

Demystifying Holistic Cooperation of the Ata-Manobo Parents: A Phenomenological Study

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Abstract:- Understanding the lived experiences of the Ata-Manobo Parents of the Upper Tagasan Integrated School in terms of their challenges encountered, cope with the challenges, and insight formed in order to craft a school-based cooperation program, thus, facilitating the transcendence of becoming active parents and become the role model of this far-flung IP school. The study utilized the phenomenological qualitative research design. An in-depth interview was used to gather data and pieces information from the 10 inactive parents-informants who were purposively selected from the Ata-Manobo Parents of Upper Tagasan Integrated School PTA attendance. Findings suggested that the challenges encountered by the Ata-Manobo parents are Ata-Manobo's Understanding of parental Involvement, Meaning of Involvement at Children's Education, Poverty, lack of education, Distance from the School, due to farming, dedication to participate, problem on information dissemination, and Misunderstanding. While their forms of insight includes Observation of Collaboration among Educators, United and Helping for Quality Education, Doing School Visitation, Need for Parents to Help Teachers, Parents and Administrators, Influence of Parents to Informants with their Role as Parents, Guarantees for Improvement of Cooperation for Child's School, Exert Effort to Help Child, Encourage Child to Pursue Education, Ensure for Child's Graduation, Parental Involvement a Must, Working Together a Great Way, Parents Need to Listen, Motivated by Incentives, Motivated by Direct Communications from School. Hence, the author suggested that a cooperation program should be implemented featuring the twelve cooperation services namely: livelihood projects, Understanding the Challenges, enhancing Communication and Engagement, Flexible Participation Chances, Cultural Awareness and Inclusiveness, Enabling Parental Leadership, Recognition and Words of Encouragements, Partnership with Local Assets, Token of Appreciation, referral, follow-up, and research and evaluation.

Keywords:- *Ata-Manobo Parents; Lived Experiences; Challenges; Cope With The Challenges; Insight; Cooperation Program; Phenomenological Study.*

I. INTRODUCTION

Parental involvement is essential to children's education. Parental involvement is strongly correlated with children's academic achievement (Bowes & Grace, 2019). Studies have also stressed the significance of family involvement in enhancing indigenous students' academic achievement (Berryman, 2018). "Parental involvement" refers to the ways in which parents assist their children's education both at home and at school. This could take many different forms, such as helping with schoolwork, attending school events and parent-teacher conferences, participating in decision-making, or maintaining regular communication with the child's teacher. Parental involvement is essential to children's academic success. When parents are interested in their children's education, there is a greater chance that the child will do well in school and grow socially and emotionally (Berryman, 2018).

In the Philippines, the right to education for IPs is supported and safeguarded. The mountainous provinces of Mindoro, the gaps of indigenous parents were not able to send their children to school and not able to communicate with the school because the area is far flung, steep, and the road is difficult to travel (Goda, 2001). Therefore, some Indigenous parents do not have the ability to cooperate in some school activities for improvements to provide for any of their children's needs because they are busy doing farming, and other chores to sustain their daily needs.

In the local context, the ability of a family to support their children's education depends on their socioeconomic resources and the amount of time they can spare. In Upper Tagasan Integrated School there where at least 60 indigenous parents involved in some school activities and engagement, such as during Brigada-Eskwela, the school receives only 25% of its support from the cooperation of Ata-Manobo parents, it was based on the attendance sheet provided by the school every after an activity, (Administrative Information System, 2022). This is one of the reasons why the school is not yet ready for the first day of classes, as the classrooms are not that clean.

The problem with parents communicating in schools are that they prioritize their farms, make up reasons for having to care for their newborns, are afraid to cross large rivers, distance from home to school, and, worst of all, refuse to send their kids to school because of child labor among others. These Ata-Manobo IP parents are 4Ps and/or IP's Program of the government but due to indolence they are quite non-cooperative to school improvement.

This study will explore the parental involvement of IP parents specially focusing on the attention they give to their children's education and their participation to school programs and activities. The significance of parental support for school improvement in relation to children' academic achievement was one of the aspects considered in this study. Moreover, the study will attempt to shed light on how important collaboration, communication, assistance at home, and funding are for teachers, parents, IP students, and other stakeholders.

Parents cooperation also emphasizes the important role Indigenous parents have in helping kids learn at home, which has a big impact on how well they learn in school (Bowes & Grace, 2019). Parent support and involvement are clearly defined when the principal, teachers, and parents collaborate to ensure the success of children and the school community as a whole (Evangelista, 2018).

➤ *Research Questions*

The research was geared to explore, demystify, and describe the life world in terms of challenges, cope, and insights of the Ata-Manobo Langilan parents in Upper Tagasan Integrated School with the difficulties they had experienced and the aspirations they had formed which were bases of a school-based parental cooperation program to assist them as they transcended from inactive parents to active parents in order to be a baseline in developing a school-based parental cooperation program.

In particular, the following research questions were asked:

- What are the lived experiences of the Ata-Manobo parents in cooperating for school improvement and quality education?
- What are the challenges encountered by the Ata-Manobo parents in cooperating for school improvement?
- How do Ata-Manobo parents cope with the challenges encountered in school involvement?
- What are the insights of Ata-Manobo parents regarding their cooperation for school improvement?
- What school-based cooperation program can be crafted based on the findings of the study?

II. METHODOLOGY

➤ *Research Design*

This research study utilized the phenomenological research design as it is the one which significantly fits the research design to use in this study because it portrays and explains the connotation of the multiple persons which they drew from their past and present experiences of a particular concept or phenomenon.

