



## NURTURING THE SEEDS OF KNOWLEDGE: THE ART OF PARENTAL ENGAGEMENT OF VICENARIAN PARENTS IN FOSTERING CHILDREN'S LEARNING

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### **Abstract:**

This qualitative narrative study aimed to examine and narrate the experiences of vicenarian parents in fostering their children's academic growth at Sumbakil Elementary School. This study utilized a qualitative research approach, particularly the narratology design. Five vicenarian mothers of Sumbakil Elementary School were selected using a purposive sampling technique. The data were gathered through individual in-depth interviews using a validated semi-structured interview guide, and thematic analysis was utilized to interpret the data. The study highlighted the views of vicenarian parents' engagement experiences as a journey that required sacrifices to assist their children's difficulties in their studies, including challenges in meeting financial and resource demands for education, necessitated active cooperation, proper time management, and active participation in fostering a supportive learning environment. Furthermore, the insights gained by vicenarian parents throughout their engagement experiences underscored the significance of establishing constant communication between parents and teachers, sustaining active participation, and promoting volunteerism in improving their children's academic learning experiences and the children's positive academic performance. Beyond the extensive effort of the school personnel, strong parental engagement in their children's educational pursuits played a vital role in fostering positive learning experiences among vicenarian children.

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## 1. Introduction

*"When parents are involved in their children's education, it sends a clear message that learning is essential and that they are valued members of the school community."* Joyce L. Epstein

The above statement describes the parents' role in their children's educational pursuits. The parents significantly influenced their children's educational experience and academic development through active engagement and contribution to providing a positive and nurturing learning environment. As we embark on this journey, this wisdom is a guiding principle in examining the art of parental engagement of vicenarian parents. These parents are still in their twenties and face unique life experiences.

Moreover, research underscored the global interplay of home-based parental involvement, study habits, and academic achievement. Recently, two critical aspects of home-based involvement were identified and described: involvement and monitoring behaviors. Positive involvement positively influences academic progress, whereas monitoring behaviors negatively affects children's performance. Moreover, the study habits of the children served as a mediator in the relationship between home-based parental involvement and academic achievement, which extended the applicability of Hoover-Dempsey and Sandler's model of parental involvement to an Asian cultural context (Hsieh, 2023).

In addition, from the Philippines context, the shift from traditional classroom settings to home-based and hybrid instructions caused by the COVID-19 pandemic, parental involvement emerged as an important factor in children's learning. However, the study conducted at Mariano Peralta National High School showed no meaningful correlation between parental engagement and the academic performance of Grade 12 students. Underscore the need for in-depth exploration of parental engagement involving elementary learners and diverse parental engagement approaches to provide contextualized essential parental engagement practices (Quijano *et al.*, 2023).

Meanwhile, in my experience in the context of parental engagement, where I have been teaching as a public-school teacher, the inevitable encounter with passive parental support given by some parents toward their children's educational needs was evident. This lack of engagement can be seen in failing to attend school meetings organized by the school, being unable to monitor and help with children's assignments, and failing to communicate with the teachers and school authority concerning their children's status and problems that demand immediate solution and attention. These inactive engagements from the parents manifested their incomplete understanding of the influence of their support. In their children's academic journey and overall development, especially in the early years of education, their full support is needed. These ideals must

be changed, and parents need to recognize that active engagement is crucial for their children to succeed academically and grow holistically.

Within this context, I am particularly interested in exploring the underlying elements that best describe how vicenarian parents actively engage in their children's academic pursuits. Through examining the art of parental engagement of vicenarian parents in fostering their children's learning, the takeaways from this endeavor could provide valuable experience-based learning that could effectively provide practical strategies to have a meaningful engagement experience on their children's educational needs.

This qualitative narratology study intended to narrate and retell the parental engagement experiences of vicenarian parents in fostering their children's learning. It involved the vicenarian parents, particularly mothers aged 20 to 29 from Sumbakil Elementary School, whose child/ children were either in kindergarten, grade 1, grade 2, or grade 3. In this study, the parental engagement experiences of vicenarian parents were recorded correctly and highlighted to provide full support for children's learning.

## 2. Literature Review

Parental engagement plays a significant role in attaining children's academic success. This active involvement can be done through attending their children's school activities, helping them with their assignments, and providing the resources they need for their studies. Studies have found a strong relationship between active parental engagement and the positive academic performances of children, as it develops both emotional and cognitive aspects of the children, benefiting from the influence of active parental engagement on their studies and holistic advancement (Epstein, 2011; Jeynes, 2012; Goodall & Vorhaus, 2011).

Similarly, a comprehensive support system that supported parents in coping with difficulties to ensure sustainable parental engagement was significantly needed, highlighted the benefits and challenges of parental involvement among children. Regardless of the benefits of parental support on students' at-risk academic success, several instances lessened effective engagement, such as financial difficulties and job constraints due to time conflicts that affected distance learning. Suggest implementing communication through meetings and monitoring to nurture strong parent-teacher collaboration (Bauyon *et al.*, 2022; Dungca *et al.*, 2024).

Additionally, to understand parental engagement in the educational activities of the children, the theory of ecological systems of Bronfenbrenner laid down important systems showing the significance of family and school interactions in enhancing the children's academic learning experiences. According to African American fathers, societal barriers can affect these involvements. At the same time, the school policies affected the quality of collaboration between parents and teachers. A practical understanding of opportunities and possibilities that shaped parental engagement practices was reinforced by the research findings on the relevance of the theory of

ecological systems of Bronfenbrenner (Roy, 2023; Sadownik & Ndijuye, 2023; Wang & Oh, 2024).

Additionally, parents adjusted to online education in response to the changing educational requirements by fostering a supportive learning environment and providing essential resources for children's learning. These parental supports were essential in supporting academic success, particularly in language development, and increased the level of interest and self-efficacy. Furthermore, difficulty in reading was addressed through parents' support while at home, which strengthened the relationship and promoted independent learning and a sense of responsibility. These emphasized the importance of parental engagement in the overall achievement and success of children (Bejarin & Quezada, 2024; Rowiyah *et al.*, 2024; Wang *et al.*, 2022).

