



# **Parental Involvement in the Education Development of Indigenous People in Selected Elementary Schools in the Northern Part of Mindanao, Philippines**

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### **Authors' contributions**

*This work was carried out in collaboration between both authors. Both authors have extended equal responsibilities and efforts upon the completion of the study. Author OCE managed the design, analyses, and literature searches. Author RPT completed and wrote the protocol, data gathering and statistical analysis. Both authors read and approved the final manuscript.*

### **Article Information**

DOI: 10.9734/AJARR/2020/v13i230304

#### Editor(s):

(1) Dr. Fagbadebo Omololu Michael, Durban University of Technology (DUT), South Africa.

#### Reviewers:

(1) Olympia I. Tsolou, National and Kapodistrian University of Athens, Greece.

(2) Khalid Javed Rabbani, Lahore Medical and Dental College, Pakistan.

Complete Peer review History: <http://www.sdiarticle4.com/review-history/60174>

**Original Research Article**

**Received 02 June 2020**

**Accepted 07 August 2020**

**Published 13 August 2020**

## **ABSTRACT**

Parents play a vital role in increasing the performance and ensuring the good manners of their children in school. In the context of Indigenous People (IP), parental participation in educating their children is a meaningful involvement that benefits student learning directly. This study aims to determine the parental involvement of indigenous people in selected elementary schools in Northern Part of Mindanao, Philippines. The study specifically identified the profile of the IP parents, parents' contributory factors and involvement on the aspect of communication, learning at home, and financial support. The extent of parental involvement on the behavior of their children and significant relationship between respondents' profile were also measured. The study utilized a descriptive-quantitative method to explore how the IP parents extend their support to their children through survey, actual visitation and interview to validate the accuracy of the data gathered. Selected IP parents from IP elementary schools were surveyed using a researcher-made questionnaire as the main tool in the study. Data were analyzed using frequency counting, simple percentage, weighted mean, and Pearson R correlation.

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The IP parents fall to marginal classification in terms of educational background (45.83% are elementary undergraduate) with monthly income of less than fifteen thousand (less than the minimum wage). Regardless of race and background, IP parents' instincts are the same with common parents in supporting their children in school-related activities. However, issues on communication, learning at home, and financial support extended by IP parents to their children still need to be improved. In addition, parents' involvement influence academic endeavor of the students because they are given chances to enjoy the opportunity of free and supportive education. Thus, parents should constantly monitor the performance of their children at school to help them improve in their studies and build confidence to do better.

*Keywords: Indigenous People (IP); parental involvement; communication; learning at home; financial support.*

## 1. INTRODUCTION

Students growing up in socially disadvantaged environments typically experience vulnerability and underachievement when compared to students living in more advantaged circumstances. For instance, in the study of Pallavia and Lamb [1], a child born in a family qualifying for several deprivation measures is extremely weak and is bound to face challenges all through life starting early-on. This scenario is common to those indigenous peoples who experienced deprivation of access to quality education because of cultural discrimination, poverty and dispossessions. Alcaya [2] in his study stated that Indigenous People (IP) students have habit of dropping out of school, because they easily get bored, unmotivated and cannot be forced to mainstream in education system which does not integrate indigenous culture.

According to Greenman, Bodovski, and Reed [3], parental academic involvement has been shown to have a strong effect on children living in disadvantaged localities. Parental interest in their offspring's studies may in fact have shielding effects on academic achievement brought about by deprivation. It camouflages the effect of a range of risk involving factors—low socio-economic position, psychological and physiological stress, negative emotions. Thus, strengthening parents' involvement in their children's learning is widely regarded as an important way of helping to reduce the achievement gap between disadvantaged students and their more affluent peers, Batchelor, S., Freiberg, K. and Homel, R. [4]. The aforementioned statements support the study of Desforges [5] that socio-economic and cultural factors contribute to how parents and their children interact with each other. It usually depends on the socio-economic resources of the family and the amount of time they can spare as

a form of support for their children's desire to complete their academic experience.

