Problem-Based Learning in Mathematics: Increasing Student Engagement

Bonafe S. Tejano

Abstract. This study disclosed learners' experiences with parental involvement in school activities. It aimed to draw significant information on learners' experiences, challenges, coping mechanisms, and insights to promote home-parental participation. Eight (8) Grade Six learners of Alejal Elementary School, Carmen District, Division of Davao Del Norte, participated in the study. This study used a phenomenological approach to extract the participants' ideas. An in-depth interview was employed to gather information about their respective experiences. Using the thematic analysis, the following findings revealed that the experiences of learners on parental involvement in school activities delved into the significant impact on academic performance, positive effects on social and emotional development, and improved communication and collaboration The coping mechanisms of learners in addressing challenges captured these two themes: communication and open dialogue with parents and understanding parental constraints The insights drawn from the findings of the study focused on tailoring involvement to parent capacities, building a supportive and inclusive school culture and measuring and evaluating partnership effectiveness. Incorporating these themes into the educational management approach fosters an environment where parents are integral in shaping a student's educational journey, ultimately leading to enhanced learning experiences and overall academic success.

1. Introduction

The home-school partnership, with a strong emphasis on parental involvement in school activities, represents a crucial component of a child's educational journey. While research consistently highlights the positive impact of parental engagement on student success, significant challenges persist in fostering and maintaining effective partnerships between schools and families. Despite these hurdles, parents continue to strive for their children's education. These challenges may include socioeconomic disparities that limit parents' ability to participate, language barriers for non-native speakers, lack of awareness or understanding of the importance of parental involvement, and logistical constraints such as conflicting work schedules or transportation issues. Overcoming these barriers is essential to creating a supportive and collaborative educational environment that maximizes student achievement and well-being. Parental involvement in school activities is a global cornerstone in the educational landscape.

Collaboration between home and school is crucial for fostering student success, holistic development, and positive learning outcomes. However, despite the recognition of its importance, numerous challenges persist, hindering the establishment of effective partnerships between home and school. These challenges vary across countries and are influenced by cultural, socioeconomic, and institutional factors. Language differences, cultural nuances, and varying communication styles pose significant challenges to effective communication between schools and parents. These are not isolated issues, but shared challenges faced by countries like the United States, Canada, and Australia, impacting parental involvement (Epstein, 2019; González-DeHass et al., 2022). Socioeconomic factors, including income inequality and access to resources, contribute to disparities in parental involvement. Countries such as Brazil, India, and South Africa grapple with these challenges, affecting engagement levels among economically disadvantaged families (Lareau2018, López et al. 2021). Diverse cultural backgrounds and beliefs influence parental perceptions of education and involvement. Countries like Japan, China, and Saudi Arabia navigate these differences, requiring culturally sensitive approaches to engage parents effectively. (Hill et al.,2020, Mapp Kuttner.,2023). In the Philippines, fostering a strong home-school partnership and encouraging parental involvement in school activities is crucial for enhancing student academic achievement and overall well-being. However, despite recognizing the importance of parental engagement, various challenges and issues hinder effective collaboration between schools and parents. Llane and Herrero (2019) identified and analyzed the factors influencing parental involvement in public elementary schools in the Philippines. Their study highlighted challenges such as socioeconomic status, parents' educational background, and communication barriers between schools and families. While, Quito (2020) examined the role of parents in the educational achievement of Filipino students. The study discussed challenges faced by parents, including work commitments, lack of awareness about the importance of involvement, and limited resources for supporting their children's education. Cru and Estrada (2021) explored strategies and challenges in enhancing parental involvement in Philippine schools. The study discussed the importance of school-initiated programs, communication channels, and community partnerships in overcoming barriers to parental engagement. Parental involvement in the education of students begins at home, with the parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school. In the Davao Region, fostering a robust home-school partnership focusing on parental involvement in school activities is paramount for promoting student success and holistic development. However, despite recognizing its importance, numerous challenges hinder the establishment of effective home-school partnerships. One of the primary challenges is the geographical dispersion of families across the city, making it difficult for schools to engage parents residing in remote areas. Additionally, cultural factors and traditional beliefs about education may influence parental attitudes toward involvement in school activities (Reyes Cruz, 2019). This study endeavored to appreciate parents' involvement in school activities. To know whether parental involvement has created an impact based on the narratives of the learners. It is in this premise that this study is conceptualized. The researcher wanted to discover how parents support their children on school activities to create meaningful experiences and establish home-school partnerships. Thus, this study finds meaning and significance.

1.1. Purpose of the Study—This qualitative study aimed to explore and uncover experiences, identify the challenges and coping mechanisms of learners regarding parental involvement in school activities, and gain insights from the findings. The knowledge that can be obtained through studying parental involvement with related contextual factors can be used to support parents in raising children with well-provided needs. This study would benefit administrators, as data gathered may serve as research-based information in acquiring support from numerous stakeholders by providing ideas about the needs of parents and learners in establishing healthy home-school partnerships. This study may also be beneficial for teachers to create linkages and build support systems from parents in addressing the diverse needs of learners. Moreover, the focus of this study examined the experiences of learners in their journey having parental involvement in school activities. Further, the results generated may provide comprehensive data for future research with similar or relevant scope.

1.2. Research Questions—This study was intended to gain insights into learners' experiences regarding their parents' involvement in school activities at Alejal Elementary School, Carmen District, Division of Davao Del Norte. Specifically, the study sought to answer the following questions:

(1) What are learners' experiences of parental involvement in school activities?
(2) What are the coping mechanisms with the challenges of the involvement of parents in school activities?
(3) What educational management insights are gained from the informants' narratives on parental involvement?

1.3. Definition of Terms—

1.4. Significant of the Study—The highlights of this study were significant to the following: The Department of Education may observe how to assist the teachers in parental collaboration. The assistance provides encouragement and motivation to the teachers to continuously collaborate with the parents; The school administrator may support this endeavor by encouraging and motivating them in their quest wholeheartedly for to collaborate with the parents easily; Teachers may continue to give full support and direction in collaboration with parents to create healthy and happy partnerships in promoting education; Parents may become aware of their significant roles in the development of their children's education and sustain extending support to school activities; Learners may receive the active support of parents in school activities that encourage them to perform well in school. This may provide a motivating factor in their development and become productive;

1.5. Theoretical Lens—This study was anchored on the theory of overlapping spheres (Epstein 1994). In the theory of overlapping spheres, there are some practices that schools, families, and communities conduct separately and some that they conduct jointly to influence children's learning and development. The internal model of the interaction of the three spheres of influence shows where and how complex and essential interpersonal relations and patterns of influence occur between individuals at home, at school, and in the community. These social rela-

tionships may be enacted and studied at an institutional level and at an individual level. Connections between educators or parents and community groups, agencies, and services can also be represented and studied within the model. This is also supported by Partnership Model which is the most appropriate model one in which teachers are considered to be experts on education and parents are viewed as experts on their children (Hornby, 2001). The goal is to establish a partnership in which teachers and parents share expertise and control in order to provide the optimum education for children, each contributing different strengths to the relationship. Mutual respect, long-term commitment to a wide range of activities, and sharing of planning and decision-making responsibilities are the essential components for true partnerships between parents and teachers are to occur. The essence of effective partnerships between parents and school staff was summarized in seven principles by Turnbull and colleagues (2011). A key principle of effective partnership is trust. The teacher is required to have reliable, confidential, open and honest relationships with parents. Furthermore, the relationship must be based on mutual respect which means respect for the opinions of others and respect for the dignity of others. Parents should be convinced of the competence

of persons who are professionally involved in the work with their children. Effective partnerships require two-way communication that will enable the exchange of knowledge and ideas between all parties involved. No less important is the imperative of protecting children, which is achieved through the early identification of problems and their solutions, the identification of appropriate strategies, and the promotion of knowledge about the protection of children. Figure 1 presents the conceptual framework of the study. It shows three interconnected variables. The experiences of Principals in the transition to the changing time way of teaching and learning, a qualitative inquiry that allows researchers and teachers as well as learners to provide the necessary skills, knowledge, and focus on engaging in meaningful inquiry about their professional practice would enhance this practice and effect positive changes concerning the educative goals of the learning community. There was a real concern, as could be viewed with the first circle, which interlinks to the second circle; however, the center of the two circles determines that there was a way of exploring the experiences of School Heads in trying times, a way of teaching and learning development that is very critical to school success.

2. Methodology

This chapter presents the method, research participants, data collection, role of the researcher, data analysis, trustworthiness of the study, and ethical considerations. The explored facts and knowledge in this study necessitate the consequent design and implementation, as elaborated in this chapter.