Phenomenology is a research design which describes in detail the live and common experiences of participants about a particular phenomenon (Creswell, 2007). This means that this research intends to share the phenomenon experienced of the individual into a unified part of live and common experiences. This research design is appropriate when researcher seek to understand the essence and meaning of human experiences, particularly in situations where a deep, qualitative understanding is essential.

Moreover, In-Depth Interview (IDI) is conducted one-on-one were employed to gather data from the research participants, allowing the interviewer to explore topics in depth and to probe into the interviewee's responses to gain a richer understanding of their views.

➤ *Research Locale*

The study is conducted in Upper Tagasan Integrated School, Sitio Upper Tagasan, Gupitan, Kapalong, Davao Del Norte. The Upper Tagasan Integrated School was Built in the year 1999, the school was named Upper Tagasan Primary School because the school has only Grades 1-3 levels, by the year 2005 it was named Upper Tagasan Elementary School to complete the Grades 1-6 levels, and it was approved as Upper Tagasan Integrated School by the year 2019. The school as of this year data has 136 students. The school operate as independent under the control, supervision, and management of the Department of Education.

➤ *Research Participants*

In this particular investigation, the participants will be taken from Ata-Manobo parents of Upper Tagasan Integrated School. They will be selected utilizing criterion-based sampling strategy which a feature of purposive sampling since the objective of purposive sampling is to select participants who can be rich sources of necessary information for the study.

There will be 10 inactive parents that are included in this study. They are all barely seen participating in school and not that much actively cooperative parents in the said school.

➤ *Data Collection Procedure*

As part of the data gathering procedure, the researcher wrote a letter addressed to the School Division Superintendent with the attached recommendation of the Graduate School Dean. Then, the researcher will secure a response letter from the School Division Superintendent before sending a letter to the school principal for permission, then the researcher also sent a letter to the Ata-Manobo tribal leader. After permission has been sought, the research participants will be asked to sign the consent form and be informed of the purpose of this research.

Research participants are deemed necessary since they are prime source of data about the phenomenon under study. As suggested by (Creswell, 2012), sources of qualitative data include profound interviews, personal observations, and reliable insights. In this case, I will employ different strategies in retrieving essential information such as key individual interviews using several types of questions. The questions in the questionnaire will be developed to get the details about the objective for this study. To validate, the steps outlined below will be followed in the gathering of data.

First, the participants are selected via criterion-based sampling as part of purposive sampling method. They are asked to sign a consent form, audio recording consent, and agreed to the condition that their participation will be voluntary and they are willing to pass on their lived experience in the study as needed. And right after the participants will have an orientation on the purpose of the research and how valuable their participation will be. The orientation will be done individually to make sure that the participants are comfortable in the interview. Also, it is important to determine the emotion of the participants before the conduct of the interview since it affects their way of answering the questions. They will be asked to participate willingly as a means of collecting the data through individual interview. The entire process begins by welcoming the participants, summarizing the study's purposes and setting the interview parameters in terms of length and confidentiality. The researcher was also hired a hired local translator to translated Ata-Manobo words that needs to translate in data gathering.

In - depth interviewing is a qualitative technique, according to (Benlahcene, & Ramdani, 2021), which includes conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation. This always refers to asking the participants with their experiences and expectations with a certain phenomenon. This also explores changes that they have observed or perceived on a particular program as a result of the participants' involvement and direct experiences.

After all the data has been retrieved and analyzed, the researcher crafted a school-based parental cooperation program to be proposed and approved by the school for implementation.

➤ *Data Analysis*

The study utilized a deductive approach to data analysis. The deductive approach (Haregu, 2009) to qualitative data analysis involves analyzing data based on a structure predetermined by the researcher. In this case, the research questions were used as a guide for grouping and analyzing your data.

After data has been collected from the field, the researcher made sense the field data through transcription. The first step of analyzing data was to transcribe all data. Transcription simply means converting all data into textual form.

After transcribing data, the researcher went back to the research objectives or questions and then organized the collected data according to these objectives/questions.

Coding is the best way to compress your data into easily understandable concepts for a more efficient data analysis process. Coding in qualitative analysis simply involves categorizing your data into concepts, properties, and patterns or emerging themes.

Data validation is one of the pillars of successful research. Since data is at the heart of research, it becomes extremely vital to ensure that it is not flawed.

➤ *Trustworthiness and Credibility*

Although many critics are reluctant to accept the trustworthiness of qualitative research, the following frameworks by Pilar in 2015 were utilized:

- **Credibility.** Also, the development of an early familiarity with the culture of the participating organization is established since the researcher is part of the community itself. Though the research employed purposive sampling in the choosing Ata-Manobo Parents, they are randomly picked among them to serve as informants using a purposive sampling method. The researcher also used triangulation techniques in observation, and individual interviews. Willing participants are encouraged to be frank from the outset of the data collection.
- **Transferability.** This is the extent to which the findings of the study can be applied to other situations, particularly in the study of the other programs under the partnership of Parents-Teachers Association (PTA). The researcher assures that the results of this work can be applied to a wider population of parents in barangay Gupitan, Kapalong, Davao Del Norte.
- **Dependability.** This is a technique that shows that this study can be repeated, in the same context, with the same methods, and with the same participants where similar results shall be obtained. Exploring the lived experiences, challenges, and insights of the Ata-Manobo Langilan parents which are present in barangay Gupitan, Kapalong, Davao Del Norte will give a broader

picture of the replicability of this study and dependability of its results.