During the school improvement plan (SIP) review in selected elementary schools in the northern part of Mindanao, particularly in the District of Carmen, Surigao del Sur, it was found out that Indigenous People (IP) Elementary School faces issues on the implementation of programs and projects. The issues affect the schools' performance rating in the targeted year of its implementation. A fundamental problem is the conceptual inconsistency, ambiguity, and confusion in the collected works on parent involvement. This confusion is exacerbated by the inherent complexity of the processes through which various forms of parental involvement are likely to have effects on different aspects of children's learning. In addition, factors such as family socio-economic status and ethnic background are expected to act as moderators of this already complex relationship. Indigenous People (IP) parents are said to manifest the same support how the common parents extend support to their students. However, they are often faced with threats and low self-esteem because of poor economic well-being and access to different resources. According to Welker [6], IP parents are determined to preserve, develop, and transmit to future generations their ancestral territories and ethnic identity for continued existence as peoples, yet, they are vulnerable to exploitation, marginalization, and oppression by nation states making them poorly active in their involvement. Thus, this manifestation needs attention and immediate action to prevent long term effects on students' academic performance. It is within this context that this study aimed to determine the parental involvement of indigenous people in selected elementary schools in Northern Part of Mindanao, Philippines. In this study, one of the factors considered was the importance of parental support on the students'

academic performance. Conversely, the study endeavored to provide insights into the relevance of communication, home reinforcements, and financial support among IP students.

## 2. CONCEPTUAL FRAMEWORK

Parents' involvement possibly provides children with motivation to do well in school and that school is important based on the study of Fan, et al. [7]. Hence, there is a need for parents' involvement in school especially the Indigenous People parents who are always viewed as less supportive and participative in school activities, programs, and projects.

The impact of parental involvement on student academic achievement has been recognized by teachers, administrators, and policy makers who consider parental involvement to be one of the integral parts of new educational reforms and initiatives as stated by Wilder [8] in his study. Although the relationship between parental involvement and students' academic achievements was found to be consistent across various measures of achievements, only few readings have stated the role of IP parental involvement in the aspects of communication, learning at home, and financial support. These aspects require utmost attention as these remained unexplored among traditional types of schools and communities.

Parents should be involved as to how their children perform in school. They serve as the primary models and scaffold on their children's development. The Cognitive Development Theory of Piaget emphasized the role of experience with peers and family members. Based on the Sandfield Day Nursery [9], children learn best when they have opportunities to interact with their environment particularly with their parents who are very important to their children's external influence. Piaget [10] emphasized that mental development involves a gradual progression of cognitive tasks that result in maturation as one proceeds from one experience to another. He argued that children hold innate knowledge of the world around them. They learned their knowledge through their added experience that adults reinforce. His theory supported the idea that children perform better with the support of their parents. Moreover, Piaget's Social Development Theory corroborated the idea that parent involvement is a crucial factor in children's development and achievement.

Along with Piaget's theory was the theory on mentoring by Lyv Vygotsky from the research conducted by Mcleod [11] which cited that children's interaction with their family members in the community is so essential for their learning and development since their first learning takes place from them as internal factor and society as the external environment, in both physical and social. This statement proves that the support of parents on their children's school outcomes is expected. Furthermore, as reiterated by Reiber and Robert [12], family members surround the children, and impact their growth.

Ecological Systems Theory by Urie Brofenbrenner was another theory that can be anchored by the present study. It has to do with the rationalization of parents' involvement and impact on research studies. Hung [13] stated that multifarious factors affect the development of children. The social, political, biological, and economic conditions also influence the child. Brofenbrenner's theory clearly states that the family influences the development of the child. Therefore, if the parents regard education as very necessary, the children embrace it as a valuable thing in life.

The aforementioned theories served as a springboard in filling the gaps of the present study on parental involvement of Indigenous People (IP) parents to the academic performance of their children. The theories played important links on how common parents and the involvement of IP parents in their children's academic success vary, given the culture and values influence the success of their students. IP parents believe that they are connected with mountains, rivers, and soil that make them lack interest in involving themselves in school. They mostly reside in the mountains; hence, they are not influenced by social life in the lowland areas or cities. This is the primary reason why they preserved their customs and traditions.