2.1. Philosophical Assumptions—The philosophical assumption is a framework used to collect, analyze, and interpret the data collected in a specific field of study. It establishes the background use for the following conclusions and decisions. Typical philosophical assumptions have different types and are elaborated below. Ontology. This part of the research pertains to how the issue relates to the nature of reality. According to Creswell (2012), reality is subjective and multiple as seen by participants in the study. The ontological issue addresses the nature of reality for the qualitative researcher. The reality was constructed by individuals in-
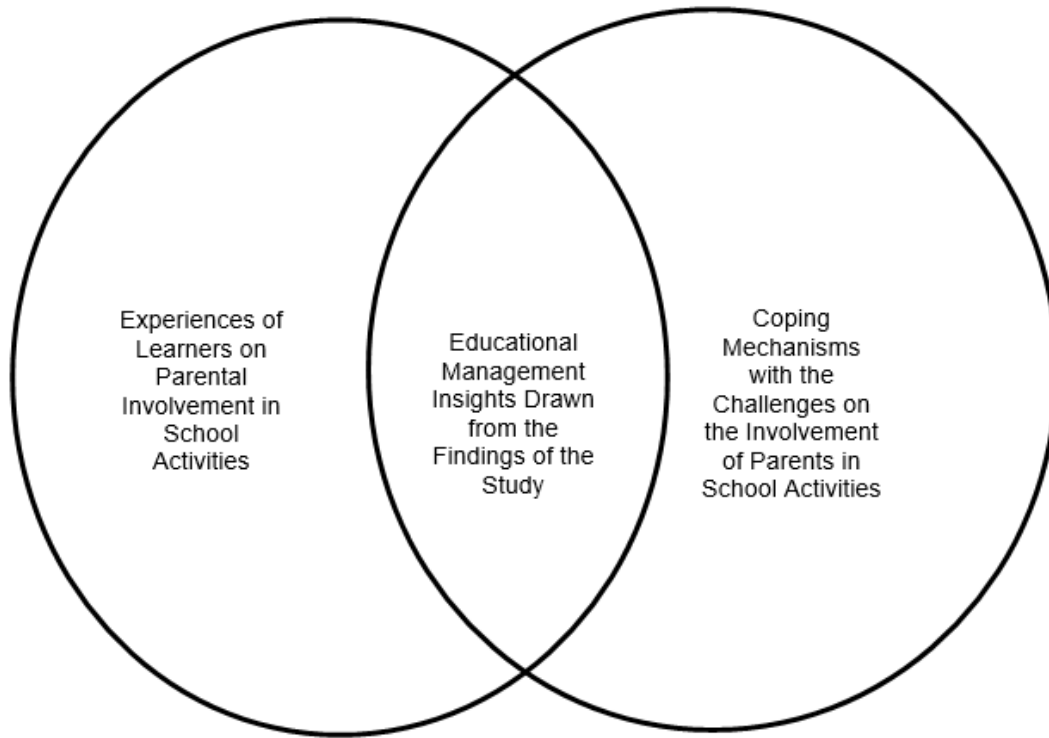
Fig. 1. The Conceptual Framework of the Study

volved in the research situation. Thus, multiple realities exist, such as the realities of the researcher, those of individuals being investigated, and those of the reader or audiences interpreting the study. In this study, the researcher relied on voices and interpretations of the participants through extensive quotes, themes that reflected their words and provided evidence of different perspectives. The answers of the participants to the study were coded and analyzed to build and construct for the commonality and discreteness of responses. The researcher made sure that the responses of the participants were carefully coded to ensure the reliability of the result. The researcher upheld the authenticity of the responses and precluded from making personal bias as the study progresses. Epistemology. This refers to the awareness of how knowledge claims are justified by staying as close to the participants as possible during the study to obtain firsthand information. Guba and Lincoln as cited by Creswell (2012) states that on the epistemological assumption, the researcher at-

tempted to lessen the distance between their self and the participants. It is suggested that being a researcher, it is expected that time is spent in the field with participants, and becomes an 'insider'. It is assured that the researcher established a close interaction with the participants to gain direct information that shed light on the knowledge behind the inquiry. Axiology referred to the role of values in research. Creswell (2012) states that the role of values in a study is significant. Axiology suggested that the researcher openly discussed values that shape the narrative and included their interpretation in conjunction with the interpretation of participants. The researcher upheld the dignity and value of every detail of information obtained from the participants. The researcher understood the personal and value-laden nature of information gathered from the study. The researcher preserved the merit of the participants' answers and carefully understood the answers in the light of the participants' interpretation. Rhetoric meant that reporting what reality was through the eyes of

my research participants. The researcher used personal voice and qualitative terms such as credibility, transferability, dependability, and conformability instead of internal and external validity and objectivity. Patton (2000) defined phenomenology as an inquiry which asks the questions," What is the structure and essence of the experience of his phenomenon for these people? The goal of this research study worked well with this definition in trying to understand the learners' experiences on parental involvement in school activities. Guba (2007) pointed out that the researcher needs to prepare for an investigation that greater in both depth and breadth than the offered description implied. He suggested information be viewed as only" the tip of the iceberg." The researcher implemented the qualitative research method of phenomenology to allow for exploration of the learners' experiences particularly on the parental involvement in school activities. Burns and Grove (2003) stated that phenomenology is a philosophy, an approach or perspective to living, learning and doing research". The phenomenological researches' goal captured the lived experiences, to find meaning that may or may not be known to the person who experienced it, and to describe the phenomenon through the composite narrative. For the qualitative researcher, the only reality is the reality of the participants involved in the research situations constructed.

2.2. Qualitative Assumptions—Through the use of qualitative methodology, a phenomenological approach was chosen for this study. This study used an in-depth interview. The researcher conducted the interview using an interview guide made by the researcher, which the participants answered based on their experiences and practices that were related to this study. An in-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Boyce and Neale, 2006). Interviews are primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. A phenomenological approach was used to gain a broader insight. Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon for investigatory inquiry. (Creswell, 2013).

2.3. Design and Procedure—The study aimed to utilize a qualitative research method employing a phenomenological qualitative design. According to Lester, phenomenological research concerns with the study of experiences from the perspective of the individual, "bracketing" taken-for-granted assumptions and usual ways of perceiving. The phenomenological approach was based on a paradigm of personal knowledge and subjectivity. It emphasized the importance of personal perspective and interpretation. Thus, it is powerful for understanding subjective experiences, gaining insights into participants' motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom. Qualitative research was mostly associated with words, language, and experiences rather than measurements, statistics, and numerical figures. Qualitative research refers to the inductive, holistic, epic, subjective, and process-oriented methods used to understand, interpret, describe, and de-

velop a theory on phenomena or settings. It is a systematic, subjective approach used to describe life experiences and give them meaning (Burns Grove 2003). The phenomenological research design selected in this study was used to collect data on the experiences and challenges of learners on parental involvement in school activities. This research approach deepened the understanding of nature and the meaning of everyday experiences. According to Corbetta (2003), the phenomenological research design is a qualitative type of research for which interviews provide an in-depth method that can grant access to deep knowledge and explanations and help to grasp the subject's perspective. Bryman (2012) posited that through interviews or face-to-face discussions, personal and detailed personal story could be told, with a focus on how the interviewee understands and explains different phenomena. The researcher aimed to draw an in-depth study of the lived experiences of the learners regarding parental involvement in school activities. Qualitative research was interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (Merriam, 2009). This form of research provided a deep understanding of the subject and results in enhanced explanatory power. The researcher becomes "a part of the world they study; the knower and the known are taken to be inseparable" (Hatch, 2002). Because of the researcher's involvement, however, "much qualitative research is subjective." (Wrench, Thomas-Maddox, Richmond, and McCroskey, 2008) Bloomberg and Volpe, (2008) described qualitative research as "idea generation." Its design was proposed up front, but open and emergent, rather than rigid and fixed to permit exploration. It uses small samples purposefully. It takes place within natural contexts, and real-world situations were studied as they unfold. Its framework allows for flexibility and creativity. The qualitative research

explored and described learners' experiences on parental involvement in school activities. The research technique used was a modified van Kaam method described by Moustakas (2000) based upon recorded and transcribed interviews using semi-structured questions to capture the learners' experiences and challenges on parental involvement in school activities. Specifically, phenomenology was the study of the subjective experiences of others. It researched the world through the eyes of another person by discovering how they interpret their experiences. It described the meaning of the lived experiences for several individuals about a concept or a phenomenon. Phenomenology explores the structures of consciousness in human experiences as noted by Polkinghorne (2000). This involved procedures which the qualitative researchers should follow. First, the researcher wrote research questions that would explore the meaning of life experiences for individuals and asked individuals to describe these experiences. The researcher collected data, typically via lengthy interviews, from individuals who had experienced the phenomenon under investigation. Next, the data analysis involved horizontalization that was extracting significant statements from transcribed interviews. The significant statements were transformed into clusters of meanings according to how each statement would fall under specific psychological and phenomenological concepts. Moreover, these transformations were tied up together to make a general description of the experience – both the textual description of what was experienced and the structural description of how it was experienced. The researcher incorporated their meaning of the experience here. Finally, the report wrote such that readers understand better the essential, invariant structure of the essence of the experience. Conversely, several challenges had been pointed out. The researcher required a solid grounding in the philosophical guidelines of phenomenology. The subjects selected in the

7

study were individuals who had experienced the phenomenon. The researcher needed to bracket their own experiences and observations, which was difficult to do. The researcher needed to decide as to how and when their observations were incorporated into the study. Accordingly, Hycner, (2008) phenomenology in business research studies ideas were generated from the abundant amount of data using induction and human interests, as well as stakeholder perspective may have their reflection on the study. A study that attempted to assess learners' experiences on parental involvement in school activities via conducting in-depth interviews is a relevant example for research with a phenomenology philosophy. Advantages associated with phenomenology include a better understanding of meanings attached by people and its contribution to the development of new theories. Its disadvantages include difficulties with analysis and interpretation, usually lower levels of validity and reliability compared to positivism, and more time and other resources required for data collection (Hycner, 2008). Similarly, Schutz, (2010) stressed that the purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation. In the human sphere, this translates typically into gathering 'deep' information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the research participant(s). Phenomenology concerned with the study of experience from the perspective of the individual, 'bracketing' taken-for-granted assumptions and usual ways of perceiving. Epistemologically, phenomenological approaches were based on the paradigm of personal knowledge and subjectivity, and emphasize the importance of personal perspective and interpretation. As such, they were dominant for understanding the subjective experience, gaining insights into people's motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom It was the researcher's purpose to employ the phenomenology type of qualitative method research used since the focal point of this study was to investigate and explore the learners' experiences on parental involvement in school activities.