- Conformability. In securing objectivity, the role of criterion-based in promoting such conformability is emphasized in this study considering that In-depth Interview is used by Ata-Manobo Langilan parents, and the researcher observations were also used as data, these are all geared up in order to reduce the effect of investigator's biases.

➤ *Ethical Consideration*

These are considerable ethical issues and concerns that have specific implications for this qualitative inquest. Such issues and concerns may arise primarily from the methodology involved in this study. The ethical contests that are pertinent to this research concern the issues of the right to conduct the study, confidentiality and anonymity.

As part of the technicalities of the research, all participants were asked for consent and informed of the aims of this study and that no participant shall be harmed in the study. All data gathered were utilized only for the study. The researcher vows to be objective in the conduct of the research and avoid or minimize bias or self-deception. After the researcher has selected the research participants, individually they asked about their views of becoming part of the research participants. Through this case, they were free to accept or reject the offer.

The researcher is also bound to confidentiality. All gathered data will be subjected to numerical labeling and coding techniques that the informants, even with due consent, shall remain unnamed. In this case, they were told that their names are not to appear in the paper and that the researcher assign coding as their identifier.

Furthermore, in phenomenological research, knowledge is usually generated using conversational procedures; one useful method for gathering data on delicate subjects is the unstructured interview (Fielding and Thomas 2001). Prospective participants were advised that the interview would take around an hour, and with their permission, it would be recorded on a researcher recording device and utilized to aid in the correct collection of data. A further ethical problem pertains to the researcher's need to provide guarantees of anonymity and secrecy (McHaffie 2000). Every attempt is being made to guarantee that the principle of confidentiality is respected in situations where anonymity is not possible, such as in a Zoom interview. The researcher created a separate folder for the recordings and utilized passwords for data protection.

III. RESULTS AND DISCUSSION

This chapter presents the findings to the research questions that explored the lived experiences of the Ata-Manobo Parents in terms of the challenges they have encountered and the hopes they have formed. The primary focus of the investigation was to develop an understanding of their experiences in order to craft a School-Based Cooperation Program that facilitates the Ata-Manobo parents successfully from being an active parent in terms of cooperation in the school's activities.

The responses were subjected to content analysis where the themes across all responses were drawn. In keeping with the research ethics for qualitative research, codes had been used in order to conceal the identities of the research participants. The presentation of the result was done according to the order of specific research questions used in this study.

- *RQ1. What are the lived experiences of the Ata-Manobo parents in cooperating for school improvement and quality education?*

This section presents the results to the 1st major research question; What are the lived experiences of the Ata-Manobo parents in cooperating for school improvement and quality education? Four specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding the lived experiences of the Ata-Manobo parents in cooperating to schools' improvement and the assurance to have a quality education that their children need.

- Ata-Manobo's Understanding of Parental Involvement. The emerging themes in this structured theme were obligation and responsibility of parents, providing guidance to children and supporting their needs, attending in school-related events, for school improvement and children's future, and supporting teachers and school. These were the descriptions of Ata-Manobo 's understanding of Parental Involvement defined by the research informants.

In this study, the findings revealed that it is an obligation for parents to provide their dependent children with adequate care, protection, and education until they reach maturity and are able to support themselves. These parental responsibilities are recognized by law, and breaking them carries penalties. Another description entails teaching children self-control, responsibility, and the consequences of their behavior. Guidance is the process of guiding and helping children make the right decisions. When combined, these methods aid in forming children's behaviors and developing vital social skills.

Supporting teachers and schools is essential to creating a positive learning environment and guaranteeing student achievement. To enhance student learning, encourage collaborations between educators, parents, guardians, and the community. Include parents in volunteer opportunities, communication channels, and decision-making processes. Numerous research has revealed that parenting and at-home education are important factors in improving children's skills and academic achievement (Hou et al., 2020).

Furthermore, according to the study of Bunujevac & Durisic (2017) by involving parents in the educational process, parental participation offers schools a critical opportunity to enhance present school programs. Increased parental involvement has been associated with improved student success, a more positive school climate, and teacher and parent satisfaction. Partnership programs may be implemented in schools to promote efficient parental involvement through the regular development, use, evaluation, and improvement of policies and processes that encourage community and family involvement. Parenting, home education, volunteering, decision-making, and community involvement are all activities that schools can encourage.

- **Meaning of Involvement at Children's Education.** The emerging themes in this structured theme were happy and grateful with teachers, like the idea of participating in school activities, feeling satisfied, happy being welcome at school, school open to suggestions of parents, and happy with children's active participation. These were the descriptions of Ata-Manobo 's Parents regarding meaning of involvement at children's Education defined by the research informants.

The Informants also imply that teachers have a significant impact on how their children develop academically, socially, and personally. They push us, encourage us, and enable us to realize our greatest potential. It improves the relationship between educators and learners, fostering a nurturing atmosphere that fosters learning. Parents who participate in school activities benefit in many ways, from social and personal development to academic advancement. Engaging in extracurricular activities at school promotes social interaction, personal growth, leadership, a sense of community, improved academic achievement, and a well-rounded education.

In the findings of this study, a school that promotes cooperation, teamwork, and ongoing development is one that welcomes comments from parents. In addition to gaining important insights, schools that embrace parent involvement also build relationships, increase communication, create a feeling of community, and encourage ongoing improvement in order to support the achievement of all students. Parents who are pleased with their children' enthusiastic involvement in different activities are showing pride, fulfillment, and support for their children' personal development. Parents are vital in helping their children reach their full potential, develop healthy habits, and have a happy and meaningful childhood by supporting and encouraging their children's participation in a variety of activities.

