

Socio-economic Factors on Parental Engagement in School

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Abstract — This study examined how socioeconomic factors affect parental involvement in San Carlos City's District IV schools. Involving parents is essential for improving educational results and encouraging student success. However, the degree of engagement parents can get can be greatly impacted by differences in socioeconomic situation. In order to provide a solid framework for comprehending these dynamics, this study will use Social Capital Theory, Cultural Capital Theory, Parental Involvement Theory, and Ecological Systems Theory to examine the ways in which variables like income level, educational attainment, and employment status impact parental involvement in school activities. Structured questionnaires were used to gather data from a sample of 50 students, 30 instructors, and 50 parents in the district using a descriptive-correlational methodology. Items intended to evaluate socioeconomic characteristics and the level of parental involvement in school activities were included in the surveys. To find relationships between parental engagement levels and socioeconomic position, statistical studies were performed. The results showed that more parental participation and higher socioeconomic position were strongly positively correlated. Higher income and educational attainment parents were more likely to be involved in school activities, which enhanced school-community relations and increased student involvement in the classroom. Furthermore, improved academic achievement and a more favorable school climate were linked to greater parental involvement. The necessity for specialized strategies to promote parental involvement across a range of socioeconomic backgrounds is highlighted by this study. Given that socioeconomic hurdles might restrict participation in school activities, it emphasizes the significance of inclusive strategies to serve low-income families. Establishing an inclusive learning environment requires addressing these obstacles. The study adds to the body of knowledge regarding educational justice and has useful ramifications for educators and legislators. Among the suggestions include enhancing the lines of contact between families and schools, tackling socioeconomic obstacles, and creating a positive learning environment. The study also highlights the value of cooperative teacher-parent school activities as a way to strengthen relationships that benefit pupils. Schools may foster a more inclusive environment that eventually improves educational achievements for all students by involving all stakeholders.

Keywords — *Socio-Economic Factors School Engagement Descriptive Quantitative Parental Involvement Collaborative School Activities*

I. Introduction

Education thrives with parental engagement, a crucial factor in children's academic and personal growth. Socio-economic status (SES) extends beyond financial stability, encompassing access to education and employment opportunities that dictate the resources and time families can allocate to their children's academic development. Given the economic realities of District IV, parental engagement levels may vary significantly, affecting student achievement and school-community relations.

The relevance of this study lied in its potential to fill a gap in existing studies regarding the socio-economic determinants of parent engagement. While numerous studies have explored the general relationship between parent involvement and student outcomes, fewer have specifically delineated how socio-economic factors modulate this relationship in the context of District IV schools in San Carlos City. This localized examination will not only contribute to the academic discourse on education but also provide practical implications for schools, educators, and policymakers aiming to enhance parental involvement, especially in low-income communities.

Literature Review

Parental engagement in education has long been recognized as a key factor influencing student achievement and overall school success. Recent studies emphasize that socioeconomic status significantly affects the extent and quality of parental involvement. This review of literature explores the relationship between socioeconomic factors and parental engagement, drawing on relevant theories and recent research to understand how economic conditions, cultural background, and social networks shape parents' roles in their children's education.

Conceptual Literature

Parental engagement in education is widely recognized as a crucial factor influencing student success, motivation, and overall academic performance. However, the extent and nature of parental involvement are often shaped by socio-economic factors, including income level, educational attainment, employment stability, and access to resources. Epstein's Framework of Parental Involvement (2018) highlights six types of parental engagement, emphasizing that socioeconomic status influences the extent to which parents can participate in school activities. Hoover-Dempsey & Sandler's Model (2017) explains that parental involvement is driven by parents' beliefs about their role, their sense of efficacy, and their perception of school invitations, all of which are affected by socio-economic conditions. Garcia & Guzman (2020) found that low-income Filipino parents recognize the importance of supporting their children's education but face barriers such as time constraints and financial limitations. Jabar (2021) examined child-related factors influencing parental involvement, noting that socio-economic status plays a significant role in shaping engagement levels. Wildman et al. (2024) emphasized that parental involvement is a key predictor of student success, but socio-economic disparities create gaps in participation. Bronfenbrenner's Ecological Systems Theory (2019) suggests that parental engagement is

influenced by multiple environmental layers, including socio-economic conditions. Bourdieu's Cultural Capital Theory (2021) explains that parents with higher educational attainment and financial stability are more likely to engage in school activities. Schneider's Observation of Resources Theory (2018) posits that parents assess available resources—such as time, finances, and support systems—before engaging in school-related activities. Deci & Ryan's Self-Determination Theory.

