

Solo Parents Profile and Students Classroom Engagement in Public Secondary Schools, City Schools Division of Dasmariñas: Basis for an Intervention Scheme

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Abstract

The research study investigated the relationship between Solo Parents Profile and Students Classroom Engagement in Public Secondary Schools within the City Schools Division of Dasmariñas. The study also aimed propose a Capacity Building Training Program that addresses the challenges encountered by solo parents and promotes positive classroom engagement among students and teachers. The researcher used the descriptive method research of gathering data. The majority of solo parents were typically females aged 31-40, possessed a high school education, had 3-4 siblings, engaged in various occupations, and chiefly relied on income from work. Students generally exhibited high levels of classroom engagement, while solo parents consistently grappled with financial, moral, and home supervision challenges. Notably, no significant relationship emerged between the profiles of solo parents (comprising age, gender, educational background, number of siblings, occupation, and source of income) and students' classroom engagement. Nevertheless, a noteworthy connection was detected between the educational attainment of solo parents and moral challenges, as well as between number of siblings and financial challenges. Additionally, the source of income for solo parents was significantly associated with financial challenges. As a result, the study proposed a comprehensive Capacity Building Training Program aimed at addressing these challenges and fostering improved classroom engagement.

Keywords- Solo Parents; Classroom Engagement; Financial Challenges; Moral Challenges; Home Supervision Challenges

The main focus of the research paper titled "A Study, on Solo Parents Profile and Students Classroom Engagement in Public Secondary Schools, City Schools Division of Dasmariñas" Basis for an Intervention Scheme" is to gain insight into the characteristics and situations faced by parents in the context of the City Schools Division of Dasmariñas. The research aims to delve into the challenges these parents encounter while balancing their responsibilities as both caregivers and providers. How these challenges may influence their children's engagement in the classroom. The study will explore the relationship between profile and challenges related to solo parents, such as their age, sex, educational attainment, number of siblings, occupation, and source of income status with their children's levels of engagement, within academic settings. Ultimately the paper will propose interventions or strategies that can offer support to both parents and their children aiming to enhance classroom engagement and overall academic performance.

INTRODUCTION

In societies worldwide, the family has traditionally played a crucial role in supporting and providing resources to its members. However, the emergence of solo parenting presents distinct challenges for both parents and their children. Solo parents, often facing poverty, illness, or unemployment, struggle to provide the necessary financial and material resources for their children's learning and development. Recognizing these difficulties, the Philippines has enacted Republic Act Number 8972, also known as "The 'Solo Parents' Welfare Act of 2000," which grants privileges to solo parents. In the Philippines, there are approximately 14 to 15 million solo parents, with women constituting 95% of them, as revealed by a World Health Organization-funded study conducted by the Department of Health and the University of the Philippines-National Institutes of Health. Despite extensive research on parental involvement and broken families' impact on student participation, there is a research gap concerning the combined variables of solo parents' profile and student classroom engagement.

This study aims to know the primary reasons and causes behind solo parents' profiles and their influence on students' engagement across various aspects of classroom involvement, including skills, emotions, participation, and performance engagement in the classroom. The research intends to identify specific solo parent profiles that affect student engagement in the classroom. The findings from this study hold significant implications for educational stakeholders, including students, solo parents, teachers, school administrators, and policymakers, it can lead to practical recommendation for schools and educational institutions to better engage and support students from solo-parent households.

REVIEW RELATED LITERATURE

The challenges faced by solo parents, especially single mothers, involve balancing dual roles in managing both the household and raising children (Garcia et al. 2019) discuss how these challenges contribute to various factors shaping solo parents' way of life, including difficulties with household tasks, fulfilling the roles of both mother and father, feelings of loneliness when separated from their children, and the need to work doubly hard to meet financial needs.

According to Diez (2019) delves into the adjustments made by non-traditional families, highlighting struggles with resource management, feelings of guilt, shame, and anxiety. These circumstances significantly impact classroom engagement and the overall well-being of children from such households.

The issues of gender inequality, affect the lives of single mothers as a woman and Globally, single mothers' lives are impacted by the concerns of gender inequality (Bain, 2020). In the Philippines, single mothers face discrimination, poverty, and marginalization, considering that the Philippines has been already adapting the principles of Convention on the Elimination of Discrimination against Women (CEDAW) and being one of the more advanced countries in terms of gender equality implementation.

In line with the vital role of parents in his article Parental Involvement in the Philippines: A Review of Literatures stated that, play in the shape of a child on their cognitive, behavioral, and psychomotor, it is said, "what they have learned from home they will be brought to school" because of the influence of the family (Bartome, et al., 2017). In order for a child to succeed, parents exert a lot of influence on their child's cognitive development in the early years and thus, the contact between home and school should be maintained, especially during the primary school years.

A thesis conducted by Bagolong, (2017) concluded the positive relationships within the family, circle of friends and the community are maintained by single parents despite their limited involvement in the social and community affairs. Thus, single parents believed that the only way for a successful parenting should be established and maintained through respect within family and community.

Research showed by (Enerio, 2021) that the students' levels of perception on the importance of competence, autonomy, relatedness, student-teacher transaction, and student-institution transaction to students' engagement are very important; the levels of affective engagement, cognitive engagement, and behavioral engagement are very high, and social engagement is high. The factors of student engagement are important since students are given the freedom to accomplish their dreams and develop themselves through good relationships with classmates, desirable personal and professional qualities of the teachers, and the support of the college. The students' engagement in the four dimensions can be attributed to the goals that they have to achieve, the support from teachers and the school, their active participation, the guidance from the more knowledgeable others and the harmonious relationship with peers.