Moreover, it was emphasized through observational learning, modeling, and self-efficacy played a crucial role in influencing parental engagement, as highlighted in the utilization of Bandura's Social Learning Theory in educational research, where technology is shown to have expanded its influence on learning in educational settings through social modeling via digital platforms. To support the importance of this theory in fostering compelling academic experiences. Parents consistently execute at home, and parental expectations and behaviors greatly affect children's performance. Furthermore, the parental behavioral knowledge from their upbringing influenced how they engage, showing that their prior experiences influenced the level of parental engagement. As a result, social learning theory provided the essential framework to strengthen and better understand parental engagement (Deaton, 2015; Schunk & DiBenedetto, 2023; Williams, 2013).

Furthermore, as Bowlby's Attachment Theory highlighted, parental connections with their children benefited their overall growth and development. This strong fostered attachment influenced children's development, including religious and moral aspects. Demonstrating the crucial role of a sensitive parental approach, as improved academic performance correlated with secure attachment in the first place. Reinforcing this idea, children's academic performance was improved through the implemented Dual Navigation Approach (DNA), which has integrated school and home-based parental involvement. Attachment theory's relevance in understanding the multifaceted role of parental engagement in developing children's learning, as shown by research findings (Dewi & Diana, 2023; Lyu, 2023; Slym, 2022).

Furthermore, the study revealed that a well-rounded approach to supporting children's education helped reduce the stress level that children acquired from school. This will result in positive academic results and overall well-being. However, unwanted consequences occurred when parents preferred a strict and more controlling approach to supporting their children's learning. Building a safer environment that enhances a better emotional experience promotes sustainable academic progress, highlighting parental engagement's vital role in promoting children's mental health (Li *et al.*, 2020; Liu *et al.*, 2023; Mata *et al.*, 2018).

Studies highlighted that parental engagement in children's education was significantly influenced by limited parental education—enhanced children's academic success despite personal and financial barriers. The lower educational backgrounds of parents reduced their engagement in ICT-based instructions, which necessitated support allowing them to engage in digital-based approaches. For example, African parents provided informal support, which differs from the curriculum due to lower educational attainment and traditional beliefs. Suggest improving parental support in different educational settings through appropriate measures (Dungca *et al.*, 2024; Komen & Ongínjo, 2024; Mthethwa & Kutame, 2023).

Moreover, the study reported the intricate connection between parental engagement, stress, and children's academic growth. While parental support helped children strengthen their ability to control their emotions, psychological control led to increased stress on both parents and children. During the times of the COVID-19 pandemic, psychological distress negatively affects parental engagement in education; these stress contributors, such as fears and loneliness, were experienced during the pandemic. Alternately, resiliency was developed when there was often engagement between children and parents that supported children's emotional well-being (Li *et al.*, 2024; Mann *et al.*, 2023; Ricker, 2024).

Likewise, the level of parental support was significantly influenced by parental stress and the level of self-confidence, influencing the support they offered. Increased parental engagement comes from those parents with self-confidence, which promotes children's academic success and increases motivation. On the other hand, parents with high-stress levels lessened their engagement in supporting children's learning. Additionally, children's academic success is significantly influenced by socioeconomic background, where parental confidence and commitment serve as moderators, highlighting the relationship between family background and children's learning outcomes and reinforcing the need to enhance self-confidence and lessen stress for effective engagement (Bubić *et al.*, 2020; Paavola, 2019; Tazouti & Jarlégan, 2019).

Furthermore, children's academic success necessitates constant communication between parents and teachers. Digital platforms addressed the communication barriers and promoted active parental engagement, strengthening collaboration through a web-based Parent-Teacher Interaction System (PTIS) through real-time tracking, structured feedback, and attendance monitoring. Moreover, communication assists the parents in navigating their struggles, underscoring the significant elements that enhance parental engagement and academic achievement of the learners, which include the utilization of digital communication and strategic engagement programs (Bakon, 2024; Nurhayati *et al.*, 2023; Rachman *et al.*, 2024).

In addition, using technology provided interactive learning activities, established easy communication, and allowed remote participation, which improved parental engagement practices. Parents who have actively supported their children's utilization of technology enhance the development of both cognitive and social growth. Likewise, they can easily avoid the negative consequences of learning with their guidance. Parents can

extend their support to their children's studies with e-learning intervention and improved teaching and learning activities that increase participation and lead to active engagement and improved academic performance. These Implied the vital role of technology in fostering collaborative efforts between home-school environments, which is essential for children's learning experiences (Hanifah *et al.*, 2025; Sari *et al.*, 2024; Wang, 2025).

Moreover, studies' findings reinforced the vital role of parental engagement in enhancing academic performance and their well-being development. Students' academic performance, as well as other aspects, including attitude building and emotional growth, were significantly influenced by parental engagement. Constant communication between parents and teachers reinforces students' self-esteem, motivation, and sense of belongingness. Furthermore, active parental engagement enhanced the students' attitudes toward their studies and motivated them to perform academically and participate in advanced courses (Sharma, 2024; Utami, 2022).

Furthermore, studies from Finland and Portugal highlighted the influence of active parental support in fostering self-directed learning and active participation in school activities that enhanced the learning experiences of the students, emphasizing the extensive influence of parental support, including both social and emotional progress as well as academic success and reinforcing the extensive influence of parental engagement through a home-structured environment that emphasized routines and encouragement underlined parental engagement influenced academic progress that nurtured emotional and social skills. Furthermore, mothers' support significantly fostered emotional and social skills essential for lifelong learning (Acoci, 2023; Ghita, 2023; Levinthal *et al.*, 2022). Conversely, a stressful home environment due to recurring parental misunderstandings weakened the children's academic performance. Frequent family conflicts prevented children from feeling confident in their abilities, emphasizing that academic resilience is enhanced through a stable and supportive environment; however, although parental support is critical to developing resilience in adolescents with difficulties in learning, self-efficacy alone was not considered a determining factor and emphasized from these findings the multifaceted influence on academic success brought by stress, self-efficacy and parental engagement (Masnan, 2023; Tang, 2024).