## 3. METHODOLOGY

### 3.1 Research Design

The descriptive-quantitative method was employed to explore the objectives of the study. It is said to be descriptive since it describes and measures how the IP parents extend their support to their children. The mode in evaluating the parental involvement extended to the learners by parents was done through actual

visitation and interview with the respondents to validate the accuracy of the data gathered.

### 3.2 Research Respondents

The respondents of the study were the IP parents of the students enrolled in the selected IP elementary schools situated in the northern part of Mindanao, Philippines. Selected IP students were invited for triangulation of parents' responses; however, the parents were the primal source of the study. The purposive sampling was utilized in the selection of the respondent. This was done to purposely select and identify big IP elementary schools in the northern part of Mindanao that exhibit positive performance regarding students' various engagements.

### 3.3 Research Instrument

The study used the adopted questionnaire checklist from the unpublished paper of Guimary [9]. The questionnaire consisted of 3 parts: Part 1 indicated the profile of the respondents which included the following areas: sex, occupation, educational background, and monthly income. Part 2 included the mean percentage scores (MPS) of the respondents' schools from the school records section with permission from in charge. Part 3 indicated the checklist which entailed the extent of parental involvement extended by the IP parents on the students focusing on the area of Communication, Learning at home, and Financial Support. The researcher used the Likert Scale as the basis of respondents' ratings in the extent of parental engagement. A four-point scale is employed: 4- always, 3-most of the time, 2-sometimes, and 1-never.

### 3.4 Data Gathering Procedure

The researcher sent a letter for the approval on the conduct of the study to the office of the Division Superintendent, District Supervisor and School Principals of the respondent-schools. Before the actual gathering of data, to ensure the reliability of the test, a dry run was conducted to common parents who were not part of the study. The common parents in this study referred to be the non-IP parents. During the gathering of data, the authors with their research assistants personally distributed the instrument to the respondents. It was done on a scheduled basis and during the general and homeroom parent-

teachers' meeting. However, the authors have employed home visitation and informal interview to further validate and substantiate the responses.

### 3.5 Statistical Treatment

The data was tallied and recorded accordingly. The results were analyzed and interpreted using the appropriate treatment that includes frequency count, simple percentage, weighted mean and Pearson-R Correlation.

## 4. RESULTS AND DISCUSSION

Parental involvement of Indigenous People parents in selected elementary schools in the northern part of Mindanao, Philippines was appraised and analyzed in the proceeding series of tables.

Table 1 shows the profile of the respondents in terms of sex, occupation, educational background and monthly income. It can be gleaned in the table that the majority of the respondents are female (71.67%) who commonly spend their time as housekeepers (50%) with educational background of elementary undergraduate (45.83%) and monthly income of less than fifteen (15,000) thousand. The profile indicates that majority of the IP parents fall to marginal classification in terms of educational background, yet not merely different from common parents in terms of monthly income. The profile helps in determining the capability and understanding of the support extended by parents to the academic endeavor of their children.

Table 2 discusses the factors that contribute to the parental involvement in their children's school activities and studies. The table shows the most important factors that contribute to the parental involvement of parents to their students' academic performance. The highest identified contributing factor is the *concern about the future of their children* (80.83%) followed by *wanting their children to live comfortably* (77.5%), and *duty to support the needs of children* (68.33%). These factors are good indications that parents are aware of their responsibilities and obligations in their children's school activities. Parental involvement in child-schooling along with environmental and economic factors may affect the development of children.

