

Parental School Involvement in Talakag-II District, Bukidnon

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Abstract

This study aimed to determine the parental school involvement to the two hundred (200) parents of Talakag-II District, Division of Bukidnon, for the School Year 2022-2023. This study aimed to determine the relationship between the parental school involvement and the respondents' characteristics. It employed the descriptive research design with adapted and modified questionnaires as the primary tool for gathering data. This study is from the study of Liu and Leighton (2021) on Parental Self-Efficacy in Helping Children Succeed in School Promotes Math Achievements. The researcher used the quantitative method of research to determine the efficacy of the variables. They are carried out to discover their effectiveness. This researcher employed this type of research design in gathering the necessary data and information of parents as respondent in Talakag-II District, Division of Bukidnon for the School Year 2022-2023. This was using a quantitative design process in which it gathered quantifiable data to determine the parental school involvement. The statistics utilized inferential statistics such as mean and frequency distribution to determine the parent respondents' characteristics. The findings of the study revealed that attitudes toward school involvement and monthly family income are significantly weak related to parental school involvement in respondents' characteristics. Thus, schools should promote and encourage parental school involvement through frequent communication, parent-teacher conferences, and learning support programs.

Keywords: Parental School Involvement, *Respondents'* Characteristics, School Activities

1. Introduction

The experiences and academic performance of children are significantly influenced by their parents. Parents' motivational beliefs may have an impact on their children's motivation and attitudes toward learning, and parents who value education and inspire their children to put in a lot of effort may see increased academic achievement in their children. However, a parent's life context, such as their socioeconomic level, cultural background, and access to resources, may have an impact on their involvement in school. For instance, parents with social or economic difficulties could find it challenging to participate in school activities, which could limit their capacity to assist their children's education. Parents who lack the desire to get active in school may have assumptions about their own or the institution's capacity to support their children's learning. Although parents value being active in their children's education, they could be too busy with work or other responsibilities to prioritize it. Parents' lack of involvement may be caused by their confusion with the school's invitations for their participation. It may be difficult for some parents to emphasize involvement in their child's education due to personal or family difficulties, such as financial or health issues. Family engagement efforts seek to strengthen the relationship between parents and the school in order to enhance the learning environment for learners as a whole concern. These circumstances encouraged the researcher to investigate the problem to find a solution for parental involvement in school.

According to Barger et al. (2019), academic socialization, on the other hand, comprises parents articulating expectations for their children's education, expressing views and beliefs about the importance of school and education, developing educational and occupational goals, and discussing plans. Academic

socialization in children is a powerful predictor of academic performance, according to research. Parental expectations for their children's educational attainment show a greater association with kids' academic achievement than other elements of parental participation, independent of socioeconomic background. This shows that if their parents expect them to succeed, children from all socioeconomic backgrounds perform better in school.

As posited by Bornstein et al. (2022), human children are unable to flourish and grow in solitude to progress into responsible adults. They demand parental guidance and care. As a result, attentive, caring, and constructive engagement with children is required for successful parenting. Researchers and practitioners who work with families are committed to improving child development via parenting, and parenting programs can be found worldwide. However, the development, implementation, and integration of parenting programs have been disjointed and haphazard thus far. However, the success of parenting programs has been impeded, and the time, effort, energy, and money invested in them has all too frequently resulted in extremely restricted outcomes, seldom on a large scale. The purpose of this special issue on Parenting: Science and Practice is to help parents.

However, Dumas et al. (2017) stated that it is also well-documented that participation rates in preventive parenting interventions among families struggling with economic and psychosocial disadvantages are low. Over one-third of low-income parents who enrol in group-based parenting programs do not attend, and the average attendance rate among those who do attend is roughly 50% of sessions. Despite this, parents facing persistent economic difficulty, whose children are at a higher risk of developing a variety of social, emotional, behavioral, and academic issues, are often the major targets of early intervention programs.

Moreover, according to Zaff et al. (2017) identified several mechanisms through which parental expectations may exert an effect on students' educational processes. High parental expectations may boost their children's academic self-efficacy, foster other dimensions of parental involvement in schooling such as the extent and quality of homework support or communication with teachers, and increase students' accomplishments by influencing teachers' perceptions and evaluations of the child. As a result, intellectual socialization in the home is critical in boosting children's scholastic performance and completion of upper secondary school.

The study by Liu and Leighton (2021), "Parental Self-Efficacy in Helping Children Succeed in School Promotes Math Achievements," serves as the basis for this research. The purpose of this study is to investigate the internal structure of an existing parent survey and to look at the connections between various forms of parental engagement in the District of Talakag-II, Bukidnon.

This study is guided by Hoover-Dempsey and Sandler's model of parental involvement (2005). The model covers seven characteristics discovered to influence parents' engagement in their children's academic careers, which are divided into three categories. The first component is parental motivation for engagement, which includes parental judgments of their duties and talents, as well as what parents believe about their obligations and capacities. Second, parental views of invitations to participate: parental perceptions of accepting the school and teachers are or are not welcoming the school and instructors. The third factor is parental views of their life context: parental perceptions of their time, energy, knowledge, and abilities about parental engagement, or parental opinion that they have adequate time, energy, knowledge, and skills for successful involvement.

This model also shows how the three aforementioned reasons impact the sorts and degrees of participation parents have in their child's education. These behaviors (forms of involvement) lead to changes in learning mechanisms, perceptions, and motivations of students, ultimately leading to increases in student achievement (Green & Hoover-Dempsey, 2007). These three areas are partially based on Bandura's (1997) social-cognitive, self-efficacy, and role- construction theories, which seek to explain how people decide to perform certain behaviors and/or take on certain roles. The notion that a person can attain the goal they desire is known as self-efficacy theory.

Parents that have high self-efficacy are typically highly tenacious and will fight through challenging conditions to benefit their children. People make decisions on what parents are expected to do to help their children succeed in school. This investigation examined how parents use their beliefs in their abilities to help

their child (self-efficacy), as well as their observations and life experiences (social cognition), to determine what part they would play in the academic lives of their children (Bandura, 1997).