2.4. Research Participants—The key informants of this study were the selected elementary grade six learners of Alejal Elementary School, Carmen District, Division of Davao Del Norte. The researcher utilized eight (8) learners for qualitative participants in an in-depth interview (IDE) who were purposely selected. The informants should be student-leaders of at least three or more different school activities this school year. Parents' consent and learners' assent to be part of the study were secured from each of the participants. The researcher utilized the purposive sampling design since the participants were chosen based on the criteria or purpose of the study. It was also known as judgmental, selective or subjective sampling. The selection of the participants was purposefully done to ensure that the findings would be authentic (Marshall, 1996).

2.5. Ethical Considerations—The ethical considerations were of paramount importance in the design of this research study. The researcher needed to consider several ethical issues about the research participant groups addressed in this fieldwork. Ethical considerations can be specified as one of the most critical parts of the research. The researcher adhered to pro-

mote the aims of the research imparting factual knowledge, truth, and prevention of error. Social Value. Research was essential to society. In this study, the social value focuses on the experiences of learners on parental involvement in school activities. Thus, the social problem that pushed the interest of the researcher was the challenges the learners encountered on parental involvement in school activities. This study could serve as a basis for the higher authorities to create more programs and resolutions where learners could benefit. Informed Consent. Gaining the trust and support of research participants were critical to informed and ethical academic inquiry and phenomenological research (Walker, 2007 as cited by Pellerin, 2012). All participants were given an informed consent form before scheduling the interviews and participating in the phenomenological research process. A parent's consent allowing his/her child to be part of the research study was secured from each of the participants since they were still elementary learners. Each participant was also required to provide a signed personal acknowledgment, consent, and an indication of a willingness-to-participate-in-the-study release. The purpose of the informed consent letter was to introduce the research effort, provide contact information, articulate the intent of the study, request voluntary participation by the recipients, and identify the anticipated information that the informants were expected to provide. All participants were required to sign and return the letter of consent to the researcher before participating in the research. In the conduct and practice of this study, the Treaty Principle of Participation as cited by McLeod (2009) was adhered to. The invitation to participate ensured that participation in the research was entirely voluntary in nature, and based on an understanding of adequate information. The participant recruitment and selection were lodged in the appendices of this study. The vulnerability of Research Participants. The participants of this study were deemed capable of answering the research instrument for they served as the first-hand source of information. Thus, the researcher then assured the participants that they could easily be reached through their contact number and address in case there were some clarifications or questions about the study. Risks, Benefits, and Safety. The recruitment of the respondents was free of coercion, undue influence or inducement. Moreover, respondents were provided with the contact numbers of the chair of the panel or panel members in case they had queries related to the study. This was done to answer possible questions of the respondents. Furthermore, if respondents experienced possible discomfort and inconvenience while answering the questions, they were not compelled to participate in any manner. Further, the researcher had to ensure that the respondents were safe during the conduct of the survey and interview. Thus, the distribution of the questionnaire was conducted in a safe venue and administered during a convenient time. The dominant concern of this study was the Treaty Principle of Protection, as reflected in the respect for the rights of privacy and confidentiality, and minimization of risk. This was done by assigning pseudonyms for each informant so as not to disclose their identity. The possibility of a degree of risk inherent to this was minimized through taking all reasonable steps to guarantee participant confidentiality. Privacy and Confidentiality of Information. This study observed the Data Privacy Act of 2002 to assure that the data could be traced back to their real sources to protect participants' identities. Thus, utmost care was taken to ensure the anonymity of the data sources. Hence, any printed outputs that were carried out from this study was kept in anonymity. Furthermore, all the issues were given considerations so that there would be no conflict of interest among the researcher and the respondents. Any type of misleading information, as well as representation of primary data findings in a biased way

9

was avoided. Justice. The respondents were informed of the researcher's role and their corresponding role during data gathering. They were then briefed that they had to give their full honesty in answering the survey questions and additionally, any type of communication about the research was done with honesty. Similarly, they were informed that they were the ones to benefit first with the results of the study. Transparency. The results of the study could then be accessed by the respondents and heads of the participating schools because the information was available, and was placed in CD or other storage devices which could be requested from the researcher to provide. Also, by learning on the results of the study, classroom teachers would be aware of the significance of the study and its contribution to their well-being. Further, each of the participants was advised that they had the right to withdraw their information at any time up to the completion of the data collection process and that they could request allowing them to verify their transcript after the interview was carried out. The participants were provided with the opportunity to amend or remove any information which they feel might identify them. The researcher reserved the right to employ the use of pseudonyms, and changing names and/or non-significant dates in the interest of the protection of the identity of the participant in all subsequent data analysis and reporting. Qualification of the Researcher. The researcher ensured the possession of the needed qualification to conduct the study. The researcher had completed the academic requirements, passed the comprehensive examination before thesis writing which was the last requirement to obtain the researcher's master's degree, and that he was qualified to conduct the study physically, mentally, emotionally and financially. Also, the advisee-adviser tandem was ensured that the study would reach its completion. Adequacy of Facilities. The researcher strived that the study would be completed successfully on the specified time and that they were equipped with the necessary resources. Likewise, the technical committee would be of help in the enhancement of the paper by giving the needed suggestions and recommendations for the improvement of the study. The researcher also had to ensure that he had enough funds to continue and finish the research. Community Involvement. The researcher showed respect to the local tradition, culture, and views of the respondents in this study. Moreover, this study would not involve any use of deceit in any stage of its implementation, and specifically, in the recruitment of the participants, or methods of data collection. Furthermore, the researcher deemed it necessary to express their great pleasure for their whole-hearted participation in the conduct of this study. Plagiarism and Fabrication as the researcher. The researcher respected other works by adequately citing the author and rewriting what someone else had said in their way. Understood the context of the study and avoided copy–paste the text verbatim from the reference paper. Used quotes to indicate that the text had been taken from another paper. Similarly, they would assure them that honesty in working the manuscript and that there was no intentional misrepresentation in the study and making up of data and/or results, or purposefully putting forward conclusions that were not accurate.

2.6. Role of the Researcher—The researcher made a letter asking permission to the Schools Division Superintendent. After this, another letter of permission was secured and submitted to the participants. Upon approval, I used the forms of data collection as prescribed in the qualitative design. In this study, an in-depth interview was recorded. It is important for the researcher to get the subjective interaction between the participants of the study. The

researcher heavily relied on naturalistic methods (interviewing and audio-recording), and the interpretivist paradigm was used. Interpretive approaches rely heavily on naturalistic methods like interviewing and observation and analysis of existing texts. These methods ensure an adequate dialog between the researchers and those with whom they interact in order to collaboratively construct a meaningful reality. Yin, as cited by Aquilam (2014), suggested numerous forms of data collection, as follows: documents, archival records, interviews, direct observation, participant observation, and physical artifacts. In order to have a legitimate and trustworthy data on teacher's pedagogical innovations, the researcher conducted an in-depth interview and focus group discussion. This interview aimed to explore the experience of learners on parental involvement in school activities. The participants were encouraged to express their answers in their most comfortable manner. The interview with the teacher was transcribed word for word. Lastly, the researcher analyzed the data collected using discourse analysis and thematic analysis. Creswell (2007) suggested that succeeding in the conduct of the study, the data were stored so that they could easily be found and protected from damage and loss.

2.7. Data Collection—The following were the step-by-step processes of gathering the data needed. Securing endorsement. The researcher provided an ethics compliance certificate from the Dean of the Graduate School of the researcher to pursue the study on the 1s week of May, 2023. Asking permission from the Schools Division Superintendent. The researcher asked permission from the Schools Division Superintendent to conduct the study in the identified school on the 2n week of May, 2023. The researcher sent a letter addressed to the Schools Division Superintendent with the attached Chapters 1 and 2 together with the research instrument, which explained the objectives of the study and the identification of the participants. The researcher received approval from the SDS on the 2nd week of June 2023. Asking permission from the school heads. After securing the approval of the SDS, the researcher sent letters to the principals of the schools explaining the study to be conducted in their schools during the third week of June 2023. Obtaining consent from the participants. The researcher asked permission from the participants during the fourth week of June 2023. They were formally oriented about the study and the process they went through as participants. Conducting the interview. The researcher conducted the in-depth interview using the questionnaire in the first and second weeks of July 2023. The profile of the participants was taken, notes were jotted down, and conversations were recorded using a sound recorder for ease of transcription. The researcher carefully listened and responded actively during the interviews. Transcribing the responses of the interviewees. The researcher transcribed the interviewees' responses precisely by recalling their answers from the sound recorder on the 3rd and fourth weeks of July 2023. Data Coding and thematizing. After the transcription, the data were then categorized and coded for the whole month of August 2023. Then, themes were extracted, and individual participant data was compared and contrasted to develop patterns and trends.