**Table 1. Profile of the respondents**

Profile of the Respondents	Name of Schools				Total	%
	ES1	ES2	ES3	ES4		
<b>Sex</b>						
Male	7	9	10	8	34	28.33%
Female	23	21	20	22	86	71.67%
<b>Occupation</b>						
Farmer	6	7	9	7	29	24.16%
Housekeeper	12	18	18	12	60	50%
Laborer	4	3	5	3	15	12.5%
Government employee			2		2	1.67%
Businessman/woman	3	4	4	3	12	10%
Others	1	1			2	1.67%
<b>Educational background</b>						
Elem. Undergraduate	15	10	20	10	55	45.83%
Elem. Graduate	7	5	7	5	24	20%
High school level	3	4	2	3	12	10%
High school graduate		4	5	3	14	11.67%
College level	3	4	3	3	13	10.83%
College graduate		2			2	1.67%
Graduate & postgraduate	0	0	0	0	0	0
<b>Monthly income</b>						
001-15,000	27	24	30	16	97	80.83%
15,001-30,000	2	4	3	6	15	12.5%
30,001 & above	2	3	2	1	8	6.67%

**Table 2. Factors that contribute to the parental involvement in their children’s school activities and studies**

Factors/reasons	Actual respondents	%
I am aware of my responsibilities as a parent.	80	66.67%
I have concern for my child’s future.	97	80.83%
I don’t want my child to experience the negative things I experienced before.	60	50%
I am concern of my family’s reputation	50	41.67%
It is my obligation to support my child.	82	68.33%
I want to comfort my child immediately whenever needed.	70	58.33%
I know my child’s attitude, so it is easy for me to inquire immediately whenever there is a problem.	72	60%
I want my child to live comfortably.	93	77.5%
I want my child to excel in class so I am giving all the support he/she needs.	80	66.67%
I am financially blessed thus; I can immediately give the financial needs of my child.	60	50%

Regardless of race and background, parents’ instincts are the same in terms of supporting their children in school related activities. The responses of the parents somehow give a positive outlook that despite their background, most are aware of their contributory role to their children. The degree to which parents work to instruct the child *spiritually and academically* has a significant impact on the development of the child’s life. Durisic and Bunijevac [14], on the

study, “Parental Involvement as an Important Factor for Successful Education”, clarified that parental involvement provides an important opportunity for schools to enrich current school programs by bringing parents into the educational process.

On the other hand, only 41.67% of the respondents worry about the image of their family and only 50% of them don’t want their children to

experience the negative things they encountered being discriminated and disregarded by the community. Only 50% of the respondents instantly console their children whenever needed. These factors appear to be the least of the factors that contribute to the involvement of parents to their children's education. This can be explained on the basis of the respondents' profile where most of them belong to socio-economic or perceived status of the working class below middle class. Involving parents in education has been reported to yield positive outcomes in many aspects including increased student attendance and satisfaction with school, better academic achievement, motivation, school attachment, responsibility and confidence, better social adaptation, and fewer discipline problems. Additionally, as suggested by Moon and Hofferth [15], there are lower rates of school incompleteness and better self-confidence among students when teachers have better classroom management and when parents participate more.

Higgins and Morley [16] also postulated that engaging parents in their children's education improve the children's educational attainment. There are some situations, however, where the values promoted by the schools are not always compatible with the values that are important to aboriginal children, parents, and the community because they contradict with their traditions, cultures, and beliefs. From the informal interview, one of the elder IP respondents said that *"Girls should stay at home to take care of their children so why should they go to school when their work in the future is to be at home?"* *"There are many teachers in school and it is their job, no need to let my wife attend or visit in school, because she is busy attending to other children at home."*

Table 3 describes the level of parental involvement on the students' academic performance with respect to communication, learning at home and financial support. The table reflects the results on the performance of the students from the extent of the parental involvement. The grand mean of 3.27 with "Always" qualitative definition suggests that the parents are obviously extending their involvement to their children's academic activities. However, there are still areas that need to be improved because of incongruence to the responses from the communication, learning at home, and financial support of the respondents. The result from the table can be associated with the profile of the respondents in terms of educational attainment and economic status.