2. Methodology

A quantitative research method is used because it is simply described as descriptive research. To conduct statistical analysis, it aimed to gather quantifiable data from the parental school involvement in the public elementary school parents of Talakag II District, Division of Bukidnon, during the School Year 2022-2023. The descriptive correlation research technique was used in this study, which is essentially a quantitative description of the general characteristics of a selected group. It allows the researcher to acquire data by using a survey questionnaire. It can also use a variety of quantitative and qualitative approaches to look at one or more factors that cannot be altered or controlled but must instead be observed and quantified. The correlation was used to find out the significant relationship between the respondent's characteristics. The age; sex; number of siblings; highest educational attainment; family monthly income; occupation; children enrolled in school; attitude toward school involvement and parental school involvement based on the following: parents' motivational beliefs, parents' perceptions of invitations for involvement and parents' perceived life context.

This study is adapted and modified from the study of Liu and Leighton (2021) on "Parental Self-Efficacy in Helping Children Succeed in School Promotes Math Achievements." This study would find the effects of parental school involvement in Talakag-II district, Division of Bukidnon, during the School Year 2022-2023. To determine the sample size of respondents from the population, Slovin's formula was used to calculate the sample size (n) given the population (N) and a margin of error. In this calculation, a 95% level of confidence with a 3% margin of error was utilized. After getting the sample size, stratified sampling was used to get the sample of respondents from the twelve (12) schools.

The data were collected, tabulated, and analyzed using different statistical tools. Problems 1 and 2 used frequency, mean, percentages, and standard deviation to determine the characteristics of the age, gender, number of siblings, highest educational attainment, family monthly income, parents' occupation, and children enrolled in school, and views toward parental involvement in school. The Problem 3 used P-value on family monthly income, leading to the acceptance of the null hypothesis. To ensure the quality and correctness of the results, all responses to all questionnaire items were scored and recorded on a master data sheet. Before being evaluated, all entries were rigorously rechecked. The data was acquired and statistically treated using methods such as frequency, percent and rank, weighted mean, regression, and correlation analysis to arrive at the essential answers, including the specific objectives of the study.

3. Results and Discussion

Problem 1: What are the respondents' characteristics in terms of:

- 1.1 Age;
- 1.2 Sex;
- 1.3 Number of Siblings;
- 1.4 Highest Educational Attainment;
- 1.5 Family Monthly Income;
- 1.6 Parents' Occupation;
- 1.7 Number of Children Enrolled in School; and
- 1.8 Attitude toward School Involvement?

Table 1 shows the respondents' characteristics in terms of age. Results show that out of 200 respondents, 86 (43%) are 30-39 years old. This means that many of the respondents belonged to the 30-39 years old age bracket. The data further means that most of the respondents belonged to the mature age. As observed, parents at this age are most likely to appear to be more stable, easy-going, and less burdened by job or parenting concerns. They are less concerned about their income or careers, allowing them to spend more

time with their children and be more present. The findings of Cantalini et al. (2020) suggest that age at parenting influences educational attainment mostly for children of low- and middle-educated parents; however, this effect is less pronounced when enrolling in the academic track. As a result, when parents in this group are younger at childbirth, they are further apart from highly educated parents; conversely, when they postpone parenthood to later ages, they can reduce educational inequality, though they do not catch up to the levels of the most advantaged social groups.

Table 1
Distribution of Respondents' Age

Age	Frequency	Percentage
50-59 years old	24	12.00
40-49 years old	67	33.50
30-39 years old	86	43.00
29 years old and below	23	11.50
Overall	200	100%

Furthermore, according to the findings of Naite (2021), pupils with highly interested parents had superior academic performance and higher test scores in all areas than students whose parents were not involved in their education. According to the findings, parents should improve their knowledge of the importance of visiting and supporting their children at school. It was also advised that as parents are their children's first teachers, they should have an active part in their children's education both at school and at home.

The highest frequency is 86 (43%), which belonged to the age bracket of 30 to 39. This means that the respondents of this study are between the ages of 30 to 39. This implies that in the setting of Talakag-II, which belongs to a hinterland area, most of the participating parents in the school are mature enough. Thus, the majority of older parents stated that their greatest benefit was that they were more emotionally prepared to be parents. Cherry (2020) stated that some people claim that becoming older has made them more self-aware, confident, resilient, self-actualized, better able to assist, and capable of talking with children.

According to Duncan (2020), older parents have more life experience and may provide greater guidance to their children's challenges. They are also more established, and the children have role models or people to look up to. According to research, older parents are more optimistic about their parenting duties. The positive parenting approach may result in children who have fewer behavioral, social, or emotional issues as they grow older.

Meanwhile, the lowest frequency of 23 (11.5%) of the respondents is between the ages of 20 and 29 years old. This means that just a small percentage of the respondents were young parents. This further means that parents of children of these ages are typically unstable, especially when they live in remote places. This suggests that young parents' emotional states may influence their relationship with their children as well as their engagement in their children's education. This shows that Talakag-II respondents with young parents are less responsive to parental participation. As has been noticed, young parents in the hinterlands rely on their parents. According to Spelman (2022), being raised by an emotionally absent parent or guardian can lead to a life of unstable connections, a string of unsuccessful relationships, emotional neediness, an inability to self-regulate and care for oneself, and identity uncertainty. This can also lead to core trauma from not being able to articulate your wants constructively. Neglect of emotional needs in early life is referred to as developmental trauma, and it can have long-term consequences if not handled appropriately.

Meanwhile, Sick et al. (2018) state that young parents face many challenges that can interfere with education and training, economic stability and security, and the care of children. Addressing these issues can benefit not just these young parents, but also their children and families. Research has focused on several

subgroups of young parents, including as teenagers, noncustodial parents, parents in college, and those who are disengaged from both school and job, as well as successful techniques for addressing the specific issues these groups confront.