According to the study of (Llego, 2022) the benefits of parental involvement in education extend to families, schools, and children. According to study, students have a higher chance of academic and social success when their parents are actively involved in their education. In addition to increasing communication and cooperation between families and schools, children who are positively motivated toward learning and school are more likely to share those characteristics. Collaboration between teachers and parents fosters a pleasant learning environment for all students.

- **Feeling being Part of the School.** The emerging themes in this structured theme were happy with the treatment, felt being a member of the school, overjoyed, and well-informed of school activities.

Positive relationships between families and educators are fostered when parents are treated as valued members of the school community, which eventually benefits the pupils. A healthy learning environment and a richer educational experience for kids are both facilitated by parents feeling like valued members of the school community. Schools may leverage the community's assets to support student success and well-being by encouraging collaboration, communication, and partnership between families and educators.

This study also finds that child's scholastic successes such as academic achievements or good grades makes parent take pride in their child's social development, such as by joining extracurricular activities. This happiness frequently conveys a parent's sense of satisfaction with their child's growth and assurance that they are succeeding in their educational setting. These occasions enhance the parent-school alliance and create a community that is supportive of the child's overall development and achievement.

The findings of this study also say that effective parent-school partnerships are built on parents having up-to-date knowledge about school activities. Parents are better equipped to assist their child's educational journey when they are informed about school events, initiatives, and developments. Furthermore, knowledgeable parents are better able to coordinate their efforts with those taking place in the classroom to assist their child's learning at home. The trust and sense of community that this communication creates between parents and schools is another benefit. When the school provides parents with timely and pertinent information, they feel appreciated and respected.

According to Annie Casie Foundation (2022) states that parents should have the option to actively participate in their children's education through schools. This could mean extending an invitation to participate in extracurricular events or school-related activities like curriculum nights, open homes, or unique occasions. Schools show that parents' opinions and presence are appreciated by actively include them in these events.

In the study by Ross, T. R. (2016), parents who regularly check in on their children can spot areas where they might benefit from extra help or guidance. They can help their child

succeed academically and have a better overall school experience by offering resources, guidance, and handling any issues or problems that may come up.

- **Reasons for Rarely Attending School Activities.** The emerging themes in this structured theme were busy with farm works, left alone to take care of household, due to health reasons, and busy with jobs. These were the descriptions of Ata-Manobo 's Parents regarding their reasons for rarely attending school activities defined by the research informants.

This study shows the result that It is uncommon for parents to be preoccupied with farm labor, particularly in rural areas or communities that depend on agriculture. Depending on the season, crop cycles, and livestock care, farming frequently requires a large time and labor commitment. It can be difficult for these parents to strike a balance between their farm duties and their children's education. The demands of their agricultural labor may make it difficult for them to keep up with school events, attend parent-teacher conferences, or take part in school activities.

There might be a lot of obligations and difficulties when parents are left to manage the home alone. One parent may find themselves handling domestic chores alone for a while owing to work obligations, travel, or other circumstances. A parent who is left alone frequently has to juggle a number of responsibilities, such as taking care of the family's needs, cooking, cleaning, grocery shopping, and money management. In addition, depending on the situation, they might have to balance household activities with their own work obligations.

The findings of this study are parents' capacity to perform their tasks in the home can be greatly impacted by health issues, whether they are short-term or long-term. When parents have health issues, they frequently find that their main priority is taking care of themselves while still managing the duties of providing for their family. Depending on how bad their illness is, they could need help with everyday duties like cleaning, cooking, taking care of children, and getting around.

According to the study of Maki (2022), farming was just one of the ways they and their families' made ends meet on a daily basis. To acquire the strength that will be useful in their circumstances, one must be courageous and persistent. The idea of self-assurance refers to having faith in one's ability to complete a task with a high degree of assurance. Furthermore, self-confidence refers to having faith in one's own abilities and capacities. Thus, a person who is sure of his ability to do well at work is a self-assured farmer (Allobaney et al., 2022).

➤ *RQ2. What are the challenges encountered by the Ata-Manobo parents in cooperating for school improvement?*

This section presents the results to the 2nd major research question; What are the challenges encountered by the Ata-Manobo parents in cooperating for school improvement? Three specific research questions were used to collect data for this major research question, highlighting the informants' challenges encountered.

- **Problems Encountered Preventing IP Parents from Cooperating in School.** There following themes serves as result: doing farm tasks, due to poverty, due to poverty and distance of school, busy looking for job, alone to support the family, distance of school, and sometimes due to heavy flooding.

The informants of the study lead me to this result, numerous farms are located in rural areas, which might present travel issues, including long hikes to school or spotty access to communication networks or the internet. The aforementioned problems may impede parents' capacity to remain knowledgeable and involved in their child's educational community.

Findings revealed that poverty limit their capacity to be active with their child's school. Financial instability, resource scarcity, and a lack of social support are all common aspects of poverty that can affect a parent's involvement in their child's education. Parents may not be able to afford school materials, transportation to and from meetings, or extracurricular activities that incur fees or costs due to financial restraints. Parents' struggles to collaborate with the school are worsen when they have to deal with poverty in addition to the problem of living far from their child's school. Schools might be placed far from residential areas in many low-income or rural area like our respondent located, which presents a major mobility obstacle for families.