Moreover, studies have found that distinct cultural backgrounds shaped parental engagement practices. Effective communication significantly impacted parents and the school authorities, molding children's academic success and showing the importance of parental engagement in addressing ethnic gaps. For instance, in certain societies, parents provide actual engagement practices in their children's welfare, while other parents emphasize emotional and moral support. That is why some teachers had to be considered with different cultural backgrounds to develop strategies that effectively enhance active participation in some educational aspects. (Adeola *et al.*, 2024; Sivabalan *et al.*, 2024; Yuxia *et al.*, 2024).

Furthermore, parental involvement in children's education is important in achieving academic success and literacy development. In a diverse cultural setting, active

parental engagement was necessary to enhance academic achievements and minimize learning barriers. Parental expectations, educational attainment, socioeconomic status, and digital literacy were influenced by parental engagement. Furthermore, parents played a vital role in promoting children's literacy development by fostering a love for reading in home and school environments to support nurturing an inclusive learning environment (Chaudhary, 2024; Sivabalan *et al.*, 2024).

In addition, despite the demands of globalization, parents secured the preservation of their valued culture, emphasizing the significance of parental engagement in promoting cultural identity and supporting children's learning experiences. Furthermore, in Particular Vulnerable Tribal Groups (PVTGs), the parents' support was shaped by cultural traditions, in contrast with the Western parental engagement practices, where cultural concepts and parental beliefs contributed to children's education, enhanced learning experiences, and social interactions. These results showed the importance of parental support in preserving cultural heritage and improving academic experience (Hidayat *et al.*, 2024; Holmes & Roopnarine, 2024; Kanungo *et al.*, 2023).

While parental engagement had been essential in shaping children's academic performance, unexpected drawbacks were caused by too much parental engagement. These consequences were described as a decline in children's autonomy, hindered ability to self-directed learning, and increased internalizing difficulties, which were known as "*diminishing returns to children's outcomes*," as mentioned in the research findings. Thus, parents were encouraged to balance their approaches in supporting the needs of their children to foster independent problem-solving skills among the children (Li *et al.*, 2022; Obradović *et al.*, 2021; Wang *et al.*, 2022).

Moreover, parental engagement was significantly influenced by the teachers' attitudes and the school's policies, which either improved their engagement or restricted them from participating. This claim was reinforced by the study on Chinese preschoolers, despite the influence of school policies on parental engagement, which showed weak evidence of the relationship between school initiatives and parental efforts. Conversely, research conducted in the Philippines showed that children improved socially and academically when parents actively engaged in school activities. Moreover, inclusive learning environments were fostered through positive teacher attitudes and school-supported policies that encouraged parent engagement and addressed academic difficulties, suggesting that the effectiveness of school policies depends on how teachers work collaboratively with parents (Goodall & Greasley, 2022; Pei, 2024; Quimada-Alberastine, 2024).

On the other hand, parents' participation and ability to assist their children's education were shaped by the level of their digital literacy. Learning is significantly influenced by digital tools nowadays, which requires parents to adjust and cope with literacy development. Through recognition of both positive and negative influences of technology, parents' digital competence affects their ability to utilize technological resources. Moreover, studies proposed a structured support system that assists parents

in navigating digital challenges at the same time developing their digital competence and skills, enhancing educational benefits while reducing possible risks of technology (Chen & MacCallum, 2023; Gatcho *et al.*, 2024; Gedik & Şahan, 2024).

Similarly, parental engagement greatly influenced the student's success, where parenting styles and decision-making were identified as significant factors for academic success. In the field of learning mathematics, strong parental participation in the education of their children's learning enhances students' academic learning experiences through nurtured enthusiasm towards their learning and self-efficacy, highlighting its fundamental role in education. These findings further reinforced the multifaceted influence of parental engagement in shaping various aspects of students' learning (Hanafiah & Rosly, 2024; Tanque & Brobo, 2024).

Additionally, research showed parental engagement's pivotal role in supporting children's academic performance. Parents who were involved in learning mathematics helped children improve both their mathematical as well as literary skills. The same thing happens when parents support their children's learning of science; they improve scientific reasoning competency. These reinforced the multifaceted influence of parental support, increasing motivation and comprehension, and promoting learning in different learning areas (Dignam, 2023; Ghazali *et al.*, 2021; Rizzuto *et al.*, 2024).

Moreover, parental expectations and support greatly influenced children's academic performance and extracurricular experiences. Parents who set high expectations and education savings for their children enhance their learning experiences. Conversely, expectation alone without proper support hinders children's success. In addition, too much involvement and control posed mental stress and weakened independent learning and interest, suggesting a well-rounded parental approach both in academics and sports for positive learning experiences (Kovacs *et al.*, 2024; Mchia & Mwila, 2024; Sang & Liu, 2024).

Similarly, excessive parental engagement and lack of support showed different effects on the learners' learning experiences. Active engagement fostered cognitive progress and enhanced the social skills of the children. Parents' excessive control of their children's education developed fear, stress, and self-confidence, decreasing independent learning. On the contrary, insufficient parental support lessened children's academic performance due to lower educational attainment or job constraints. Therefore, well-balanced parental supports that nurture self-directed learning were encouraged for academic success (Nair *et al.*, 2024; Poudel *et al.*, 2024; Stephenson *et al.*, 2024).

Moreover, a recent study found the significant contribution of parenting approaches to children's educational success. Parents' supportive style approaches sustained children's interest in their studies and developed adaptive skills in learning, which led to enhanced academic success. Alternatively, a passive parenting style or overly protective parents can stop children's self-directed learning and reduce their interest in engaging in learning, diminishing academic success. Notably, a supportive maternal style significantly increased interest and motivation toward learning and



positively enhanced children's academic achievement (Fute *et al.*, 2024; Yang & Xu, 2024a; Yang & Zhao, 2020).

The parents' approaches also significantly shaped children's overall learning experiences and academic success. An authoritative parenting style enhanced positive learning outcomes among elementary children through nurtured emotional support and discipline. Conversely, authoritarian parents who were controllably strict and provided less emotional care diminished children's social growth and self-control, which were essential to academic success. These findings encouraged a positive parenting approach for a positive learning environment and enhanced learning experiences (Sirait *et al.*, 2024; Yang & Xu, 2024b).

