

# Revealing the Parents' Manifestation on Their Involvement and Engagement in Elementary Education

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**Abstract.** *Parents play a significant role on children's development and have a long-term impact on their learning process. The shift in educational system enables parents to enhance their perspectives and decisions for the improvement of their children's education. Despite the difficulties that parents might be facing, their astonishing level of understanding of the circumstance revealed their unconditional love and commitment to their children. This qualitative study aims to reveal parents' manifestation towards their involvement and engagement in elementary education in the new educational environment. The study utilized descriptive approach to identify parents' views, practices, challenges and coping strategies. Ten (10) parents in elementary school given a set of criteria participated in the semi-structured interviews. The findings in this study lens in the theory of planned behavior to determine parents' views, practices, challenges and coping practices. Furthermore, the study revealed that intention of parents to perform their involvement and engagement is based on something they want to happen in their lives and into their children's lives, specifically for the improvement of elementary education. In addition, the manifestation of parents contributes to the existing knowledge of parental involvement and parental engagement in the Philippine educational setting.*

**Keywords:** Parental involvement, parental engagement, manifestation, elementary education.

## Introduction

The way that the parents support the child's life demonstrates the significance of parenting. The support and good parenting is demonstrated through unconditional love to their children. They are the most influential individuals on their child's growth. Parents continuously support their children in their development. They educate their young children at home and eventually send them to schools.

Based on the Education Act of 1982, one of the responsibilities of parents is to ensure that their children receive an education from elementary through higher education. They are also tasked to cooperate in the implementation of school program curricular and co-curricular activities. With this, they are expected to engage in the school by attending parent-teacher conferences and involve themselves in the implementation of school activities. This was stated in DepEd Memo No. 23 series of 2016, where parents are invited to attend the parent and teacher meetings for them to know the progress of the performance of their children in the school

and to be informed about the ongoing activities of the schools. In R.A. No.9155 or also known as the "Governance of Basic Education Act", it was stated that parents' participation is encouraged to fully maximize their active involvement in the education of their children.

At this time of the pandemic, the present COVID-19 has caused massive disruptions in everyone's educational life. The current situation has generated a

slew of educational problems for children, leaving most parents with little time to plan for their child's education. Another issue that arose as a result of the transition to at-home schooling was the increased responsibility placed on parents. At the very least, at-home education necessitates parental supervision during periods when children would normally be overseen by school workers at school premises. In many circumstances, at-home schooling needs increased parental participation to ensure that children comprehend and finish educational tasks.

Parental involvement in education is much necessary for this time of the pandemic. In fact, according to Sari and Maningtyas (2020) due to the transition of educational arrangement, parents must act as educators, mentors, and managers as well as provider of protection and comfort to their children. Thus, this pandemic brought a needed supporting role for parents to ensure children's educational outcomes.

Studies about parental involvement and parental engagement have a significant contribution to their children's education and it has a greater impact on elementary pupils. These studies were focused on the effect of different factors on parental involvement such as socio-economic status, parent's educational background, and parent's beliefs. Meanwhile, involvement and engagement are distinct responsibilities of the parents in the educational aspect of their children. At present because of the new normal set-up, there was a sudden shift in education, where parents play more of a vital role in educating their children. The more is expected of them in engaging and involving themselves in school activities since their children cannot attend

face-to-face classes. Thus, the researchers of this study aim to reveal their manifestations about their involvement and engagement in elementary schools at the present period. This research would be beneficial to the existing knowledge of parental involvement and engagement in Philippine education and it might serve as a source of reference in formulating or amending policies about parental participation in education.

### **Statement of the Problem**

The study aims to discover the manifestations of parents on the support practices about their involvement and engagement in elementary education at present.

Specifically, this study sought to answer the following:

1. What are the viewpoints of the parents towards involvement and engagement in elementary education at present?
2. How do parents practice parental involvement and engagement in elementary education at present?
3. What are the challenges encountered in parental involvement and engagement in elementary education?
4. How do parents' deal with such challenges encountered in parental involvement and engagement in elementary education?
5. What are the educational implications that can be drawn from the findings of the study?

### **Methods**

#### **Research Design**

The study utilized a qualitative approach. According to Creswell (2012), qualitative method aims to acknowledge a deeper understanding of a complex situation or phenomenon. In descriptive phenomenology, one has the method 'sorting off' influences on phenomena to extract the essences (Smith et al. 2009). The researchers revealed the manifestation of parents in their involvement and engagement in elementary education. Moreover, this approach is the best fit in the study for gathering the necessary data to develop an in- depth perception of parent's manifestations.

