverty%20Statistics%20Report.pdf>
13. Jabar MA. Qualitative inquiry on parental involvement in children's education: perspectives of parents, children, and teachers in select elementary schools in the Philippines. *Asia Pacific Journal of Education*. 2021 ;41(3):488-502. Available:<https://www.tandfonline.com/doi/abs/10.1080/02188791.2020.1806035>
14. Creswell JW, Creswell JD. *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications; 2017. Available:<http://www.ceilconicet.gov.ar/wp-content/uploads/2015/10/Creswell-Cap-10.pdf>
15. Creswell JW, Creswell JD. *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications; 2017. Available:<http://www.ceilconicet.gov.ar/wp-content/uploads/2015/10/Creswell-Cap-10.pdf>
16. Lincoln YS, Guba EG. *Criteria for Assessing Naturalistic Inquiries as Reports*. Available:<https://files.eric.ed.gov/fulltext/ED297007.pdf>
17. Creswell JW, Creswell JD. *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications; 2017. Available:<http://www.ceilconicet.gov.ar/wp-content/uploads/2015/10/Creswell-Cap-10.pdf>
18. Pregoner JD, Accion N, Buraquit D, Amoguis A. The Experiences of working while studying: A phenomenological study of senior high school students. Preprint; 2020. Available:[https://www.academia.edu/download/102779797/The\\_Lived\\_Experiences\\_of\\_UIC\\_SHS\\_Working\\_Students\\_A\\_Phenomenological\\_Study.pdf\\_\\_filename\\_UTF-8The\\_20Lived\\_20Experiences\\_20of\\_20UIC\\_20SHS.pdf](https://www.academia.edu/download/102779797/The_Lived_Experiences_of_UIC_SHS_Working_Students_A_Phenomenological_Study.pdf__filename_UTF-8The_20Lived_20Experiences_20of_20UIC_20SHS.pdf)
19. Denzin NK, Lincoln YS, editors. *The Sage handbook of qualitative research*. sage; 2011. Available:[https://www.academia.edu/download/34919383/Qualitative\\_Research-2009-Denzin-139-60.pdf](https://www.academia.edu/download/34919383/Qualitative_Research-2009-Denzin-139-60.pdf)
20. Pregoner JD, Opalla IL, Uy JD, Palacio M. Customers' Perception on the Trustworthiness of Electronic Commerce: A Qualitative Study; 2020. Available:<https://osf.io/download/5ea5ec743854e200cd69e1d2/>
21. Tracy SJ. *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. John Wiley & Sons; 2019. Available:<http://voicebucketvoitto.s3.amazonaws.com/pdf/ingles/The%20power%20of%20Self-Confidence%20-%20Brian%20Tracy.pdf>
22. Mortensen DH. *How to do a thematic analysis of user interviews*. Interaction design foundation; 2020. Available: <https://10.12691/education-10-5-9>
23. Wilder S. Parental involvement in mathematics: giving parents a voice. *Education* 3-13. 2017;45(1):104-21. Available:<https://www.tandfonline.com/doi/abs/10.1080/03004279.2015.1058407>
24. Porumbu D, Necşoi DV. Relationship between parental involvement/attitude and children's school achievements. *Procedia-Social and Behavioral Sciences*. 2013;76:706-10. Available:[https://www.sciencedirect.com/science/article/pii/S1877042813007349/pdf?md5=3d32a4e06984d302fad3335c79e5fe5c&pid=1-s2.0-S1877042813007349-main.pdf&\\_valck=1](https://www.sciencedirect.com/science/article/pii/S1877042813007349/pdf?md5=3d32a4e06984d302fad3335c79e5fe5c&pid=1-s2.0-S1877042813007349-main.pdf&_valck=1)
25. Eden CA, Chisom ON, Adeniyi IS. Parent and community involvement in education: Strengthening partnerships for social improvement. *International Journal of Applied Research in Social Sciences*. 2024;6(3):372-82. Available:<https://www.fepbl.com/index.php/ijarss/article/download/894/1108>
26. Cunha J, Xu J, Rosário PJ, Núñez Pérez JC. Validity and reliability of the parental homework management scale. *Psicothema*; 2018. Available:<https://digibuo.uniovi.es/dspace/bitstream/handle/10651/49269/Validity.pdf?sequence=1>
27. Chatzinikola M. Communication management of parent participation in

- education process: Practices of communication between teachers and parents. *European Journal of Education and Pedagogy*. 2022;3(3):1-6. Available: <https://ejedu.org.ejfood.org/index.php/ejedu/article/download/312/157>
28. Hidayat H, Arini FD. Exploring factors of the parent-teacher partnership affecting learning outcomes: Empirical study in the early childhood education context. *International Journal of Instruction*. 2022;15(4). Available: [https://www.eiji.net/dosyalar/iji\\_2022\\_4\\_23.pdf](https://www.eiji.net/dosyalar/iji_2022_4_23.pdf)
29. Brinkmann S, Kvale S. Ethics in qualitative psychological research. *The Sage Handbook of Qualitative Research in Psychology*. 2017;259-73. Available: <https://www.torrossa.com/gs/reso>
30. Kaiser K. Protecting respondent confidentiality in qualitative research. *Qualitative Health Research*. 2009;19(11):1632-41. Available: [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2805454/?source=post\\_page-----7ccd80473bb8-----](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2805454/?source=post_page-----7ccd80473bb8-----)
31. Boonk L, Gijssels HJ, Ritzen H, Brand-Gruwel S. A review of the relationship between parental involvement indicators and academic achievement. *Educational research review*. 2018;24:10-30. Available: <https://library.parenthelp.eu/wp-content/uploads/2019/01/35-A-review-of-the-relationship-between-parental-involvement-indicators-and-academic-achievement..pdf>

© Copyright (2024): Author(s). The licensee is the journal publisher. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

*Peer-review history:*  
The peer review history for this paper can be accessed here:  
<https://www.sdiarticle5.com/review-history/118612>