Table 2
Distribution of Respondents' Sex

Sex	Frequency	Percentage
Male	42	21.00
Female	158	79.00
Overall	200	100%

Table 2 shows the respondents' characteristics in terms of sex. Results show that out of 200 respondents, 158 (79%) are female. This means that most of the respondents are female. In other words, fathers are less likely than mothers to be involved in school. This further means that female parents are dominant in terms of responding to the needs of their children in school. This suggests that female parents are more socialized to address their children's expressive demands at school. They are also communicators who offer compassion and warmth to their children. As noted, mothers have more sympathy for guiding youngsters and spend more time managing children than fathers. Understanding that this study was conducted in rural places of Talakag, Bukidnon. When fathers are the breadwinners of the family, they spend less time with their children. According to Tong (2021), the effect of the number of siblings on individual income levels differs significantly between urban and rural locations.

In this regard, Kaplan et al. (2020) discovered that mothers' explicit attitudes about gender roles, such as identifying women with the house and men with work, predicted their children's opinions. Furthermore, fathers' engagement in domestic duties and implicit gender roles influenced their daughters' goals. For example, when fathers helped with household chores, girls were more likely to pursue less gender-stereotypical careers. According to the study, parents' support for gender equality, as well as their household behaviors, have a significant impact on children's gender attitudes.

The highest frequency is 158 (79.00%), all female. This means that females are more responsive in participating in school. It implies that the role of the mother is dominant rather than the father in terms of involvement in school. This further implies that female parents are more responsive in terms of parental involvement in school. Hence, throughout various phases of a child's academic life, the mother performs an important role as an educator. As a result, mothers are always regarded as their children's primary and best teachers and role models. A child's first and finest teacher is their mother. Parents are the first to instill love and security. Parenting at home is critical for foundational learning and social adjustment outside the family. As a result, a mother's role is always the most important (Explico Blog, 2022).

Meanwhile, the lowest frequency is 42 (21.0%), and the respondents are male. This means that males served as the workers of the family. They spend more time working for the family to sustain their daily needs. This further means that most of the parents have less time in the school parent-teacher association because of this reason. This implies that most of the participants were female during the school parent-teacher conference, and this was observed and experienced in Talakag-II district, Bukidnon. This further implies that parents and caregivers are the primary providers of nurturing care for children. While women have traditionally assumed the role of primary caregivers, fathers and male caregivers must also consider a central parenting role alongside the children's mothers or female caregivers (Alemann et al., 2020).

Table 3 shows the respondents' characteristics in terms of several siblings. Results show that out of 200 respondents, 106 (53%) have 4-6 siblings. This means that the majority of the respondents have 4-6 siblings in the family. This further implies that most of the families that live in rural areas have more siblings. Thus, the family's socioeconomic standing is influenced by the number of siblings. Facts from China show that the number of siblings has a limited influence on schooling due to a variety of factors such as children's

gender, urban or rural household registration, whether there is just one kid, the birth order of children within the family, and parents' status. Chinese households have strong preferences for the eldest and youngest sons. Furthermore, research based on the natural experiment and instrumental variable approaches suggests that market-oriented education reform has increased the cost of family education expenditures since China's reform and opening up, exacerbating the negative impact of having many siblings on education (Xiong et al., 2020).

Table 3
Distribution of Respondents' Number of Siblings

Number of Siblings	Frequency	Percentage
10-12 Siblings	8	4.00
7-9 Siblings	64	32.00
4-6 Siblings	106	53.00
1-3 Siblings	22	11.00
Overall	200	100%

An additional source from Baranowska-Rataj (2022), concerns have been expressed in socioeconomic and epidemiological research about the educational opportunities and health consequences of children raised in large families. Since parental financial assistance and personal attention are dispersed among a larger number of siblings in bigger families, parental investments per kid may be smaller.

Meanwhile, the highest frequency is 106 (53.0%) of the respondents. It belonged to the bracket of 4 to 6 siblings. This implies that most families in the Talakag-II district have multiple children. This further implies that parental involvement would be divided among all the siblings. Sauer (2018) stated that when the number of children in a family grows, so does the quality of the experience. One of the most prominent difficulties discovered by the researchers was parental interaction with children. It's natural for the mother's attention to be divided as the family increases. Researchers also discovered worse cognitive performance and an increase in behavioral difficulties in youngsters from larger households.

Black (2017) reported that the average educational attainment is lower in bigger families due to the lower average education of later-born children rather than the poorer education of firstborns in large families versus small families. We discovered that firstborns performed better in school than second born, who performed better than third born, and so on. These findings were resilient to a range of criteria; most crucially, we were able to compare the outcomes of children from the same family.

On the other hand, the lowest frequency is among 8 (4.0%) of the respondents. This implies that only a few families have 10 to 12 siblings. This implies that in this bracket of siblings, the way of life is hard, considering that most of the respondents are farmers. This further implies that parental involvement of the parents is much affected by the large family. Hence, most parents believe that having a large number of children would make life difficult. Kleinschmidt (2017) posited that with larger families, there is often greater rivalry since siblings seek their fair share of their parent's attention. Many mothers of numerous children believe that the capacity to get along and love one another at a young age is a good side effect of larger families.

Table 4 shows the respondents' characteristics in terms of highest educational attainment. Results show that out of 200 respondents, 102 (51%) are high school educational level. This means that most of the respondents are in high school educational level and elementary educational level. This further means that parents cannot afford to go to college because of some factors. As observed, there is only one college school in Talakag, Bukidnon and the school is almost 30 kilometers away from Talakag-II district. Every person has the right to education, as stated in the Basic Education Roadmap-Philippine Development Plan 2011-2017, and the government plays a role in inclusive growth and development (Department of Education, 2017).

Table 4
Distribution of Respondents' Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Master's Degree Educational Level	7	3.50
College Educational Level	43	21.50
High School Educational Level	102	51.00
Elementary Educational Level	48	24.00
Overall	200	100%

Connectedly, Davis-Kean et al. (2020) posited that the educational achievement of parents often drives their employment and income, and it is frequently used interchangeably with socioeconomic status in studies. They think that parental educational attainment establishes a foundation that indirectly improves children's academic performance through parents' beliefs about and expectations for their children, as well as cognitive stimulation offered by parents and others outside the home.