#### **Sampling Technique**

A purposive sampling technique that involves selecting respondents based on pre- established criteria has been used in this study. This technique is preferably used in situations when there is a need to reach a targeted sample quickly and the proportionality of the sample is not of vital importance (Crossman, 2017). The participants of this study are parents whose children are enrolled in public elementary schools. Gleaned from the

research objectives, selection criteria include: (1) the parent must have two (2) children enrolled in public elementary school; (2) the parent must be actively involved in a school activity; and (3) a member of any civic organization.

### **Participants of the Study**

The participants of the study were selected based upon the provided criteria as stated in the sampling method. Participants are the parents whose children are currently enrolled in public elementary school until the saturation of response has been reached. Furthermore, Saturation of responses appears to take a narrower, more individual-focused approach to data saturation, with saturation occurring not at the data level as a whole, but in the data generated by a single participant (Saunders et al 2017).

### **Setting of the Study**

The study has been undertaken in the District of Pampanga, Philippines. This involved the parents whose children are enrolled in elementary public school. Moreover, researchers decided upon conducting this study to further investigate the manifestation of parents in their involvement and engagement in elementary education.

### **Research Instrument**

The researchers utilized semi-structured interviews in obtaining relevant data. Semi- structured interviews are guided by a semi- structured interview guide, which consists of a list of questions or topics that the interviewer must cover. According to Bernard (1988), it is best used in interviewing participants and interviewers will be sent out into the field to gather data. Hence, the researchers composed questions beforehand to help guide their conversation and keep the participants on topic. The interview guide has been submitted for validation to a group of experts in the area of study.

### **Data Collection**

The researchers presented a letter of approval to the Dean of the College of Education to seek permission to conduct the study. Upon approval, the researchers requested permission to perform the study from the principal of the designated elementary school. Upon the approval, the participants were selected based on inclusion of criteria, principal, and teachers help for the selection of participants since parents can only be seen when submission and getting of modules and the mode of communication is through online. Furthermore, the researchers asked for the permission of parents during the submission of modules. Upon administering,

the parents have been oriented about the interview and were informed about the purpose of the study. The interview was conducted in the stated area, ensuring the safety protocol for the COVID-19 pandemic. The answers of the participants are confidential and their identities remain in private. After the data has been collected, the researcher treated, analyzed, and interpreted the data.

### **Ethical Considerations**

During the process of the study, the researchers ensured that all ethical guidelines were followed. The participant's full consent is obtained before the study is conducted. The study's full confidentiality and anonymity were maintained. The researchers also reduced the risk of damage to participants, protected their privacy and confidentiality, prevented misleading practices, and allowed participants to withdraw from the study at any time. (Baine et al., 2013).

### **Data Analysis**

The researchers employed Braun and Clark (2006) Thematic Data Analysis in analyzing the data. According to the study of Nowell et al., (2017), Thematic Data Analysis is defined by Braun and Clark (2006) as a method for identifying, analyzing, organizing, describing, and reporting themes found within a data set. The six-phase step by step is used as a guide in organizing data.

### **Findings and Discussions**

The purpose of this study is to reveal parents' manifestation about their involvement and engagement in elementary education. Utilizing the descriptive phenomenological approach, the researchers were able to identify and gather the necessary data on how parents manifest their involvement and engagement in their children's education. A variety of in-depth perceptions, practices, and parents' experiences were provided in this study for the readers to understand the phenomenon encountered by the participants.

For this research, ten (10) parents from a public elementary school who have at least two (2) children studying in elementary school, actively involved in school activities and members of any civic organization were chosen to be part of this study. The participants were coded to P#, which stands for Parents and their correspondent number. The following are brief descriptions of each participant.

Analyzing the data using Braun and Clarke (2006) thematic analysis, five themes emerge. These themes revealed the viewpoints of parents, their support

practices, their challenges, how they deal with the challenges, and the educational implications that could be drawn from the findings of the study.

## **1. Parent's viewpoint towards involvement and engagement**

Parents maintain a life-long commitment to their children. Parents' responsibility is to make sure that their children are doing well in education and acquire more knowledge despite uncertainties happening nowadays. In this theme, participants were asked about their viewpoints towards their involvement and engagement, with the gathered data two sub- themes were identified.

### **1.1 Responsibility and Obligation**

The participants revealed their involvement and engagement based on how they view their responsibility and duty. The study of Williams et al. (2002) stated most parents believed that they shared at least equal responsibility for their children's education with the school. It indicated that parents view their involvement as their responsibility to ensure their children's success in school. However, because of the pandemic, participants noted that it became more challenging as their responsibility increased. It indicated that parents view their involvement as their responsibility to ensure their children's success in school. However, because of the pandemic, participants noted that it became more challenging as their responsibility increased.