It is shown in the table that parents' contact with the teacher or principal is only observed "most of the time". It is noted from the profile that a number of the respondents are elementary graduates which is why they find it difficult to assist their student's homework and assignments, particularly because today's curriculum is different. From the study of Ayoub, et al. [17], children whose mothers have less than a high school education have lower cognitive skill scores at three years of age. Similarly, teen mothers and mothers who are illiterate or unemployed are more likely to raise academically underachieving children as compared to those who have a primary or tertiary level of education. Regarding financial support, it is mentioned in the table that parents want to support their students; however, from the informal interview, IP parents are somewhat in control of their monetary expenses because they have uncertainties of their financial sources knowing that they do not earn that much.

Parental concern often affects the child's development in personal as well as academic growth. The results of the table above undoubtedly demonstrate the active concern of the parents to their children which is very essential. Abulencia [18] reiterated in his study that the society is abounding with challenges that may disrupt the child's mental, social, and emotional progress. To secure the future of indigenous peoples and their community, they must be given access to quality education for improving their race and making them significant in achieving quality of life and self-realization. To this effect, it is necessary to encourage IP parents to work hard to ensure that their children develop the right character despite the negative social constructs that may affect their learning development. From the "No Child Left Behind: A parent's Guide by Paige, R and Gibbons [19], partnership could not be achieved if parents are not well educated. Likewise, parents of students living in a household with income above the poverty level are more likely to be involved in school activities than parents of children living in a household at or below the poverty line.

Moreover, the results clearly manifests that there are noticeable factors that hinder parental involvement in the academic performance of their children that need to be addressed. Goodall & Montgomery, [20] recognized that there is a continuum between parental involvement and parental engagement. The movement between the two represents a 'shift in emphasis,

**Table 3. The level of parental involvement on the students' academic performance with respect to communication, learning at home and financial support**

<b>Parental Involvement in Terms of:</b>	<b>Weighted Mean</b>	<b>Qualitative Description</b>
<b>Communication</b>		
1. Do you immediately go to school whenever the school needs your presence like attending every HRPTA meeting at school?	3.37	Always
2. Do you inform/call the teacher-adviser of your child whenever he/she will be absent?	3.16	Most of the time
3. Do you initiate contact with your child's teacher or principal just to show your support?	3.00	Most of the time
4. Do you ask for a report card of your child every quarter/periodic rating?	3.50	Always
5. Do you give yourself a chance to talk to your co-parent regarding the studies of your children?	3.29	Always
Grand mean	3.26	Always
<b>Learning at home</b>		
1. Do you give immediate reinforcement whenever you find out that your child is not doing well? Do you extend help in answering your child's assignment?	3.66	Always
2. Do you monitor your child's television viewing habits?	3.12	Most of the time
3. Do you identify a regular time and place in your home for your child to do homework?	3.20	Most of the time
4. Do you give opportunities to your child for them to share their experience at school?	3.07	Most of the time
5. Do you provide learning resources at home like books, internet, etc?	3.16	Most of the time
Grand mean	3.24	Most of the time
<b>Financial support</b>		
1. Do you give reward or incentive to your child whenever he/she excels in his/her class?	3.16	Most of the time
2. Do you give financial support to your child for their projects, fare, snacks, tour, field trips, and other activities in school?	3.29	Always
3. Do you pay your financial obligation to school such as miscellaneous fees, etc?	3.29	Always
4. Do you support your child's learning by providing nutritious meals & adequate time for sleep?	3.50	Always
5. Do you support the Homeroom PTA project at school?	3.41	Always
Grand mean	3.33	Always
Over all Grand Mean	3.27	Always

*Legend: 1.0-1.75 Never 1.76-2.50 Sometimes 2.51-3.25 Most of the time 3.26-4.00 Always*

away from the relationship between parents and schools, to a focus on the relationship between parents and their children's learning.