Similarly, a research conducted by Espejo (2018) showed that the students' perception of their learning environment as autonomy-supportive or teacher-controlled does not have a significant difference on their academic engagement, cognitively. Most of the previous studies only showed significant relationship between the autonomy-supportive learning environment and students' Academic engagement that are categorized under affective and behavioral engagement. In Social Learning theory, if children see positive outcomes from an action such as paying attention to the lesson, they are more likely to perform that action themselves. One explanation would be that students' cognitive engagement is based on the required tasks performance as set by their teacher regardless of their learning environment.

Overall, this implies a possibility that academic performance is driven by parent-related factors that influence of parenting on students' motivation and academic performance, as social expectations and family values alter, single mothers are a fast-growing segment of the population. There are several problems that single mothers typically face that are unique to their circumstances in terms of work, finances, child development, and discrimination (Retuya et al. 2017).

Parents have a great influence on students' motivation. He explained that both mastery goal and performance goal are guided by a set of personal performance standards which are determined by parents. According to Delfino (2019), defines student engagement is one of the important constructs that is used to understand the behavior of the student towards the teaching-learning process. It refers to a meaningful engagement throughout the learning environment and is best understood as a relationship between the student and the school, teachers, peers, instruction and curriculum.

Building on this, Dixson (2015) explains that there are several established methods for determining student engagement such as Skill, Emotional, Participation, and Performance are all affective and behavioral components of student engagement in traditional classroom settings. The behavioral engagement covers participation, while cognitive engagement is concerned with how motivated a student is with regards to improving academic performance.

METHODOLOGY

The researcher used a method of descriptive research, which aims to accurately and systematically describe a population, situation, or phenomenon (McCombes, 2022). It involves gathering, analyzing, classifying, and tabulating data about solo parents' profile and students' classroom engagement in public secondary schools, City Schools Division of Dasmariñas. This study used a quantitative approach in the process of collecting and analyzing numerical data (Bhandari, 2022). It is appropriate to measure variables and perhaps establish associations between variables.

The target population of the study was students, solo parents and teachers in (13) public secondary schools, City Schools Division of Dasmariñas. The researcher employed purposive sampling to collect data, in selecting the respondents' study specific criteria. By applying the Slovin's formula, the study gathered the

substantial number of samples represented by 380 or 4% of the respondents. A larger sample size was use to enhance the reliability and robustness of the results, leading to more meaningful conclusions drawn from the data. To better represent the target population and increase the findings generalizability.

Table 1. Population & Sample of Study

Respondents	Population	Sample	Percentage
Students	4,786	979	20.5
Solo Parents	3,204	792	24.7
Teachers	1,573	424	27.0
Total	9,511	2,213	23.2

As revealed Table 1 shows the total population 9,511 and sample of 2,213. The students have 979 or 20.5 percent, the solo parents have 792 or 24.7 percent and teachers have 424 or 27.0 percent. The study selected 2,213 or 23.2 percent out of the population 9,511.

There were three groups of respondents namely students, solo parents and teachers who participated in the study. The students identified by classroom advisers from grade 7 to 10, the solo parents include widowed, single men or women, separated parents, unwed women, or mistresses with children from married men, while, and the teachers are regular permanent teaching personnel and classroom advisers.

Table 2. Distribution of Student Respondents per School

Respondents	Population	Sample	Percentage
Francisco E. Barzaga IHS	442	98	22.2
Edilberto S. Legaspi IHS	186	40	21.5
Langkaan II NHS	274	55	20.1
New Era NHS	214	58	27.1
Congressional IHS	288	70	24.3
Dasmariñas West NHS	497	90	18.1
Dasmariñas IHS	805	134	16.6
Dasmariñas North NHS	521	97	18.6
Paliparan II IHS	261	58	22.2
Salawag NHS	393	84	21.4
Paliparan NHS	360	76	21.1
Dasmariñas East IHS	300	69	23.0
Pag-asa NHS	245	50	20.4
Total	4,786	979	20.5

Table 3. Distribution of Solo Parent Respondents per School

Respondents	Population	Sample	Percentage
Francisco E. Barzaga IHS	294	72	24.5
Edilberto S. Legaspi IHS	109	25	22.9
Langkaan II NHS	167	39	23.4
New Era NHS	139	32	23.0
Congressional IHS	205	51	24.9
Dasmariñas West NHS	324	77	23.8
Dasmariñas IHS	688	178	25.9
Dasmariñas North NHS	291	68	23.4
Paliparan II IHS	186	49	26.3
Salawag NHS	246	63	25.6
Paliparan NHS	216	54	25.0
Dasmariñas East IHS	182	46	25.3
Pag-asa NHS	157	38	20.4
Total	3,204	792	24.7

Table 4. Distribution of Teacher Respondent per School

Respondents	Population	Sample	Percentage
Francisco E. Barzaga IHS	120	27	22.5
Edilberto S. Legaspi IHS	22	9	40.9
Langkaan II NHS	78	28	35.9
New Era NHS	71	24	33.8
Congressional IHS	121	23	19.0
Dasmariñas West NHS	132	44	33.3
Dasmariñas IHS	272	78	28.7
Dasmariñas North NHS	178	49	27.5
Paliparan II IHS	94	23	24.5
Salawag NHS	81	29	35.8
Paliparan NHS	174	48	27.6
Dasmariñas East IHS	163	31	19.0
Pag-asa NHS	67	11	16.4
Total	1,573	424	27.0

A research instrument is a tool used to obtain, measure, and analyze data (Collins, 2021). The study utilized a researcher-made survey questionnaire to gather data from the target respondents. The constructed research instruments were consisted of 3 parts. Part I were composed of Demographic Profile of Solo Parents, Part II Consist of Students Classroom Engagement and Part III are Challenges Encountered by the Solo Parents in attending their children school needs.