“As a parent, I can describe the involvement of parents in education by guiding my children, such as when there is a meeting in school like that when I get the cards of my children, and when there are seminars, or getting of my children's modules and when my children have an activity.”- P1

“Parents play an important role and responsibility in assisting their child's education. Nowadays, parents are more focused on guiding my children because of the pandemic.” -P2

### **1.2 Affection and Care to their Children**

Parents describe involvement and engagement as their feelings towards their children. Although parents reveal that parental involvement and engagement at present increase their responsibility, it is very important for them to understand the situation because they desire the achievements of their children. According to Escalante (2020), research reveals that a vital determinant in a child's future well-being is evidence of loving them and expressing it affectionately.

“Responsibility and affection and concern for the child.”- P6

“Even though it is our responsibility, we do it because we care about our children even though we are busy with work.”- P7

“Because that’s how it is, when you say involvement or engagement, here comes the things that a parent needs to do, that’s why parents always do those things because we love our children and we don’t want them to be left behind from education.”- P10

### 1.3 Linking Involvement to Engagement

According to the study of Goodall and Montgomery (2014), there is a continuity in parental involvement and parental engagement. The study notes parental involvement as an act of taking part in an activity or event, or situation, while engagement is a feeling of being involved in a particular activity or formal arrangement as part of duties. Moreover, from the gathered data, parents describe their action towards involvement

connected to their feeling of engaging themselves in their children's education. Participants revealed that their action leads to their feelings of being involved in their children's education because of the new normal set-up as it is needed most in this time of education.

“When we say engagement, it is a much deeper word than involvement. Just like a couple, you shouldn't just participate or have communication with each other, you should be more committed and do more of the things that you should be doing.”- P1

“It means I am committed and involved in my children's education, for example when the teacher said that I will pass the module on time. I make sure that I deliver and here I seem to be involved in my child's education.”- P2

## 2. Parents’ Support Practices towards their Involvement and Engagement

According to Durisic and Bunijevac (2017), parents play a significant impact in their children’s educational development. To succeed, children require good learning experiences as well as support, motivation, and high-quality instruction. In this theme, the collected data reveal parent’s support practices towards their involvement and engagement in their children’s elementary education.

### 2.1 Role of parents towards Involvement and Engagement in Children’s Education at Home

This sub-theme entails three categories: the parent's role in learning modules, role in learning

activities, and their role in providing the necessary need for learning.

#### 2.1.1 The parent's role in learning modules

Stated in DepEd Order no.18, s of 2020, the purpose of the Basic Education Learning Continuity Plan (BE-LCP) is to guarantee that learners have access to learning opportunities in a secure manner through various learning modalities. It means to say that school, teachers, parents and other stakeholders should ensure that learners receive the education they need in these times of pandemic. Furthermore, participants describe their involvement and engagement based on the following: (1) parents receiving and submitting the modules, (2) parents assisting and guiding children in their modules, and (3) parents answering the modules for their children.

##### 2.1.1.1 Parents receiving and submitting the modules

The study of Dangle and Sumaoang (2020) notes that according to the Department of Education parents play a variety of responsibilities in modular distance learning. One of the responsibilities of parents is to act as Module-ator, in which they collect and submit printed Self-Learning Modules (SLMs) from and to school. Parents indicate their involvement and engagement in their children's modules by revealing their responsibility based on the data obtained. One common response is that parents are responsible for getting and submitting modules according to the school's or teachers' schedule. Some parents describe this as their first step toward involvement and engagement.

“When getting the modules, and then I pass them to the teacher. Also, when getting their cards.”- P1

“I am the one who got and returned their modules, and this is the importance of parents at present.”- P6

##### 2.1.1.2 Parents assisting and guiding children in their modules

Despite the pandemic, parents' views about the need for education stay firm. Parents increasingly consider their involvement and engagement as a way to ensure that their children get a good education without sacrificing their safety. Aside from receiving and submitting modules, parents also explained their importance in assisting and guiding their children in answering modules. Moreover, parents view their involvement and engagement as their children's teacher at home. They teach their children about the lesson, monitor and check their answers in modules. This role of parents identified in this study is supported in the Dangle

and Sumaoang

(2020) study, which notes that parents play a vital role in facilitating children's modular learning.

“Teaching them their lesson because they haven't taught it yet, so I'm teaching them.”- P1

"I do the role of teacher at home". -P3 "Monitoring and guiding my children in answering their modules." - P4

“Every day, every second, checking and asking if they understand their lessons.” -P6

### **2.1.1.3 Parents answering the modules for their children**

Parents understand that they need to help their children. However, there are circumstances where parents think they have to take charge to answer their child's modules because of the following reasons: (a) difficult lesson, (b) lack of time, and (c) children unable to read. Thus, because of this reason, parent's decisions about letting their child answer their modules also changes.