Table 4 shows the extent of the parental involvement in the child's behavior. The table demonstrates the outcome of the extent of the parental involvement on the behavior of the child having a grand mean of 2.87 with the qualitative explanation of how they control their children "most of the time". The result implies that the parents are involved in terms of disciplining their children but not as often as expected. Imposing discipline is a must and should be consistent for

effective inculcation of values, which later, can be manifested in child's actions. The respondents in the study enforce a slight participation in terms of their involvement on their children's behavior. This slightly differs to the actual norms of the Indigenous parents who are strict about disciplining their children. As reiterated by one of the IP parents who was interviewed, "*IP parents want their children to always do what they say. For instance, when their children get into a relationship, indigenous parents tend to have them married automatically despite being young as this is part of their culture.*" Such culture and even values somehow

influence the way indigenous parents discipline their children. Speight [21] agreed that authoritative parenting has been shown to be a significant predictor of self-efficacy and resilience and positively correlates with academic achievement. A justification available for this is perhaps by acting as influential role models parents add a shield against deprivation by mitigating risk factors which reduces the achievement gap. His statement is also supported by Bryant [22] that a direct influence of parental support on at-risk status, academic performance, hopelessness, explanatory style and depression has also been proven to give impact on students' academic performance.

Bartolome, M., Mamat N., Masnan, A.H. [23], in their study, "Parental Involvement in the Philippines", stated that parenting is important in the Philippine society because family is viewed as a center of one's social world. It is important for schools to recognize the existence of cultural variations in parents' involvement because there are differences among parents with diverse backgrounds on when, why, and how they are involved in their children's education. The result conforms to the study of Gonzales, V. and Wayne, S [24] that parents are the primary educators of their children. Schools only complement and assist parents in the education of their children; this primary role was shown to be especially crucial at early school level for poor households in developing countries.

Table 5 illustrates the significant relationship between the profile of the respondents and the extent of parental involvement in the academic performance of the students. The table presents the relationship between the parents' profile and their responses on the level of their participation in the success of their students. In the table, it can be gleaned that computed R significantly shows a unanimous decision of accepting the hypothesis that there is no significant relationship between the profile of the respondents and their extent of parental involvement because the p-

value is greater than the critical value of 0.05. This means that the respondents' profile does not influence the level of parental involvement of parents in their students' academic activities. The results are congruent to the results presented on Tables 1 and 3. This means that parents can give their support to their children regardless of their educational background and socio-economic status. Nevertheless, the results presented in Table 5 slightly differ to the results presented on Table 4 whereby IP parents responded to have supported their children not all the time. The profile has no significant relationship on the parental involvement but still, there is only a slight level of involvement in terms of the behavior of the children. According to Minke, K et.al [25], parents who reported higher levels of home-school conferencing and greater self-efficacy were more likely to be in congruent with positive relationships. The results suggest that shared perceptions of relationship quality is important in understanding reports of child behavior and finding ways to support positive student outcomes. The home and the school share the responsibilities and make mutual decisions about how to best support the students. Hence, parental full support is very necessary.

Although information about parental involvement in the Philippines is limited, knowledge about Filipino values and parenting beliefs would seem to suggest that Filipino families are likely to subscribe in parental involvement. Indigenous parents are the same with common parents, yet their preservation of their own cultural patterns makes them feel different from others. King and Schielman [26] reiterated that due to their proximity to remote areas and limited access to standard education programs, IP parents are among those with a low literacy rate and low self-esteem. This notion is supported by the study of Welker [27] that IP form non-dominant sectors of society, determined to preserve, develop, and transmit to future generations their ancestral territories and ethnic identity. They remained

**Table 4. Extent of parental involvement on the behavior of the child**

<b>Behavior of the child</b>	<b>Weighted Mean</b>	<b>Qualitative Description</b>
I discipline my child when he/she watches television or movies all the time.	3.16	Most of the time
I talk with the teacher when my child misbehaves in school.	3.00	Most of the time
I monitor the time my child spends when using gadgets.	3.18	Most of the time
I encourage my child to do house chores.	2.56	Most of the time
I encourage my child to study his/her lessons.	2.45	Most of the time
<b>Grand Mean</b>	<b>2.87</b>	<b>Most of the time</b>

*Legend: 1.0-1.75 never 1.76-2.50 Sometimes 2.51-3.25 Most of the time 3.26-4.00 Always*



