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Research Article

Parental Involvement in Curricular Performance of Students at Risk

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ABSTRACT

Parental involvement plays an important role in the academic performance of at-risk learners facing educational challenges. However, many parents struggle to contribute effectively due to various challenges, such as limited educational backgrounds, busy schedules, and personal commitments. This study aims to describe the parental involvement in the academic performance of at-risk learners, specifically focusing on involvement, success, and support within the school. This study uses a Mixed-methods sequential explanatory design. The study involves quantitative analysis supplemented by qualitative insights obtained through standardized questionnaires and interviews. Purposive sampling was employed to select 50 parents as respondents, while 8 participants were chosen using a homogeneous sampling technique to represent outliers. Results indicate that active parental involvement positively improves academic outcomes, including behavior, attendance, and grades. Conversely, learners with less engaged parents tend to show limited progress in their academic performance. Lack of financial resources poses significant challenges, but scholarships lessen burdens, ensuring access to education for all. This study underscores the importance of parental support beyond academics, creating helpful learning environments, and fostering strong development. Understanding parental challenges can enhance strategies to improve learners' behavior and academic performance. Overall, parental involvement is an important factor in promoting academic success and preparing learners for future opportunities.

Keywords: *Academic performance, Academic success, At-risk students, Mixed-methods study, Parental involvement, Scholarships*

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Introduction

Parental Involvement in the Curricular Performance of Students at Risk is of foremost significance since it tends to a basic instructive concern: how parental inclusion can decidedly affect the academic presentation of learners who face obstacles in their learning.

The issue spins around the complications parents experience in successfully adding to their learner's schooling. Many parents find it challenging to help their learners academically because of reasons like their own restricted instructive foundations, occupied work timetables, or individual commitments. Therefore, their learner might battle in school, show terrible scores, have high truancy, and complicated ways of behaving. This exploration plans to reveal insight into the degree to which parental inclusion can alleviate these issues and work on the curricular execution of at-risk students.

Statement of the Problem:

The researchers aim to describe the Parental Involvement in the Curricular Performance of the Students at Risk in one of the Public Secondary High Schools in Cluster I Division of Pampanga during the academic year 2023-2024.

Specifically, this study seeks to answer the following questions:

1. How may the parental involvement of the parents be described in terms of;
 - 1.1 commitment to parental support; and
 - 1.2 parental activity and participation?
2. What issues and concerns arise regarding parental involvement in learner's curricular performance?

Methods

Research Design

The sequential explanatory technique was used when the researcher wanted to supplement the quantitative findings with qualitative information. As a result, qualitative data is used to provide rich descriptions of complex phenomena and give voice to those whose views are rarely heard (Andrew, 2023). The study described the parental involvement in the curricular performance of learners at risk using a mixed-method approach since it provided clear

insights into the needs of the respondents/participants and the support strategy that is anticipated to be implemented. Mixed-method research is the integration of quantitative and qualitative methodologies and procedures into a cohesive framework. Integrating mixed-method techniques and strategies requires combining quantitative and qualitative procedures. The objective of the study was to integrate the advantages of qualitative and quantitative research approaches by combining ideas and points of view and contrasting data gathered from diverse eras and contexts (Shorten & Smith, 2017). Explanatory research was used when the study's goal was to perform a qualitative phase that would illuminate and support the quantitative phase's findings (Warfa, 2017).

Respondents of the Study

Phase 1: (Quantitative)

The parents of learners enrolled in one of the Public Secondary High Schools in Cluster I Division of Pampanga were selected to be the respondents of the study. Parents from different schools or educational levels are excluded. Additionally, parents whose learners have been classified as "students at risk" with 60 - 74% failing grades or grades, based on particular criteria were eligible. Purposive sampling was used to select 50 parents as the respondents. Parents who refuse to participate or do not match the inclusion requirements were not eligible.

Phase 2: (Qualitative)

The researchers gathered eight (8) participants using a homogeneous sampling technique. The participating outliers are the ones with the extreme or lowest scores. In the qualitative phase of the study, the participants are the outliers. Outliers are the lowest values that differ from most other data points in a data set. They are the ones with the lowest scores in the quantitative phase of the study. Qualitative phase participants are expected to provide detailed information through focus groups or informal interviews. Outliers, those with differing experiences, offer unique perspectives. Researchers aim to capture the diversity within

the participant group by exploring their viewpoints to ensure a delicate interpretation of the qualitative data.

Sampling Method

The homogeneous sampling technique was used in the qualitative phase of the study, selecting the respondents. Homogeneous sampling is used to study parental involvement in the academic performance of at-risk students by selecting respondents with similar characteristics, allowing for a more focused analysis and potentially providing clearer insights into the influence of parental involvement on academic outcomes (Better Evaluation, 2022). Therefore, the researchers gathered eight (8) respondents using a homogeneous sampling technique.

Source of Data

The respondents of this study are the parents of learners enrolled in one of the Public Secondary High Schools in Cluster I Division of Pampanga.