Another finding is being a single parent who provide for all of the family's needs alone frequently have a lot of responsibilities. To make ends meet, they might put in long hours, work several jobs, or take on other obligations, which limits their capacity to be involved with their child's school during regular hours. It can also be emotionally taxing to manage the home and provide for the family on your own, which makes it difficult for parents to prioritize communication with teachers and other school personnel or participation in school-related activities.

Another finding is living far away from their child's school can provide practical difficulties that make it difficult for parents to fully collaborate with the school. Particularly in the informant's location where schools may be placed far from residential areas, distance can be a major impediment. One of the main obstacles is transportation. In particular, if they do not possess a single motorcycle or walk miles away, parents may find it difficult to plan dependable transportation to and from the school. Parents may find it challenging to attend conferences with teachers, school meetings, or other events held during school hours as a result.

Findings also revealed that transportation networks can be disrupted by flooding, making it challenging for children and their parents to get to and from school safely. Cooperation with the school may be made more difficult by blocked roads, landslides, and longer or riskier alternative route. Furthermore, families may have feelings of stress, anxiety, and uncertainty about the future, which can take a large emotional toll from floods. The emotional toll that this takes can affect parents'

capacity to interact with the school and take part in school-related activities.

In the study of Pryor et al. (2019) aimed to give an in-depth narrative of the experiences that a variety of parents living in poverty go through on a daily basis in order to support community intervention and policy development for families living with increased risk factors while parenting young children.

- Challenges that Needed to be Overcome to Increase Parental Involvement. The emerging themes in this structured theme were Distance of School, Dedication to Participate, Poverty, Poverty and Distance from School, Misunderstanding of Parents, Problem on Information Dissemination, Hesitant to Join as IP Parent, and Misunderstanding among IP Parents.

The informants' revealed that their homes and school distance is the big impact on a lot of areas of their everyday lives and education. The ease of access for informants to the school is determined by its distance. Families may find it difficult to manage the expenses and transportation, particularly in places where there are few or expensive transportation options, they do not have other choice but to walk miles away. The social dynamics in a school might be impacted by distance.

Parents who engage in school activities with their children serve as role models for the value of education. Strong support networks are built by involved parents for both their child and the school community. In order to give their child individualized support at home and speak out for their needs at school, they work with teachers to identify their child's strengths and limitations. Parents' active involvement fosters candid communication between the home and the school.

Additionally, this study revealed that it is an extensive phenomenon that transcends beyond simple financial difficulties; it includes things like not having access to needs like food, shelter, healthcare, and education. Systemic injustices, a lack of economic opportunity, and social inequality are often the causes of it. Poverty levels can be greatly impacted the informants' distance from school, particularly in rural or isolated places where access to education may be limited just like the informants of this study. Ata-Manobo parents and Children who live far from schools may encounter challenges like high transportation costs, worries about their safety, and scheduling conflicts that make it difficult for them to attend on a regular basis.

In the research by Ahmed et al. (2024) parents state that the absence of collaboration between teachers and parents has been replaced with some level of coordination and feedback regarding their children's education. The parent narratives emphasized the importance of the extended family structure and expressed their concerns about their limited ability to fund their children's education. Studies have indicated that the extended family can serve as a substitute for parental involvement in their children's education, especially for parents who are illiterate.

➤ *RQ3. How do Ata-Manobo parents cope with the challenges encountered in school involvement?*

The results in this section were from the responses to the specific research questions used to gather data for the 3rd major research question, 'How do Ata-Manobo parents cope with the challenges encountered in school involvement?' Three specific research questions were utilized to collect data and pieces of information.

- Engagements with other Parents. These are the following themes created based on the results of the study: notifying other parents of school activities, communicate with other parents, asking information from other parents, and some misunderstanding with other parents.

It is essential to educate other parents about school events in order to promote community involvement and make sure that everyone is aware and involved. By placing emphasis on unambiguous communication, prompt reminders, and involvement opportunities, educational institutions can efficiently inform parents about school events and foster community involvement.

Findings revealed that Approaching the matter with decency, clarity, and tact should be the norm when requesting information from other parents. Parents can successfully obtain the information they require while preserving good relationships within the parent community by responding to requests for information with clarity, respect, and sensitivity.

According to the study of Prakhov & Sazhina, (2020) first step toward building trust is usually taken by parents who are at ease and have faith in the administration, teachers, and school. In order to foster cooperative relationships and parental participation, trust is essential. As an outcome of a parent's involvement in activities, parental engagement fosters greater trust. In addition to demonstrating the school's interest in and support of its children, this creates a friendly atmosphere for parents.

- Encouragement and Help Parents Provide for School Improvement. The following themes were created: inform parents to join, really wanting to help, and parents help in school cleaning.

This study revealed that in order to improve parent involvement in education and create a sense of community, parents must be encouraged to join PTA's or school activities. Effectively educating and motivating parents to participate in school events, or PTAs, allows schools to foster a parent participation culture and build a community of support that is committed to every student's achievement.

Meanwhile, Parental involvement in school cleaning projects promotes a feeling of community ownership and shows a shared commitment to providing a clean, safe space where students can study and grow. A pleasant, inviting, and healthy learning atmosphere is created in schools by parents who assist with cleaning, and this is beneficial to all parties. Their involvement improves students' overall educational

experience, fortifies ties among the community, and fosters a culture of responsibility.