The self-made instruments were subjected to validation through professional judgment by three (3) expert evaluators in the person of registered guidance counsellor, licensed psychometrician and one who completed academic requirement in doctorate degree teaching English disciplines. After improvement and modification as suggested by the experts, pilot testing was conducted to the respondents who were not part of the study. It was given to 10 high school students, 10 solo parents and 10 teachers to recognize the ability to understand the questionnaires. A Cronbach's alpha was used to determine which indicators are retained to get a high reliability. After several application of reliability tests, the instrument reached 0.82. Reliability tests result has shown that subjects generally understand the items of the instrument.

The researcher then, personally administered the survey questionnaires using both pen and paper among 3 groups of respondents with the assistance of classroom adviser. Additionally, a Google Form link was provided to accommodate participants who preferred to complete the survey using their cellular phones.

The instruments used a 5-point Likert scale options to allow respondents to indicate their responses as shown below:

To assess student's classroom engagement

Scale	Range	Verbal Interpretation	Symbol
5	4.20 – 5.00	Always Engaged	AE
4	3.40 – 4.19	Often Engaged	OE
3	2.60 – 3.39	Sometimes Engaged	SE
2	1.80 – 2.59	Rarely Engaged	RE
1	1.00 - 1.79	Never Engaged	NE

To assess Challenges Encountered by Solo Parents in attending Children's' school need

Scale	Range	Verbal Interpretation	Symbol
5	4.20 – 5.00	Always Encountered Challenges	AEC
4	3.40 – 4.19	Often Encountered Challenges	OEC
3	2.60 – 3.39	Sometimes Encountered Challenges	SEC
2	1.80 – 2.59	Rarely Encountered Challenges	REC
1	1.00 - 1.79	Never Encountered Challenges	NEC

The survey questionnaire was used to assessed the level of students' classroom engagement; and challenges encountered by the solo parents. To achieve the research objectives, the researcher employed several procedures to gather the necessary data. This included preparing a permission letter for conducting the study with the appropriate authorities. Additionally, the researcher sought guidance from an Adviser to develop a self-made survey questionnaire and made necessary modifications and improvements to ensure its suitability for the study. Conducting validation of the instrument was a crucial step, involving pre-testing with 10 students, 10 solo parents, and 10 teachers not part of the study. The researcher personally administered the survey questionnaires to three distinct groups of respondents: junior high students (Grade 7 to 10), solo parents, and teachers. Both in-person and online surveys were collected on the third day of class. Subsequently, the gathered data underwent tallying, tabulation, analysis, and interpretation utilizing statistical tools, aided by the researcher's Adviser and a statistician.

Statistical Treatment of Data

The following statistical tools were employed as basis for the interpretation of data gathered and according to the sub-problems in Chapter 1.

To answer sub- problem no. 1 the following were used:

1. **Frequency** is the number of times an event occurs or the number of measures in a given class.
2. **Percentage** was utilized to determine the quantitative relations for the whole.
3. **Weighted Mean** is used to get the average of the respondents' overall responses the from the tabulated data, It was used to answer SOP No. 2 and SOP No.3 by the teachers and the challenges encountered by solo parents in attending to their children's school needs.
4. **Chi-square** is used to answer SOP no. 4 on the level of engagement of students in classroom to determine the significant relationship between two variables of respondents regarding the level of students' engagement and challenges encountered by the solo parents.

RESULT AND DISCUSSION

Demographic Profile of Solo Parents

Table 4 describes the demographic profile of the solo parents in terms of age, sex, and educational attainment. The table also shows the frequency of these profiles and the corresponding percentage and rank. The total number of solo parents is 792 consisting of 223 males and 569 females with a high school level of educational attainment.

Table 4. Distribution of Respondents as to Age, Sex and Educational Attainment.

Age	Frequency	Percentage	Rank
21-30 years old	23	2.9	4
31-40 years old	323	40.8	1
41-50 years old	310	39.1	2
51 years old and above	136	17.2	3
Sex			
Male	223	28.2	2
Female	569	71.8	1
Educational Attainment			
Elementary Graduate	75	9.5	4
High School Graduate	442	55.8	1
Vocational Graduate	101	12.8	3
College Graduate	137	17.3	2
Masteral	10	1.3	6
Others	27	3.4	5

The largest group of solo parent fall within the age range of 31-40 years old, with a frequency of 323, this group comprises approximately 40.8% of the total solo parents of 792, that the majority of solo parents are female with frequency of 569 or 71.8 % make up significantly higher frequency and percentage compared to male solo parents 223 or 28%. And the table 1 manifests the profile of solo parents in terms of educational attainment based on the given data, that solo parents with a high school level of educational attainment have the highest frequency of 442 or 55.8% followed by college graduate with frequency of 137 or 17.3%.