Instrument

Phase 1 (Quantitative)

In this study, standardized questionnaires and statistical analysis were used to analyze the data from informal interviews. Researchers used standardized questionnaires to gather the needed data for the study. A questionnaire was employed as the prime tool for data gathering. The questionnaire was adopted from Macrina Mame (2022). The questionnaire obtained a validity index of 4.55 described as *Very High". Additionally, data analysis, theme analysis, and coding to describe the correlation of parental involvement with the academic performance of students at risk.

In the qualitative phase, an interview guide protocol was conducted based on the findings in the quantitative phase. The data were gathered at the place decided upon by both researchers and informants. The interview was expected to last for 10-15 minutes, one participant at a time. Swain and King (2022) believe that informal interview facilitate communication and frequently yield more realistic data. Many learners wrote on the use of informal interviews as part of participant observation. The

interview started by discussing a few terms regarding the study and the purpose of informal interviews by the participation of the selected participants. Additionally, the researchers secured the permission and consent letter before the conduct of the informal interview. The interview consisted of questionnaires validated by the research adviser and based on the result of the quantitative phase.

Data Collection Procedure

Phase 1 (Quantitative)

Researchers used standardized questionnaires to gather the needed data for the study. The researchers conducted the study in one of the Public Secondary High Schools in Cluster I Division of Pampanga in the academic year 2023-2024. Before conducting the study, the researchers were obliged to prepare a letter of approval for the school head and a letter of consent for the selected respondents/participants to make the study possible to conduct.

Phase 2: (Qualitative)

The researchers conducted an informal interview with the validated interview guide protocol by the research adviser to gather the needed data for the study based on the quantitative findings. It was conducted in one of the Public Junior and Secondary High Schools in Cluster I Division of Pampanga in the academic year 2023-2024. Before conducting the study, the researchers already secured the letter of approval from the school head and the letter of consent for the eight (8) selected participants.

An informal interview was conducted with the participants who were far off from the majority of the respondents. These were known as outliers and will serve as the participants for the qualitative phase. As stated by Bhandari (2021) outliers are extraordinary values that deviate from the majority of data points in a dataset. They can significantly alter your statistical analysis and distort the findings of any hypothesis testing. In conducting the informal interview, the researchers clarified some terms to the participants for them to answer the questionnaires with full knowledge of their responsibility as the subject of the study. The researchers requested the participants to answer with all honesty. The researchers will not

disclose any information from the answers of the participants. The researchers used pseudonyms as an ethical consideration for the selected participants. Furthermore, the answers

of the participants offered a better and deeper understanding of parental involvement in the curricular performance of students at risk

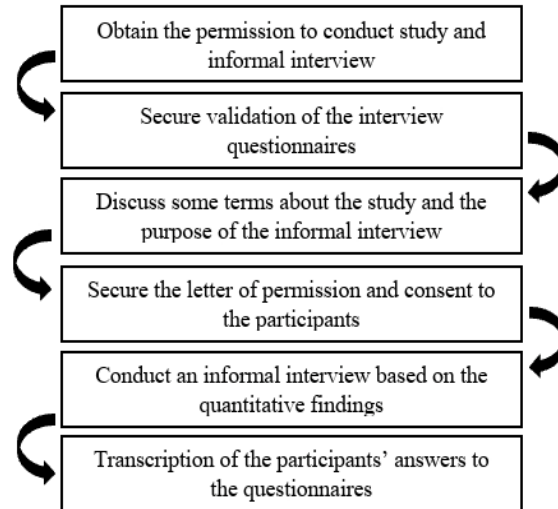


Figure 2. Qualitative Data Gathering Process Used in the Study

Data Analysis

Both the quantitative and qualitative phases were used by the researchers after they had gathered the data from the standardized instrument. Using the proper statistical methods, the researchers organized and compiled the data they obtained and provided precise, accurate, and legitimate interpretations of the results in the quantitative portion.

The following statistical tools were used in analyzing the data gathered:

1. Frequency and percentages of those learners, which indicates the responses from The respondents/participants' profiles for junior and senior learners.
2. Mean, to determine parents' attitudes regarding education, the extent of parental

involvement, and the curricular performance of the learners. Exactly how obstacles in education have made learners have the ability to express the results of their studies academically.

In the study's second phase. The participants' narratives clarified the reasons behind their actions. Furthermore, their stories were validated the first phase's outcomes. The researchers used an interview guide protocol to gather the narratives.

Result and Discussion

Table 1. Respondents' Commitment to Parental Support and Parental Activity and Participation.