According to the study of Yulianti et al. (2019) they found out that teachers should encouraged to invite parents to participate, transformational leadership was a pertinent component to examine in the study of parental involvement. However, Boberg and Bourgeois (2016) found no evidence of a clear correlation between parental involvement practices and transformative leadership. They expected that by getting to know every parent and extending an invitation to the school, transformational leaders would increase parental involvement. Teacher invitations had a significant impact on a few different aspects of parental involvement.

➤ *RQ4. What are the insights of Ata-Manobo parents regarding their cooperation for school improvement?*

The results in this section were taken from the responses of the 4th major research question, what are the insights of Ata-Manobo parents regarding their cooperation for school improvement? Structured themes developed in the specific question were: Five specific research questions were utilized to collect data and pieces of information. These five specific research questions developed four structured themes: observation of collaboration among educators, parents and administrators, influence of parents to informants with their role as parents, guarantees for improvement of cooperation for child's school, insights gained on setting realistic expectations, and motivation for consistent involvement in school activities.

- Observation of Collaboration among Educators, Parents and Administrators. These are the following themes created based on the results of the study: united and helping for quality education, complaints about fund use, doing school visitation, need for parents to help teachers, and cooperation worked for students.

This study shows that through participation in school activities and the creation of a supportive home environment there is a big chance that collaboration is much more effective and succeed, families play a critical role in assisting children in learning. Implementing successful teaching approaches requires continuous professional development and support for educators and school personnel.

Findings also revealed that parents, stakeholders, and the community of Upper Tagasan Integrated School had seen that there is a great unity among educators, parents, and administration that leads the school in having the best and quality education, and collaboration that promotes and implement progress and nurturing children young mind to have a success and bright future.

According to the study of Erdener & Knoepfel (2020) parents believed that parental and community involvement go hand in hand because they both build social capital, which includes people who are easily available and have the power to further success, including friends, peers, and social contacts. Parents believed that a mutually beneficial association is created when teachers and parents collaborate, listen to one another, and acquire information for the benefit of the

students. Additionally, Parents who show interest and are more willing to utilize school resources and other services to support their children's empowerment are considered to be actively involved in their children's education.

- Influence of Parents to Informants with their Role as Parents. This theme shows one result; not motivated by parents to finish school. All the informants have the same viewed to the questions. This study revealed that all of the informant did not finish their studies in elementary since during their time there were no high school in the said school. Most of the parents do not have enough encouragement to cooperate to school since they did not even experience being in school. As civilization continue cycling, there are parents who opened their mind and hearts to support their children in school and the school itself, because they do not want that their children might also experience the struggles and lack of education they experience.

According to the findings of the study of Schmid and Garrels (2021) give attention to the significance of determining the unique support needs of every single student as well as the special resources that are accessible to a diverse group of parents. Teachers who guide parents in finding different opportunities for their children's academic support can help foster a more inclusive school-home partnership that includes parents from all backgrounds. This could encourage parents to take an active role in the education of their children and help them succeed academically.

- Guarantees for Improvement of Cooperation for Child's School. The following themes were created: exert effort to help child, encourage child to pursue education, and ensure for child's graduation.

The findings of this study are cooperating to the school necessary to support a child's academic and personal growth for them to have the best supports system and assurance that parents are also cheering for their success. Parents and guardians can offer their children invaluable support and direction to help them thrive academically and personally.

According to the findings of the study of Schmid and Garrels (2021) parents' constant encouragement and support played a crucial part in their children education and academic achievement. Most of the interviewees began to discuss how important their parents are. All of them stated that they had a lot of support from their parents. The students in their research believed that their parents will always be there for them.

- Insights Gained on Setting Realistic Expectations. The following themes were created: parental involvement a must, working together a great way, and parents needs to listen.

The findings of the study revealed that a child's success in education and in life is significantly influenced by parental participation. You may assist your child in realizing their full potential and achieving their objectives by taking an active role in their education. Hence, Collaborating effectively is an

excellent approach to guarantee a child's academic and career success. Working together, the community, educators, and parents build a solid support structure that helps the child in many ways.

Additionally, it is true that listening is a vital component of good parenting. A supportive atmosphere for growth and development is fostered and the parent-child bond is reinforced when parents listen to their children because it helps them understand their needs, feelings, and opinions.

In the study of Enteria & Tagyam (2020) IP parents do participate in their children's discipline. Even though the respondents' economic position and educational background, IP parents are conscious of their parental duty but do not completely respond to the responsibility of influencing their children's future. IP parents have to balance competing demands on their time and energy: while they want to give their children their whole support in school, they also have to work harder to make ends meet.

- **Motivation for Consistent Involvement in School Activities.** The following themes were created: motivated by incentives, motivated by direct communications from school, suggestions from other parents, working hard for child, child's enthusiasm for school, and free to join or not.

Findings of this study revealed that it is essential to treat parents with respect and compassion when they are driven by incentives as a result of financial difficulties. Stress the benefits of education in ending the cycle of poverty and giving their children a better future. Goods, Foods, use cloths, and other supplies are one of the motivations of the school so that parents are consistent with cooperation to the school. Fund raising is one of the administrations do to achieve this project.

Another factor is openness and trust are fostered via direct communication between the school and parents. It informs parents about the academic progress and extracurricular activities of their children. By engaging parents to take part in volunteer opportunities, parent-teacher conferences, and school events, direct communication promotes parental engagement.

Moreover, Reward and acknowledge of the student for his or her academic accomplishments. Their self-esteem and motivation can be increased with positive reinforcement. You may help your child develop a lifelong love of learning and put them on the path to both academic achievement and personal fulfillment by encouraging their excitement for school.