These data supported by the studies conducted by A. Semorlan and T. Semorlan (2013) highlight that a significant portion of solo parents belong to the middle-aged group. This suggests that individuals in this age range are more likely to experience situations that lead to solo parenthood, such as divorce and other marital challenges. Also conform in term of sex by Andre (2023), that the decrease in households with both parents has resulted in an increase in single-mother and single-father households. The study indicates that single parenting is more common among women than men, leading to a higher number of children living with their mothers rather than their fathers in the United States. And also, according to Garriga and Berta (2018) in their study, found that in some countries like Canada, Finland, Germany, the Netherlands, Sweden, and the United Kingdom, less-educated women were more likely to be single mothers. However, in Italy, it was more educated women who were more likely to be single mothers.

Table 5 describes the demographic profile of the solo parents in terms of number of siblings, occupation, and source of income.

Table 5. Distribution of Respondents as to Number of Sibling, Occupation and Source of Income.

Number of Sibling	Frequency	Percentage	Rank
1-2	163	20.6	2
3-4	212	26.8	1
5-6	157	19.8	3
7-8	152	19.2	4
9-10	75	9.5	5
11-12	33	4.2	6
Occupation			
Real Estate Agent	23	2.9	3
Book Keeper	4	.5	5
Chef	9	1.1	4
Barangay employee	27	3.4	2
Others	729	92.0	1
Source of Income			
Work	560	70.7	1
Sustenance	35	4.4	4
Relative's aid	88	11.1	3
Social Transfer	20	2.5	5
Others	89	11.2	2

The solo parents with 3-4 siblings got the highest frequency and percentage of 212 or 26.8% and ranked first in the different number of siblings, then followed with 1-2 siblings of 163 or 20.6 %. In terms of occupation, the majority of solo parents have occupations classified as "Others", likely various works such as

cleaners, helpers, nannies, laundromats and on-call, all around as the call arises making up 729 or 92%. Lastly, regarding sources of income, the majority of solo parents, representing 560 or 70.7%, derive their income from “work”.

This result is supported studies by Buhr, et. al. (2018), that families with lower economic status tend to have children at a younger age and have a higher number of children. This pattern may be passed on to the children, leading them to also have children at an earlier age and possibly having more children themselves. Essentially, the economic status of the family can influence the reproductive behavior of both parents and their offspring. This shown that solo parents like other Filipino or different race couple have dominantly 4 numbers of children in the family. And according to Maldonado (2017) mentioned that solo parent face unique challenges when it comes to occupation because they have to compete with the dual earners in order to sustain their family needs. But oftentimes, wages depend on the educational background of the solo parents even they are working so hard to combat the in-work poverty the labor market. For instance, the study conducted by De (2020) highlights that families with just solo parents have become more common, indicating that many solo parents rely on work as a source of income to support their households. And emphasized on the studies by Adema et al. (2020) the importance of helping parents balance work and family life, further indicating that work plays a significant role in solo parents' economic stability. "Furthermore, studies like Perera (2022) indicate that the economic aspects of solo parents, such as their occupation and material possessions, can impact their children's academic performance.

Students Classroom Engagement as Assessed by the Teachers and Students themselves (highest and lowest) in each Engagement:

The Table 6 Assessment of the Respondents on Students’ Classroom Engagement according to Skill Engagement

Indicators	Teachers		Students		CM	VI	Rank
	WM	VI	WM	VI			
1. Able to consistently attend classes everyday	4.52	AE	4.48	AE	4.50	AE	1
2. Evaluate the effectiveness of note-taking during classes	4.20	AE	4.18	OE	4.19	OE	4
3. Engage by actively thinking about the subject matter before the start of each class	4.03	OE	4.06	OE	4.05	OE	5
4. Practice capacity of engagement and reviewing of notes between classes	3.78	OE	3.77	OE	3.78	OE	6
5. Assess and maintain consistent study routine	4.35	AE	4.23	AE	4.29	AE	2
6. Prioritize doing assignments at home	4.23	AE	4.21	AE	4.22	AE	3
Average Weighted Mean	4.19	OE	4.16	OE	4.17	OE	

Legend: 4.20-5.00=(AE) Always engaged, 3.40-4.19=(OE) Often engaged, 2.60-3.39=(SE) Sometimes engaged, 1.80-2.59=(RE) Rarely engaged, 1.00-1.79=(NE) Never engaged, VI=Verbal Interpretation, WM=Weighted Mean

As shown in the table 6, the skill engagement of the students in their classroom as assessed by the two groups of respondents’ manifests ranked 1 result as able to consistently attend classes everyday (CM=4.50), followed by assessed and maintain consistent study routine (CM=4.29), and prioritize doing assignment at home (CM=4.22), all with an “Always engaged” verbal interpretation. This suggests a positive classroom environment with students actively participating and showing commitment to their learning by regularly attending class. Moreover, ranked 2 result reflects the overall positive perception of students' commitment to establishing and adhering to their study routine, while ranked 3 indicates students’ consistently make their assignments a priority and demonstrates a high level of dedication to their academic responsibilities. The

ranked 4, 5, & 6 assessment results such as Evaluate the effectiveness of note-taking during classes (CM=4.19), Engage by actively thinking about the subject matter before the start of each class (CM=4.05) while the Practice capacity of engagement and reviewing of notes between classes got (CM=3.78) are all verbally interpreted as “Often engaged”. This indicates that actively conscious of their note-taking practices, demonstrate a proactive approach to improve their learning outcomes as students frequently exhibit proactive behavior and They come prepared and mentally engaged, showing a genuine interest in the upcoming lesson.