Table 1 Parental Involvement

A. Commitment to Parental Support		
1. attend school activities of my son/daughter like Buwan ng Wika, Science Festival, School Tour, Club Fair, Intramurals Robotics, and others if there are any.	2.14	Often
2. join programs and plans of the school like Parents' Orientation, Quarterly PTA Assembly/Meeting, Card Day, Christmas Gift Giving, Fund Raising Activity, Teachers' Day, Family Day, PTA Project, and others if there are any.	2.92	Often

A. Commitment to Parental Support		
3. I consult with my son's/daughter's adviser regarding his/her progress in school.	2.78	Often
4. coordinate with my son's daughter's adviser whenever he/she cannot attend his/her class(es).	2.64	Often
5. look after my son/daughter when he/she is sick and be able to remind to his/her teacher.	2.98	Often
6. help my son/daughter prepare his/her things before he/she goes to school.	2.92	Often
7. I guide my son/daughter with his/her homework and projects.	2.82	Often
8. I assist my son/daughter in lessons he/she is hard up with.	2.72	Often
9. I remind my son/daughter to read his/her notes and books.	3.04	Often
10. I accompany my son/daughter in buying things that he/she needs.	2.74	Often
11. I provide the daily allowance for my son/daughter in going to school.	2.68	Often
12. I make sure that the finances my son/daughter needs are available for his/her projects, research, and school events.	2.86	Often
13. teach my son/daughter what is right from wrong for him/her not to bully in school.	2.92	Often
14. I ask my son/daughter who his/her friends are.	2.82	Often
15. I ask my son/daughter about his/her activities with his/her friends.	2.74	Often
16. I entertain my son's/daughter's friends at home.	2.88	Often
17. I encourage my son/daughter to cooperate, basically, by assigning household chores to every member of the family.	2.74	Often
18. I allocate time for the family to bond (attend Sunday mass, a walk at the park; watch a movie, breakfast in the seashore, etc.).	2.66	Often
19. I discuss with my son/daughter about his/her goals and ambitions in life.	2.9	Rarely
20. I let my son's/daughter's nanny attend school activities on my behalf.	2.76	Often
21. I cooperate with the school's Parents Teachers Association by abiding by its Constitution and By-Laws.	2.68	Often
22. I faithfully give donations to my son's/daughter's school to manifest my cooperation and support.	2.78	Often
B. Parental Activity and Participation		
23. attend school activities of my son/daughter like Buwan ng Wika, Science Festival, School Tour, Club Fair, Intramurals Robotics, and others if there are any.	2.14	Often
24. join programs and plans of the school like Parents' Orientation, Quarterly PTA Assembly/Meeting, Card Day, Christmas Gift Giving, Fund Raising Activity, Teachers' Day, Family Day, PTA Project, and others if there are any.	2.92	Often
25. I consult with my son's/daughter's adviser regarding his/her progress in school.	2.78	Often
26. coordinate with my son's daughter's adviser whenever he/she cannot attend his/her class(es).	2.64	Often
27. look after my son/daughter when he/she is sick and be able to remind to his/her teacher.	2.98	Often
28. help my son/daughter prepare his/her things before he/she goes to school.	2.92	Often

B. Parental Activity and Participation

29. I guide my son/daughter with his/her homework and projects.	2.82	Often
30. I assist my son/daughter in lessons he/she is hard up with.	2.72	Often
31. I remind my son/daughter to read his/her notes and books.	3.04	Often
32. I accompany my son/daughter in buying things that he/she needs.	2.74	Often
33. I provide the daily allowance for my son/daughter in going to school.	2.68	Often
34. I make sure that the finances my son/daughter needs are available for his/her projects, research, and school events.	2.86	Often
35. teach my son/daughter what is right from wrong for him/her not to bully in school.	2.92	Often
36. I ask my son/daughter who his/her friends are.	2.82	Often
37. I ask my son/daughter about his/her activities with his/her friends.	2.74	Often
38. I entertain my son's/daughter's friends at home.	2.88	Often
39. I encourage my son/daughter to cooperate, basically, by assigning household chores to every member of the family.	2.74	Often
40. I allocate time for the family to bond (attend Sunday mass, a walk at the park; watch a movie, breakfast in the seashore, etc.).	2.66	Often
41. I discuss with my son/daughter about his/her goals and ambitions in life.	2.9	Rarely
42. I let my son's/daughter's nanny attend school activities on my behalf.	2.76	Often
43. I cooperate with the school's Parents Teachers Association by abiding by its Constitution and By-Laws.	2.68	Often
44. I faithfully give donations to my son's/daughter's school to manifest my cooperation and support.	2.78	Often

A. Commitment to Parental Support

Table 1 shows the descriptive statistics of parents' responses on commitment to parental support. The table distinctly presents the statement "They support their son/daughter every time they have a competition to participate." Got the highest mean of 3.28 and was interpreted as "**Always.**" Above all, the statement "They inspire their son/daughter to do their best in their studies." Receives the second-highest mean of 3.18 and is interpreted as "**Often.**" Furthermore, the statement "They treat their son/daughter whenever they got an achievement from school." Got the third-highest mean of 3.18 and was interpreted as "**Often.**" Followed, the statement "They applaud their son/daughter for doing their homework." Ranked the fourth highest mean of 3.12 and interpreted as "**Often.**" Additionally, the statement "They let their son's/daughter's nanny to prepare their school needs." Got the fifth highest mean of 3.12 and was interpreted as "**Often.**" The data also presents the statement "They realize that their son/daughter can make

decisions on their own without telling them what to do." Got the lowest mean of 2.8 and was interpreted as "**Rarely.**" Above all, the statement "They show interest in their son's/daughter's hobbies." Receives the second lowest mean of 2.9 and is interpreted as "**Rarely.**" Furthermore, the statement "They find time to hang out with their son/daughter during holidays & weekends." Got the third lowest mean of 2.76 and was interpreted as "**Often.**" Followed, by the statement "They ask their son/daughter how they did in school." Got the fourth lowest mean of 2.82 and was interpreted as "**Often.**" While the statement "They motivate their son/daughter to participate in class discussions." Got the fifth lowest mean of 2.84 and was interpreted as "**Often.**"