Research Literature

Cultural norms and beliefs surrounding parenting and education could significantly influence how parents perceive their role in their children's academic lives (Garcia & Guzman, 2020). Some studies suggested that low-income Filipino parents recognized the importance of providing support, motivation, and structure at home, aligning with findings in existing literature, but face challenges in translating these beliefs into concrete actions (Garcia & Guzman, 2020). Child-related factors, such as academic performance, access to daily meals, and internet skills, can also play a crucial role in determining the level of parental involvement (Jabar, 2021). This highlighted the need for interventions that address both the socioeconomic and cultural factors that may impede parental engagement in District IV schools of San Carlos City.

In the context of indigenous populations, parental involvement took on added significance due to historical marginalization and systemic barriers to education. Promoting home-based parental involvement opportunities could be helpful for parents who spend most of their time trying to survive economically (Jabar, 2021). It is essential to acknowledge the unique challenges faced by Indigenous People parents, who are often perceived as less supportive and participative in school activities (Enteria & Tagyam, 2020). Addressing these challenges requires culturally sensitive approaches that recognize and value the diverse forms of parental involvement that may exist within indigenous communities.

II. Methodology

This chapter outlined the research study, which aimed to examine the relationship between socio-economic factors and parent engagement in education. A random sample of parents from District IV schools in San Carlos City would be selected using techniques like stratified random sampling. Data would be collected through structured questionnaires, measuring both socio-economic variables (income, education, occupation, resources) and parent engagement indicators (school involvement, home-based support, attitudes). Statistical analysis, including descriptive and inferential statistics, would be used to determine the strength and direction of the relationship between these variables. The study would incorporate ethical considerations such as informed consent and data confidentiality. Potential limitations, such as sampling bias and the reliance on self-reported data, would be acknowledged. The findings would be discussed in relation to existing research and their implications for educational policy and practice.

Research Design

This study employed a descriptive-correlational research design to examine the impact of socio-economic factors on parental engagement in education among schools in District IV of the Division of San Carlos City. A descriptive-correlational design was appropriate for investigating relationships between variables without manipulating them, allowing for a detailed analysis of existing conditions (Creswell & Creswell, 2018). This design was widely used in education research to explore patterns, perceptions, and associations, particularly in assessing how demographic or socio-economic variables related to parental involvement in school activities (McMillan & Schumacher, 2017). By utilizing this approach, the study identified significant correlations between socio-economic factors, such as income, educational attainment, and employment status, and the level of parental engagement in school-related activities.

To determine whether a significant relationship existed between these variables, the study employed descriptive statistics to summarize the data and Chi-square tests to analyze correlations. The internal consistency of the research instrument was assessed to ensure reliability, and normality tests were conducted to verify whether the data met the assumptions necessary for parametric statistical testing. The respondents consisted of 50 learners, 30 teachers, and 50 parents, drawn from the population of 1,862 students, 92 teachers, and 1,100 parents in District IV schools. A random sampling technique ensured representation across different socio-economic backgrounds. Data collection was facilitated through an unstructured questionnaire, designed to capture relevant socio-economic indicators and patterns of parental engagement efficiently. By employing a descriptive-correlational framework, this study provided empirical insights into how socio-economic conditions influenced parental involvement in education. The findings offered a foundation for identifying engagement gaps and developing policy-driven interventions aimed at fostering stronger collaboration between schools and families.

Population and Sampling

In this study, the total population consisted of 1,862 learners, 92 teachers, and 1,100 parents from District IV schools in the Division of San Carlos City. Using Slovin's formula, the researcher calculated the necessary sample size to maintain a 0.05 margin of error, resulting in a sample of 50 learners, 30 teachers, and 50 parents. This calculation ensured that the study gathered sufficient responses to analyze patterns in parental engagement effectively.

The respondents were selected using simple random sampling, which provided every individual in the population an equal chance of being chosen. This method reduced sampling biases, ensuring that the study represented a diverse range of socio-economic backgrounds and perspectives. Randomization was employed using a research randomizer tool, which generated a set of numbers corresponding to individuals in the population list. The selection of participants was carefully conducted to guarantee representation across different demographics

Data Collection Instrument

The study gathered data using an unstructured questionnaire that was relevant to the research and modified to fit the present study. The researcher employed simple random sampling techniques and conducted the survey face-to-face to ensure direct interaction with respondents.