In a research study conducted by Mugove (2017) on the impact of parents' involvement in their children's education, it was found that parents' active assignment, including teachers' involvement in assessing students' engagement, positively influences students' academic performance. The study supports the finding of the combined assessment of emotional engagement with an overall assessment of (CM=4.07), indicating "Often Engaged" verbally interpreted. This suggests that students show a high level of interest and skill in engaging with the lessons and discussions.

The Table 7 Assessment of the Respondents on Students' Classroom Engagement according to Emotional Engagement

Indicators	Teachers		Students		CM	VI	Rank
	WM	VI	WM	VI			
1. Participate and find enjoyment in the classroom environment	4.42	AE	4.32	AE	4.37	AE	2
2. Manifest genuine eagerness to acquired knowledge regarding the subject matter	4.47	AE	4.37	AE	4.42	AE	1
3. Find ways to make the subject interesting and engaging	4.18	OE	4.19	OE	4.19	OE	3
4. Demonstrate commitment to active learning	4.18	OE	4.15	OE	4.17	OE	4
5. Find ways to make the subject substantially relevant to my life	4.19	OE	4.11	OE	4.15	OE	5
6. Apply and connect the learning material to real life situation	4.17	OE	4.09	OE	4.13	OE	6
Average Weighted Mean	4.27	AE	4.21	AE	4.24	AE	

As shown in Table 7, the emotional engagement of the students in their classroom as assessed by the two groups of respondents' reveals ranked 1 result as Manifest genuine eagerness to acquired knowledge regarding the subject matter, (CM=4.42), followed by Participate and find enjoyment in the classroom environment for fostering emotional engagement (CM=4.37), all with an “Always engaged” verbal interpretation. This reflects the overall positive perception of students' active interest in learning and their eagerness to explore and understand the topics being taught. Moreover, ranked 2 result recognizes when students enjoy their learning experiences, they are more likely to be motivated, actively participated, and have a positive attitude towards learning.

Additionally, the ranked 3, 4, 5, & 6 indicators such as Find ways to make the subject interesting and engaging (CM=4.19), Demonstrate commitment to active learning (CM=4.17), Find ways to make the subject substantially relevant to my life (CM=4.15), Apply and connect the learning material to real life situation (CM=4.13) are all verbally interpreted as “Often engaged”. This indicates that students have frequently active interest in learning and their eagerness to explore and understand the topics being taught, show interest and active involvement when teachers find ways to make the subject interesting and engaging; able to maintain focus and engage emotionally during reading and writing time in class, and find the subject substantially relevant to their lives, apply and connect the learning material to real-life situations.

In a study conducted by Espejo (2018) on the perception of students on their learning environment, emotional engagement is highlighted as a significant factor that influences students' academic success. The study supports the finding of the combined assessment of emotional engagement with an overall assessment of (CM=4.24), indicating "Always Engaged" verbally interpreted. This suggests that students are emotionally connected to their learning experiences, which positively impacts their academic performance.

The Table 8 Assessment of the Respondents on Students' Classroom Engagement according to Participation Engagement

Indicators	Teachers		Students		CM	VI	Rank
	WM	VI	WM	VI			
1. Attentively to classroom discussion	4.40	AE	4.38	AE	4.39	AE	1
2. Demonstrate student's confidence expressing critical thinking through raising hand	3.87	OE	3.99	OE	3.93	OE	5
3. Able to connect meaningful ideas to group discussion	4.01	OE	4.06	OE	4.04	OE	3
4. Seek clarification by expressing concerns, curiosity, and query regarding teachers instruction/teaching	3.95	OE	4.00	OE	3.97	OE	4
5. Ask feedback, clarification and guidance on their performance	3.51	OE	3.66	OE	3.58	OE	6
6. Assist fellow students who are struggling with the class subject through tutorials.	4.09	OE	4.04	OE	4.07	OE	2
Average Weighted Mean	3.97	OE	4.02	OE	4.00	OE	

As displayed in Table 8, the participation engagement of the students in their classroom as assessed by the two groups of respondents, shows ranked 1 result as Listen attentively to classroom discussion (CM = 4.39), it was "Always engaged" verbal interpretation. Indicates that students consistently demonstrate active listening during

Moreover, from ranked 2 to 6 indicators such as Assist fellow students who are struggling with the class subject through tutorials (CM = 4.07), Able to connect meaningful ideas to group discussion (CM = 4.04), Seek clarification by expressing concerns, curiosity, and query regarding teachers instruction/teaching (CM=3.97), and Demonstrate students confidence expressing critical thinking through raising hand (CM=3.93), Ask feedback, clarification and guidance on their performance (CM = 3.58) are all verbally interpreted as "Often engaged". This indicates students frequently engage in assisting their fellow classmates who are struggling with the class subject through tutorials, participation in a group discussion of sharing insightful and relevant contributions that relate to the topic at hand, involvement in seeking clarification, participation and contribution through raising hands during class activities.