2.8. Data Analysis—In this study, thematic analysis was utilized to analyze the gathered data. The researcher analyzed the participants' answers from the interviews using Creswell's Model, specifically the identifying of themes approach. According to Creswell

(2012), themes in qualitative research are similar codes aggregated together to form a major idea in the database. Familiarization with the data was common to all forms of qualitative analysis. The researcher immersed herself in and became intimately familiar with their data, reading and re-reading it and noting any initial analytic observations. Coding was also a common element of many approaches to qualitative analysis, involving generating pithy labels for important features of the data relevant to the (broad) research question guiding the analysis. Coding was not simply a method of data reduction; it was also an analytic process, so codes capture both a semantic and conceptual reading of the data. The researcher coded every data item and ended this phase by collating all their codes and relevant data extracts. Searching for themes was a coherent and meaningful pattern in the data relevant to the research question. The researcher ended this phase by collating all the coded data relevant to each theme. Reviewing themes. The researcher reflected on whether the themes tell a convincing and compelling story about the data and began to define the nature of each individual theme and the relationship between the themes. For these, Thematic Content Analysis was employed by the researcher. Thematic Content Analysis was a descriptive presentation of qualitative data in which a detailed analysis of each theme was made by identifying the 'essence' of each theme and constructing a concise, punchy, and informative name for each theme (Andersen, 2013). In addition, to enhance validity and to create a more in-depth picture of the phenomenon, environmental triangulation was also employed by the researcher. It was a technique to analyze the results of the same study using different methods of data collection. The key was identifying which environmental factors, if any, might influence the information that was received during the study. These environmental factors are changed to see if the findings are the same across the settings (David, 2015). This type of triangulation uses different settings, locations, and other factors such as time, day, and season in which the study occurred. The idea was to determine which of these factors influenced the information received, and these factors were then changed to see if the findings were the same. If the findings remain unaltered under varying environmental factors, then validity could be established (Naeem, Saira, 2019). In this study, such triangulation was used considering that the requirement, as mentioned, was the use of environmental triangulation best suited to the environment of the research being conducted. Writing up involves weaving together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data and contextualizing it about existing literature.

2.9. Framework of Analysis—The analytical framework in phenomenological research is a methodical and structured approach to data analysis, interpretation, and presentation. In this research study, I used Colaizzi's method to analyze data from the interviews and discussions with the participants regarding their lived experiences in dealing with adolescent depression. According to Morrow et al. (2021), Colaizzi's (1978) method features a distinctive seven-step process offering rigorous analysis, closely adhering to the data at each stage. This method culminates in a concise yet comprehensive description of the phenomenon under study, validated by the participants who experienced it. The effectiveness of this approach relies on rich first-person accounts of experiences, which can be collected through various means. Although face-to-face interviews are common, data can also be gathered from written narratives, blogs, research diaries, online interviews, and other forms. This method enables

researchers to uncover emergent themes and explore their intricate relationships (Wirihana et al., 2018). Data Familiarization. By reading and rereading the transcripts several times, I aim to fully understand the meanings conveyed by the participants and gain a global sense of the phenomenon being studied. This thorough review process was crucial for fully grasping the nuances of participants' statements, enabling a deeper analysis of their experiences. Identifying Significant Statements. I carefully identified every statement in the narratives directly related to the phenomenon I was studying. To identify and highlight phrases and descriptions that shed light on the particular experiences under study, a thorough examination of the gathered data—such as written narratives or transcripts of interviews—must be conducted. This step ensured that my analysis stayed on topic and provided a solid basis for future thematic development. Formulating Meanings. After carefully examining the critical statements, I determine meanings pertinent to the phenomenon. Although Colaizzi admits that complete bracketing was never possible, I have to reflexively "bracket" my presuppositions to stick closely to the phenomenon as experienced. To guarantee that the analysis stays rooted in the participants' experiences, this process entails putting aside my interpretations as much as was practical. Clustering Themes. I ensure a rigorous analysis that remains true to the participants' experiences by grouping the identified meanings into themes shared by all accounts. Throughout this process, presuppositions must be bracketed

to avoid any possible influence from existing theories. Allowing the themes to naturally arise from the data rather than being influenced by outside forces preserves the integrity of the analysis. Developing an exhaustive description. I incorporate every theme generated in the previous step into a comprehensive and all-encompassing description of the phenomenon I write about. By identifying common themes from the participant accounts, this thorough description seeks to convey the essence and complexity of the phenomenon. This step ensures that the final representation presents a comprehensive perspective of each participant's experiences. Producing the fundamental structure. I break down the lengthy explanation into a succinct statement highlighting the key elements that I believe were crucial to understanding the phenomenon's structure. This succinct synthesis effectively and concisely communicates the essence of the participants' experiences, concentrating on the essential components necessary for comprehending the phenomenon. Seeking verification of the fundamental structure. I ask participants if the fundamental structure statement accurately reflects their experience by returning it to all participants or, in more extensive studies, to a subsample. I might go back and change the earlier stages of the analysis in light of their comments. Through this iterative process, the validity and credibility of the findings are increased, and the analysis is firmly based on the participants' perspectives. Figure 2 illustrates this rigorous process, highlighting each step to comprehensively explain the actions taken to analyze the data.

2.10. Trustworthiness of the Study—The concepts of validity and reliability would be relatively foreign to the field of qualitative research. Qualitative researchers substitute data trustworthiness instead of focusing on reliability and validity. Trustworthiness consists of the components such as credibility, transferability,

dependability, and conformability (Harts, 2016). Credibility refers to the extent to which a research account is believable and appropriate, particularly regarding the level of agreement between participants and the researcher. Credibility was most often associated with the framework Yvonna Lincoln and Egon Guba presented.
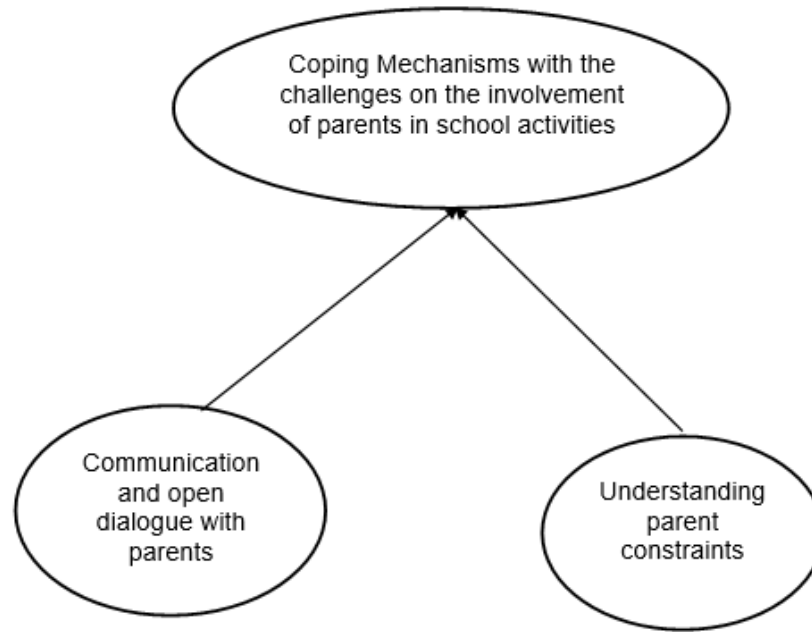
Fig. 2. Analytical Framework of the Study

Transferability is the degree to which qualitative research results can be applied to other contexts or settings with other respondents. The researcher facilitates the transferability judgment by a potential user through thick description. Dependability is the extent to which other researchers could repeat the study and ensure that the findings are consistent. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. Conformability refers to the objectivity of research during data collection and data analysis. There must be congruency between two or more independent persons about the data's accuracy, relevance, or meaning (Polit Beck, 2012). Conformability also indicates a means to demonstrate quality.

3.   Results and Discussion

This chapter presents and discusses the study's results and aim. It also discusses the themes that emerged from the data gathered. The results present the description and background of the participants who were assigned pseudonyms to conceal their identities.

3.1.   Experiences of Learners on Parental Involvement in School Activities —This research delved into a critical facet of the educational landscape: learners' experiences concerning parental involvement in school activities. Through examination of empirical evidence and qualitative insights, this study sought to comprehend the intricate dynamics and discern the impact of parental engagement on learners' educational endeavors. The purpose was to present the findings and interpretations derived from the data collected clearly, coherently, and academically soundly. The aim was to contribute to the existing body of knowledge in education, thus fostering a deeper understanding of the interplay between parental involvement and a learner's scholastic journey.