This simply shows that in commitment to parental support, parents who remain active in the school system get improvements in their learners' behavior, attendance, and grades as well as in their social skills and ability to adjust to a new environment. Additionally, parental participation more securely positions these

learners to acquire a passion of learning that lasts a lifetime. While parents that remain inactive in their school system do not get improvements in their learner's overall academic performance.

As mentioned by Averill et al. (2016). There is a wealth of data from throughout the world showing that parental involvement in their learners' education can raise their achievement. According to policy, schools should encourage this kind of activity, especially among learners. Examined are the theoretical, scientific, and policy literature to determine the main facilitators and impediments to developing a strong parental involvement in their learners' education. Additionally, in the study of Dinckal & Gokturk's (2018) stated that teachers think that parents educate their learners mostly at home. On the other hand, it appears that parents would prefer to be more involved in decisions about their learners' education. There appears to be less fruitful collaboration between educators and parents as a result of this division. Moreover, in the study of Dominado (2019), there is a link between learners' performance and parental participation at home. The study recommends that parents should be conscious of their learners' living conditions, including their diet, access to private study spaces, basic requirements, and support with extracurricular and curricular activities. In addition, parents should continue to motivate and remind their learners to actively be involved in class discussions and be consistent, especially in parent's presence in supporting their learner's school activities and competitions if there are any.

B. Parental Activity and Participation

Table 2 shows the descriptive statistics of parents' responses on parental activity and participation. The table distinctly presents that the statement "They remind their son/daughter to read their notes and books" got the highest mean of 3.04 and was interpreted as "**Often.**" Followed, by the statement "They look after their son/daughter when they are sick and can remind it their teacher." Receives the second-highest mean of 2.98 and is interpreted as "**Often.**" Furthermore, the statement "They join programs and plans of the school like

Parents' Orientation, Quarterly PTA Assembly/Meeting, Card Day, Christmas Gift Giving, Fund Raising Activity, Teachers' Day, Family Day, PTA Project and others if there's any." Got the third-highest mean of 2.92 and was interpreted as "**Often.**" Moreover, the statement "They help their son/daughter prepare their things before they go to school." Ranked the fourth highest mean of 2.92 and interpreted as "**Often.**" In addition, the statement "They teach their son/daughter what is right from wrong for them, not to bully in school" got the fifth highest mean of 2.92 and was interpreted as "**Often.**"

However, the statement "They discuss with their son/daughter about their goals and ambitions in life." Receives the lowest mean of 2.9 and interpreted as "**Rarely.**" Furthermore, the statement "They attend to school activities of their son/daughter like Buwan ng Wika, Science Festival, School Tour, Club Fair, Intramurals Robotics, and others if there's any" got the second lowest mean of 2.14 and interpreted as "**Often.**" Whereas, the statement "They coordinate with their son's/daughter's adviser whenever they cannot attend their class(es)" receives the third lowest mean of 2.64 and is interpreted as "**Often.**" Followed, the statement "They allocate time for their family to bond (attend Sunday mass, a walk at the park; watch a movie, breakfast in the seashore, etc.)" Got the fourth lowest mean of 2.66 and was interpreted as "**Often.**" Finally, the statement "They provide the daily allowance of their son/daughter in going to school." Receives the fifth lowest mean of 2.68 and interpreted as "**Often.**"

It is noted that parents will participate in school-related activities, initiatives, and programs and will regularly monitor their learners' interactions with their peers. It also implies that parents routinely fulfill their obligations at home and school and participate in their learners' education. This implies that they attend school functions very sporadically, as some parents find it challenging to attend because of work commitments. They don't participate in school activities very much or very little. Parents who remain inactive in their learners' school system negatively affect the behavior, attendance, scores, and skills in school of their learners. According to Casey (2022), learners

whose parents continue to be active in the school system exhibit improved behavior and attendance, score higher, show stronger social skills, and adjust to school more easily. In addition, although parental involvement is regarded as being of relevance in the education of learners, there remains tremendous variability surrounding parental involvement. There are some things that schools can't control (Durisic, M. 2017).