A study conducted by Schnitzler et al. (2020) on teacher-student interactions in the classroom emphasizes the importance of participation engagement in fostering a collaborative and engaging learning environment. The study supports the finding of the combined assessment of participation engagement with an overall assessment of (CM=4.00), indicating "Often Engaged" verbally interpreted. This highlights that students actively participate in class discussions and activities, contributing to a vibrant and interactive classroom setting.

The Table 9 Assessment of the Respondents on Students' Classroom Engagement according to Performance Engagement

Indicators	Teachers		Students		CM	VI	Rank
	WM	VI	WM	VI			
1. Report effectively on the class material or discussion by sharing knowledge, key points and meaningful dialogue	4.08	OE	4.08	OE	4.08	OE	2
2. Demonstrate high quality work and effective project skills	4.09	OE	4.11	OE	4.10	OE	1
3. Perform well on the test	4.00	OE	3.99	OE	4.00	OE	4
4. Represent the class and debate	3.47	OE	3.52	OE	3.50	OE	6
5. Perform role play	4.08	OE	4.03	OE	4.05	OE	3
6. Make journal reflections	3.71	OE	3.72	OE	3.72	OE	5
Average Weighted Mean	3.91	OE	4.02	OE	3.96	OE	

As manifested in the table 9, the performance engagement of the students in their classroom as assessed by the two groups of respondents, shows from ranked 1 to 6 result as, are all "Often engaged" verbal interpreted. Demonstrate high quality work and effective project skills (CM=4.10), this indicates that both teachers and students place frequently high importance on achieving positive outcomes in class projects as a measure of students' engagement and performance. Report effectively on the class material or discussion by sharing knowledge, key points and meaningful dialogue (CM=4.08), this indicates that they are frequently actively participating and contributing to the learning process by communicating their understanding of the subject matter. Perform role play (CM=4.05), This indicates that they are frequently actively involved in the learning process by immersing themselves in hands-on activities. Perform well on the test (CM=4.00), it indicates that they are frequently actively interested in their studies and show a strong commitment to learning. Make journal reflections (CM=3.72), It indicates frequently make journal reflection activities to enhance their understanding of the subject matter. Represent the class and debate, students show moderate engagement in activities related to representing the class and participating in debates (CM=3.50).

The Challenges Encountered by the Solo Parents in Attending their Children's School Needs

The Table 10 Assessment of the Respondents of Solo Parent on the Challenges Encountered in Attending their Children's School Needs as to Financial Challenges

Indicators	Solo Parents		
	WM	VI	Rank
1. I encountered challenges in providing my child's allowance for his/her education	4.26	AEC	6
2. I encountered challenges in ensuring my child has available resources to conduct school research	4.42	AEC	4
3. I encountered challenges in ensuring that my child can attend school everyday	4.83	AEC	1
4. I encountered challenges in providing my child with necessary school project materials	4.37	AEC	5
5. I encountered challenges in ensuring my child eats well before going to school	4.71	AEC	2.5
6. I encountered challenges in ensuring that my child's uniform is presentable	4.71	AEC	2.5
Average Weighted Mean	4.55	AEC	

Legend: 4.20-5.00=(AEC) Always Encountered Challenges, 3.40-4.19=(OEC) Often Encountered Challenges, 2.60-3.39=(SEC) Sometimes Encountered Challenges, 1.80-2.59=(REC) Rarely Encountered Challenges, 1.00-1.79=(NEC) Never Encountered Challenges, VI=Verbal Interpretation, WM=Weighted Mean

As shown in table 10, assessment of the financial challenges encountered by solo parents in attending to their children's school needs, All the indicators listed such as I struggle in ensuring that my child can attend school every day (WM=4.83), I have trouble in ensuring my child eats well before going to school and I have trouble in ensuring my child eats well before going to school, both shares the same (WM=4.71), I experience obstacle in ensuring my child has available resources to conduct school research (WM=4.42), I find hard in providing my child with necessary school project materials (WM=4.37), and I face difficulty of providing my child's allowance for his/her education (WM=4.26) all got a verbal interpretation of "Always Encountered Challenges". The solo parents narrate various factors, such as transportation issues, health concerns, or other barriers, that makes it challenging for them to maintain regular attendance of their child in school. The indicators mentioned serves as obstacles in terms of providing healthy meals or adequate food for their child, which could impact their overall well-being and readiness for learning where solo parents face difficulties in maintaining and providing even clean uniforms for their child, potentially due to limited resources and other constraints.

This finding is in line with the studies conducted by Alampay and Garcia (2019), and Suguis and Belleza (2022), which emphasize the impact of socio-economic factors and parental concern on the student classroom engagement. It underscores the importance of recognizing and addressing the challenges faced by solo parents in order to support their children's education effectively.