The highest frequency is 102 (51.0%) for the respondents' educational attainment at the high school level. The results reveal that most of the parents of Talakag-II have not gone to college level or have a master's degree level. The result further reveals that the respondents have no stable work to supply the needs of their families. As observed, most of the families in Talakag-II district are dependent on government programs like the 4 P's and the School-Based Feeding Program to help meet the necessities of their children's education. According to the World Bank (2019), initiatives aided in the implementation and expansion of the country's CCT program, the Pantawid Pamilya Pilipino Program, or the 4Ps, which distributes cash payments to low-income families as an incentive for parents to keep their children healthy and in school. There are two requirements: children under the age of 14 and pregnant women must get frequent health exams, and school-aged children between the ages of 6 and 18 must attend school at least 85 percent of the time. Ultimately, the 4 P's are a long-term investment that helps today's children become productive members of society, thereby ending the cycle of intergenerational poverty.

The lowest degree of educational attainment among parents is 7 (3.50%), and it belongs to a master's educational level. This means that only a few parents attained the highest degree of education. This further means that earning a master's or doctoral degree is not a top priority for Talakag-II district parents. This implies that higher education is not necessary. Life would continue to be simple as long as they could provide food and shelter for their family. Thus, there is a great implication that parental school involvement is affected because educational attainment is low. According to Eurostat (2021), children of uneducated parents are more likely to be poor when they reach maturity. In 2019, the European Union's at-risk-of-poverty rate was more than twice as high for individuals (aged 25 to 59) whose parents had a low level of education (20.3%) as it was for persons whose parents had a high level of education (8.6%). The equivalent rate for persons with a medium level of education was 12.0%.

Table 5 shows the respondents' characteristics in terms of family monthly income. Results show that out of 200 respondents, 57 (28.5%) have P 5,000 – 9,999 pesos monthly family income. This means that many of the respondents' families are earning P 5,000 – 9,999 pesos. These further reveal that most of the family has low incomes and are at risk for experiencing poor health outcomes due to reduced access to healthcare services, barriers to living a healthy lifestyle, and stress related to living with limited resources. Hence, tons of studies show that parental income is positively connected with every aspect of child well-being that social scientists have evaluated. This is true in every nation and region for which we have data. There is little question that the life prospects of poor children are poorer than those of wealthier children (Mayer, 2022).

The findings of Lv (2017) indicate that family income has a considerable impact on children's education level and that raising family income can increase their education level; the phenomenon of

intergenerational transfer of education is not clear, and intergenerational mobility is positive. While the total sample and urban samples revealed that family income has no significant influence on children's academic achievement, increasing income does play a greater role in enhancing children's education levels in rural families, providing recommendations for China's education reform accordingly.

Table 5
Distribution of Respondents' Monthly Income

Family Monthly Income	Frequency	Percentage
P 20,000 and above	25	12.50
P 15,000 - 19,999 pesos	9	4.50
P 10,000 – 14,999 pesos	54	27.00
P 5,000 – 9,999 pesos	57	28.50
P 4,999 and below	55	27.50
Overall	200	100%

The highest frequency in terms of family monthly income is 57 (28.50%). This means that the parents in the Talakag-II district gain 5,000 to 9,999 pesos in income per month. This implies most of the people in Talakag are farmers. This further implies that parental involvement may be affected due to the income of parents. Hence, this could be one of the reasons why parents could not attend school activities because they need to work hard for their families. The result is supported by the study of Padillo (2022), who stated that 5,000-9,000 income per family is not enough if there are many members of the family. The family has many financial difficulties when the income is very low. Then, academically, the parents cannot support their children properly.

On the other hand, the lowest frequency in terms of family monthly income is 9 (4.50%). This implies that only a few families have a high income. This further implies that parents rely only on farming and get minimum wages. Thus, parents need to have extra income to support their families. The study by Villanueva (2022) cited that parents experiencing financial hardship 'do without' everyday necessities, social activities, and holidays putting a strain on parenting and family relationships. Living on a low income can bring multiple stresses such as food and fuel poverty, debt, dispossession, and restricted social opportunities.

Furthermore, Garcia (2018) posited that parental participation in children's education is essential for early children's academic success. School dropout rates are particularly high among the poor in the Philippines, a developing country with high rates of poverty and an input deficit in basic education. Since many children from underprivileged homes do not receive adequate assistance, and many parents lack the necessary skills to support their children's education, it is critical to examine how Filipino parents may assist and contribute to their children's academic achievement.

Table 6 shows the respondents' characteristics in terms of parents' occupations. Results show that out of 200 respondents, 115 (57.5%) of the parents worked as a farmer. This further implies that farming is the primary source of income for parents in Talakag-II, given that the location is suitable for farming. As observed, the income of a farmer is only 150 to 200 pesos per day. According to Khan et al. (2017), the third most significant characteristic influencing a family's socioeconomic standing is occupational status. It includes both schooling and earnings. It signifies that an individual's occupational prestige is a reflection of the education he has received for that specific career as well as the income he obtains from that occupation. Work features, decision-making abilities, and the psychological demands of the job are the components that determine an individual's occupational position. A job can also protect you against physical and mental disorders, which jobless people are more likely to suffer from. In addition to financial incentives, one might enjoy a variety of supplementary advantages from one's employment, such as extended social networks, a

meaningful identity, and occupational pride. Higher-status occupations are often more difficult, but they also allow greater opportunities for control over working circumstances and the expression of personal skills and abilities. In contrast, lower-status employment is often more relaxed but also more dangerous and boring, and provides less autonomy.

Table 6
Distribution of Respondents' Occupation

Occupation	Frequency	Percentage
Carpenter	5	2.50
Driver	7	3.50
Farmer	115	57.50
Self-Employed	19	9.50
House Helper	21	10.50
Barber	2	1.00
Others	31	15.50
Overall	200	100%

On the other hand, the highest frequency is 115 (57.50%). This means that most of the parents are not professionals. They prefer farming because that is the only way to have a source of income, and they may be able to support their children academically. These further reveals that most of the parents are engaging in agriculture, raising living organisms for food or raw materials. Moreover, they are the kind of parents who are exercising patience and perseverance because farmers put a lot of their time and energy into making sure animals are properly cared for and that crops are growing well with the resources they have. The result is supported by the study of Howell (2018) stated that It is true farmers do work very hard and keep long hours to be successful but that is only one aspect of a multi-faceted career. Farmers lead a life of significance and purpose.