3.1.1. Great Impact on Academic Performance—The participants described assisting with homework, attending parent-teacher meetings, and engaging in educational discussions with the child. In exploring learners' experiences regarding parental involvement in school activities, the focus shifts towards academic involvement, a crucial component shaping a student's educational trajectory. This study provided a comprehensive analysis of the impact that parental engagement, particularly in academic spheres, has on the educational journey of learners. Numerous studies such as Gonzales Reyes (2018) Cruz Santos (2020) consistently demonstrate a positive correlation between parental involvement in school activities and students' academic performance. When parents actively participate in their children's education by attending school events, helping with homework, and communicating with teachers, students tend to achieve higher grades, demonstrate better attendance, and show increased motivation to learn. Parental involvement in school activities contributes to the creation of a supportive home learning environment. Research by Lopez and Garcia (2021) suggested that when parents engage in educational activities with their children at home, such as reading together, discussing school topics, and providing learning resources, students are more likely to excel academically and develop a positive attitude towards learning. Participant 2 suggested that students whose parents are actively involved in their education tend to exhibit better attendance, behavior, grades, social skills, and adaptability to school, highlighting the positive impact of parental involvement on various aspects of student success. Likewise, Participant 3 expressed approval, possibly referring to the positive effects observed in students' study habits and behavior, indicating satisfaction with the outcomes resulting from some form of intervention or support. These findings are congruent to the study of Velasco Reyes (2023); Santos Cruz (2024) who indicated that parental involvement in school activities helps students develop essential study habits and time management skills. When parents set expectations for academic achievement, establish routines for homework completion, and monitor their children's progress, students learn valuable skills that contribute to their academic success. Likewise, the study's findings were also supported by the research of Garcia Lopez (2022) suggesting that when parents provide encouragement, praise effort, and celebrate academic achievements, students develop a strong sense of self-belief and are more likely to persevere in the face of challenges.

3.1.2. Positive Effects on Social and Emotional Development—When parents are involved in school activities, children feel a stronger sense of community and belonging. This can positively impact their social skills, making it easier for them to integrate and adapt in social settings. When parents are involved, children often feel valued and appreciated. This emotional connection boosts their self-esteem and confidence, reflecting positively on their overall development. International research consistently shows a positive correlation between parental involvement and children's social skills development. Studies from various countries such USA, UK and Canada, indicated that when parents actively engage in school activities, such as volunteering, attending parent-teacher meetings, and participating in school events, children exhibit better social competence, peer relationships, and conflict resolution skills based on the study findings of Henderson Mapp (2018); Epstein Sheldon (2019). Parental involvement in school activities also plays a crucial role in promoting children's emotional well-being. Research across different cultural contexts suggests that when parents provide emotional sup-

15

port, encouragement, and guidance, children develop greater emotional resilience, self-esteem, and a positive outlook on life, as stated by Hoover-Dempsey Sandler, 2020; Hill Tyson (2022). Participant 1 emphasized the positive outcomes of parental involvement in school activities, including better social adaptation, fewer discipline problems, improved academic performance, higher attendance rates, and increased motivation toward school. Further, Participant 4 expressed personal benefit and support from parental involvement, indicating that such support enhances their experience at school and reinforces their decisions. Studies recognized the importance of considering cultural factors when examining the effects of parental involvement on social and emotional development. International research highlights how cultural beliefs, values, and practices shape parental involvement patterns and influence children's socialization experiences within the family and school contexts (Chao Kurasawa, 2021; Siraj-Blatchford Manni, 2023). Effective home-school partnerships, characterized by collaborative relationships between parents and teachers, significantly contribute to children's social and emotional development. International studies emphasize the importance of open communication, mutual respect, and shared decision-making in fostering positive parent-teacher relationships and creating supportive learning environments for children (Desforges Abouchaar, 2018; Sui-Chu Willms, 2020).

3.1.3. Improved Communication and Collaboration with Parents—Parents create a supportive and enriching environment that positively impacts their child's academic success and overall development by actively participating in their child's educational journey and fostering open communication and collaboration with educational institutions. Studies recognize the importance of cultural sensitivity in communication practices within home-school partnerships. Research by Chao Kurasawa (2021) and Siraj-Blatchford Manni (2023) suggested that acknowledging and respecting diverse cultural backgrounds, languages, and communication styles fosters trust, understanding, and meaningful engagement between culturally diverse families and schools. International literature emphasized the significance of collaborative decision-making processes in home-school partnerships. Research such as Desforges Abouchaar (2018) and Sui-Chu Willms (2020) indicated that involving parents in school decision-making committees, advisory boards, and parent-teacher associations fosters a sense of ownership, empowerment, and shared responsibility for school improvement efforts. Participant 5 shared the positive impact of parental involvement on the parent-child relationship, including assistance with homework and attendance at school programs and the motivation it provides to pursue educational goals. Similarly, Participant 6 expresses pride and happiness in their parents' participation in school activities, acknowledging their busy schedules yet appreciating the effort they make to engage in their child's education. Scholars highlight the importance of providing educators with training and support in effective communication and collaboration strategies. Studies like Henderson Mapp, (2018); Epstein Sheldon (2019) suggest that professional development programs that equip teachers with skills in family engagement, cultural competence, and conflict resolution contribute to building positive home-school partnerships and improving student outcomes. International research examines the role of education policies in promoting communication and collaboration in home-school partnerships. Literature by Fan Chen (2022) and Jeynes (2024) discussed policy initiatives that prioritize family engagement, allocate resources for parent involvement programs, and establish frameworks

for partnership building, emphasizing the need for systemic support and accountability. Based on the figure, three themes emerged from the responses of the participants, which were the great impact on academic performance, positive effects on social and emotional development, and improved communication and collaboration with parents. These themes implied that fostering a strong home-school partnership with a focus on parental involvement in school activities can have multifaceted effects on students and the educational environment. On the great impact on academic performance, parents actively involved in school activities can positively impact academic performance. Their involvement may include providing academic support, creating a conducive study environment at home, engaging in educational discussions with their children, and reinforcing the importance of education. This theme implies that parental participation in school-related activities contributes to improved academic outcomes and reinforces the value of learning. Positive effects on social and emotional development, parental involvement in school activities can also influence the social and emotional development of students. By being present and engaged in school events, parents demonstrate care and interest in their children's social interactions and emotional well-being. This involvement fosters a sense of support and security, aiding in the development of strong interpersonal skills, self-esteem, and a positive attitude toward learning. The theme of improved communication and collaboration with parents underscored the importance of effective communication and collaboration between parents and educators. Engaged parents can foster open communication channels with teachers, allowing for a better understanding of their child's progress, strengths, and areas for improvement. Collaboratively, parents and educators can work towards tailored educational plans that align with the student's needs, optimizing their learning experience. In summary, these themes suggested that a proactive home-school partnership, particularly emphasizing parental involvement in school activities, has a notable impact on academic performance, social and emotional development, as well as communication and collaboration within the educational ecosystem. Recognizing and encouraging parental engagement can lead to a more holistic and supportive educational environment for students, ultimately enhancing their overall growth and success. Figure 4 shows the Experiences of Learners on Parental Involvement in School Activities. Three themes emerge: Great impact on academic performance Positive effects on social and emotional development, as well as improved communication and collaboration with parents, misinformation and misconception, and the lack of trained professional mental healthcare providers.

3.2. Coping mechanisms with the challenges of the involvement of parents in school activities—Involving parents in school activities is crucial to a child's educational journey. It fosters a strong partnership between parents, teachers, and students, enhancing the learning experience. However, this involvement can challenge learners, requiring them to develop coping strategies to navigate these obstacles effectively. Involving parents in school activities is a collaborative effort that necessitates understanding, effective communication, and flexibility. Learners play a vital role in managing and overcoming challenges related to parental involvement. By employing the coping strategies mentioned above, students can navigate these challenges, ensuring a harmonious and productive partnership between school, parents, and themselves in their educational journey.
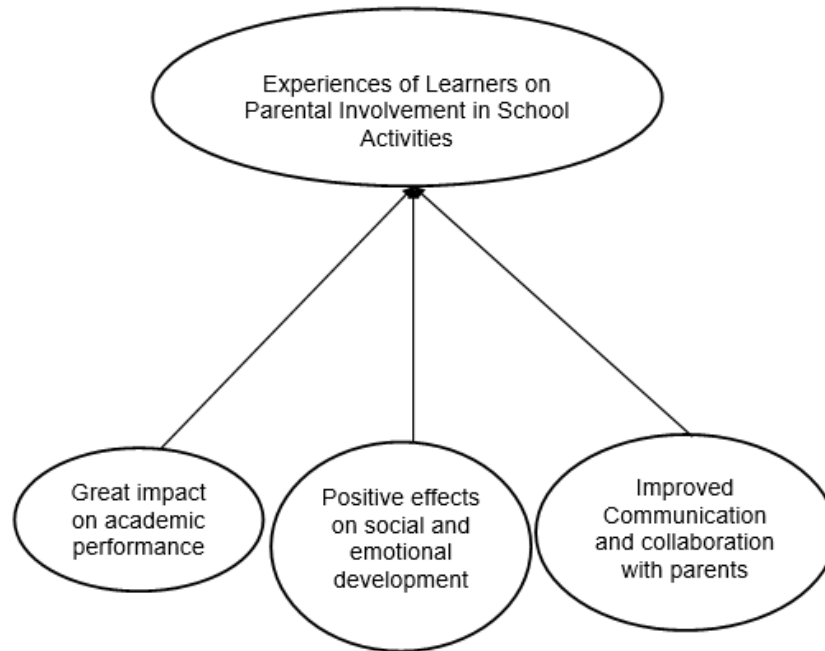
Fig. 3. Emerging themes on the experiences of learners on parental involvement in school activities