“Answering the modules because there are circumstances, my children are having difficulties and it makes sense because I myself personally have difficulty.” -P5

” My grade 2 child doesn't know how to read yet. So sometimes I will be the one who reads it first and then I let him answer the questions, but when he is unable to answer I'll be the one doing it. Sometimes I think that they really need to learn so I let him do it first).” -P7

” I'm busy with work so sometimes I'll just do it, I'll fix the others that my son doesn't know how to answer.”- P8

Participants identify their involvement constructs on how they help their children in their modular learning. Although parents understand their role in modular learning, their decision for their involvement changes based on how they view the challenges in answering the modules of their children.

### **2.1.2 The parent's role in learning activities**

In this subtheme, parents describe their involvement and engagement based on how they view their important role in their children's learning activities, especially nowadays that they need to guide, monitor, and teach their children. Parents reveal their support practices towards their children's education as they describe their role in learning activities and projects of

their children: (1) photographer and videographer and (2) co-learner of their children in the learning activity. Parents identify some activities: earthquake drills, tree planting at home, activities in modules, and projects.

#### **2.1.2.1 Photographer and Videographer**

Parents describe their role as the photographer and videographer of their children. They take pictures and send the pictures to the teacher. Sometimes they become videographers because they take a video of their children performing the educational activities assigned to them to monitor the child's performance.

“When they have an activity in school that needs a picture or video, I'll be the one who helps them.” -P1

“I am the photographer and videographer whenever there is an activity or project involving pictures and video.” - P6

“I will take a picture of my children doing the duck, cover and hold and send it to their teacher.” -P7

#### **2.1.2.2 Co-learner of their children in the learning activity**

Besides being a photographer and videographer, parents also become their children's co-learners. Parents admit that their involvement includes their need to study and understand the lesson, which benefits them in a way that they also learn from it.

“Because in our time, duck, cover and hold were not taught in elementary school).” -P6

“Sometimes you can tell yourself, that's how it is).” -P7

“There are things that I don't understand so I need to study and search also.)” -P8

Even though learning activities occur at home, parents continue to practice their support in their children's education by evolving their role in their children's activities. They understand the importance of their involvement in the learning setup because of teachers' absence, and they want their children to finish their education. Parents' persistent belief that this learning activity was part of their children's success in school draws to their conclusion that they needed to involve themselves in their children's education.

#### **2.1.3. Parent's role in providing the necessary need for learning**

The important support that a child can receive comes from parents. Parents now have the key



responsibility of ensuring that their children obtain a high-quality education while minimizing risk. Participants provide materials, communicating with the school, and giving their extra effort to assist in the education of their children so that their children can complete their given tasks.

“Even though I am a working mother, I see to it that I have extra time, extra strength in supporting my child's education. And also, I provide different educational tools.” -P2

“Communicating with school regarding child progress.” - P4

“When he needs a cellphone to watch a lesson, I'll lend him my phone ma'am, then last week they made a flag. So, I bought the things he needs m'am, to make him feel better I also bought him a bag so he can feel he is studying.” - P7

According to Durisic and Bunijevac (2017), parents' involvement is related to their position, which includes monitoring children's learning and participation in activities organized at school. In this study, because distance learning occurs, parents reveal their involvement and engagement based on how they act toward their children's learning activities, including monitoring their children's modules, activities, and completed projects. Also, participation in activities organized by the school online. Moreover, parents reveal their involvement and engagement based on how they view their actions towards their children's learning activities at home, such as their modules, online activities, projects, and other requirements for their children's education.

## 2.2 Routine for Learning

Bhamani et al., (2020) study stated that the schedule of learning routine is a gap in times of Covid according to parents. However, in this study, when participants ask about their support practices in their children's education, their belief about the structure of routine for learning at home helps them easily engage in their children's education.

“Waking them up every morning, preparing breakfast and preparing their school needs are my ways of getting involved.” -P5

“I can tell or show my involvement in my children's education by waking them up in time and ensuring that they will not use their gadget during module hours. I mean they are not playing games during home class.” - P6

“If I have time for this and time for that, they already know when they need to study and play.”

-P8

## 2.3 Environment Conducive for Learning

Barai (2020) study identified that parents who are involved more with children have attitudes and values toward a creative home environment. In this study, participants reveal that they must provide their children a conducive learning environment wherein children are given freedom, independence, peace, and respect. Parents also encourage positive attitudes, especially in this pandemic, wherein children are experiencing a sudden shift in education.