Sequential Explanatory Data on the Issues and Concerns of Parental Involvement in the Curricular Performance of Students at Risk

Examining the results and discussions, the researchers identified the need to further explain the findings of a few parents who are not committed to supporting their learners and a few of them who remain inactive and have less participation in their learners' academic well-being. Parents play a crucial role in raising their learners and fostering cognitive and socio-emotional development. Parental involvement, which involves active participation and dedication, is essential for a learner's upbringing and development. During the pandemic, parents are seen as the most powerful influencers, providing security and forming a strong link between parents and their learners. Apart from the absence of committed parental guidance for at-risk learners, this suggests that parents are not fulfilling their responsibilities at home and in school, nor are they investing in their learners' education. Learners who do not have parental support in their education are undoubtedly unable to provide accurate answers because they have no one to guide them in genuinely understanding and comprehending the subject matter. Financial and cultural differences, schedule conflicts, and caregiving responsibilities are other factors that may impact parental participation. On the other hand, by being involved in school, they will be able to observe firsthand the significant events in their learners' lives, such as honors, recognitions, and accomplishments. The learners will consequently feel cherished and taken care of as a result of this. The learner will be more driven to learn and exhibit more when both parents are involved in the educational process.

Furthermore, the absence of committed parental support for at-risk learners can contribute to a cycle of academic underachievement and disengagement. Individual qualities, family circumstances, bad school facilities, and a lack of community resources all make it difficult for at-risk kids to complete their education, with some elements being connected with higher risk. In summary, the research strongly emphasizes the significant influence of parental commitment on the success of at-risk learners, and the absence of such support can contribute to a range of challenges in their academic journey. Ultimately, the study emphasizes the need for consistent parental support for at-risk learners, not just in terms of academic accomplishment but also in supporting healthy emotional and social development. The lack of active parental participation can have far-reaching implications, affecting at-risk students' general well-being and impeding their chances for success in the future. The study recommends that parents should continue to remind their learners to read their notes/books to maintain their activity, curiosity, and improvement in their academic performance. Additionally, parents should also find ways to support their child financially as allowance can give learners the essential personal experience of managing their own money and making their own decisions and mistakes to allow them to learn more about proper personal financing.

Qualitative Findings

The findings and discussions were presented according to the sequential explanatory data of "Parental Involvement on Curricular Performance of Student at Risk". The emerging themes are as follows: Parental Support, Education for Future Opportunities, Parental Engagement, Barriers to Education, and Opportunity for Education. The findings of the objective were obtained from the participants.

Parental Support

In the Parental Support, the similar concepts were Parental Responsibilities, Parental Guidance and Education, Educational Support and Responsibilities, Parental Duties in Education, Parental Concerns about Academic Failures, and Assistance with School Projects.

The information provided by the parents suggested that they are needed to help and support their children in their education. They have a responsibility to support their children's activities, assist them with schoolwork, engage in their school activities, and ensure they do well both academically and personally. This emphasizes the significance of support and commitment to their children's welfare and success in school.

Furthermore, parents are needed to actively support their children's education by waking up early, assisting them with school projects, and providing an environment for learning both inside and outside the classroom. Overall, it is important that parents support their children's future by shaping, encouraging them, and actively participating in their education.

Moreover, parents must be involved in their children's educational endeavors. Parents must educate their children. This is because it impacts the child's academic achievements. A parent taking an active part in their child's education, rather than relying solely on teachers, exemplifies this idea. Parents have a crucial impact on shaping students' lives as they are their primary educators from the moment they are born (Education Families, 2023). Parental involvement is essential for children's educational achievements, development, and overall success. Parents need to take an active role in a child's learning journey. This nurtures a bond between parents and their kids, fostering a strong familial connection. Enhanced communication and collaboration between parents and teachers will enhance the student's learning experience (Education Families, 2023). Years of studies have shown that parental participation in education enhances student attendance, social skills, and behavior. It additionally aids children in adjusting more effectively to school (Casey, 2022)

(When they finish school, of course we parents are proud when the children finish school. My responsibility is to take care of them, discipline and educate the child, teach him properly, and raise him properly. The hardships I have experienced are during the pandemic, and I am

struggling because of it) "Kapag sila ay naka pag tapos syempre proud kaming mga magulang kapag naka pagtapos ang mga anak, responsibilad ko ay alagaan at disiplinahin at paaaralin ang bata at paaralin ng maayos at bubuhayin ng tama, mga naranasankong paghihirap ay yung pandemic hirap ako duon". -P a1

(It Is important for me to know their activities at school and guide them in their studies to help them when they are busy with work). "Importante para malaman mo ang mga activities nila sa school at gabayan sila sa pagaaral tulungan kaso minsan busy sa trabaho". -P a2

(As a parent, I will always support my child, and participation is needed as the father of the family, right? In their way, of course, there is no way to leave it alone, and I am responsible for my daughter's education as a parent. I also supported her). "Bilang magulang ng ang participation ko anak ko syempre itataguyod ko lang sila bilang isang padre de pamilya diba? Sa pagaaral nila syempre diko naman sila puweding pabayaang. Syempre ang responsibilidad sapag-aaral ng anak ko bilang ano magulang syempre suportado din ako sa kanya". -P a4

(It's a big deal that she can finish her education. It is my responsibility to wake up early wake them up, and go to school). "Malaking bagay, malaking bagay na maka pagtapos siya sa pagaaral. Responsibilidad ko yung gigising ng maaga, gigisingin ko sila at pinagaaral ko yung mga bata". -P a5