3.2.1. Communication and Open Dialogue with Parents—The participants believed that it is important to encourage open communication between parents and teachers to discuss concerns, expectations, and any challenges faced in involving parents. Learners can also communicate their needs and preferences to both parties. One of the fundamental coping strategies for learners involves promoting open communication and understanding between all parties involved. Learners can initiate conversations with their parents and teachers, sharing their perspectives, concerns, and needs related to parental involvement. By fostering understanding and addressing potential barriers, students can pave the way for effective collaboration. The findings were consistent with those of the study by Epstein (2018). Research highlights that effective communication is fundamental to fostering strong home-school partnerships. Effective communication ensures that parents are well-informed and actively involved in their children's education. Studies emphasize the importance of clear, consistent, and bidirectional communication channels between parents and educators to enhance parental involvement. The advent of digital technology has revolutionized communication between parents and schools. International studies, as mentioned by Clark Martinez (2019) and Hill Tyson (2022), investigate the impact of various digital tools, such as mobile apps, email, school websites, and social media platforms, in facilitating real-time communication and engagement. These tools have proven effective in bridging communication gaps and providing parents with timely updates on their children's progress and school events. Participant 1 underscored the importance of parental attitudes toward the school and highlighted the potential consequences of communication gaps between parents and teachers, which can lead to misunderstandings or lack of clarity about school activities, ultimately hindering active parental involvement. Thus, Participant 5 also shared a personal experience of bonding with their mother while preparing for a school event, illustrating how parental involvement in school-

related activities can foster meaningful connections and strengthen the parent-child relationship, even in challenging circumstances such as a parent working abroad. Literature underscored the importance of culturally sensitive communication practices that acknowledge and respect the diverse backgrounds of families. Research by Chao Kurasawa (2021) indicated that culturally inclusive communication fosters trust and mutual respect, which are crucial for engaging parents from different cultural and linguistic backgrounds. Effective home-school partnerships thrive on open dialogue and collaborative decision-making. Studies by Sui-Chu and Willms (2020) suggested that involving parents in decision-making processes, such as parent-teacher conferences, school committees, and advisory boards, enhances their sense of ownership and investment in the school community. This collaborative approach promotes transparency and aligns educational goals between home and school.

3.2.2. Understanding Parents Constraints—Helping learners understand that parents may have constraints such as work commitments, health issues, or other family responsibilities. Encourage empathy and understanding for their parents' situations. Suggest alternative ways for parents to be involved, such as virtual meetings, online communication, or contributing resources or expertise from home. Encourage learners to propose these ideas to teachers and parents. Understanding the constraints that parents may face, such as work commitments or other familial responsibilities, is vital for learners. Acknowledging these constraints helps students empathize with their parents and their ability to participate in school activities. This understanding leads to more realistic expectations and lessens potential frustrations. Participant 2 noted that parents frequently face busy schedules due to work, household responsibilities, and other commitments, which can pose challenges in finding time to actively participate in school activities. This highlights the competing demands parents juggle and the impact it may have on their ability to engage with their child's education. Moreover, Participant 3 added that parents working in jobs with irregular or shift-based hours may encounter difficulty aligning their work schedule with school activities, further hindering their involvement. This underscores the structural barriers that some parents face in participating in school-related events and highlights the need for flexible arrangements to accommodate diverse work schedules. Understanding the unique circumstances of each family and tailoring involvement opportunities accordingly. Some parents may have more availability during evenings or weekends, so providing activities during these times can be beneficial. Research by Jeynes (2019) highlighted that a supportive and empathetic approach from schools reduces barriers to parental involvement. Acknowledging the challenges parents face and offering practical solutions can encourage greater participation. The present findings of the study were consistent with the result findings of Lareau (2020) who suggested that two-way communication, where both schools and parents actively listen and respond to each other, fosters trust and collaboration. It enables parents to voice their concerns, ask questions, and contribute to decision-making. Participant 7 pointed out that parents may face challenges in being available during typical school hours due to their work or other responsibilities. This can make it difficult for them to attend school events, meetings, or activities, highlighting the constraints that parents may encounter when trying to engage with their child's school. A study by Sheldon (2018) underscored the importance of schools recognizing and addressing parental constraints, such
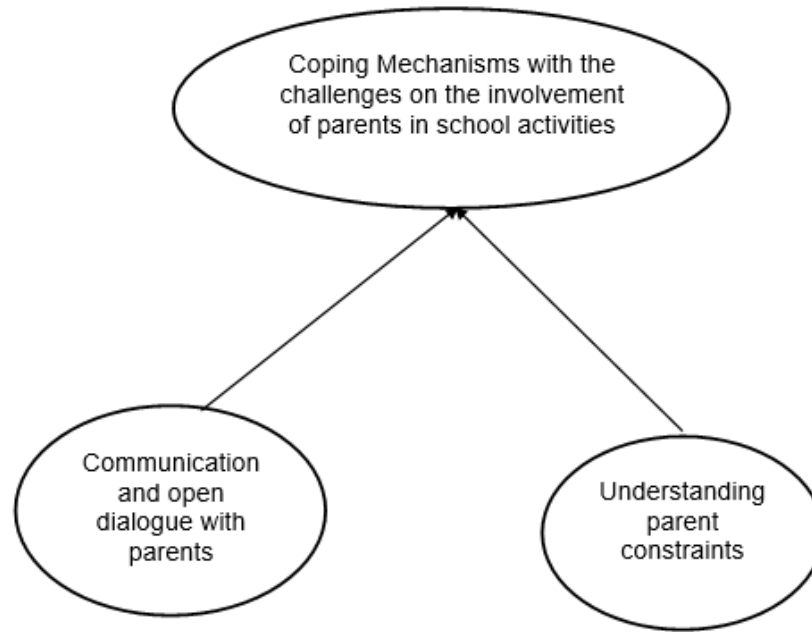
Fig. 4. Emerging themes on Learners coping ways with the challenges on the involvement of parents in school activities

as work schedules or transportation issues. Offering flexible meeting times, providing online resources, and accommodating parents' needs can increase involvement. Educational research by Epstein (2020) emphasized the importance of educators understanding and acknowledging the diverse constraints parents might face, such as work commitments, time limitations, or cultural differences. Offer a range of involvement options that accommodate various parent constraints. This could include flexible meeting times, virtual participation, or asynchronous communication for busy parents. According to the figure, involving parents in school activities is not just a task, but a crucial factor that can significantly impact a child's educational development. This importance of their role cannot be overstated, and while achieving effective parental involvement can be challeng-

ing, it is a journey worth undertaking. Based on the themes that emerged from participants' responses, there are two coping strategies to address these challenges: Communication and Open Dialogue with Parents and Understanding Parents' constraints. It's not just about strategies, but about the fundamental responsibilities of the school. Effective communication and fostering an open dialogue between schools and parents are crucial. Schools should take the lead in establishing clear channels of communication, such as regular newsletters, parent-teacher meetings, and digital platforms, to keep parents informed about school activities, events, and their child's progress. This proactive approach encourages an open dialogue, allowing parents to express their concerns, suggestions, and expectations, leading to better understanding and collaboration.

3.3. Educational Management Insights Gained from the Narratives of the Informants on Parental Involvement —The participants shared

their educational management insights and it was narrowed down into one to generate the themes. These themes were carefully analyzed

20

and formulated based on informants' accounts and reflections. The subthemes are shown below:

3.3.1. Tailoring Involvement to Parent Capacities

3.3.1. Tailoring Involvement to Parent Capacities —This refers to adapting and customizing parental engagement or participation based on the abilities, resources, knowledge, and circumstances of each parent. This approach acknowledges that not all parents have the same level of capacity, understanding, or availability when it comes to engaging with their children's education or other aspects of their lives. Research (Fan Chen, 2022; Jeynes, 2024) indicated that partnership models that leverage community resources can enhance parental involvement. Collaborating with local organizations, businesses, and social services to provide resources such as childcare, transportation, and financial assistance can help parents overcome barriers to involvement. The literature consistently shows that when schools tailor involvement opportunities to match parents' capacities, students benefit significantly. Studies of Hoover-Dempsey Sandler, (2020) demonstrated that personalized and inclusive parental involvement strategies lead to improved academic performance, better social skills, and enhanced emotional well-being among students. Participant 1 acknowledged the importance of parental involvement in children's education, recognizing its potential benefits for their development and academic success. This insight suggests an appreciation for parents' role in supporting their children's learning and growth. Moreover, Participant 4 emphasized parents' supportive role in the home-school partnership, indicating a collaborative relationship between home and school environments. This partnership fosters a supportive and conducive learning environment for children, where parents and educators work together to promote academic achievement and well-being. Similarly, the results were consistent with the major findings made by Chao and Kurasawa (2021), highlighting the need for personalized communication strategies that cater to individual parent needs and preferences. Tailoring communication methods, such as phone calls, emails, or home visits, based on parents' comfort levels and access to technology, fosters stronger home-school connections and more meaningful involvement. Literature emphasized the importance of culturally sensitive approaches to parental involvement. Research of Sui-Chu Willms (2020) suggested that schools should respect and incorporate diverse cultural values and practices into their engagement strategies. Providing bilingual communication, celebrating cultural events, and involving community leaders can help bridge cultural gaps and promote inclusive involvement. In a study by Hoover-Dempsey and Sandler (2019), it was found that offering a diverse range of involvement options, considering the various capacities and preferences of parents, leads to more meaningful engagement. Parents appreciate being able to choose involvement activities that align with their abilities and availability.