“In supporting my child's education, I see to it that our house is conducive for a learning environment, encouraging positive attitude in the new normal setup.”

-P2

“I prepare games for them to enjoy, after work I see to it that I have time to talk to them about the importance of studying at home.” - P3

“Other activities include videos or pictures of my childrens, before they take videos and pictures, I make sure that the environment is clean and quiet because it is embarrassing to our group chat in school.” -P4

## 3. Parents Challenges towards Involvement and Engagement

The researchers aim to reveal parents' challenges to shape the idea of subjective norms in the theoretical framework of this study. This will help to understand the factors affecting parents' involvement and engagement in their children's education. The gathered data in this theme emerged three factors affecting parental involvement and engagement.

### 3.1 Teacher and School Factor

Teachers and parents are the particular people who significantly influence children's learning and educational process. Based on Mangwa and Mugari (2017), teachers' attitudes influence parents' decision to their involvement. Moreover, another teacher factor affecting parents' decision identity is the absence of teachers in the new normal set-up of education. Parents reveal their challenges as they have difficulties teaching their children because they believe that teachers are more capable of teaching their children. On the other hand, participants also identify the challenges which are indicated in the school factor such as distance from school and the environment school can provide.

“The school also, because it is far from our home and I

only walk in going to school.)”- P1

“It’s not easy to teach our children they will learn better in school.”-P5

“It is better for my children to study in school rather than at home because they are given more focus by the teachers).”- P7

### 3.2 Children factor

Dempsey and Sandler (1997) model suggest that influencing parent's involvement decisions consist of general opportunities, invitations, and demands for involvement. Children's traits when they interact with parents and teachers may influence parents' perceptions about their involvement. The participants in this study reveal their decision towards involvement based on children's attitudes about learning. Also, parents believe that their children are attentive to their teachers.

“There are lots of subjects and then we have to answer but we are not just answering. I teach first to my children for them to understand it.” - P1

“Children factor because they give more attention to their teacher, not to their parents when it comes to their lessons.” - P2

“Lack of interest on the part of my kids when it comes to answering modules.” -P3

### 3.3 Parents factor

The established number of factors affecting parental involvement and engagement in this study leading to parents-related factors such as lack of time to teach children, lack of understanding of the lesson, workloads, and other responsibilities at home. These barriers revealed by parents lead to their decision to be involved and engaged in their children’s education. In addition, the identify challenges by the participants proved in the study of Peña (2010) indicated that barriers in parental involvement include parents’ education, family issues such as concerning younger children at home, and the obstacle in their work schedule. However, the challenges identified in this study proves that parents’ viewpoints about the challenges they encountered towards their involvement and engagement do not change whether the education takes place at home or in the school ground.

“We are really running out of time, because I have household chores to do and they have little sister so my time is not enough.”- P1

“Maybe because of my obligations every day, I have lots

of things to do and I take care of my youngest child and my husband.” -P1

“Parent factor I’m doing my best but I don’t have much time to be with them all day. I also need to work.”- P3

## 4. Parents coping strategies to the challenges they encountered

The collected data in this theme identified the parents' coping strategies in response to the problems they faced in their children's schooling. The participants in this study provided valuable information pertaining to their coping strategies for the challenges they encountered in their involvement and engagement in their children's education. The participants revealed the strategies they used based on self-efficacy, the relationship between teacher and parent, and encouraging children in learning.

### 4.1 Parents Self-Efficacy

According to the study of Witkowski et al., (2017), Parenting Self-Efficacy (PSE) defined as parents’ conviction in their capacity to successfully fulfill the parenting role. Self- efficacy could have an impact on how individuals act, suggesting whether or not they will complete the work, how much effort they will put in, and how long they will persevere in the face of challenges. According to the information provided by parents, no one is prepared for the educational change brought on by the COVID-19 epidemic. They attend parent workshops to understand how to manage their children’s education in the new learning environment. Some parents are disturbed by their children’s lessons and conduct inquiry to solve problems. Parents have a lot of obligations at home, which influences them to believe that time management is vital for their children’s education. No one

wants to be in the situation that the pandemic has created, therefore prayer is one way for them to be encouraged. These conditions urge them to put an effort into their involvement and engagement.

“Like what I’ve said earlier, one of the struggles I am facing is lack of time, but for me time also is the technique I am using, so I can fulfill all of my duties every day.” – P1

“Prayers. Our determination, and belief that we can overcome this will teach us to face such problems” -P6

“I got myself involved with a seminar for parents during the pandemic. I just do my best as a parent and as a teacher to my kids.”- P3

“As much as possible I give extra time in guiding my children, especially in answering their modules.”-P4

#### 4.2 Parent-Teacher Relationship

“A child-centered relationship between individuals in the home and school setting who share responsibility for supporting the growth and development of children” is how the parent- teacher relationship is described according to Clarke, Sheridan, and Woods, 2009. To assist their children's learning in this new learning set- up, parents form relationships with teachers. This relationship is a sense of community between home and school that is dependent on good communication (Clay, 2005). Parents communicate with their children's teachers in order for them to grasp and know what they don't fully understand.