➤ *RQ5. What school-based cooperation program can be crafted based on the findings of the study?*

The researcher crafted this suggested School-Based Cooperation Program rooting on the School Improvement Planning format widely used today by public schools under the Department of Education at the same time following the Parent-Teacher Association (PTA) such as understanding the challenges, enhancing communication and engagement, flexible participation chances, cultural awareness and

inclusiveness, enabling parental leadership, recognition and words of encouragement, partnership with local assets, token of appreciation, referral, follow-up, and research and evaluation.

- **Livelihood Projects.** Parental support can be advantageous for the school community as well as for parents. **Community Garden (Gulayan sa Paaralan):** Establish a communal garden where parents can cultivate fruits, vegetables, and herbs. This is one possible livelihood project idea. The parents and the school can make money by selling the produce. Students may also benefit educationally from this endeavor by learning about healthy food and gardening. **Handicrafts Workshops:** Plan events where parents can acquire knowledge and abilities in creating handcrafted products, such as liyang/basket weaving, accoutrements, or interior furnishings. Parents can make extra money with these products by selling them locally. **Establish a small-scale livestock enterprise** by starting to raise goats, chickens, or rabbits. Selling meat, eggs, or dairy products can help parents generate a steady income. **Training and Skill Development:** To assist parents in gaining financial literacy, business management expertise, and entrepreneurial abilities, offer training courses and workshops. This can give parents the confidence to launch and maintain their own business ventures.
- **Enhancing Communication and Engagement.** Establish communication plans to effectively engage the parents of Upper Tagasan Integrated School. Parent-teacher gatherings and messages are some of the scenarios for this. Ensure sure that all parents have quick access as well as grasp of information on school events, activities, and opportunities for involvement.
- **Cultural Awareness and Inclusiveness.** Take into consideration the cultural diversity across the school community; Ensuring that the program concerning the parents in Upper Tagasan Integrated School is inclusive and culturally sensitive, with respect for all the parents' values, beliefs, and practices.
- **Recognition and Words of Encouragement.** Recognize and honor parents' contributions to the school community; organizing activities to recognize the parents in Upper Tagasan Integrated School, highlighting their achievements, and expressing gratitude for their efforts; encouraging words can immense continued involvement and foster a sense of connection.
- **Partnership with Local Assets.** Establish collaborations with community organizations, businesses, and local departments to boost parental involvement programs; apply external resources and expertise to provide extra services, workshops, or support programs which meet parents' needs and interests.

- **Token of Appreciation.** Through recognizing and giving words of encouragement, tangible stuff will also help to strengthen the parents in Upper Tagasan Integrated School' engagement to school activities.
- **Referral.** On the other hand, for extreme cases needing attention such as families are member of IP and 4P's but the money did not spend to where it should, the administrative service on referral should have established connection with agencies that will be able to help parents such as the Department Social Welfare and Development, 4P's Municipal link, Tribal personnels, and help from the religious sectors.
- **Follow-up.** While all the administrative services are at work, the follow-up mechanism should be in effect in order to track down improvement or non-improvement in the Ata-Manobo Parents. This should be conducted so extensively considering that it should be done in- school and out-school. Two of the suggested things for this are alumni tracking and regular updating such as home visitation.
- **Research and Evaluation.** For the purpose of gaining insights and measuring the effectiveness of this school-based parental cooperation program, research and evaluation should proceed by the end of the school year. Action research with regards to implementation and impacts should be measured and analyzed for the program to be continued or not.

➤ *Implications for Practice*

Based on the findings, the following implications for practice are offered.

In general, the researcher suggests that the Department of Education should provide livelihood projects to the Ata-Manobo Parents in connection with the Parent-teacher Association (PTA) or if not, will allow the designated school administration to expand their improvement in cooperation to the program and include the learners from to have convenient and a better connection. In the context of Upper Tagasan Integrated School with the force of the administration of both elementary and junior high school, an extension of their services is much appreciated for the major aim of Parental Cooperation Services is to encourage active parent participation, school improvement, student conducive environment, social, emotional, and personal development, hence, if we integrate this in the heart of the Ata-Manobo Parents, we can enable Parents to make use of their encountered challenges and formed insights as motivation boosters for them to transcend as inactive parents to life-long active parents. To reach this aim, administrative services, through a parental cooperation program, help parents get to know themselves better and find effective solutions to their daily problems. They also help Ata-Manobo Parents improve themselves in all areas and be full-functioning individuals. PTA administrators monitor parents' development and according to their needs, they provide parents necessary support with the use of PTA fund such as helping them to understand themselves and their needs, to solve their

problems, to make realistic decisions, to improve their abilities and skills, and adjust themselves and their environment in a healthy way.

On Ata-Manobo's Understanding of Parental Involvement. This structured the has big role in understanding the participants lived experiences. Conduct workshops to educate parents about the significance of their involvement in education, using culturally relevant materials and success stories. Develop materials and communications in the local language that resonate with the community's cultural context. Involve community leaders and elders in school activities to foster a collaborative environment.

On Problems Encountered Preventing IP Parents from Cooperating in School. It can be remembered that the research participant cited challenges they encountered; Create community learning centers in the village to help children who live far from school by cutting down on their commute time. Reward parents who participate actively in school events with small gifts or praise. Put in place feeding programs to guarantee that kids are nourished and prepared for school. Encourage family-focused community-building initiatives that cultivate trust and cooperation.