3.3.2. Building a Supportive and Inclusive School Culture

3.3.2. Building a Supportive and Inclusive School Culture—Nurturing a school culture that encourages parental participation creates a welcoming environment. Educational managers should work on creating a sense of belonging and inclusivity for parents within the school community, fostering stronger partnerships. Research emphasizes the importance of creating a welcoming environment for parents to foster a supportive and inclusive school culture. Studies of Henderson Mapp (2018) suggested that schools should ensure that all parents feel val-

ued and respected by promoting a warm, inviting atmosphere through friendly staff interactions, accessible information, and open-door policies. The literature highlighted the need for culturally responsive practices that recognize and honor the diverse backgrounds of families. Research by Gay (2021) indicated that schools should incorporate multicultural education, celebrate cultural diversity through events and activities, and provide language support to ensure all parents can participate fully in their children's education. Participant 6 reflected on their experience, noting that they learned the importance of focusing on their studies to become honor students and giving their best effort in teaching others what they have learned. This suggests a commitment to academic excellence and a desire to share knowledge with others. Likewise, Participant 7 shared their learning from their experiences, including completing homework, managing study time and space effectively, and overcoming communication barriers with classmates and teachers. This indicates growth in academic skills, time manage-

ment, and communication, reflecting a proactive approach to learning and personal development. The said findings were supported by Hoover-Dempsey Sandler (2020) emphasize the importance of involving parents in school decision-making processes. Schools can create advisory councils, parent-teacher associations, and other collaborative forums that include diverse parent voices, ensuring that decisions reflect the community's needs and priorities. Research by Siraj-Blatchford and Manni (2023) suggested that professional development for educators on topics such as cultural competence, family engagement, and inclusive teaching practices is crucial for building a supportive school culture. Training helps educators develop the skills and knowledge to engage with and support all families effectively. A study by Adams and Christenson (2020) suggested that involving parents in decision-making processes within the school fosters a supportive culture. Collaborative decision-making creates a sense of partnership and shared responsibility, strengthening the relationship between parents and the school.

3.3.3. Measuring and Evaluating Partnership Effectiveness—Establishing mechanisms to measure the effectiveness of home-school partnerships is key to continual improvement. Research highlights the importance of evaluating the implementation fidelity of parental involvement programs. Studies of Siraj-Blatchford and Manni (2023) suggested that assessing how well programs are executed according to their design is crucial for understanding their effectiveness. Implementation fidelity evaluations consider factors such as staff training, resource allocation, and adherence to program protocols. The literature consistently showed a positive relationship between effective home-school partnerships and student outcomes. Research by Jeynes (2024) demonstrated that schools with strong parental involvement programs see im-

provements in student academic performance, social skills, and emotional well-being. These studies underscored the importance of regular evaluation to ensure continuous improvement of partnership strategies. The "Akong nakatonan nga ang pag-apil sa ginikanan makatabang sa mga bata." Participant 1 acknowledged the importance of parental involvement in children's education, recognizing its potential benefits for their development and academic success. This insight suggests an appreciation for parents' role in supporting their children's learning and growth. Moreover, Participant 2 affirmed that their parents contribute to strengthening the home-school partnership, indicating active participation and support from their family in their educational journey. This underscores the significance of parental engagement in fostering

collaboration between home and school environments, ultimately benefiting the child's academic progress and overall well-being. Various frameworks and models have been developed to evaluate the effectiveness of home-school partnerships. Epstein's Six Types of Involvement (2018) remained a widely used framework, categorizing involvement into parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. This framework helps schools systematically evaluate different aspects of parental involvement. Studies emphasized the importance of quantitative measures to assess the extent and impact of parental involvement. Surveys, questionnaires, and standardized tests are commonly used tools. Research by Fan Chen (2022) highlighted the use of these tools to collect data on parental involvement activities, frequency, and their correlation with student outcomes such as academic performance, attendance, and behavior. Participant 5 emphasized the positive impact of collaborating with parents, suggesting that such collaboration can strengthen the relationship between parents and children. This highlighted the importance of parental involvement in education for academic success, nurturing positive family dynamics, and fostering a supportive learning environment at home. Research by Sanders and Harvey (2018) revealed the importance of assessing parental perceptions regarding their involvement experiences. Understanding how parents perceive their engagement can guide the assessment of partnership effectiveness and inform improvements. A comprehensive study by Fan and Chen (2021) delved into the correlation between parental involvement and academic achievement. The findings underline a positive relationship between parental engagement and improved academic performance among students. Research strongly advocated for an approach that tailors parental involvement to the capacities and constraints of parents, emphasizing flexibility and diverse op-

tions. A supportive and inclusive school culture is seen as fundamental in encouraging parental engagement and collaboration. Additionally, measuring partnership effectiveness and considering parental perceptions and academic outcomes is vital for continuous improvement and optimizing the impact of home-school partnerships. These research insights provide a valuable foundation for educational managers aiming to enhance parental involvement and foster successful home-school partnerships. Based on the figure, fostering a fruitful home-school partnership focusing on parental involvement in school activities necessitates a nuanced approach. This approach is built upon three pivotal themes: tailoring involvement to parent capacities, building a supportive and inclusive school culture, and measuring and evaluating partnership effectiveness. Each theme constitutes a crucial pillar that contributes to establishing a strong, collaborative, and mutually beneficial relationship between parents and educational institutions. Tailoring Involvement to Parent Capacities. The bedrock of a successful home-school partnership lies in acknowledging and respecting parents' diverse capacities and constraints. Parental involvement should be crafted to accommodate these differences, ensuring that every parent can contribute meaningfully to their child's education. Recognizing that parents have varying work schedules, family obligations, and personal constraints is paramount. Tailoring involvement opportunities, such as flexible meeting timings or virtual participation options, ensures inclusivity. Educational managers should design a spectrum of involvement options, allowing parents to choose activities that align with their capacities. Whether volunteering, attending workshops, or supporting events, providing diverse choices fosters broader engagement. Open dialogue with parents about the range of involvement opportunities and their time commitments is essential. Clear communication helps parents

make informed choices that match their capacities Building a Supportive and Inclusive School Culture. A supportive and inclusive school culture forms the foundation for fostering a strong partnership between home and school. When parents feel welcomed, valued, and included in the school community, their involvement and contributions amplify. Create a welcoming atmosphere where parents feel comfortable engaging with the school. Warm greetings, informative orientations, and accessible communication channels set the tone for inclusivity. Establish committees comprising parents, teachers, and administrators to plan and organize school activities collaboratively. This encourages a sense of ownership and involvement in decision-making. Celebrate and showcase the contributions of parents within the school. Appreciation ceremonies or acknowledgments in newsletters emphasize the significance of their involvement. Measuring and Evaluating Partnership Effectiveness. To ensure that the home-school partnership is yielding desired outcomes, rigorous measurement and evaluation mechanisms should be implemented. These assessments guide improvements and adaptations for an increasingly effective partnership. Conduct periodic surveys to gather feedback from parents about their involvement experiences. Insights into what works well and areas for improvement are instrumental for refining strategies. Analyze academic data and behavioral trends concerning students whose parents are actively engaged. This analysis can uncover correlations between involvement and academic progress. Organize regular meetings involving parents, teachers, and educational managers to collectively reflect on the effectiveness of involvement strategies and devise improvements. Incorporating these themes into the educational management approach cultivates a dynamic, collaborative, and supportive relationship between parents and schools. It fosters an environment where parents are integral to shaping a student's educational journey, ultimately leading to enhanced learning experiences and overall academic success. Figure 5 shows the educational management insights gained from the informants' narratives on parental involvement. Three themes emerge: Tailoring involvement to parent capacities, Misinformation and misconception, and the Lack of trained professional mental healthcare providers.