### 3. Material and Methods

This study adopted a qualitative research approach, specifically employing a narratology design, to explore the experiences of parental engagement of vicenarian parents in fostering their learning, which was gathered through in-depth interviews. A qualitative study gathers human experiences, perceptions, and behaviors to unveil the understandings of an individual, which are derived from their experiences and interactions within their cultural and social environments. This method was utilized to identify human behaviors, emotions, and social differences. This contrasts with quantitative studies based on interpreting numerical data and statistical analysis. Qualitative methods comprehensively understand human experiences and the underlying nuances of behavior within social and cultural contexts, which are often missed by the quantitative approach (Creswell & Poth, 2018).

Furthermore, qualitative methods explored how participants viewed their unique experiences, which do not require any numerical data. Interviews, observations, and narrative inquiries are descriptive and interpretive techniques utilized in qualitative methods to capture a broader perspective, essential to understanding personal and social issues. This qualitative method offered depth and context to academic and practical inquiries, allowing the researcher to present a more detailed, holistic, and comprehensive insight into the phenomena (Muurlink & Thomsen, 2024).

Moreover, to capture the multifaceted elements of the unique lived experiences of an individual, a qualitative method was an ideal approach through trustworthiness and structured discipline. A qualitative procedure was pursued as it was essential for the in-depth exploration of the personal narratives of the vicenarian parents. Gained broad perspectives on this matter, including participants' insights and unique individual and contextual experiences as they fulfill their roles in fostering their children's learning (Lim, 2024).

Furthermore, narrative research design is a qualitative approach that centers on storytelling to explore and give meaning to participants' lived experiences. It focused on understanding the elements that shaped individuals' lives, including their personal, emotional, and cultural contexts. This design valued the insights offered through shared

narratives, which provided detailed perceptions of how individuals constructed their identities and navigated complex life experiences. Utilizing stories as data, narrative research design captured the richness and complexity of human behavior. It fostered a deeper comprehension of the interplay between individual experiences and broader societal influences (Muzari *et al.*, 2022).

Additionally, narrative design frameworks ensured the data was delivered engagingly and meaningfully through organized storytelling. This structure emphasizes the significance of diverse interpretations to promote discussions about how storytelling techniques resonate with and impact audiences. Narrative designs were patterns to enhance active audience engagement by transforming deep and complex stories into comprehensible and engaging narratives. Emphasized critical thinking on narrative decisions, where collaboration is encouraged to ensure diverse perspectives are included in data-driven storytelling (Bach *et al.*, 2018).

The participants in this study consisted of five vicenarian parents, particularly mothers aged 20 to 29, whose children are currently enrolled either in kindergarten, grades 1, 2, or 3 at Sumbakil Elementary School, and who met the inclusion criteria for this study. Participants must be willing to participate in in-depth interviews and speak clearly in either the language of the interviews or the local dialect during the interviews. Participants for in-depth interviews were deliberately chosen through the purposive sampling method.

Alternately, mothers below 20 years or above 29 years; mothers whose children are not enrolled either in kindergarten or grade 3 at Sumbakil Elementary School; those who were unwilling to participate; and those who could not speak in the interview language were among the exclusion criteria.

The participants were allowed to withdraw from the interview under many conditions. For example, participants may choose to depart willingly without encountering any repercussions. Failure to comply with the study's conditions necessitated withdrawal, assuring conformity to the research protocol. Moreover, substantial obstacles, such as illness or recurrent unavailability for follow-up or data collection, may require removal. The delineated criteria assured that participants had the requisite attributes for the study, facilitating a concentrated examination of the research aims.

Moreover, the narrative approach enhanced the study by including participants' physical experiences, cultural patterns, and perspectives, yielding more profound insights into their lived experiences. It examined the impact of physiological sensations and visual components on participants' narratives, highlighting the interaction of personal, cultural, and emotional aspects. This method facilitated a genuine and ethical representation of the participants' perspectives, providing an in-depth comprehension of their engagement narratives (Kukkonen, 2022).

To explore the parental engagement experiences of the participants, the study utilized an in-depth interview model of data collection. Unlike other procedures, this method is essential in capturing the research participants' unique perspectives,

experiences, and feelings. Furthermore, in collecting the stories of the selected participants, the researcher developed semi-structured interview questions, which are known for their adaptability and depth as an instrument to gather deeper perspectives of the participants' experiences through open-ended questions (Creswell & Poth, 2018; Alshenqeeti, 2014).

Additionally, to ensure the alignment of the constructed questions with the research problems, rigorous validation of the research instrument was ensured by internal and external validators. After validating the tools, the researcher requested formal permission from the authority and wrote a letter addressed to the school head of the identified school, stating where the study was set to be conducted and where participants would be selected from. Moreover, the researcher employed a purposive sampling technique to identify the desired participants per the study objectives and problems, particularly those vicenarian mothers actively fostering their children's learning (Elangovan & Sundaravel, 2021; Stewart, 2024).

The target participants were oriented about the study procedures, including their roles and rights as respondents, and with emphasis that their responses were confidential. Those participants who agreed to all the terms and conditions mentioned were asked to sign a consent form showing their willingness to be part of the study. Moreover, the participants' confidentiality and anonymity were emphasized, and their responses and personal information would not be disclosed to reinforce the principles of confidentiality and the ethical conduct of the research (Holmes, 2020).

For the participants to express their real stories, they must be in a comfortable situation where they could decide on the time and place for the interview, prioritizing the comfort and well-being of the respondents. The entire interview was recorded using cell phones to ensure that all information they shared was thoroughly documented. After transcribing the recorded responses, the participants were requested to review the transcripts to ensure they matched their responses, ensuring the authenticity of the information collected. The researcher never forgot to thank the respondents for availing themselves to be part of the study and acknowledged the significant contributions they extended to the research process (Haim-Litevsky *et al.*, 2023).

This study utilized thematic analysis as the primary approach to interpret the data. It involved a six-step process, as described by Braun and Clarke (2013). To draw patterns and themes aligned to the experiences of vicenarian mothers in fostering their children's learning, this method allowed a systematic and in-depth examination of the interview transcripts. The following paragraphs explained the important steps of data analysis to make sure that the data was systematically organized, coded, and interpreted to provide answers to the research questions effectively.

The beginning step was familiarization with the Data. This initial step involved deeply internalizing the data by repeatedly reading the transcript. This process enabled me to develop more profound insight, which allowed me to identify the initial thoughts and those recurring themes. Then, I took notes on this procedure and documented ideas or potential themes.