The questionnaire consisted of three (3) parts:

Part I Gathered information on the profile of the respondent groups. It included details such as teachers' age, sex, civil status, highest educational attainment, number of years in teaching, and number of relevant trainings/seminars attended. For learners, it recorded age, sex, family size, general academic achievement, number of siblings, residential location, relationship to the family, and family income. The parents' profile included age, sex, highest educational attainment, occupation, marital status, and family income.

Part II Examined the impact of socio-economic factors on parental engagement in schools as perceived by the respondent groups. It assessed socio-economic challenges and family circumstances that influenced parental involvement in education.

Part III Measured the level of parental involvement in various school activities. It focused on participation in PTA Meetings, volunteering in school activities, and engagement in school programs, as perceived by teacher respondents.

To determine the perception of the respondent groups in Part II regarding the impact of socio-economic factors on parental engagement in schools, the following data scoring method was adopted:

Score	Scale	Descriptive Category
4	3.26 - 4.00	Strongly Agree
3	2.51 - 3.25	Agree
2	1.76 - 2.50	Disagree
1	1.00 - 1.75	Strongly Disagree

In order to determine the perception of teacher respondents in Part III regarding the level of parental involvement as to the following particulars: attending PTA Meetings, volunteering in school activities and participating in school, the following data scoring was adopted:

Score	Scale	Descriptive Category
4	3.26 - 4.00	Always
3	2.51 - 3.25	Often
2	1.76 - 2.50	Sometimes
1	1.00 - 1.75	Rarely

To determine the degree of the challenges related to the impact of socio-economic factors on parental involvement, the statements were rated according to its degree of seriousness.

Content validation was conducted by a panel of experts at Northwest Samar State University, with the instrument undergoing revisions based on their feedback.

Data Collection Procedures

The study systematically examined the relationship between socio-economic factors and parental engagement in education using a descriptive-correlational research design. The data collection process began with the validation of the research instrument by a panel of experts from Northwest Samar State University, ensuring clarity, relevance, and reliability. Following approval, formal authorization was obtained from the Schools Division Superintendent, and respondent groups were selected using Slovin's formula to determine an appropriate sample size. A simple random sampling method ensured fair participation among learners, teachers, and parents. The questionnaire was administered face-to-face, allowing direct engagement and clarification of responses. However, several challenges emerged during the study, including respondent availability due to conflicting schedules, hesitancy in disclosing financial and socio-economic data due to privacy concerns, and difficulties in comprehension among parents with lower educational attainment, requiring further clarification. Technological and logistical constraints, such as limited digital access and transportation difficulties in remote areas, also hindered the data collection process. Despite these challenges, strategic adjustments ensured inclusivity, accuracy, and reliability, ultimately leading to a comprehensive analysis of how socio-economic factors shape parental engagement in education.

Data Processing and Analysis

The data gathered from the survey was statistically analyzed using various statistical tools to ensure accuracy, reliability, and meaningful interpretation. Statistical Tools Utilized are the following: Cronbach's Alpha – This was employed to assess the internal consistency and reliability of the research instrument, ensuring dependability and validity in the questionnaire items. Frequency Tallies and Percentages – These were applied to summarize demographic information and prevalence of specific responses related to parental involvement. Weighted Means and Standard Deviations – These were utilized to compute the average perception regarding the extent of factors influencing parental involvement. Chi-square Test – This was employed to determine the significant relationship between socio-economic factors and parental engagement in school activities. Normality Testing – Conducted to verify whether the dataset met assumptions required for parametric statistical tests.

To assess whether the dataset met normality assumptions, both the Kolmogorov-Smirnov test and Shapiro-Wilk test were conducted. The results indicated that the dataset did not follow a perfectly normal distribution, suggesting that non-parametric methods may be necessary in certain analyses.

Ethical Considerations

The study adhered to strict ethical guidelines to safeguard participants' rights, privacy, and well-being. Informed consent was obtained from all 130 respondents, ensuring voluntary participation, and confidentiality measures aligned with the Data Privacy Act of 2012. Surveys were carefully validated to prevent distress, with cultural sensitivity considered through language adaptations. Challenges included respondent availability, privacy concerns, and comprehension difficulties, addressed through phased data collection and clarifications. Institutional approvals ensured compliance with national and international ethical standards, maintaining integrity and transparency throughout the research process.

III. Results and Discussion

RESULTS

This section presented the impact of socio-economic factors on parent engagement in schools as to the following aspects: socio-economic challenges and family circumstances.

