| RESEARCH ARTICLE

Parental Engagement in Supporting Children with Learning Difficulties

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| ABSTRACT

Parental engagement creates a pleasant learning environment, increases learners' confidence, motivation, and academic achievement with learning issues, and offers critical support and encouragement. This study assessed the parental engagement of the Grade 5 learners with learning difficulties in the three public elementary schools in Cebu, Philippines, during the school year 2023-2024 as the basis for the intervention plan. This study employed the descriptive-correlational method of research using the survey questionnaire as the principal instrument in gathering the needed data regarding the parental engagement of Grade 5 learners with learning difficulties. The study's respondents are 217 parents of Grade 5 learners of the three public elementary schools. This study utilized an adapted survey questionnaire from Azubuike and Aina (2017) to gather information regarding the parental engagement of Grade 5 learners with learning difficulties. The collected data were treated using frequency, simple percentage, mean, standard deviation, and Chi-square test of independence. The study revealed that the level of parental engagement and the challenges of the learners with learning difficulties, as observed by the parents, do not correlate with its profile. It was determined that a strong relationship between parents and teachers is necessary to establish a supportive learning environment that considers the particular requirements of these pupils. Engaging parents in their child's education helps to develop a feeling of teamwork and shared accountability. The researchers recommend implementing, monitoring, and evaluating the intervention plan to improve parents' engagement with children with learning difficulties.

1. Introduction

Education is an essential aspect of every Filipino child's life. It is one of the fundamental human rights recognized by our government, which became the basis for crafting the programs that promote the "No Child Left Policy," thus considering children with special needs to be catered for in public schools.

Free Appropriate Public Education (FAPE) emphasizes that children with disabilities have the same right to K-to-12 education that children without disabilities have. Children with disabilities and their parents or guardians must get appropriate education, modifications, aids, and associated services at no cost from public schools under Section 504 and Title II. In this relation, public schools strengthened their implementation of embracing inclusive education, which caters to children with disabilities inside a regular classroom wherein children with special needs or struggling learners can learn in a regular class.

The Department of Education (DepEd) faces a critical challenge in fostering meaningful engagement with Grade 5 parents of learners with learning difficulties. Parents and teachers must collaborate and communicate effectively for these adolescents'

academic journeys to be supported. Parents often play a pivotal role in a child's education, especially when facing learning challenges.

By prioritizing targeted education, fostering open communication, and embracing technological solutions, DepEd can significantly enhance the engagement of Grade 5 parents of learners with learning difficulties, ultimately contributing to the holistic development of these students.

Parents of Grade 5 learners with learning difficulties face significant challenges in their engagement—many struggle with understanding the specific nature of their child's problems, leading to frustration and helplessness. Limited access to relevant educational resources and support compounds these challenges. Time restraints brought on by a job or other obligations may also prevent parents from actively supporting their child's academic endeavors. Communication barriers with teachers and a need for more awareness about available assistance exacerbate the difficulties. These challenges require targeted support, accessible information, and a collaborative partnership between parents and the educational system.

The significance of a study addressing the challenges faced by parents of Grade 5 learners with learning difficulties cannot be overstated. This study sheds light on the obstacles hindering parental engagement, fostering a deeper understanding of the issues. By uncovering these challenges, teachers and DepEd administrators gain valuable insights to tailor support mechanisms. Moreover, this study is pivotal in raising awareness among parents and encouraging empathy and collaboration between home and school. Ultimately, the findings contribute to developing targeted interventions and resources, creating a more inclusive setting that recognizes and addresses the unique needs of Grade 5 learners with learning difficulties.

DepEd would like to make the full-blast implementation of inclusive education in public school settings successful and aims to help struggling children. The researchers aimed to identify the influence of parents' involvement in children's academic performance and whether they can cope with it with their parents or have the same performance. This study would help society and organizations recognize the parents' role and strong relationship with the schools in molding children to better academic performance.

2. Literature Review

This study is anchored on the following theories: the Social Learning Theory (SCT) by Vygotsky (1962), the Social Exchange Model of Family Engagement by Halgunseth (2009), and the Social Cognitive Theory (SCT) by Bandura (1986). Also, this is supported by the following legal bases: Republic Act 11650 on Inclusive Education Act, Republic Act 7277 on Magna Carta for Person with Disability, Republic Act 11560 on No Learner Shall Be Denied Admission Based on Their Disability, and Republic Act 10533 on Enhanced Basic Education Act of 2013.

Social learning theories guide how instructors might create active learning communities and help us understand how individuals learn in social circumstances (from one another). Lev Vygotsky (2018), a Russian teacher and psychologist, first stated that we learn through interactions and communication. Vygotsky (1962), as cited by Brown et al. (2013), examined how social environments influence learning. According to his theory, children learn by interacting with professors, other experts, and their peers. As a result, educators may design a classroom setting that enhances students' capacity for engagement through dialogue, teamwork, and feedback. Furthermore, Vygotsky (1962) contends that culture is the primary determinant of knowledge production. Through social interactions and adherence to the norms, practices, and aptitudes molded by our culture, we acquire knowledge via this cultural lens (Alido et al., 2023; Pagaran et al., 2022; Samson et al., 2021).