Furthermore, generating initial codes with the familiarization of the data was done by identifying the significant features of the transcripts that aligned with the research problems by generating the initial codes. I assigned indicators to important parts of the data and arranged them into categories meaningfully. Identified a clear view of recurring patterns by breaking the data into manageable aspects.

Moreover, I started searching for themes by grouping relevant coded data and extracts into broader categories. Potential themes were identified by examining the relevance between other coded data and combining similar data to form overarching patterns representing the participants' experiences and perspectives.

Afterwards, the following steps involved reviewing and refining them. We checked whether the themes accurately represented the coded extracts and the overall dataset. This allowed further refinement, where some themes emerged, others were split into sub-themes, and those not well supported by the data were discarded.

In addition, the Themes were defined and labeled to convey the main idea after they were finalized. Each theme was described, showing its connection with the research questions. This method ensured the authenticity of the representation of the participants' experiences.

At this time, I was involved in providing a report that categorized identified themes together, assisting them with relevant data extracted from the interviews. This report gave a coherent narrative that answered the research question, describing the insights gained through the thematic analysis and providing a comprehensive understanding of the parental engagement experiences of vicenarian mothers.

For better understanding, the following terms used in this study were operationally defined:

- **Art of Parental Engagement.** This refers to the approaches parents used to interact with the school, teachers, and their children to support and advance their children's learning and overall educational experience.
- **Fostering Children's Learning.** In this study, it refers to the actions, support, and strategies employed by parents to facilitate and enhance their children's academic, and personal development, both at home and in collaboration with the school.
- **Insights Gained.** In this study, this refers to the insights and lessons that vicenarian parents gain from their involvement in their children's education, shaping their future actions and decisions.
- **Nurturing the Seeds of Knowledge.** This refers to how parents actively cultivate and motivate their children's development.
- **Parental Engagement.** In this study, parental engagement refers to the active and meaningful involvement of parents in their children's educational activities.
- **Parental Views.** As used in this study, it refers to the opinions and attitudes of vicenarian parents regarding their involvement in their children's education, including their roles, responsibilities, and effectiveness in fostering their children's academic and personal development.

- **Vicenarian Parents.** This refers to parents aged between 20 and 29 with school-aged children attending Sumbakil Elementary School.

## 4. Results and Discussion

This chapter presents the result of qualitative- narratology research question which aimed to narrate and retell parents' experiences as they support their children's academic development. Specifically, it answered the grand tour question: How do participants describe their parental engagement experiences in fostering their children's learning?

This qualitative-narratology research approach focused on five (5) vicenarian mothers whose children are currently enrolled either in kindergarten, grades 1, 2, or 3 at Sumbakil Elementary School for the School year 2023-2024. This study employed in-depth interviews to gather detailed participant insights, followed by data transcription. Hence, the participants used Filipino in their responses to the questions; the researcher translated them into English before analyzing the data. Majumdar (2018) reported the vital procedures to follow in data analysis. Guided by this, thematic analysis was conducted through the following stages: data familiarization, initial coding, theme searching, theme reviewing, theme definition and naming, and report writing (Braun & Clarke, 2013).

### 4.1 Participants View Their Parental Engagement Experiences in Fostering Children's Learning

Based on the gathered data, six emergent themes have been identified, characterized as Needs Sacrifices, Focus on Addressing Academic Challenges and Supporting Skill Development, Challenges in Meeting Financial and Resource Demands for Education, Necessitates Cooperation, Requires Proper Time Management and Active Participation in Creating a Supportive Learning Environment.

Vicenarian parents viewed their experiences fostering their children's learning as a meaningful yet challenging journey, defined by sacrifice, commitment, and resilience. They saw their role as providers and active partners in their children's academic growth. Despite facing financial constraints, time limitations, and educational difficulties, these parents remained steadfast in their dedication, making personal sacrifices, managing responsibilities, and cooperating with schools to support their children's education. Their reflections revealed that parental engagement is not just about helping with homework or attending school activities, but building strong relationships, modeling positive values, and creating a supportive learning environment. Overall, they perceived their experiences as essential and rewarding efforts that shaped their children's success and strengthened family bonds.

### 4.2 Insights of Participants When Actively Participating in Their Children's Education

From the gathered data, five emergent themes have been identified: Entails Constant Communication, Encourages Independent Learning, Advocates Volunteerism, Promotes Suggestiveness and Increases Academic Performance.

The participants underscored their insight from their active engagement in their children's education, which highlighted multifaceted approaches that significantly contributed to the children's academic and personal development. They emphasized the significance of establishing constant communication among parents and teachers to stay connected and active in meeting their children's needs. This established open communication helped parents provide practical guidance that nurtured discipline, responsibility, and motivation, leading to children's independent learning.

This engagement went beyond their home. They emphasized the value of collaboration by advocating volunteerism through participation in all school programs and activities and community initiatives. Furthermore, they promoted suggestiveness by actively attending PTA conferences and sharing their opinions and suggestions for improving school practices. Collectively, these effective practices contributed to increased children's academic performance.

Underscored in Table 1 are the participants' views of their parental engagement and Insights gained when actively participating in their children's education.

**Table 1:** Vicenarian parental engagement experiences in fostering children's learning

Clustered Themes	Emergent Themes
<b>A. Participants' view of their parental engagement</b>	
Willingness to sacrifice a lot for the welfare of the children	<b>Needs Sacrifices</b>
Gave full support to school matters for the children	
Noticed children having difficulty in Mathematics initially	<b>Focus on Addressing Academic Challenges and Supporting Skill Development</b>
Saw problems before in the numeracy skills of children	
Aimed to ensure that children are ready to improve their academic performance	
Had problems with coping with the financial responsibilities at school	<b>Challenges in Meeting Financial and Resource Demands for Education</b>
Not having a full support	
Not being able to provide school allowances	
Attended all the school activities of the children	<b>Necessitates Cooperation</b>
Always joined school conferences to monitor the progress of the learners	
Appeared at parent-teacher conferences	
Stayed present at all meetings and activities in school and gave support to the system, may it be small	
Needed full guidance from parents	<b>Requires Proper Time Management</b>
Prioritize obligations through proper time management	
Divert concerns to the most important one	
Spare time to support children with school concerns	
Manage time effectively to attend to the concerns of the students and the family	<b>Active Participation in Creating a Supportive Learning Environment</b>
Took part in keeping the school clean	
Contributed to the cleanliness of the school	