Socio-economic status, encompassing variables such as income, education, and occupation, significantly shaped the resources and opportunities available to families, which in turn affects their capacity to support their children's learning and development (Kwarteng et al., 2022). This study suggested a broad awareness of the difficulties faced by families with limited resources in supporting their children's education. This aligns with existing research that indicates families with fewer economic resources tend to have lower levels of parental involvement (Oranga et al., 2022).

Table 1. Perception of respondents groups as to the extent of the factors leading to these socio-economic conditions influence by parental involvement in education as to the aspect of socio-economic challenges.

S/N	Statements	Teacher		
		\bar{X}	Std Dev	C
1	Socio-economic challenges faced by parents hinder their ability to be actively involved in their children's education.	3.37	0.48	A
2	When families face challenges like money problems or lack of time, it can be harder for parents to be as involved in their children's education.	3.43	0.50	SA
3	The involvement of parents in their children's education is significantly affected by the number of family members and the presence of a single parent.	3.36	0.48	SA
AVERAGE WEIGHTED MEAN/ STDEV/GRAND MEAN/ CATEGORY		3.39	0.49	SA

Legend: 3.26-4.00– Strongly Agree (SA); 2.51-3.25 – Agree (A); 1.76-2.50 Disagree (D); 1.00- 1.75-Strongly Disagree (SD)

The table presented findings from a survey examining the influence of socio-economic conditions on parental involvement in education, as perceived by teachers, learners, and parents. Three statements related to socio-economic challenges were presented to the respondents. The responses were measured, and the table displays the mean (\bar{X}), standard deviation, and category (C) for each statement, along with an overall average.

Under Statement No.1: Socio-economic challenges faced by parents hinder their ability to be actively involved in their children's education." This statement received a mean score of 3.37 with a standard deviation of 0.48, falling into category "A".

Under Statement No. 2: "When families face challenges like money problems or lack of time, it can be harder for parents to be as involved in their children's education." This statement received a mean score of 3.43 with a standard deviation of 0.50, categorized as "SA".

Under Statement No.3: "The involvement of parents in their children's education was significantly affected by the number of family members and the presence of a single parent." This statement received the highest mean score of 3.36 with a standard deviation of 0.48, also categorized as "SA".

Overall: The average weighted mean across all three statements is 3.39, with an overall standard deviation of 0.49, placing the general sentiment in the "SA" category.

THE INFLUENCE OF FAMILY CIRCUMSTANCES

The interplay between parental involvement in education and socio-economic conditions was a multifaceted phenomenon, particularly when considering the influence of family circumstances such as large family sizes and single-parenthood (Oranga et al., 2022). Parental involvement in a child's education was a critical factor influencing academic achievement, socio-emotional development, and long-term life outcomes (Wildmon et al., 2024). However, the extent and nature of this involvement were often significantly shaped by the socio-economic context of the family, with family structure playing a pivotal role (Paul et al., 2021).

Table 2. The influence of family circumstances

S/N	Statements	Respondents		
		\bar{X}	Std Dev	C
1	Parents with a large number of family members find it challenging to be actively involved in their children's education.	3.47	0.54	SA
2	Single parents face more difficulties in engaging with their children's educational activities due to their socio-economic circumstances.	3.39	0.52	SA
3	The involvement of parents in their children's education is significantly affected by the number of family members and the presence of a single parent.	3.40	0.53	SA
AVERAGE WEIGHTED MEAN/ STDEV/GRAND MEAN/ CATEGORY		3.42	0.53	SA

Legend: 3.26-4.00– Strongly Agree (SA); 2.51-3.25 – Agree (A); 1.76-2.50 Disagree (D); 1.00- 1.75-Strongly Disagree (SD)

Table 2 focused on the influence of Family Circumstances (large families and single-parenthood) on parental involvement, presenting perceptions from teachers, learners, and parents.

Under Statement No.1: "Parents with a large number of family members find it challenging to be actively involved in their children's education." The mean score is 3.47, with a standard deviation of 0.54, categorized as "SA".

Under Statement No. 2: "Single parents face more difficulties in engaging with their children's educational activities due to their socio-economic circumstances." The mean score was 3.39, with a standard deviation of 0.52, also categorized as "SA."

Under Statement No. 3: "The involvement of parents in their children's education was significantly affected by the number of family members and the presence of a single parent." This statement received the highest mean score of 3.40, with a standard deviation of 0.53, and is categorized as "SA."