Moreover, Hull (2018) stated that farmers are highly motivated and capable, multi-talented individuals who balance their chores from the field to the farm office to the agri-business environment with skill. They should be respected as professionals whose work is highly significant.

While the lowest frequency in terms of occupation is 2 (1.0%) of the respondents are barbers. This implies that only a few parents work as barbers. This further implies that the occupation of barber is relatively uncommon in the study's sample group. This means the barber is the least prevalent employer among research participants. This, together with the low frequency of barbers in the sample group, shows that barbering is not a popularly selected occupation among respondents. This data may be beneficial for policymakers and educational institutions in understanding the population's job choices and ambitions. It might also be valuable for businesses that cater to certain professions, such as suppliers of barber tools and equipment, to know the prevalence of employment in the area.

Table 7 shows the respondents' characteristics in terms of the number of children enrolled in school. Results show that out of 200 respondents, 158 (79%) have 2 to 3 children enrolled in school. This means that most of the respondents have 2 to 3 children enrolled in school. This further means that the time of the parents would be divided by the number of children in school. Thus, parents should maximize their attendance at school for their children to improve. The result is supported by the study of Filipovic (2018 that everyone should be able to decide how many children to have and when. Such freedom of choice would prevent unwanted pregnancies, improve the health of mothers and children, and reduce poverty. Family planning serves development and probably the ideal must be 2 to 3 children in a family, especially for those low-income families.

Table 7
Distribution of Respondents' Number of Children Enrolled in School

Number of Children Enrolled in School	Frequency	Percentage
4-5 Children	20	10.00
2-3 Children	158	79.00
1 Child	22	11.00
Overall	200	100%

Furthermore, the study by Negussie (2022) stated that children attend school for a variety of reasons. Where and when they go is determined by their age, geography, family preferences, and municipal legislation. Parents send their children to school to expose them to experiences outside of their homes and communities. Schools are intended to be places of inquiry, self-awareness, and interaction with other children. Instructors urge students to build on their existing talents and learn new ones as they progress through the grades.

In addition, the highest frequency is 158 (79.00%) of the respondents' children enrolled in school. The result revealed that despite the low income of the parents they still supported their children in school. This implies a strong relationship in terms of parental participation in school. It should come as no surprise to parents that participating in their children's education offers several benefits. In actuality, one of the most important elements influencing a child's success is his or her parents' commitment to his or her education. Being active in your child's education may take various forms, such as creating measurable, attainable academic objectives together, participating in frequent and open contact with his or her instructors, or just reading together for a half hour every evening (Sternke, 2022).

On the other hand, Paul (2022) stated that schools are an important aspect of our children's lives. Children are seen as the future, and their development is critical to the advancement of civilization. As we all know, education plays several functions in a child's life. They are more than simply educational institutions; they also provide a range of other functions. The significance of education in the lives of children is multifaceted, ranging from modifying their personality features to morally molding them. While the educational establishment plays many distinct functions in childhood, so do many other aspects. The function of school in the lives of children may be defined by a variety of aspects such as curriculum, environment, instructors, and so on.

Meanwhile, the lowest frequency is 20 (10.0%) of the number of children enrolled in school among the respondents. This indicates that few parents, with a total of 4-5 children, send their children to school. This implies that family size may influence parents' decisions about whether or not to enroll their children in school. For economic or practical reasons, parents with bigger families may be more likely to keep their children at home. This further implies that geographic location may influence whether or not parents enroll their children in school. Fewer children may be enrolled in school in places with inadequate access to education or where education is not prioritized. This reveals that children's socioeconomic position may also influence whether or not they attend school. Due to financial or cultural constraints, parents with lower incomes or less education may be less inclined to enroll their children in school. Considering the number of children, income, and occupation of the parents, this further reveals that parents in the Talakag-II area are struggling to meet their responsibilities to their children. The study discovered by Brian et al. (2019) that family troubles significantly impacted students' performance, particularly their attendance and performance. Family concerns, such as financial challenges, relationships, and bad habits, all contribute to pupils' poor performance. Students' attendance and compliance with school projects and activities suffer because of a lack of financial assistance. Kids would rather not attend class than be hungry one day at school. In contrast, the student's emotional state is influenced by family relationships. It affects their ability to concentrate in class. Students develop undesirable habits and behaviors as a result of their family's terrible culture. Family

troubles are unavoidable and have a significant influence on students' academic achievement.

Table 8
Distribution of Respondents' Attitude toward School Involvement

Indicators	Mean	SD	Description
Feel that parental participation in school may help children succeed academically.	3.91	0.313	Strongly Agree
Believe, in this pandemic time, parent involvement is important in all programs in the school.	3.48	0.593	Strongly Agree
Consider that parent involvement can improve the school.	3.41	0.586	Strongly Agree
Want to monitor my children because parental Involvement is the key to improving my children's grades.	3.56	0.498	Strongly Agree
Believe that parent involvement can improve students' attitudes.	3.37	0.587	Strongly Agree
Feel that parent involvement can improve students' performance.	3.41	0.587	Strongly Agree
Consider that parent involvement can create a good relationship with the teachers and school heads.	3.44	0.598	Strongly Agree
Know that parent involvement can solve problems and concerns in school.	3.53	0.510	Strongly Agree
Consider that parent involvement has an impact on their child's schooling.	3.40	0.585	Strongly Agree
Believe that parent involvement can benefit their children.	3.56	1.045	Strongly Agree
Overall	3.51	0.590	STRONGLY AGREE

Legend: 3.26-4.00 Strongly Agree, 2.51 - 3.25 Agree, 1.76 - 2.50 Disagree, 1.00 - 1.75 Strongly Disagree