Maintained a clean learning environment	
Preparing the school before the start of the school year	
<b>B. Insights of participants when actively participating in their children's education</b>	
Required constant communication with the teachers	<b>Entails Constant Communication</b>
Children were supported through proper communication	
Constant updates on the school activities	
Asked children regularly about their school problems	
Instill independent learning gradually	<b>Encourages Independent Learning</b>
Strengthens the core values and helps children with their homework and in reviewing	
Learned to become practical with the use of educational resources	
Instill independent learning gradually	
Took initiative by volunteering during school programs	<b>Advocates Volunteerism</b>
Joined in community services like 'bayanihan' initiatives of the school	
Engaged in tree planting activities to instill the value of cooperation and camaraderie	
Acted as a volunteer in community work and initiatives	
Strengthening the parent-teacher relationship by being open to suggestions	<b>Promotes Suggestiveness</b>
Gave opinions during meetings	
Suggested points to consider by the school	
Because of parents' support, children show good performance at school	<b>Increases Academic Performance</b>
Children perform better when parents are supportive	
Realized the value of involving parents in the development of children at school	
Sees improvement in children because of the support exerted by parents	
Unexpected to have the child received during a program	

The five identified participants underwent an in-depth interview (IDI) to elicit significant themes that described their views on their experiences and insights gained while actively engaging in their children's learning. The first clustered theme described participants' views on their parental engagement experiences in fostering children's learning. The following themes emerged on the positive and negative views of the participants' engagement experiences: Needs Sacrifices, Focus on Addressing Academic Challenges and Supporting Skill Development, Challenges in Meeting Financial and Resource Demands for Education, Necessitates Cooperation, Requires Proper Time Management, and Active Participation in Creating a Supportive Learning Environment.

The second clustered theme focused on the insights gained from actively participating in their children's education. Insights gained included ensuring constant Communication, encouraging independent learning, advocating volunteerism, promoting suggestions, and increasing academic performance. These themes were the results of carefully conducted interviews with the participants. Part of this purposeful process was to encapsulate how participants expressed their answers based on their views and insights on parental engagement experiences in fostering their children's learning.

### **A. Participants' View of Their Parental Engagement Experiences in Fostering Children's Learning**

Based on the participants' experiences while actively engaging in their children's learning activities, they described different vital ways that helped them understand and satisfy their responsibilities in supporting their children's education. These distinct parental engagements were represented in organized emerging themes.

- **Needs Sacrifices**

This is one of the participants' views on their engagement experiences while actively engaging in their children's education. They highlighted their strong commitment to their children's academic journey by putting aside their desires and needs to ensure their children were provided with the necessary support. These sacrifices were often made by attending school events despite conflicting schedules due to work demands, assisting home-based learning, and prioritizing academic expenses.

Parental engagement demands sacrifices, especially from low-income families facing unstable housing and demanding jobs. Frequent relocations and long work hours often limited their involvement in their children's education. While financial stability and housing helped, these were not enough. Literacy improved with financial inclusion, but over-reliance on welfare sometimes led to child protective services intervention. These challenges showed that parents have to balance work, finances, and family, often at personal cost, to stay engaged in their children's learning (Adom *et al.*, 2024; Lechuga-Peña *et al.*, 2019; Slack *et al.*, 2017).

- **Focus on Addressing Academic Challenges and Supporting Skill Development**

This theme highlighted the experiences of the vicenarian parents while actively engaging in their children's education by assisting and resolving their children's problems in their academic ventures, particularly in mathematics subjects. This emphasized the intense dedication of these parents to extend their full support. This concept was reflected in their responses, where they monitored the status of their children's studies by identifying the problems encountered and providing essential solutions to ensure those problems were addressed and that children were ready to improve academically.



Reaffirming this concept, parents who supported their children with proper disciplining practices significantly contributed to children's learning and skills development, which is important in resolving academic difficulties. Children improved numeracy and literacy skills under their parents' active supervision and support, as seen from assisted homework activities and providing of needed learning materials. This notion highlighted the influence of systematic parental engagement in promoting children's academic success and nurturing competencies that address academic barriers (Lumadi, 2019; Simweleba, 2017).

- **Challenges in Meeting Financial and Resource Demands for Education**

This was a common challenge among vicenarian parents while supporting their children's academic needs, which is often experienced by parents with a low socioeconomic background and those who do not have a partner to perform these responsibilities. This resulted in difficulty in providing school resources and allowances to their children, which lessened their engagement with their children's educational activities.

Research has underscored the financial constraints hindering educational access and quality. Studies on financial and resource allocation in secondary schools have revealed that budget limitations, outdated materials, and disparities in resource distribution between urban and rural areas negatively affect students' learning experiences. These findings highlight the critical need for community collaboration and technology integration to bridge these gaps. Likewise, research on special education has examined the financial burden of sustaining inclusive educational practices, emphasizing the substantial costs both schools and families bear. The results stressed the urgent need for efficient funding models to ensure equitable student access to resources (Banks, 2020; Syafaruddin *et al.*, 2024).

- **Necessitates Cooperation**

Parental cooperation is essential in the learners' academic journey. The school requires parents to participate in all activities and programs implemented by the school. By attending the PTA conferences, parents can stay connected with the school and have a direct connection to monitor their children's progress. Furthermore, parents can support the school by providing suggestions for improving programs and activities that enhance children's learning experiences.

In recognition of the collaborative responsibilities between parents and teachers towards the learners' academic achievement, parental engagement was encouraged to be integrated into the classroom strategies, highlighting the major supports required in the learners' educational ventures. These methods include well-established connections that foster trust and shared common beliefs between parents and the school authorities. Additionally, teacher training programs are needed to help them foster strong partnerships with the parents (Levinthal & Kuusisto, 2020; Moffatt, 2024; Tayco & Motus, 2024).

- **Requires Proper Time Management**

Time management is essential in parental engagement, enabling them to balance personal, family, and school-related responsibilities effectively. They have shared strategies such as allocating time for studies, preparing materials in advance, and planning routines to ensure efficient support for their children. By prioritizing tasks and managing overlapping obligations, they address personal and educational needs without compromise.