The Table 11 Assessment of Solo Parent on the Challenges Encountered in Attending their Children’s School Needs as to Moral Challenges

Indicators	Solo Parents		
	WM	VI	Rank
1. I encountered challenges in encouraging my child to go to school	4.89	AEC	1
2. I encounter challenges in motivating my child to study well	4.80	AEC	2
3. I encountered challenges in finding time to actively support my child in his/her school activities	4.19	OEC	5
4. I encountered challenges with moral complexities in appreciating my child’s school achievements	4.77	AEC	3
5. I encountered challenges in attending conferences with teachers to talk about my child’s learning progress and behaviour	3.68	OEC	6
6. I encountered challenges in discussing with my child about possible careers in the future	4.37	AEC	4
Average Weighted Mean	4.45	AEC	

As shown in the table 11, assessment of the moral challenges encountered by solo parents in attending to their children’s school needs manifested the four indicators such as, I have dilemma encouraging my child to go to school (WM=4.89), I encounter challenges in motivating my child to study well (WM=4.80), I grapple with moral complexities in appreciating my child’s school achievements (WM=4.77), and I am met conflicts when discussing with my child about possible careers in the future (WM=4.37), all got a verbal interpretation of “Always Encountered Challenges,”. This daily experience among solo parents in handling conflicts and difficulties towards their children somehow created a moral havoc both for solo parent and child that eventually created a gap or distance in terms of their family relationship.

Moreover, I find obstacle in finding time to actively support my child in his/her school activities (WM = 4.19) and I struggle attending conferences with teachers to talk about my child’s learning progress and behaviour (WM = 3.68), received a verbal interpretation of “Often Encountered Challenges”. The solo parents time concentrated on their occupation and income concern to support their family needs grab them opportunity of attending to their children’s’ school progress and concerns.

As supported by Farnacio and Reyes (2021) on the emerging economic problems in the country and the challenges faced by solo parents emphasizes the importance of solo parents' commitment to addressing moral challenges in their parenting roles. The study supports the finding of the combined assessment of solo parents with an average weighted mean of (WM=4.45), indicating "Always Encountered Challenges" in addressing moral challenges. This suggests that solo parents should be actively involved in instilling moral values, allotting bonding time, and principles in their children's upbringing.

The Table 12 Assessment of Solo Parent on the Challenges Encountered in Attending their Children's School Needs as to Home Supervision Challenges

Indicators	Solo Parents		
	WM	VI	Rank
1. I encountered challenges in supervising and limiting my child's TV watching, using cell phones and computer time at home	4.07	OEC	6
2. I encountered challenges in monitoring my child's homework	4.16	OEC	5
3. I encountered challenges in reminding my child to review and do advanced reading	4.41	AEC	2
4. I encountered challenges in instructing my child to follow the house rules, especially during study time	4.47	AEC	1
5. I encountered challenges in asking my child to share stories about what he/she did at school	4.20	AEC	4
6. I encountered challenges in making sure that my child has completed his/her homework before he/she can play	4.32	AEC	3
Average Weighted Mean	4.27	AEC	

As manifested in Table 12, assessment of the home supervision challenges encountered by solo parents in attending to their children's school needs, the four indicators such as, I am confronted with difficulty instruct my child to follow the house rules, especially during study time (WM=4.47), I find it hard to remind my child to review and do advanced reading (WM = 4.41), I dealt with difficulties in making sure that my child has completed his/her homework before he/she can play (WM = 4.32), and I am met with difficulty asking my child to share stories about what he/she did at school (WM = 4.20), all got a verbal interpretation of "Always Encountered Challenges." This indicates a significant challenges, implying that many solo parents became frustrated and cannot penetrate the barrier wall that both build to protect each other's privacy, therefore children were uncooperative, reluctant and became reserved to do household responsibilities and share their inmost feelings, struggles and experiences encountered at school.

On the other hand, I encounter struggle in monitoring my child's homework (WM = 4.16) and I experience challenges in supervising and limiting my child's TV watching, using cell phones and computer time at home (WM = 4.07), all got a verbal interpretation of "Often Encountered Challenges." Solo parents rival pinned children's attention not only on school matters and household chores posed heavy burden on their shoulders dealing and disciplining, but also on regulating their child's use of TV, cell phones, and computers at home as digital platform flourished.

In a research study by Harkness, Gregg, and Fernández-Salgado (2019) on the challenges faced by single-mother families, including home supervision challenges, the dedication of single parents in ensuring proper home supervision is recognized. This foreign literature supports the findings of the solo parents' "Always Encountered Challenges" in addressing home supervision challenges. The study highlights that single-mother families actively prioritize home supervision to provide a supportive and safe environment for their children.

On the Test of a Significant Relationship between the Solo Parents Profile and the Level of Students' Classroom Engagement and Challenges Encountered by Solo Parents, the following were concluded:

Level of Students' Classroom Engagement:

The study's findings indicate that there is no significant relationship between the solo parents' age, sex, educational attainment, number of siblings, occupation, source of income profiles, and the level of students'

classroom engagement in terms of skill engagement, emotional engagement, participation engagement, and performance engagement. The chi-square computed values and corresponding p-values for each variable and type of engagement are all greater than the critical values at a 0.05 level of significance.

This implies that the variables of age, sex, educational attainment, number of siblings, occupation, and source of income of solo parents do not have a statistically significant impact on the level of engagement displayed by students in the classroom. The null hypothesis, which states that there is no significant relationship between these variables and students' classroom engagement, failed to be rejected.

It is important to note that these findings are based on the analyzed data and the variables considered in the study. Other unmeasured factors or variables not included in the analysis may still influence the relationship between the solo parents' profiles and classroom engagement.