**Table 5. Pearson correlation on the profile of the respondents and the extent of parental involvement**

Variable Tested	Parental involvement			
	Computed R	Interpretation	Decision	Conclusion
Sex vs Extent of Parental Involvement	3.271	.726	Accepted	Not significant
Occupation vs Extent of Parental Involvement	.682	.078	Accepted	Not significant
Educational Background vs Extent of Parental Involvement	2.426	.619	Accepted	Not significant
Monthly Income vs Extent of Parental Involvement	2.673	.302	Accepted	Not significant

Legend: (+0 or -0) absence of correlation (+1 or -1) – perfect correlation (+0.75 to +1 or -0.75 to -1) – high degree (+0.25 to + 0.75 or -0.25 to -0.75) – Moderate degree (0 to 0.25 or 0 to -0.25) – low degree

vulnerable to exploitation, marginalization, and oppression by nation states formed by politically dominant ethnic groups.

Provision of a good foundation of education for indigenous people is one of the means to uplift their status in life. The results justify the statement of UNICEF from the page of Educate a Child [28], which states that gender equality in family means that men and women, girls and boys must enjoy the same rights, resources, opportunities, and protection. Child Trends [29] elucidates that parent involvement is lowest in families below the poverty line or with older children, as well as parents who do not speak the area’s primary language or did not graduate high school. According to Sapungan and Sapunga [30], if parents are involved in educating their children, it is tantamount to saying that the school is proactive in implementing changes or development among the students. The more effective the involvement of parents in raising student performance, the stronger the foundation for the success of students and future opportunities for engagement, as elaborated from the cite Waterforg.com [31].

In this study, the overall results revealed that IP parental involvement plays a vital role in the students' academic endeavor. However, it is clear that there is still a need for progress aimed at improving awareness of specific areas regarding the relationship of the school, IP parents, and effective guidance. Hence, continuous enhancement training on IP parental involvement and policy development shall be strictly implemented by the concerned agencies.

**5. CONCLUSION**

This paper has determined the parental involvement of indigenous parents in elementary

schools. With the findings used as groundwork, the following inferences are considered:

Majority of IP parents fall to marginal classification in terms of educational background, yet not merely different from common parents in terms of monthly income. The background of IP parents entails their capability of determining and understanding the support needed by their children. Regardless of race and background, IP parents’ instincts are the same with common parents in terms of supporting their children in schools related activities. The responses of the parents give a positive outlook that despite their background, most are aware of their contributory role to their children. However, there are still areas that need to be improved because of incongruence to the responses from the communication, learning at home, and financial support extended to their children.

IP parents are involved in terms of disciplining their children but not as often as expected. The respondents enforce a slight participation in terms of their involvement on their children’s behavior. Despite their educational background and economic status, IP parents are aware of their role as parents but not fully responsive on the responsibility behind shaping the future of their children. IP parents have faced dilemmas in terms of priorities, whereby, they want to fully support the academic performance of their children but they also need to exert more effort for their living and survival. The study helps shape and uplifts the lives of the indigenous people, awakens them to have a better future by helping their children in school. The identified gaps correspond to Piaget's cognitive development theory that parents play a critical role in shaping young minds. Concisely, the results also support Vygotsky's socio-cultural

theory that teachers and parents' partnership should go hand in hand for close monitoring of the students' educational accomplishments. Capability building for IP parents is still necessary to further enhance awareness of the IP parents in the importance of parental full support and guidance to their children school performance.

## CONSENT

As per international standard or university standard guideline participant consent has been collected and preserved by the authors.

## ACKNOWLEDGEMENTS

The authors gratefully acknowledge the significant contributions of the following people who have assisted in making this comprehensive piece of work possible. To the IP parents of the selected Indigenous schools in the northern part of Mindanao, for their generous and ample participation in providing the necessary data for the completion of the study. Research and Development office with its researchers and staff of Surigao Del Sur State University-Cantilan Campus and District of Carmen, for their active involvement and fund extended for the realization of the study.

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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