(Of course, at school and at home, I help her as a parent with what she needs. At school, I tell her that you should take care of her studies.) "Syempre sa school, sa bahay din tinutulungan ko siya bilang. Isang magulang kung ano ang kailangan nya, sa school naman sinasabi ko sakanya ang pag-aaral ang asikasuhin mo". -P c4

(Yes, of course, the ones about their projects—their school projects.) "Oo syempre yung tungkol sa mga project nila ayun mga project nila sa school". -P d2

Education for Future Opportunities

Under the Education for Future Opportunities, the following concepts were Education as a Path to a Better Future, Parental Aspiration for Children's Education, Education as a Universal Need, Parental Goal for Success and Harmony, and Parental Involvement in Education Monitoring. The information provided by the parents suggested that parents play a crucial role in their children's education, in addition, parents' involvement is essential for the children's future success and job prospects they can help the learners finish their studies and provide the necessary support, furthermore, education is not just about going abroad, but about a good life and a chance to apply for a job.

In addition, Parents are responsible for their children's needs and support them in meeting them, including homework, reading, and maintaining a healthy diet. They should also have proper food to prevent hunger and maintain a positive attitude toward studying and for their future goal as well. Studies have indicated that a parent's engagement can have a significant impact on a child's professional goals. Parents who take an active role in their child's education can offer direction, encouragement, and insightful knowledge about the professional world. Pawel Owczarek (2016). Furthermore, according to Van Thompson (2023), the advantages of education don't stop when you finish high school, college, or graduate school. Continuing your education will make you eligible for these higher paying, more prestigious occupations, which may need a higher level of education for promotions or managerial roles.

(I will help her after school or when she comes home to open a book and do a review. Then she needs to have the right food so that she doesn't go hungry and has a good attitude towards studying.) "Tutulongan kosiya pagtapos ng school o pag uwi ng bahay na dapat mag open ng book at mag review tapos kailangan nasa wastong pagkain para hindi malipasan ng gutom at magandaang pagiisip sa pag-ga-aral". -P b1

(When they didn't do anything, I reviewed them in case there was an exam

suddenly, so they would know.) "Kapag wala silang ginawa pinag rereview ko sila kung sakali may exam bilaglaan alam nila". -P b3

(I remind her that if she has homework, if she forgets, I myself will remind her.) "Rineremind ko sakanila, yung kunyari may homework sila ganon. Kung nakakalimutan nila ako mismo ang mag papaalala sa kanila". -P b5

(Sometimes in terms of time and in finances, sometimes in lack of finances, especially if for example he only commutes, you have to take care of him every day, sometimes financially and in terms of time, sometimes especially if you work at night, then you wake up early, it's hard for you to wake up early so you can cook their food.) "Pag minsan sa oras at sa pinansyal pag minsan nakukulangan sa pinansyal laluna kung halimbawa nagcocomute lang sya inaad mo yung pamasahi niya sa araw araw minsan pinansyal at sa oras naman pag minsan lulu na kung nag-tratrabaho ka sa gabi tapus gigising ka nang maaga mahirap para gumusing ka nang maaga para makapagluto ka nang pagkain nila". -P d7

Parental Engagement

In Parental Engagement, the following concepts were Review and Nutrition Support, Ad Hoc Sessions, Homework Reminders, Parental Supporting Studying, and Homework.

Based on parents' input, it is recommended for the parents to support their children's education and well-being outside of school hours. Parents are expected to assist with homework, encourage reading, and keep them healthy, such as providing food for better learning that can result in children's feeling supported and encouraged to succeed.

If children fail to complete their homework, it suggests that parents play a role in reminding them of their responsibilities. Despite this, the parents find satisfaction in being actively involved in their children's school and at home, as it allows for meaningful interactions and bonding opportunities.

Additionally, Children receive assistance from their parents, not only academically but

also in terms of socializing and receiving emotional support. Overall, parental involvement in their children's well-being, benefits them both, when parents take an active role in their children's lives.

Parental involvement with homework and engagement in their child's education are related to higher academic performance, better social skills and behavior, and increased self-confidence by parents helping with their homework allows more time to expand upon subjects or skills since learning can be accelerated in the classroom. (Kiser, 2022). According to Kiser (2022) helping with their children's homework and providing nourishment is an important responsibility as a parent in directly supporting the learning process. Moreover, findings suggest that parents involve themselves in their children's homework because they believe that it's their responsibility to be involved and believe that their involvement will make a positive difference (Dempsey, 2016)

(It is important to us parents that our children's education should be the basis for them to have a good future; they will not have a hard time finding a job since I did not graduate like others. What I learned there when I was studying is all I can share with my son that I recall in my mind, and then I share it with them so that it can help and they will not have a hard time.) "Mahalaga kasi sa aming mga magulang dapat naming batayan ang pag-aaral ng mga anak namin para may maganda silang future hindi sila mahirapan mag hanap ng trabaho since hindi naman ako graduated tulad ng iba kung ano yung natutunan ko duon nung ako nag-aaral yun lamang yung nababahagiko sa anak ko narerecall ko saisip ko tapos binabahagiko saka nila para makatulong at hindi na sila mahirapan". -P a3