“Communicating with their teachers.” -P4 “Because parents are having difficulties nowadays, I am trying to develop a good relationship with the teachers of my children and I am always asking them, so I will fully understand the things that I need to know.” -P8

#### 4.3 Child Encouragement

Participants reveal that they encourage their children to finish their education tasks so

that they can transform their conduct and replace it with more acceptable behavior.

##### 4.3.1 Motivation

Participants appear to recognize that children have a short attention span and are easily bored when learning since they are learning at home. Parents develop strategies to assist their children in completing their tasks in order to cope with this scenario, and motivating their children has a significant impact on their parental involvement and engagement. As defined by Broussard and Garrison (2004), motivation is "the trait that pushes us to do or not do something," Furthermore, the transition of education makes it difficult on the part of the parents, for not everyone has the ability to fulfil the responsibility as a teacher to children but they took a way to help their children in their learning. Parents encourage their children to accomplish their homework and studies by utilizing positive statements, rewards, games, and reviews.

“Positive declaration and encouragement are the only tools that we can use” P6

“I motivate my children to finish their modules so I will buy them a gift when I got home from work.” - P7

“I explain to my children that they need to finish their modules first before doing the things that they are most likely to do).”-P8

“We play games first before answering the modules. We review past lessons.”- P9

##### 4.3.2 Rewards

Parents reveal that they are rewarding their children for completing their self-learning modules, activities, and projects. According to Jakešová and Sležáková (2016), the rewards are seen as activities linked with a child's behavior and conduct that communicate a positive evaluation and provide happiness and satisfaction to their children's education. In the collected data, parents reveal that they encourage rewards for their children to exert effort to their education. Furthermore, parents believe that rewarding their children encourages them to study and improves their behavior. They demonstrate their actions towards dealing with challenges in teaching and guiding their children by giving gifts and praising their works in order to encourage children's behavior in learning.

“Reward system”- P5 “Maybe a gift is enough” -P2

“By giving incentives like toys or food once they finish answering their lessons.” -P10

#### Synthesis of Interpretation

Parental involvement and engagement play significant role in children educational achievement. Even as the role of parents in children's education evolves, it is vital to remember that parents are still role models for their children. Their educational mindsets can both inspire and encourage children as they embark on their own educational journey. The study revealed parents' manifestation toward their involvement and engagement in their children elementary education. Moreover, parents possess an incredible understanding of their roles for the intention of attracting the same behavior more frequently and a process that can help them truly focus or hone in on what they want to acquire or generate for their children's education. Their viewpoints, support practices, challenges, and coping strategies that were perceived by the researchers are revealed in this study.

Furthermore, parents' manifestation is putting intention towards something that they hope will happen in their life. To reveal this intention, the study utilized the Theory of Planned Behavior. Using the model, parents' involvement and engagement are influenced by their actions, which are determined by their attitudes and beliefs, subjective norms, and perceived control. According to Alghazo (2015), the theory is used to



explain and forecast parental involvement in their children's education, whereas Perry and Langley (2013) claim that the theory of planned behavior is flexible enough to account for the dynamic and complex character of parental engagement.

Alghazo (2015) defined attitude and behavior as "feelings and attitudes toward a specific behavior. Believing that specific conduct has favorable consequences will almost certainly increase one's desire to engage in that behavior. The researchers utilized identifying parental viewpoints to determine parents' attitudes and behavior regarding their involvement and engagement. These findings lead to the development of parental involvement and engagement. Parents believe that their attitude towards involvement and engagement include consideration of the behavior's outcomes. Even though parents view their involvement and engagement in their children's education as responsibilities and obligations, they also believe that executing their responsibilities successfully will contribute to their children's educational achievement. This demonstrates that attribution of educational responsibilities has a significant impact on parents' perceptions of what they believe is important, necessary, or even permissible for them to do (Harris and Goodall, 2007). Moreover, the study identifies that when parents have a stronger desire to execute the action, it is much more probable that the behavior will be performed. This proves to the statement of parents pertaining involvement and engagement as not just their responsibilities and obligation but also include affection and care for their children. Parents' unconditional love brought to a stronger desire for them to performed parental involvement and engagement. Moreover, parents' unwavering love and commitment to their children reveals that they've become more involved and engaged in their children's education. This is supported by Hooge's (2016) research, which found out that parents' involvement is distinguished by affection and love, as well as aspirations for their children. Furthermore, parents believe that parental involvement and engagement are connected; nevertheless, there is no clear definition of these terms, and they mean different things to different participants. However, the data show that parents exhibit their engagement by performing the same action toward their involvement.