Table 8 shows the respondents' attitude towards school involvement. Overall, results show that the **Respondents' Attitude towards School Involvement** as indicated by the overall mean of 3.51 (SD=0.590) with a description of **Strongly Agree**. This means that most of the respondents have a **Very Positive** indicator in terms of attitude toward school involvement. This further means that the respondents of the Talakag-II district perform a very positive attitude toward supporting school activities. This implies that respondents may value education and consider it a vital component in the lives of their children. This favorable attitude toward involvement in schools may reflect their belief in the value of education. This further implies that respondents' attitudes regarding involvement in school may have been impacted by previous favorable experiences with schools or educators. Thus, parents' primary job should be to increase their children's academic success. For their children to prosper, parents must participate in positive activities. According to research, parental attitude is the most significant hindrance to student accomplishment. Parents' behaviors, hopes, and the habit of keeping a close check on their children at home, school, and outside of the

house and school are all manifestations of parental attitude (Aasy et al., 2021).

The study of Aliero et al. (2022) posited that parent attitude is linked with improved behavior, regular attendance, and positive manners. In addition, showing a positive attitude toward your child's education includes constant involvement in their school activities and giving adequate care to their education and behavior. This alone can make children appreciate the importance of education and help them to understand that what they are doing has a purpose. Parents' positive attitude to education provides a support network for children, which is particularly important when they face academic hurdles or other challenges with friendships or extracurricular activities. It also means that you are a stakeholder in your child's educational development and conversant with the ups and downs of his educational trend.

On the same table, the indicator **As a parent, I feel that parental participation in school may help children succeed academically** obtained the highest mean rating of 3.91 (SD=0.313), described as **Strongly Agree**. This means that parental participation is **Very Positive** in the educational process of every learner. This further means that parental involvement is a key to success in life. This reveals that the parents are concerned about and committed to their children's academic achievement. These further reveals that children whose parents are more involved in their schooling perform better academically than children whose parents are less involved. Thus, it has a beneficial influence on student progress since the child would believe that their parents are responsible and care about them. According to (Llego, 2022), parental engagement is defined as parents' participation in their children's education at home and school. This might include assisting with schoolwork, attending school activities and parent-teacher conferences, engaging in decision-making processes, and contacting the child's teacher regularly. Parental participation is crucial to children's educational achievement. Children are more likely to do well in school and have better social and emotional development when their parents are active in their education.

The result is supported by the study of Calkins (2020) stated that parents' involvement in a child's early education is consistently found to be positively associated with a child's academic performance. Children whose parents are more interested in their schooling have greater levels of academic success than children whose parents are less involved. A study by Topor (2020) stated that the influence of parent involvement on academic success has not only been noted among researchers, but also among policymakers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. Coupled with these results about the importance of early academic performance, a child's academic success beyond early primary school is generally steady.

Furthermore, Durisic and Bunijevac (2017) found that mutual trust and respect must exist between the home, school, and community. Volunteers might be trained in techniques and strategies to assist in the classroom or school through school partnership programs. With this training, all volunteers would be aware of the expectations and have a greater grasp of the school's operations. To emphasize the value of education, schools should try to include as many parents and community members as possible in their children's education through successful partnership programs. Lastly, schools may develop participation programs that focus on including all parents. Administrators and instructors must establish a welcoming climate to make the school less intimidating and more comfortable for parents who have had negative school experiences. Relationships between school and home must be improved, with teachers contacting families throughout the year rather than just when problems arise. It may be helpful for administrators and educators to try to include all parents in their children's education to improve the educational experience for everyone involved.

Meanwhile, the indicator **I believe that parent involvement can improve students' attitudes** got the lowest mean rating of 3.40 (SD=0.585), described as **Strongly Agree**. This means that parental involvement in terms of improving attitude manifested a **Very Positive** interpretation. This further means that even if the school teaches students excellent manners and proper behavior, the greatest place for parents to reinforce their children's attitudes is at home. This implies that Talakag-II district parents instil good manners in their children at home. This reveals that home and school settings are different in terms of teaching attitude or moral to children. This further reveals that even if the teachers teach good morals and right conduct to the children, parents in Talakag-II believe that home is the best place to set good values for their children. They can learn by seeing how their parents treat them, observing their parents' interactions

with others, and watching what their parents do in various circumstances throughout the day. This reveals that if parents want their children to display values such as honesty, self-respect, and compassion, they must also exhibit similar characteristics. Thus, respondents may appreciate the essential role that parents may play in molding their children's views about education and may be inspired to help by becoming involved themselves.

Furthermore, Kiat and Lee (2018) stated that they had been amused by letters about schools needing to educate pupils on morals and values. They are curious about how much the general population understands what is taught in schools, both within and outside the curriculum. There is only so much that schools can instill in children since, eventually, pupils, especially the younger ones, pick up and build their value system from home.

According to Dimarucut-Sison (2019) and Gabule and Oco (2023), a child's first school is at home, and his parents are his first instructors. The most fundamental and crucial life skills, like excellent conduct and morals, are learned at home and then sharpened and reinforced at school. As the adage goes, "Values are caught, not taught," and a child would learn and copy his parents' behaviors more than their words, so it is critical to act, talk, and live in the way we want our children to perform. These are a few lessons they should take from us.

Gongala's (2020) post emphasizes manners, their importance for children, and easy ways to impart them to your child. Good manners for children are essential rules of behavior that teach youngsters how to behave in social situations. This understanding is required for the development of an appealing personality, an optimistic mindset, and socially acceptable behavior. It also helps children develop social and emotional skills and moral values. A child must be constantly motivated, instructed, and supported to develop good manners.