Studies have emphasized that parents who allocated time effectively for assisting with homework and participating in school discussions contributed significantly to their children's academic success. Additionally, research found that structured parental support, enabled by proper time management, fostered student autonomy, motivation, and academic engagement. These findings aligned with participants' experiences, highlighting the importance of prioritizing tasks and setting aside time to support their children's education. By managing their schedules efficiently, parents ensured meaningful involvement in school and home learning, reinforcing the positive impact of parental engagement on student achievement (Mohamed Ali *et al.*, 2022; Rickert & Skinner, 2021a).

- **Active Participation in Creating a Supportive Learning Environment.**

Encapsulated the participants' final view of their engagement experiences, highlighting their strong commitment to maintaining a clean and supportive learning environment as a vital aspect of fostering their children's learning. They shared some practices, such as Bayanihan efforts that created a conducive space for education, while activities like tree planting fostered values of cooperation and unity. These practices are essential in fostering a responsible and united community, reinforcing the connection between cleanliness and holistic development.

Parental engagement is crucial in fostering a positive and supportive learning environment for children. The research highlighted that when parents actively participated in school-related activities, such as maintaining school cleanliness and supporting learning initiatives, students benefited from enhanced motivation, engagement, and overall well-being. Studies found that parental involvement in school activities, including cleanliness initiatives, contributed to students' positive learning experiences and happiness. Additionally, research emphasized that parents' participation in environmental maintenance and school-related programs created an innovative learning environment that enhanced student motivation and learning effectiveness. However, despite these benefits, barriers such as time constraints and limited communication remained challenges to deeper parental involvement. These findings underscore the importance of fostering strong parent-school collaboration to create an optimal learning environment for students (Gu & Zhang, 2024; Murtiningsih *et al.*, 2024).

## **B. Insights of Participants When Actively Participating in Their Children's Education**

Based on the participants' experiences while actively engaging in their children's learning, they have gained significant learning that helped them understand their vital role in their children's learning. These insights were represented in organized emerging themes.

- **Entails Constant Communication**

As described by the participants, one of the key aspects of parental engagement was the idea of establishing constant communication between parents and teachers. This practice allows them to have direct access to monitor their children's behavior and academic progress and provide support to the school programs. Likewise, this also ensured that the child got the support she needed, whether there were some problems encountered that needed immediate solutions.

Research supports this notion, emphasizing that structured and transparent communication between teachers and parents fostered student motivation and achievement. Effective communication strategies through digital platforms significantly enhanced teacher-parent collaboration, ultimately benefiting students' learning experiences. Similarly, consistent parent-teacher communication positively correlates with academic success, underscoring the role of parental engagement in fostering a supportive study environment. These findings reinforce the importance of institutionalizing regular communication channels to ensure sustained parental involvement and student progress (Rachman *et al.*, 2024; Phuyal, 2023).

- **Encourages Independent Learning**

Reflected the participants' insights into fostering self-directed learning in their children's academic pursuits through well-balanced guidance. This concept can be achieved by strengthening children's core values, such as developing their sense of responsibility and discipline, through supervising them in their assignments and understanding their lessons; moreover, by utilizing an essential approach and educational resources, encouraging their children to be in charge and accountable for their learning journey.

While parental engagement is essential in shaping children's academic performance, unexpected drawbacks can be caused by too much parental engagement. These consequences are described as a decline in children's autonomy, hindered ability to self-directed learning, and increased internalizing difficulties, which are known as "diminishing returns to children's outcomes," as mentioned in the research findings. Thus, parents are encouraged to balance their approaches in supporting the needs of their children to foster independent problem-solving skills among the children (Li *et al.*, 2022; Obradović *et al.*, 2021; Wang *et al.*, 2022)

- **Advocating Volunteerism**

Emerges as a significant theme in understanding parental engagement in fostering children's learning. This approach highlighted the importance of parents' involvement in various school-related activities to support academic and community development. Volunteer efforts included contributing to school programs, planning and implementing school initiatives, maintaining a clean and safe learning environment, and joining community-based projects like tree planting. These actions reflected a shared commitment to collaboration between parents and the school, creating a more positive and enriching educational experience for children.

Research findings emphasized the crucial role of parental engagement not only in improving academic performance but also in supporting students' overall well-being. Active involvement from parents significantly contributed to students' emotional growth, development of positive attitudes, and academic success. Regular communication between parents and teachers fostered students' self-esteem, motivation, and sense of belonging. These outcomes highlighted the value of volunteer efforts by parents, whose active participation, whether through school activities, learning support, or classroom involvement, encouraged students to stay motivated, perform better, and even pursue advanced courses (Sharma, 2024; Utami, 2022).

- **Promote Suggestiveness**

Emerges as a key theme in fostering a nurturing school environment and enhancing children's learning experiences. This strategy reflected the participants' recognition of the importance of voicing their ideas and actively contributing to school improvement. Through their participation in school meetings and discussions, they expressed enthusiasm in offering constructive feedback, recommendations, and suggestions to enhance school practices. This openness to collaboration demonstrated their commitment to working alongside educators in creating a more responsive and supportive learning environment for their children.

When parents actively participated in discussions, policymaking, and governance, they contributed valuable insights that helped shape school initiatives and improve educational outcomes. Studies emphasized that parental involvement in school decisions significantly supported children's academic success by fostering a cooperative relationship between educators and families. Additionally, research highlighted that parental participation in school governance, conferences, and policy discussions created a conducive learning environment that enhanced student engagement and performance. These findings underscored that parental suggestiveness in educational matters strengthened the connection between home and school, leading to a more effective learning system (Sivabalan *et al.*, 2024; Oranga *et al.*, 2023).

- **Increases Academic Performance**

They emphasized that actively involving parents in their children's studies contributes significantly to improved academic outcomes. This involvement includes

consistent monitoring of their children's progress through communication with teachers and providing guidance and support with homework and other academic tasks. Such sustained support systems positively influenced learning outcomes, often resulting in achievements such as being included in the honor roll or receiving awards. The participants recognized that their presence and encouragement played a vital role in motivating their children and enhancing their academic performance.