Along with the support practices of parents towards their involvement and engagement, their intention and decision to perform the behavior are also shared in this study. Children's experiences in learning modules, activities, projects, and other school obligations, according to parents, lead them to decide the level of support practices they wish to perform. When parents view the modules as a challenging task for their children to accomplish, they often describe the practice of answering the modules as the solution. These findings lead to reveal the reasons of parents in answering the modules of their children. This issue has been one of

rising challenges facing in modular learning. The Department of Education reminds parents and guardians that their role in learning modules is only to guide their children in accomplishing their lesson but not to do the lesson themselves (Pelayo, 2020). Although parents are aware of their involvement in self-learning modules and home activities, their attitudes and behaviors in carrying out the activity are influenced by how they perceive the circumstances. Furthermore, parents' attitudes and beliefs about their involvement and engagement support practices enable them to manifest positive educational outcomes for their children.

According to Alghazo (2015), subjective norms are the opinions of those who surround people who wish to engage in a given behavior, which lead to a higher intention to perform the behavior. This is determined by the difficulties parents faced in terms of involvement and engagement. The findings of this study revealed that the people surrounding parents influence their decision to be involved and engaged in their children's education. Furthermore, parents' belief that their involvement and engagement will be approved and supported by teachers, school, and children leads to their decision to engage in the behavior more often. This proves in the study of Ham et al., (2015) that subjective norms are related to how people perceive social pressures from people who are important to them. Parents, for example, often highlight the significance of teachers' ideas and perspectives for their children's educational performance in the new learning environment. In addition, the data provided by the parents was interpreted by the researchers in great detail. Parents explain their challenges, such as a lack of time owing to duties and a work schedule, as a result of the fact that they must maintain and enhance their socioeconomic standing in order to give their children the required necessities for learning and sociability. Also, according to them the difficulties that they are experiencing at present are the result of circumstances brought by the pandemic.

Despite the fact that parents nowadays view their involvement and engagement as more challenging, they remain convinced that their children's success is dependent on their education. Moreover, the findings in the parents' coping strategies are determined by their perceived control. Alghazo (2015) stated that perceived control is the perception of one's ability to perform a given behavior determines whether or not to perform the behavior. This study reveals that parents have a sense of control over the obstacles they have faced, and that they have the potential to change the conditions for the better. Furthermore, they will address the problems no matter what and adjust how they view these problems because parents view challenges in their involvement and engagement as hurdles to their children's educational progress. They understand that nothing remains still.

Therefore, the ability of parents to recognize that there is often the opportunity to improve the situation indicates their commitment to giving their children a quality education, despite the many changes that must be incorporated into the new learning system.

The transition of educational set-up emerged a demand for parental involvement and engagement in children's education. Thus, parents needed to increase their effort and focus on the support practices they may offer into their children's learning. They are aware of the importance of dedicating quality of time to the learning process. Hence, it is worthwhile to consider parent readiness level for involvement and engagement at this period of time. They were caught off guard by the abrupt and unexpected nature of the outbreak. Since then, parents were attempting to involve and engage into their children in education without clarity on how long the closure on traditional education would last. The problems parents encountered appeared as a new factor affecting their involvement and engagement in their children's education; nonetheless, their willingness to participate in their children's education remains firm. However, the absence of teachers in this new learning set-up affects their role in education, wherein they should increase responsibilities for learning and become their children educators' mentors and providers for the learning needs. They understand that this is not only a part of their responsibilities and obligations, but also a reflection of their unconditional love and affection to their children's lives and education. With the current situation, they become more aware of their children's capabilities in learning and the struggles they are encountered symbolizes their dedication to maintain a good support practice for the intention of having a positive outcome for their children's education. They exhibit their devotion towards their children's education to ensure that their children receive a quality education without compromising their safety. Moreover, this study explicitly acquired an understanding that parent's manifestation of involvement and engagement during the pandemic serves as potential improvement in children's education. Therefore, this study would be beneficial to the existing knowledge of parental involvement and engagement in Philippine education. In addition, the study proves that parental involvement and engagement in the new normal set-up is recognized as an essential part for the success of different learning modalities in education. Therefore, the findings in this study might serve as source of reference in formulating or amending policies and programs about parental participation in education to fully envision the success of parental involvement and engagement in the new educational environment. The fact that the most important support children can receive comes from the parents, their unconditional love and commitment for their children indeed serves as a guiding star for a better

future.