Overall: The average weighted mean across all three statements was 3.42, with an overall standard deviation of 0.53, placing the general sentiment in the "SA" category.

Summarized Perception on the Impact of Socio-economic Factors on Parent Engagement in Schools

This part presented the summarized perception of respondent groups on the extent of the factors leading to these socio-economic conditions influenced by parental involvement in education as to the aspects of socio-economic challenges and family circumstances.

Table 3. Summarized Perception of the Impact of Socio-Economic Factors on Parental engagement in Schools

S/N	INDICATORS	Respondents		
		AWM	Std	AWM
1	Socio-Economic Challenges	3.39	0.49	SA
2	Family Circumstances	3.42	0.53	SA
GRAND MEAN/STANDARD DEVIATION/CATEGORY		3.41	3.51	SA

Legend: 3.26-4.00– Strongly Agree (SA); 2.51-3.25 – Agree (A); 1.76-2.50 Disagree (D); 1.00- 1.75-Strongly Disagree (SD)

Table 3 Presented a summarized perception of the impact of socio-economic factors on parental engagement in schools, considering two key aspects: socio-economic challenges and family circumstances.

Socio-Economic Challenges: This indicator had an Average Weighted Mean of 3.39 with a standard deviation of 0.51, categorized as "SA".

Family Circumstances: This indicator had a higher AWM of 3.42 with a smaller standard deviation of 0.53, also categorized as "SA."

Grand Mean: The overall grand mean across both indicators is 3.41, with a standard deviation of 0.51, resulting in a "SA" category.

The table revealed that respondents generally "Strongly Agree" that both socio-economic challenges and family circumstances significantly impact parental engagement in schools. The higher AWM for family circumstances (3.42) compared to socio-economic challenges (3.39) suggests that respondents perceive family-related factors (like family size and single-parenthood) as having a relatively stronger influence on parental involvement than broader socio-economic issues. However, both factors were deemed significant, as reflected in the overall "Strongly Agree" categorization.

Ranking of the Issues and Concern Encountered in the Parental Involvement in Education as Perceived by the Parents

Table 4. Issues and Concern Encountered in the Parental Involvement in Education as Perceived by the Parents

Issues	Concerns	Page	Rank
Communication Barriers	Parents may not receive important information about school events, policies, or their child's progress, leading to misunderstandings and lack of involvement.	29	1.5
Time Constraints	Parents' busy schedules and numerous responsibilities may limit their attendance at school activities, reducing their involvement in their child's education.	29	1.5
Lack of Resources at Home	Parents without reliable transportation or internet access may find it difficult to participate in school activities or access online resources, limiting their engagement.	25	3.5
Negative Past Experiences	Parents who have had negative interactions with the education system in the past may be hesitant to engage with schools, fearing similar experiences for their children.	25	3.5
Financial Difficulties	Economic hardships can limit parents' ability to contribute to school activities, pay for school-related expenses, or take time off work to attend school events.	22	5
Limited Knowledge	Parents who are unaware of school policies, procedures, or available resources may feel ill-equipped to support their child's education and less confident in engaging with the school.	21	6
Technological Challenges	Parents who are not familiar with using technology may struggle to navigate online platforms for school communications, virtual	21	7

	meetings, or accessing educational resources, leading to decreased engagement.		
Health Issues	Parents dealing with health problems or disabilities may find it challenging to participate in school activities or attend meetings, impacting their ability to support their child's education.	20	8
Single-Parent Households	Single parents may face additional pressures and responsibilities, making it difficult to find time and resources to engage with the school, which can affect their involvement in their child's education.	19	9

The table 4 effectively highlighted key issues and concerns regarding parental engagement, focusing on practical barriers families face. The issues listed aren't simply individual failings, but often reflect systemic challenges related to socio-economic status and access to resources. Communication barriers were ranked highly, a reflection of how urgently schools must communicate effectively to all parents. Many issues point to the need for schools to provide holistic support to families, addressing not just academic needs, but also practical challenges like transportation, technology access, and health concerns. Negative past experiences highlight the importance of building trusting relationships between schools and families.

TEST OF SIGNIFICANT RELATIONSHIP

This part presents the result of correlation between the effects of educational screen time and digital reading on learners' literacy development.