On Challenges that Needed to be Overcome to Increase Parental Involvement. It can be reckoned that the research participants challenges encountered; inform parents about the benefits of their involvement for their children's academic performance, host workshops and seminars. Provide a range of participation alternatives to accommodate varying schedules, including weekend and evening events as well as remote participation choices. Promote micro-volunteering, which allows parents to make tiny, doable contributions that fit into their hectic schedules. To narrow the communication gap between parents from diverse cultural backgrounds and the school, establish cultural liaisons.

On Encouragement and Help Parents Provide for School Improvement. The participants also mentioned the following as needed to be changed in the parenting styles to cope with the challenges; provide parents easy-to-read resources outlining their roles in school improvement initiatives. Provide a range of volunteer activities to meet parents' varying interests, abilities, and schedules. Provide parents with tools, toolkits, and training sessions to help them understand how they may support school improvement initiatives. To ensure that all parents feel appreciated and engaged, schools should honor and adopt cultural customs and practices. Create a welcoming and respectful educational environment for parents by working on it. Offer parents numerous choices for involvement, such as remote participation, after-hours activities, or short-term projects, to accommodate their hectic schedules.

On Guarantees for Improvement of Cooperation for Child's School. It can also be recounted that the following insights have developed in the research participants: Provide parents explicit instructions on what is expected of them and how they may help the school to improve. Establish a mechanism, such as awards, certificates, and public

recognition during school events, to recognize and celebrate parents' contributions to the school. Give proof and instances of how parental involvement improves children' academic performance and the general state of the school.

On *Motivation for Consistent Involvement in School Activities*. It can also be recounted that the following insights have developed in the research participants: encourage parents to participate in short-term, doable chores that don't need a lot of time. Make it clear to parents what their obligations are for the various school events. Create mentorship programs so that seasoned parents can assist and advise recently recruited volunteers. Openly discuss any unresolved issues from the past and show that you're committed to bringing about improvements.

On *Livelihood Projects*. As noted in the result of the study the best practice is to create resource centers in the neighborhood where people can obtain tools, equipment, and supplies. Form alliances with organizations to exchange resources and provide assistance. Provide ongoing technical and business skill mentoring and training programs. Participate in project planning, execution, and decision-making with members of the community. Establish alliances with governmental organizations, non-profits, and businesses to have a greater influence.

On *Enhancing Communication and Engagement*. The participants revealed that their result had done to adjust interaction opportunities to accommodate varying availability and preferences. Establish channels for community members to voice complaints, suggestions, and comments. Adapt engagement and communication strategies to the requirements and inclinations of various populations.

On *Cultural Awareness and Inclusiveness*. As noted in the result of the study to train teachers, administration, and parents in tolerance, sensitivity, and cultural knowledge. To encourage cross-cultural dialogue and understanding, plan cultural gatherings, festivals, and workshops. Promote engagement in customary cultural practices and events.

On *Token of Appreciation*. The participants revealed that their result is to make sure your gratitude is genuine, focused, and customized for each person's unique contribution. When choosing tokens of appreciation, take into account the participants' cultural preferences and sensitivities. Create a methodical procedure for giving out gifts of gratitude so that everyone who participates gets them on time. To show your sincere gratitude, include heartfelt letters of appreciation or personal greetings.

IV. CONCLUSION

To design a school-based cooperation program for the Ata-Manobo parents of Upper Tagasan Integrated School based on the explored and describe active cooperation in terms of their lived experienced in cooperating for school improvement, challenges encountered in school involvement, cope with the challenges, and insight of having an improvement to their cooperation towards school

improvement and also to assure that their children are will guided. Hence, I have determined that Ata-Manobo's Understanding of Parental Involvement, Meaning of Involvement at Children's Education, Reasons for Rarely Attending School Activities, Problems Encountered Preventing IP Parents from Cooperating in School, Challenges that Needed to be Overcome to Increase Parental Involvement, Opportunities to Express Concerns about Child's School, and Insights Gained on Setting Realistic Expectations of the Ata-Manobo parental cooperation.

Parents cooperation to school improvement are important for their children and as much as helpful for teachers and administration in the said school, and schools have a huge role in bringing out the best in them. The researcher also understood that the following are the formed perceptions of insights of the Ata-Manobo Parents as they endeavor to cooperate in the school activities, Obligation and Responsibility of Parents, Busy with Farm Works, Left Alone to Take Care of Household, Due to Health Reasons, Due to Poverty and Distance of School, communicate with other Parents of School Activities, and United and Helping for Quality Education. This is a clear manifestation of positivity which can be cultivated and nurtured using the school-based parental cooperation program in the collaboration of parent-teacher association (PTA).

Lastly, the researcher would like to present workable interventions based on the understood lived experienced in cooperating for school improvement, challenges encountered in school involvement, cope with the challenges, and insight of having an improvement to their cooperation towards school improvement of the Ata-Manobo Parents to be detailed through a school-based cooperation program under the following parent-teacher association (PTA) services: Livelihood Projects, Understanding the Challenges, Enhancing Communication and Engagement, Flexible Participation Chances, Cultural Awareness and Inclusiveness, Enabling Parental Leadership, Recognition and Words of Encouragement, Partnership with Local Assets, Token of Appreciation, Referral, Follow-up, and Research and Evaluation. Pushing a cooperation program to the Ata-Manobo parents is a unique branch that sprouted out under parent-teacher association (PTA), this collaboration can have a strong bound to school, community, and stakeholders, and it requires an understanding and respect for the cultural customs and beliefs of Ata-Manobo parents to foster positive relationships.

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