## **Conclusions and Recommendations**

### **Conclusion**

Student achievement is affected by parental involvement and engagement, as well as the value students place on education (Cheung & Pomerantz, 2015). The purpose of conducting this study is to reveal parents' manifestations of their involvement and engagement in elementary education. This qualitative study explored how parents manifested their viewpoints, practices, challenges, and strategies towards their children's education. Upon analyzing the data, the researchers utilized thematic analysis to categorize every information gathered from interviews.

The researchers discovered that parents' levels of involvement and engagement in their children's education significantly influenced by their lack of comprehension of the concept. Moreover, parents viewed their involvement and engagement based on their responsibility and duty. Due to sudden changes in learning modalities parents are not prepared for an increase of responsibility. Parents' affection and care for their children support the fact that they were involved and engaged themselves in education towards achievement. The COVID-19 pandemic prompted changes in a variety of areas, most notably in the educational system. Parents, on the other hand, exhibit a high level of understanding of the problem and make an effort to support their children in their learning. Moreover, the interviews revealed that a variety of factors obstruct parental participation and engagement. These barriers include the location of the school, lack of children's interest, lack of time, lack of understanding of the lesson, and workloads including housework. Education amidst pandemic is challenging for parents who were given greater responsibility. Despite these barriers, they remain resilient and resourceful to support their children in their education. Parents' awareness of their own ability to adjust their perspective on issues reflects their determination and desire to overcome whatever challenges they may experience in the near future.

### **Recommendations**

Home schooling has appeared as a viable alternative to the traditional schooling techniques, and it should be made more successful in order to offer children with necessary learning at home. For the success of moving forward, an in-depth understanding of the parents' situation should be undertaken to facilitate the continuum of learning at home. Furthermore, the

development of parental involvement and engagement serves as a link in the development of distant learning. The following are recommendations for the improvement of parental involvement and engagement in Philippines educational system.

### **1. Seminars/Webinars and Workshop for Parents**

Parents should be aware of their role in children's learning as educational partners. They should be aware of their skills to improve their decision in their involvement and engagement. Also, this will also serve as their grounding knowledge in assessing their children at home.

Schools and teachers may conduct parent training or workshops for the improvement of modular learning. If the parents are unable to attend the training sessions, bring the program to them. Webinars have the potential to engage parents in a face-to-face scenario while simultaneously giving convenience and flexibility in terms of location. They may conduct webinars about creating conducive environment for learning at home and encouraging good study habits by means of constructing routine for learning.

### **2. Improvement of Learning Modules and Activities at Home**

The findings from this study could also be used as grounding knowledge in developing modules and activities at home. Difficult lessons, short periods of time, and children unable to read and write are indeed reasons why parents answered their children's modules. Therefore, modular writers may consider simplifying the content of the lesson for the learners to easily understand. Curriculum developers may add lesson pertaining values and conduct towards parents during the learning process for the improvement of children's attitude and behaviors.

### **3. Further enhancement on Teacher and Parents Relationship**

Teachers should create techniques to encourage increased parental participation and engagement. They can also express their gratitude for the efforts of parents in this new educational system so that parents' attitudes and behaviors toward their involvement and engagement improves. Furthermore, teachers can maintain their relationship with parents by communicating with them on a regular basis via the internet. Finally, they may be accommodating and pleasant throughout module distribution and retrieval in order to gain parents' trust.

### **4. Strengthening School and Parents**

### **Relationship**

School leaders may seek parents' perspectives on children learning for development of school programs. Also, regular discussion and open communication should continue to develop for collaboration between parents and students. They should keep their partnership with parents, look for parent volunteers who can give other parents information about the school and advocate for the expansion of modular learning. Moreover, it's vital to understand how parents can affect the perceptions of other parents.

### **5. Improvement of existing knowledge of Philippines Education pertaining Parental Involvement and Engagement**

The two concepts can be interpreted in a variety of approaches and there is no single term that can be used to define them. The findings of this study add to the existing body of research as it relates to parents linking parental involvement to parental engagement. Programs and activities may be grounded from these findings for the development of Philippines education.

### **6. Future Research for Parental Involvement and Engagement**

The future research for this topic could expand what was collected in this study or explore other aspects of parental involvement and engagement. Such as revealing parents' level of involvement and engagement in new learning set-up and the expectations of teachers regarding parents' involvement and engagement. Future researchers could also explore this study by gathering information based on what parents felt or thought in a specific program for parental involvement and engagement in the new learning environment. Further studies could also have a larger sample size to give broader perspectives and more information about the findings.

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