Challenges Encountered by Solo Parents:

The findings of the study reveal several relationships between the profiles of solo parents and the challenges they encounter. Firstly, there is no significant relationship between age and sex profiles of solo parents and financial, moral, and home supervision challenges. Secondly, while there is no significant relationship between educational attainment and financial and home supervision challenges, there is a significant relationship between educational attainment and moral challenges. Solo parents' level of education influences the nature and extent of moral challenges they face in their parenting journey. Lower educational attainment may lead to more struggles in dealing with moral issues, potentially affecting their children's moral development. Thirdly, the number of siblings in solo parents' families is significantly associated with financial challenges. Family size can directly affect the financial resources available to solo parents, with more children potentially increasing expenses and financial demands. Lastly, the source of income for solo parents significantly affects financial challenges. Different income sources provide varying levels of financial stability or uncertainty, impacting a solo parent's ability to meet their financial obligations and provide for their family's needs. These findings highlight the importance of considering various demographic factors when providing support and assistance to solo parents.

CONCLUSIONS

Based on the findings of the summary, the following conclusions were drawn:

The study found that the demographic profiles of solo parents, including age, sex, educational attainment, number of siblings, occupations, and source of income, do not have a statistically significant impact on student's classroom engagement. However, it is important to recognize that other unmeasured factors may still influence the relationship between solo parents' profiles and classroom engagement.

The study revealed that the two groups of respondents have differing assessments of students' classroom engagement concerning Skill Engagement, Emotional Engagement, Participation Engagement, and Performance Engagement. These findings underscore the significance of cultivating an engaging and supportive classroom environment that encourages active participation, collaboration, and positive teacher-student relationships by creating an environment that can enhance students' overall engagement and contribute to their academic success and well-being.

The assessment of challenges faced by solo parents in attending to their children's school needs, including financial, moral, and home supervision challenges, revealed distinct areas of difficulty and emphasizes the significance of providing targeted support and interventions for solo parents, recognizing and addressing their unique challenges in fulfilling their children's educational requirements. Tailored assistance can help solo

parents navigate these challenges effectively and ensure a supportive environment for their children's educational journey.

The study found no significant relationship between the level of student's classroom engagement and solo parents' profiles, as the null hypothesis was not rejected. However, the analysis did reveal significant relationships between certain challenges encountered by solo parents. Specifically, educational attainment was linked to moral challenges, the number of siblings correlated with financial challenges, and source of income influenced financial challenges. This underscores the importance of tailoring support and resources based on educational attainment, family size, and income source to address the specific needs of solo parents by providing targeted assistance that can better support solo parents in overcoming challenges and fostering a positive learning environment for their children.

The Proposed Capacity Building Training Program aligns with the Professional Development Framework outlined in Department Order Number 42, Series 2017 (D.O. no. 42, s. 2017), and adheres to the principles of Presidential Decree (PD) 603, known as the Child and Youth Welfare Code. The program emphasizes active and collaborative engagements among parents, teachers, the school, and the community, highlighting their crucial role in ensuring the welfare and development of the learners. By integrating these frameworks, the training program aims to create a nurturing and supportive educational environment that benefits the students and contributes to their overall well-being and growth.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are suggested:

Collaborate with Local Government Units (LGUs), Non-Governmental Organizations (NGOs), and private sector entities to establish Career Development Programs specifically tailored for solo parents in order to provide them with comprehensive support to enhance their career prospects and economic stability. The researcher recommends conducting further research to explore the unmeasured factors that may influence student engagement among solo parents. Understanding these additional variables can provide deeper insights into the complexities of classroom engagement.

Implement a continuous school-based program based on Department Order 35, s. 2016, known as The Learning Action Cell (LAC). This program should serve as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy, specifically aimed at improving teaching and learning through School Learning Cells. By utilizing The Learning Action Cell approach, educators can collaborate, share best practices, and collectively work towards improving student engagement and overall learning outcomes which emphasizes regular and targeted professional development that plays a vital role in creating a positive and effective learning environment for both students and teachers.

Establish strong partnerships with key stakeholders, including the Department of Social Welfare and Development (DSWD), local government units, barangays, municipal solo parents' associations, and local businesses or employers. These partnerships can be instrumental in providing essential support systems for solo parents by collaborating with these entities helping them access job opportunities, flexible work arrangements, or income-generating programs. Such support can help them overcome obstacles and achieve greater well-being for themselves and their children by creating a comprehensive network of support that will empower solo parents, improving their socio-economic conditions and fostering a positive environment for their families.

Establish a mentorship program where experienced solo parents or community members provide guidance and support to fellow solo parents in encouraging their children's school attendance. Such mentorship initiatives can create a positive and empowering environment, enabling solo parents to better support their children's academic journey and overall development.

Educate solo parents through workshops and training sessions that focus on effective communication and motivation techniques, while also raising awareness about the potential negative impacts of excessive screen time on their children's academic performance and overall well-being. By empowering solo parents with these essential skills and knowledge, we can support them in fostering a healthy learning environment for their children and promoting their overall development and success.

In light of the study's findings, it is strongly recommended to adopt and implement the proposed Capacity-building training program aligned with the Professional Development Framework outlined in Department Order Number 42, Series 2017 (D.O. no. 42, s. 2017), The Philippine Professional Standards for Teachers (PPST). This program should focus on promoting learner-centeredness, lifelong learning, and inclusivity, while fostering active and collaborative engagements among parents, teachers, schools, and the community. By adhering to the principles of the Child and Youth Welfare Code Presidential Decree (PD) 603, this comprehensive approach will lead to improved teacher competence, enhanced student learning outcomes, and ultimately, the delivery of quality education that ensures the overall welfare of the learners.

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