(Help students who are struggling in life and so he can finish as a student so that he can also help his fellow students.) "Ang gusto kulang saaking anak pagnaka pag-tapos siya sakanyang edukasyon mag hanap nang magandang trabaho at makisama siya nang mabuti sa kapwa niya nag tatrabaho." -P a6

(Education for students is what children really need, because education is also for them, whether they grow up and have a family or don't. education, they can use that, for example, if he wants to go abroad. It's not just about going abroad when they finish their studies; they'll have a good life and can use it; they won't have a hard time applying for a job because they've finished their studies. The parent is there to monitor whatever needs they can't meet, and we can help them. The only responsibility we have for our children is that we will provide for their needs. Those are the challenges in life. All needs must be met, and the child must also meet his needs in education so that the hard work they put in is not wasted.) "Ang edukasyon para sa mag-aaral ay Kailangan talaga ng mga bata, Kasi ang edukasyon ay para din sa kanila yon Para kapag tumanda na sila at magkaroon ng pamilya o Kahit hindi magkaroon ng pamilya matapos, niya ang pag-aaral nila, magagamit nila iyon halimbawa gusto niyang mag-abroad. Hindi lang sa pag-aabroad pag na tapos nila ang pag-aaral nila, yung maayos na buhay at magagamit nila iyon, hindi na sila mahihirapang mag-apply ng trabaho kasi nakatapos sila ng kanilang pag-aaral. Bilang magulang nandoon ang magulang na sumusubaybay kung ano man ang pangangailangan na hindi nila kaya ay matutulongan namin sila. Ang ano lamang namin sa mga anak ang responsibilidad namin ay ang Pangangailangan nila ibibigay namin. Ayan yung mga hamon sa buhay Kailangan na matugunon lahat ng pangangailangan at kailangan din ibigay ng anak ang pangangailangan niya sa pag-aaral para hindi masayang ang mga pinagpapaguran nila". -P a8

(My son's finances, even if he is short of money, he can still study and work to be able to pass the exam in life.) "Ang financial ko sa anak ko kahit kapus man sa pera kaya parin mag aral at mag trabaho para makaangat sa buhay" -Pd6

(When it comes to parents, it's like a guide: parents support their children. As parents, children's education is very

important because it's for them; they can learn a lot, especially now that it's upgraded and you can search on Google to learn that if the parents don't know they can search, they can use the gadgets now that they feel good about them. As a parent, sometimes when they go to school, I will know if my child has a problem that needs to be fixed or needs to be paid for. Then, as a parent, it is very good for us that he studies well because they will learn a lot from school. If they don't go to school, they won't learn anything.) "Bilang magulang matuturuan din sila sa mga aralin nila assignment nila pero hindi tulad talaga sa school nila nandoon sa binabasa ng teacher minsan doon sa pag-aaral nandoon na rin ang sagot kung aanuhin ng mga bata. Pag sa magulang kasi parang gabay na lang din yung isusuport ng magulang sa anak nila bilang magulang ang pag-aaral kasi ng mga bata ay napaka importante kasi para sa mga anak iyan dahil madami silang natutunan lalo na iba na ngayon naka upgrade na pwede mo na i-search sa google para matutunan na kapag hindi alam ng magulang makakapag search sila magagamit nila ang mga gadgets ngayon maayos sa pakiramdam nila yon. Bilang isang magulang minsan pag pupunta ka sa school na nalalaman mo kung may problema ba yung anak mo may problema ba na kailangan ayusin o kailangan pag bayarin tapos bilang magulang napakabuti sa amin na kailangan niyang mag-aral ng maigi ng maayos dahil marami silang matutunan sa school kesa yung hindi mo sila paaralan tapos wala din silang matutunan." -Pd8

Barriers to Education

In the Barriers to Education, the following concepts were Financial Struggles during Hardships, Financial Constraints Impacting Education, Financial Independence for Education, Time and financial Constraints, Support Beyond Financial Assistance

As per the details given by the parents suggested that financial constraints in education can affect a child's ability to complete school

and find a job and that parents bear the responsibility of working hard to support their children financially, even when facing challenges like limited resources, finances, including commuting expenses and daily care needs, which further add to the family's financial burdens.

Moreover, parents face difficulties, such as working night shifts, which can make it challenging to prepare meals and do their responsibilities in supporting their children's needs but despite these obstacles, the parents remain hopeful that their children's can still succeed in life despite the financial challenges they encounter. Furthermore, financial conditions facing parents can have effects on children's education outcomes, both in terms of schooling and parental support at home (Tai, 2022).