4. Implications and Future Directions

This chapter highlights the implications of the study's findings and proposes future research directions that can contribute to a deeper understanding of parental involvement in school activities and its impact on student success and the overall educational environment. These future directions aim to guide subsequent research endeavors and foster evidence-based approaches for enhancing home-school partnerships. By focusing on these future directions, policymakers, school administrators, and teachers can collectively create a supportive environment that encourages and facilitates meaningful parental involvement in school activities, ultimately contributing to improved student outcomes and overall educational success. In exploring home-school partnerships with an emphasis on parental involvement in school activities, the discussion would typically revolve around the implications of the research findings and propose future directions for further research. Here is how this discussion might be framed in a research-oriented manner:
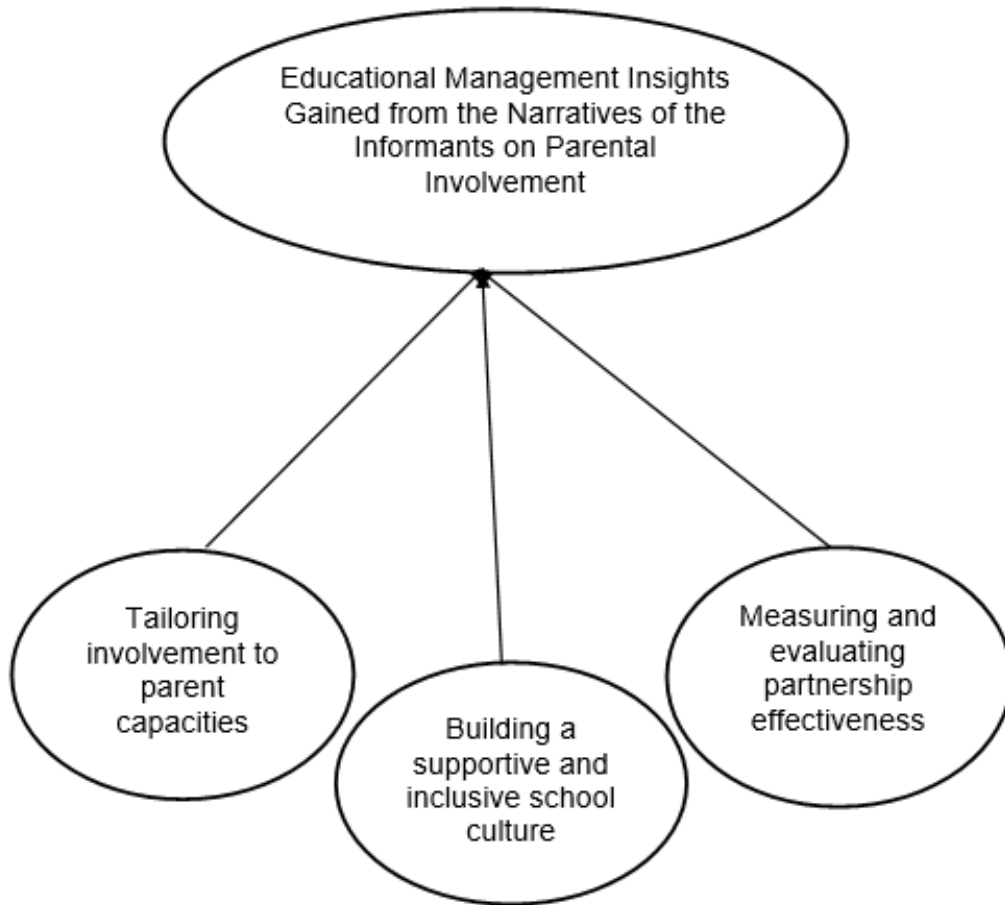
4.1. Findings—

Fig. 5. Emerging themes on the educational management insights gained from the narratives of the informants on parental involvement

The results of my analysis revealed the following significant findings. The study's goal was to uncover learners' experiences, challenges, and coping mechanisms for parental involvement in school activities. Emerging themes were drawn in each of the phenomena in the conceptual framework of this study. On the experiences of learners on parental involvement in school activities, three themes were identified from the responses of the participants. These had a great impact on academic performance, positive effects on social and emotional development, and improved communication and collaboration with parents. These themes implied that fostering a strong home-school partnership with a focus on parental involvement in school activities can have multifaceted effects on students and the educational environment. Parents who were actively involved in school activities can positively impact academic performance. Their involvement may include providing academic support, creating a conducive study environment at home, engaging in educational discussions with their children, and reinforcing the importance of education. This theme implies that parental participation in school-related activities contributes to improved academic outcomes and reinforces the value of learning. Positive effects on social and emotional development, parental involvement in school activities can also influence the social and emotional development of students. By being present and engaged in school events, parents demonstrate care and interest in their children's social interactions and emotional well-being. This involvement fosters a sense of support and security, aiding in developing strong interpersonal skills, self-esteem, and a positive attitude toward learning. The theme of improved communication and collaboration with parents underscored the importance of effective communication and collaboration between parents and educators. Engaged parents can foster open communication channels with teachers, allowing for a better understanding of their child's progress, strengths, and areas for improvement. Collaboratively, parents and educators can work towards tailored educational plans that align with the student's needs, optimizing their learning experience. In summary, these themes suggested that a proactive home-school partnership, particularly emphasizing parental involvement in school activities, has a notable impact on academic performance, social and emotional development, as well as communication and collaboration within the educational ecosystem. Recognizing and encouraging parental engagement can lead to a more holistic and supportive educational environment for students, ultimately enhancing their overall growth and success. Meanwhile, regarding coping mechanisms with the challenges, two themes were identified, such as communication and open dialogue with parents and understanding parents' constraints.

4.2. Implications—Effective communication and fostering an open dialogue between schools and parents are essential for overcoming challenges related to parental involvement. Schools should establish clear communication channels, such as regular newsletters, parent-teacher meetings, and digital platforms, to keep parents informed about school activities, events, and their child's progress. Encouraging an open dialogue allows parents to express their concerns, suggestions, and expectations, leading to better understanding and collaboration. On understanding parent's constraints, recognizing and understanding the constraints that parents may face is crucial for effectively involving them in school activities. Schools should acknowledge the diverse circumstances that parents may encounter, including work commitments, transportation issues, or other family obligations. Flexibility in scheduling events

and offering alternative ways for parents to participate, such as virtual meetings or providing information and opportunities for involvement that can be accessed at their convenience, can help accommodate these constraints. By prioritizing effective communication and understanding parent's constraints, schools can enhance parental involvement and create a supportive educational environment for children. Regarding the educational insights drawn from the findings of the study, three themes also emerged from the responses of the participants which are tailoring involvement to parent capacities, building a supportive and inclusive school culture, and measuring and evaluating partnership effectiveness. Each theme constitutes a crucial pillar that contributes to the establishment of a strong, collaborative, and mutually beneficial relationship between parents and educational institutions. On tailoring Involvement to parent capacities, the bedrock of a successful home-school partnership lies in acknowledging and respecting the diverse capacities and constraints of parents. Parental involvement should be crafted in a manner that accommodates these differences, ensuring that every parent can contribute meaningfully to their child's education. Recognizing that parents have varying work schedules, family obligations, and personal constraints is paramount. Tailoring involvement opportunities, such as flexible meeting timings or virtual participation options, ensures inclusivity. Ed-

ucational managers should design a spectrum of involvement options, allowing parents to choose activities that align with their capacities. Whether it's volunteering, attending workshops, or supporting events, providing diverse choices fosters broader engagement. Open dialogue with parents about the range of involvement opportunities available and their time commitments is essential. Clear communication helps parents make informed choices that match their capacities. The study showcased the potential for parental involvement in school activities to act as a catalyst for enhanced academic support strategies at home. Future research could delve into specific academic support interventions facilitated through parental engagement to gauge their impact on student's academic performance and comprehension of study materials. Understanding the impact of effective communication and feedback mechanisms on parental involvement and student outcomes is vital. Future studies may investigate optimal channels and strategies for communication between schools and parents, ensuring timely updates on academic progress, school events, and opportunities for involvement. This study highlighted the need to consider socioeconomic factors that may influence parental involvement. Future research should explore strategies to ensure equitable parental involvement across diverse socioeconomic backgrounds, aiming to bridge potential gaps in student engagement and support.

4.3. Future Directions—For policymakers, future research may explore a longitudinal study analyzing the evolution and sustainability of parental involvement over a student's educational journey, which could offer insights into how parental engagement changes over time and its enduring effects on academic performance and student development. Further research may explore the diverse roles parents can play in school activities. Understanding how varying

levels and types of involvement affect outcomes can guide schools and parents in optimizing their collaboration. Develop comprehensive policy frameworks that emphasize parental involvement in school activities as a key component of a child's education. Policies may define expectations, roles, and responsibilities for parents and schools. Implement incentives or recognition programs to encourage and reward active parental involvement. This may include tax

benefits, awards for engaged parents, or public recognition of parents' educational contributions. Ensure that policies promote equitable parental involvement, addressing the needs of diverse families, including those from different socioeconomic backgrounds, cultures, and languages. Develop strategies to bridge gaps in involvement based on socioeconomic disparities. School administrators may focus on investigating the integration of technology to facilitate and enhance parental involvement, which is a relevant future direction. This may involve exploring how digital platforms and tools can be utilized to keep parents informed and engaged in their child's educational journey. Provide teachers with training and professional development programs focused on effective strategies to involve parents in school activities. Foster collaborations between schools and community organizations to support parental involvement. This can involve joint initiatives, workshops, and events that encourage community engagement in education. Establish parental advisory committees that work closely with school administrators, providing valuable insights and perspectives on policies, programs, and initiatives related to parental involvement. Involve successful alumni who can act as role models and motivate parental involvement by sharing their positive educational experiences and emphasizing the importance of parental engagement. Teachers may expand their teaching strategies and focus on developing and testing specific interventions to enhance parental involvement in school activities. Evaluating the effectiveness of different strategies and interventions will provide evidence-based approaches for schools and parents. Establish accessible communication channels between schools and parents, utilizing various methods such as mobile apps, emails, newsletters, and social media platforms. Ensure that information is conveyed in a timely and transparent manner. Reimagine parent-teacher conferences to be more interactive and informative, focusing on discussing the child's progress, personalized learning plans, and strategies for parental involvement. Equip teachers with communication and collaboration skills to engage parents from various backgrounds. Organize regular workshops and training sessions for parents on how they can actively participate in their child's education. Cover topics such as supporting learning at home, understanding the curriculum, and engaging with school initiatives. Offer training to parents on effectively utilizing digital tools and platforms that can enhance their engagement with school activities, facilitating better communication and collaboration with teachers. For parents, they may become more actively engaged and involved in the development of their children's education and sustain extending support to school activities; Learners may continuously participate and perform well in school, both in academic and extra-curricular activities. Future researchers may conduct studies to assess the long-term impact of parental involvement on student outcomes and explore factors affecting home-school partnerships to further support learning.

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