Problem 2: What is the parental school involvement in terms of the following:

- 2.1 Parents' Motivational Beliefs;**
- 2.2 Parents' Perceptions of Invitations for Involvement; and**
- 2.3 Parents' Perceived Life Context?**

Table 9
Summary of Parental School Involvement

Variables	Mean	SD	Description
Parents' Motivational Beliefs	3.77	0.474	At all Times
Parents Perceptions of Invitations for Involvement	3.75	0.383	At all Times
Parents' Perceived Life Context	3.67	0.476	At all Times
Overall	3.73	0.444	AT ALL TIMES

Legend: 3.26 - 4.00 At All Times, 2.51- 3.25

Most of the Time, 1.76 - 2.50 Sometimes, 1.00 – 1.75 Never

Table 9 shows the **Summary of the Respondents' Level of School involvement** with an overall mean of 3.73 (SD=0.444), described as **At All Times**. This means that parents manifested a **Highly Involved** in the involvement in their children's education. It is a positive indicator that the parents of Talakag-II are involved in their child's education. This implies that parents have the willingness to support their children at school. This further implies that parents who are positively involved in the school generally express a belief that the education of their children is the act of collaboration between school and family, rather than delegating all the responsibility to the school. Thus, children whose parents are active in school improve their performance at school. This high degree of participation may suggest that parents understand the value of their role in their children's education and are actively involved in their children's learning and

development. It might also imply that the school has created a culture of cooperation with parents, encouraging and facilitating their participation in various school activities and initiatives.

According to Casey Foundation (2022), students whose parents remain active in school have better attendance and behavior, higher grades, better social skills, and better adaptation to school. Parental involvement also helps students develop a lifelong love of learning, which studies say is essential for long-term success. Furthermore, studies claim that when this occurs, all children's motivation, behavior, and academic performance increase at a certain school. The better the partnership between school and family, the better the school and the higher the overall student achievement. Parental involvement benefits teachers as well as students since it enhances classroom culture and conditions.

The result is supported by the study of Jeynes (2018) parents' involvement in child learning has been associated with many positive outcomes for children. Positive outcomes include increased academic achievement, self-regulatory skills, grade progress, and higher rates of graduation. Parents' positive support of learning has been related to student attendance, positive student perspectives about school and self, and increased student motivation to learn. Thus, parent involvement and parent perceptions are important factors for researchers and policymakers to understand, support, and promote to increase positive school outcomes.

Furthermore, Hitchinson (2020) posited that when parents are active in their children's education, they perform better in school. This article covers the important role that parents may play in their children's education. It also looks at what the No Child Left Behind Act (NCLB) says about parental engagement and provides practical advice for parents who want to get engaged. Parental participation improves academic success and influences student attitude and conduct. A parent's interest in and promotion of a child's education can impact the child's attitude toward school, classroom behavior, self-esteem, absenteeism, and motivation.

The variable **Parents' Motivational Beliefs**, obtained the highest mean rating of 3.77 (SD=0.474), described as **At All Times**. This means that the respondents manifested a **Highly Involved** in terms of parents' motivated beliefs. This further means that parents in Talakag-II areas want to be active in school to help their children's academic achievement. This implies that the parents surveyed are devoted to supporting their children's education and value their involvement in their children's learning and development. This further reveals that this impression can aid in the creation of a more pleasant and productive school climate, which would benefit all stakeholders. As a result, parents think that their parenting approaches are beneficial in shaping their children into a better citizen in their community.

The findings of Falanga et al. (2022) supported that mastery objectives predicted favorably supportive autonomy and adversely interfering behaviors, whereas performance goals predicted positively regulating behaviors. Parent attitudes about their children's efficacy impacted all three parental engagement activities negatively, but parent self-efficacy beliefs predicted autonomy support and control favorably. Positive and negative emotions both positively predicted control and interference and moderated the association between parents' effective views and regulating behaviors. The findings highlight the necessity of investigating interactions between parental motivational, emotional, and behavioral characteristics to gain a better understanding of the quality of parental homework engagement.

Lerkkanen and Pakarinen (2019) state that recent educational theories, laws, and practices have universally recognized the importance of parental participation in their child's education and academic performance. Parents' attitudes and expectations about their child's learning and performance have been proven to be mirrored in their engagement in their child's education and practices with their children, consequently impacting the child's motivated growth in school.

Parents who are positively involved in the school generally express a belief that the education of their children is the act of collaboration between school and family rather than delegating all of the responsibility to the school. The parents of high-achieving students anticipate that they would need to be actively involved and advocate for the educational needs of their children (Wouldiams, 2018).

On the contrary, the variable **Parents' Perceived Life Context** got the lowest overall mean rating of 3.67 (SD=0.476), described As **At All Times**. This means that the perceived living context of parents manifested a **Highly Involved**. This means that parents are reliable to teachers at school, despite the fact that

they are the most influential on their children. This implies that parents have a perception that the school is the safest place for their children and that teachers are the most reliable person to be with their children. However, as has been observed, school development in rural locations is limited due to minimal parental involvement in school activities such as Brigada Eskwela, School Pahina, and even school Parent-Teacher Associations. Thus, parental school involvement in the Talakag-II district should be given importance so that there would be a strong home-school relationship.

Teachers claimed that vulnerable socioeconomic situations and adherence to local customs prevented many parents from engaging in their children's education. Following this, teachers typically held negative ideas about children's parents, and these attitudes had the potential to harm parent-teacher communication and children's learning (Ahmed et al., 2021).

Problem 3: Is there a significant relationship between the parental school involvement and respondents' characteristics when grouped according to:

- 3.1 Age;**
- 3.2 Sex;**
- 3.3 Number of Siblings;**
- 3.4 Highest Educational Attainment;**
- 3.5 Family Monthly Income;**
- 3.6 Parents' Occupation;**
- 3.7 Number of Children Enrolled in School; and**
- 3.8 Attitude toward School Involvement?**

Table 13 shows the relationship between the parents' level of school involvement and their characteristics. Overall, the respondent's characteristics in terms of their attitude towards school involvement and family monthly income showed a weak but significant relationship on their level of school involvement as indicated by the **correlation p-value and probability value less than 0.05 alpha level which led to the accepted of the null hypothesis**. This means that family income and attitude toward school involvement influence school involvement and student outcomes. This implies that parents are less involved in school because of inadequate financial means, which may also lead to a change in their attitudes toward school involvement. This further implies that the Talakag-II District parents are under pressure due to their socioeconomic conditions. Thus, it is appropriate to encourage parental involvement in schools and increase educational achievement for all children by creating a welcoming and inclusive environment for parents while considering the impact of socioeconomic factors. It is also beneficial to offer programs for parents who have limited support for their children's education. Working collaboratively to eradicate such barriers, schools can help ensure that all students can access the assistance and resources needed to achieve goals.