Research consistently highlighted the positive impact of parental involvement on students' academic performance. Studies emphasized that when parents set high expectations, actively participated in school activities, and provided academic support, students demonstrated improved learning outcomes across all educational levels. Additionally, research found that consistent parental engagement significantly benefited at-risk students by enhancing their behavior, attendance, and grades, ultimately mitigating learning difficulties. By fostering a supportive home environment and maintaining strong communication with educators, parents created optimal conditions for their children's academic success. These findings collectively reinforced the importance of parental participation as a key factor in improving student engagement, academic achievement, and overall school performance (Dungca *et al.*, 2024; Jaiswal & Choudhuri, 2017).

## **5. Recommendations**

Several implications for practice were suggested based on the views of vicenarian parents on their engagement experiences in fostering their children's learning.

### **5.1 Participants' View of Their Parental Engagement**

#### **5.1.1 Needs Sacrifices**

To honor and promote their sacrifices, schools should recognize and appreciate the contributions of engaged parents through acknowledgment programs. Celebrating parental involvement strengthens the relationship between families and schools and motivates other parents to adopt a similar commitment. Schools may also create volunteer opportunities that align with parents' skills and interests, allowing them to contribute meaningfully while reinforcing their investment in their children's education.

#### **5.1.2 Focus on Addressing Academic Challenges and Supporting Skill Development**

Schools may build a community-focused environment to strengthen support systems that promote collaboration among parents, teachers, and local groups. Mentorship programs pairing experienced parents with newcomers and regular forums or workshops can offer guidance and shared learning. These efforts create a strong network that empowers parents to engage more actively in their children's education.

### **5.1.3 Challenges in Meeting Financial and Resource Demands for Education**

To address this challenge, schools should collaborate with local organizations to establish financial assistance programs to support needy families. Resource-sharing initiatives, such as community supply drives, could alleviate some financial burdens on parents, ensuring all children have access to essential learning materials.

### **5.1.4 Necessitates Cooperation**

Recommendations include establishing parent advisory committees or support groups that allow parents to collaborate with educators on school activities and initiatives. Encouraging joint planning sessions could also promote a shared vision for student success, empowering parents to contribute meaningfully to their children's educational journey.

### **5.1.5 Requires Proper Time Management**

Schools may offer workshops on time management and practical strategies for supporting children's education. Creating parent support groups can also foster collaboration and the sharing of best practices. By maintaining open lines of communication and accommodating the diverse needs of families, schools could empower parents to balance their responsibilities while remaining actively engaged in their children's education.

### **5.1.6 Active Participation in Creating a Supportive Learning Environment**

During the general assembly, schools may encourage parents to participate in regular Bayanihan efforts to maintain a clean and safe learning environment, emphasizing how these activities foster cooperation, unity, and community spirit. Schools should also engage stakeholders, such as local government units, businesses, and community organizations, to support and sustain these initiatives, ensuring a collaborative effort in creating an inspiring and healthy space for children's learning.

These recommendations immediately address the participants' observations, resulting in a more supportive and engaging environment for their children's learning. Schools may encourage parents to participate actively in their children's education, improve cooperation between families and educators, and foster a vibrant school community. This collaborative effort improves students' educational experiences and enhances the connection between parents and schools, ensuring that all children have equal academic and personal success opportunities.

## **5.2 Insights of Participants When Actively Participating in Their Children's Education**

On the other hand, after a detailed analysis and categorization of the findings, five vital themes emerged, highlighting the participants' insights into their active engagement in their children's education. The following implications were suggested.

### **5.2.1 It entails Constant Communication**

Schools may implement structured channels like parent-teacher meetings to enhance communication and share essential information. Workshops could also be organized to educate parents on fostering effective communication strategies with teachers and encourage open discussions about their children's academic needs.

### **5.2.2 Encourages Independent Learning**

Schools may support parents in fostering independent learning by offering workshops, sharing resources, and holding regular parent-teacher meetings to guide strategies for nurturing self-reliance. Encouraging activities that promote critical thinking and require minimal parental intervention help build children's autonomy and confidence.

### **5.2.3 Advocates of Volunteerism**

Schools may actively promote volunteer opportunities through clear communication channels and provide flexible scheduling options to accommodate parents' diverse needs. Additionally, recognizing and celebrating parental contributions can motivate greater involvement, reinforcing the value of their participation in the school community.

### **5.2.4 Promotes Suggestiveness**

Schools should cultivate an environment that encourages constructive feedback by hosting regular forums where parents can voice their concerns and suggestions. Implementing a suggestion box or digital platform for ongoing input can further empower parents, creating a sense of ownership in their children's education.

### **5.2.5 Increases Academic Performance**

The presence of supportive parents not only boosts students' motivation but also reinforces their academic self-efficacy, leading to improved grades and test scores. To harness this potential, schools could implement structured programs to enhance parental engagement. For example, schools may offer workshops that equip parents with practical strategies for supporting learning at home, such as establishing routines, setting academic goals, and utilizing educational resources. Moreover, acknowledging and celebrating students' achievements, particularly those with parents actively involved, would motivate other families to engage similarly, thereby creating a culture of academic excellence.

These findings emphasized the importance of parental involvement in promoting children's academic performance and schools' need to support and improve these experiences actively. Schools that establish a collaborative and empowered atmosphere would inspire parents to participate actively in their children's education, thereby enhancing kids' academic and personal growth.

## 6. Conclusion

The art of parental engagement practices of vicenarian parents was exhibited through their strong commitment and dedication toward the academic development of their children despite their young age and inexperience in parenting. These practices could be seen in how they have overcome the challenges of allocating their time efficiently for family and their aspirations in life, providing children's support, and surmounting the financial crisis while engaging in their children's learning activities.

This journey has illuminated the profound truth that meaningful parental engagement in children's education requires more than presence but demands intentional action and heartfelt commitment. I realized that to support their children's learning truly, parents must be keenly attuned to their children's needs, fostering open communication and actively participating in school programs and activities. Beyond attendance, consistently monitoring their children's progress by reviewing notebooks and offering guidance on homework emerged as essential support pillars. Above all, this experience underscored the remarkable sacrifices parents make, balancing responsibilities and overcoming challenges to achieve their children's academic success.

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