Table 28 Chi Square Test Approach

	Value	Degree of Freedom (df)	Level of Significance (α)	One-tailed p-value	Two-tailed p-value	Result
Pearson's Chi-Square	4.323	1	0.05	0.0188	0.0376	Reject H0
Fisher's Exact Probability Test		1	0.05	0.0285	0.0408	Reject H0
N	130					

As shown in the Chi Square Test Table, the null hypothesis is REJECTED because both One-tailed p-value and Two-tailed p-value are lower than the 0.05 level of significance. Moreover, the said result is also supported by the nonparametric Fisher's Exact Probability Test. Therefore, there is a significant relationship between the impact of socio-economic factors and the extent of parental engagement in school.

Discussion

This provided the discussion or interpretation of the data obtained from the survey in regards to the extent of the factors leading to these socioeconomic factors influence by the parental engagement in school among the identified schools division of San Carlos City. This also observed the connection of the existing literature to the present one.

Summary of Findings. This contained a concise summary of the results taken from the survey questionnaires in connection to the extent of the factors leading to these socioeconomic factors influence by the parental engagement in education among the identified schools of the division of San Carlos City. This summarized a brief upshots and insights obtained and used it with notable trends and patterns perceived.

1. *Demographic Profile Analysis.* The majority of teachers were aged between 41-50 years old, predominantly female, and married. Most held a college degree, with significant teaching experience. Most learners fell within the age bracket of 9-12 years old, with a balanced gender distribution. The majority of parents were aged 31-40 years old, with a slight majority being female and married. Their educational attainment was mainly at the high school level, with a significant portion employed in skilled labor or agriculture/fishery.
2. *Extent Factors Leading to Socioeconomic Factors.* Socioeconomic challenges such as financial constraints, limited resources, and time limitations hindered parental involvement in school activities. Family circumstances, including large family size and single-parent households, significantly impacted the level of parental participation. Both factors received a “Strongly Agree” rating, indicating a widespread acknowledgment among respondents of their effects on school engagement.
3. *Level of Parental Involvement in School Activities.* Parents sometimes attended PTA meetings, though participation was inconsistent. Parents sometimes volunteered for school activities such as Brigada Eskwela and School Gardening programs, but participation remained low. Parental participation in school events and school-initiated activities was moderate, with engagement fluctuating.
4. *Significant Relationship Between Socioeconomic Factors and Parental Engagement.* Results from the Chi-Square test and Fisher’s Exact Probability Test indicated a statistically significant relationship between socioeconomic factors and parental involvement. Parents with higher socioeconomic status exhibited higher levels of engagement in school-related activities. The data confirmed that lower-income families faced substantial barriers to active participation in education.
5. *Challenges Encountered in Parental Engagement.* The most prevalent challenges included communication barriers, time constraints, financial difficulties, and lack of awareness of

school policies. Technological challenges also emerged as a factor, preventing some parents from accessing online school resources. Single-parent households faced additional pressures, limiting engagement opportunities.

6. *Proposed Collaborative Activities for Teacher-Parent-School Engagement.* A structured plan was developed to enhance parental engagement through flexible meeting schedules, improved communication strategies, and targeted interventions for low-income families. Community-based initiatives, home-based support programs, and peer support networks were proposed to bridge socioeconomic gaps in parental involvement. Technology training sessions and alternative non-digital participation options were recommended to accommodate parents unfamiliar with digital tools.

IV. Conclusion

The study concluded that parental engagement in education is significantly shaped by demographic and socioeconomic factors. Teachers, learners, and parents exhibited diverse backgrounds, with parents primarily aged 31-40 years and having high school-level education. Socioeconomic challenges such as financial constraints, large family sizes, and single-parent households were key barriers to active involvement. Parental participation in school activities varied, with lower-income families experiencing greater limitations. A significant correlation between socioeconomic status and engagement was established, highlighting the need for targeted interventions. Challenges such as communication barriers, financial difficulties, and technological limitations underscored the necessity for inclusive and flexible strategies to support parental involvement.

V. Recommendations

To enhance parental engagement in education and address socio-economic barriers, schools should strengthen parent-school communication through multiple accessible channels. Flexible participation options, such as subsidized school contributions and home-based learning activities, can help mitigate financial constraints. Structured programs should encourage parental involvement in PTA meetings, volunteer initiatives, and educational seminars while fostering child-friendly environments. Targeted support programs like financial literacy workshops and government partnerships can assist struggling families. Inclusive strategies, including transportation assistance and accessible digital platforms, can address logistical challenges. Finally, collaborative initiatives between parents, teachers, and administrators, such as peer support groups and educational forums, will promote shared responsibility in student success.

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