In addition, according Mngomezulu (2017) the Lack of financial support can have a negative impact on the academic performance of children. Studies have shown that children who are concerned about finances may demonstrate lower goal commitment, academic engagement, and persistence. On the other hand, children who receive financial support from their parents are more motivated in their studies. This support helps children to be more focused and dedicated to their educational goals. The association between parental financial support and children motivation suggests that when parents provide financial assistance for educational purposes, students are more motivated to succeed. Therefore, parental financial support plays a crucial role in enhancing children's motivation and academic achievement (Enteria, 2022).

(There is a big problem in education. Of course, it is financial. Of course, it is the biggest problem. How can the child finish school when there is no job? We have to work hard even if there is a problem with money.) "Malaking problema sa edukasyon syempre financial syempre pinakamalaking problema jaan ksi paano makakapagtapos yung bata kapag walang kanamang trabaho dapat kumayod kahit may problema sa pera." -P c1

(My only problem is that sometimes they fail. That's what I think. It's because they don't care about others. So how can I be disappointed when they fail?

Sometimes it's financial, sometimes it's connection, and sometimes I don't have the money to pay for it, so I tell them first.) "Ang nagging problema ko lang minsan bagsak sila yun yung iniisip ko. Kase mismo yung iba hindi nila gaano inaano. Kaya na ano ako na didismaya ako pag may bagsak sila. Minsan financial na , minsan connecting minsa wala akong pera para pambayad yon at sinasabi ko sakanila makiusap muna kayo." -Pc5

(My son's finances, even if he is short of money, he can still study and work to be able to pass the exam in life.) "Ang financial ko sa anak ko kahit kapus man sa pera kaya parin mag aral at mag trabaho para makaangat sa buhay" - Pc6

(Sometimes in terms of time and in finances, sometimes in lack of finances, especially if for example he only commutes, you have to take care of him every day, sometimes financially and in terms of time, sometimes especially if you work at night, then you wake up early, it's hard for you to wake up early so you can cook their food.) "Pag minsan sa oras at sa pinansyal pag minsan nakukulangan sa pinansyal laluna kung halimbawa nagcocomute lang sya inaad mo yung pamasahi niya sa araw araw minsan pinansyal at sa oras naman pag minsan lalu na kung nagtrabaho ka sa gabi tapus gigising ka nang maaga mahirap para gumusing ka nang maaga para makapagluto ka nang pagkain nila" -Pc7

(It's a big, great help, except for financial problems.) "Malaki, malaki ang maitutulong kaso yun nga financial problem." -P d5

Opportunity for Education

Under the Opportunity for Education, the following concepts were Needs for Scholarships and Desire for Scholarships.

The information that is being provided is based on the opinions of the parents. (Ps) regarding their involvement in their children's curricular performance enrolled in one of the public secondary high schools in the Cluster Division of Pampanga. According to the information provided by the parents, acquiring

scholarships for school indicates that they may not have the financial means to afford education without external assistance. Scholarships are opportunities that can significantly ease the financial burden on parents and enable children to pursue their goals. In addition, becoming scholars implies not only receiving financial support but also participating in their studies.

Furthermore, scholarships not only provide financial assistance but also offer opportunities for children to be able to study without hindrance in their education, and they also reflect their determination to overcome financial barriers and actively participate in their educational journey.

As revealed by Sara Goldrick-Rab and Douglas N. Harris (2016) study, scholarship programs significantly increase the likelihood of students enrolling in college and persisting through graduation, particularly for low-income students. Parents who give their kids scholarships express greater satisfaction and confidence in their kids' future opportunities. Parents showed appreciation for scholarship possibilities and thought they had a beneficial impact on their children's academic and professional achievement, according to a College Board study (2019).

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In general, scholarship programs can be an excellent method to help parents and students who are struggling to pay for college. For

everyone to have access to and afford education, these activities are crucial. These initiatives enable kids to achieve academic success and pursue bright futures (Anderson, 2022).

(I want them to become scholars. They can be included with the scholar.) "Yung gusto ko sana yung maging scholar sila. Maisama sila sa may scholar." -Pe5

(They need scholarships because my youngest is going to high school; they will need that.) "O sa scholarship kasi mag high school narin yung bunso ko kailangan na nila yun." -Pe2

Conclusion

1. The findings revealed that parental involvement, particularly in their learners' academics and achievements, has a great bearing on their academic performances; this produces positive results in behavior, attendance, and grades. And it shows a noticeable difference in that parent who are less committed have witnessed less improvement in their learners' academic performances.
2. It reveals parents' diverse involvement in school activities, highlighting their commitment to learner monitoring. The hypothesis suggests relationship between parental participation and academic performance. Understanding parents' challenges in managing obligations can improve their learners' behavior and academic performance.
3. Overall, parental involvement plays a role in shaping children's academic and personal success by actively participating in their children's education, providing resources, and a learning environment, parents can significantly contribute to their children's education. Moreover, parental involvement can also help essential aspects such as social skills, behavior, and self-confidence, which are crucial for the future success of the children's and despite of the challenges that the parents were facing such as lack of financial, scholarships can serve as valuable resources that can alleviate the burden on parents and enable children, particularly those from low-income backgrounds, to pursue their educational goal.

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