The result is supported by the study of Eden (2018) that there is evidence that lower family income, in terms of family resources, has a powerful influence on children's ability to respond to educational opportunities. Family income, in terms of low family income, affects children in several ways and the involvement of parents in school, the absence of learning habits and experiences at home; a lack of a sense of self-esteem through appropriate interactions with parents; and the parents cannot provide the needs of their children in school matters that is why parents are lacking in school involvement.

Low income is likely to affect a parent's sense of being able to provide their children with the same advantages as those in more affluent households. Parents who are stressed about money and employment, working unsocial hours in more than one job, are likely to have less time to provide their children with an environment conducive to good educational outcomes (Blanden, 2018).

Table 10
Relationship between the Parental School Involvement and the Respondents' Characteristics

	Parents' School Involvement Indicators			
Respondents' Characteristics	Parents' Motivational Beliefs	Parents Perceptions of Invitations for Involvement	Parents' Perceived Life Context	OVERALL
	r-value p-value	r-value p-value	r-value p-value	r-value p-value
Age	0.032 (NLR) 0.658 NS	0.021 (NLR) 0.765 NS	0.042 (NLR) 0.552 NS	0.063 (NLR) 0.376 NS
Sex	0.088 (NLR) 0.213 NS	0.203 (WPR) 0.004* S	0.107 (WPR) 0.132 NS	0.085 (NLR) 0.230 NS
Number of Siblings	0.023 (NLR) 0.751 NS	0.070 (NLR) 0.326 NS	0.091 (NLR) 0.201 NS	0.071 (NLR) 0.321 NS
Highest Educational Attainment	0.013 (NLR) 0.853 NS	0.014 (NLR) 0.839 NS	0.108 (WPR) 0.128 NS	0.091 (NLR) 0.202 NS
Family Monthly Income	0.115 (WPR) 0.104 NS	0.012 (NLR) 0.868 NS	0.175 (WPR) 0.013* S	0.190 (WPR) 0.007* S
Parents Occupation	0.017 (NLR) 0.807 NS	0.025 (NLR) 0.728 NS	0.098 (NLR) 0.166 NS	0.033 (NLR) 0.643 NS
Number of Children Enrolled in School	0.013 (NLR) 0.859 NS	0.021 (NLR) 0.766 NS	0.062 (NLR) 0.384 NS	0.006 (NLR) 0.931 NS
Attitude toward School Involvement	0.146 (WPR) 0.039* S	0.155 (WPR) 0.028* S	0.178 (WPR) 0.012* S	0.156 (WPR) 0.028* S

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Furthermore, the respondent's characteristics in terms of their sex also showed a weak but significant relationship on their level of school involvement based on parent's perceptions of invitations for involvement as indicated by the correlation **p-value and probability value less than 0.05 alpha level, which led to the rejection of the null hypothesis.** This means there is a weak linear relationship between the respondents' sex and their level of school involvement based on their perceptions of invitations for school involvement. The respondent's gender may imply that gender-related issues, such as cultural views toward education or gender-based discrimination, are impacting academic attainment. This reveals that responders'

gender matters in school invitations. As a result, both male and female parents play crucial roles in school invitations. Male parents are needed for School Pahina such as making makeshift classrooms and other heavy school activities, whereas female parents are needed for the school feeding program. Yet, the findings can help policymakers and program implementers develop interventions that can help improve academic achievement and school improvements among Talakag-II District schools, particularly when it comes to addressing gender issues and increasing parental involvement in their children's education. According to Kansara and Makwana (2020), there was a considerable difference in parent participation between urban and rural areas, with urban having more parent involvement than rural. The school type did not affect parental involvement. Gender, school area, and school type all demonstrated a significant interactive influence on parental involvement.

4. Conclusion and Recommendations

The study's findings lead to the following conclusions:

Based on the study's results, it is possible to conclude that parents in the Talakag-II district have a high degree of school participation and regard themselves as vital to their child's education. Responses to invitations to participate, motivating beliefs, and perceived life context all indicated a high degree of participation. Furthermore, the study discovered that age, gender, number of siblings, highest educational attainment, family monthly income, parents' occupation, number of children enrolled in school, and attitude toward school involvement were all significant factors influencing parents' level of involvement in their child's education.

Hence, the teacher also has a big role in the development process. They should be the springboard in communicating with the parents in the development of the learners and school. Despite problems such as limited educational possibilities and budgetary limitations, parents in the Talakag-II area are committed to their children's education and work hard to give support and help. This shows that parents in the community have a strong desire for education and that attempts to increase parental engagement may favor children's educational performance.

The investigation's findings led to the following recommendations:

1. The involvement of parents is essential for fostering a strong school culture and raising student morale in Talakag-II. Parents and educators may work together to give the support and encouragement children require to flourish academically, socially, and emotionally. Parents are highly encouraged to attend school parent-teacher conferences and meet with the teachers to know their children's progress. Several instances that the classroom needs help in some school-related activities. Stay informed and show support to your children and encourage them to succeed.

2. Conducting a parent orientation to increase involvement in school can make parents feel more knowledgeable and empowered to assist their children's education, which can improve their perception of their living environment. Parents may feel more secure in their abilities to engage in their children's education if they are given information on school rules and programs, techniques for supporting learning at home, and resources accessible to parents and students. This greater participation can aid in developing a more conducive home environment for learning and boost parents' feelings of connection to the school community. Furthermore, when parents believe their children are performing intellectually, they may be more hopeful about their children's future possibilities, contributing to a more positive life context.

3. To increase parental school involvement in their children's education, schools may consider establishing programs and projects that motivate them to participate in school, which leads to better parents' performance and generates a better academic performance of the learners in school.

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