According to Vygotsky, language is the main instrument that fosters reasoning, thinking, and cultural pursuits like writing and reading (Rosales et al., 2022). Thus, knowledge production and the integration of whole-class leadership, one-on-one and group coaching, and autonomous learning are greatly aided by instructional techniques that support literacy across the curriculum (Capuyan et al., 2019; Andrin et al., 2017). Moreover, teachers must allow students to have a managed discussion about their education. According to González-Howard and McNeill (2019), the conversation aims to provide better knowledge through meaningful exchanges between students and significant remarks that build upon each other. Students can feel that their contributions are valued in a discussion-based classroom with Socratic dialogue in which the teacher guides the discourse, boosting student motivation (Cohen, 2018).

The facilitator, who might be a teacher or a local topic expert, is essential in setting up the conditions for guided and directed interactions (Etcuban, 2013; Zhang et al., 2011). Many other theorists of education embraced Vygotsky's theories of social processes and put forth methods that encourage students to construct knowledge in more bottomless ways, support Socratic discussions among students, and create dynamic learning communities through small-group instruction (Josep et al., 2020; Arthurs & Kreager, 2017). According to Brown et al. (2013), Vygotsky acknowledges that learning happens constantly and is inextricably linked to social contexts. As a result, teaching methods that encourage the sharing of expert knowledge among students as they collaborate

to do research, communicate their findings, and complete or produce a final product support the development of a cooperative learning community.

According to the Social Exchange Theory, developing social relationships between childcare programs and family members depends on exchanging resources and weighing the costs and benefits (Abriol et al., 2022). For example, programs can offer tangible or intangible (adult education courses) resources or benefits (a warm and welcoming environment). In turn, families can provide teachers with knowledge about their children or help reinforce at home critical concepts taught in the program (Epstein, 2018). The idea of trust is also at the core of Social Exchange Theory.

Baker et al.'s (2016) study focuses on family engagement rather than family involvement. It takes a strength-based perspective by recognizing that all families are somehow involved in their children's learning and well-being. However, the issue is whether families are engaged with their children's early childhood education programs and collaborating with them in meaningful ways that maximize their children's educational experiences.

Although family involvement has long been recognized as critical to children's development, teachers may find themselves dissatisfied by what they believe to be inadequate levels of engagement with sure of the families they work with (Gross et al., 2020). Low involvement may be perceived as a result of cultural or linguistic barriers between program workers and families. They might also result from a program's family involvement strategy (Curtis et al., 2021).

Developed in 1986, Social Cognitive Theory (SCT) holds that behavior, environment, and person interact dynamically and reciprocally while learning occurs in a social setting (Belicario et al., 2022). The unique feature of SCT is its emphasis on social influence and external and internal social reinforcement (Schunk & DiBenedetto, 2020). SCT considers both the distinctive ways in which people learn and retain certain behaviors and the social context in which those behaviors are carried out. According to the hypothesis, a person's prior experiences determine whether or not they would engage in behavioral activity (Alido et al., 2023). According to Kelder et al. (2015), these prior experiences impact reinforcements, expectations, and expectancies, affecting whether or not a person would engage in a particular activity and why they do so.

The Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act (Abutazil, 2023) would be the official name of Republic Act 11650. The state will take the necessary actions to ensure everyone has access to high-quality education by protecting and promoting that right at all levels. Its goals are to ensure that no learner with a disability is denied access to inclusive, equitable, high-quality education and lifelong learning opportunities. It will also acknowledge, defend, and advance the rights of all learners with disabilities, including those who are members of linguistic, ethnic, or religious minorities or people of indigenous origin (Alido et al., 2023).

The whole-of-community approach shall be adopted for the inclusion of learners with disabilities in the general education system (Ryan et al., 2023) and the community to facilitate collaborative action in and by the school community, the academe, and other stakeholders (Drahota et al., 2016); public or private, to foster the involvement and participation of every sector, especially the organizations of persons with disabilities, the learners with disabilities, and their parents, guardians, and other members of their families. In order to achieve this, the state will encourage educational institutions—including technical and vocational schools and higher education institutions—to provide services that will aid students with disabilities in their learning process. These services should be promoted and supported, and they should consider the various needs of students with disabilities regarding the use of school facilities, class schedules, and physical education requirements. In addition, the state must guarantee that no learner with a disability is denied protection or the opportunity to receive such medical care and rehabilitation services (Narayan & John, 2017). This includes acknowledging the right of learners with disabilities to the best possible standard of health and facilities for treating illness and rehabilitation of health (Kuenburg et al., 2016).

The state likewise recognizes the vital role of learners with disabilities in society as an integral part of national development strategies. Accordingly, it shall guarantee their social protection and facilitate their active participation and inclusion in public, civic, and State affairs. Republic Act 7277 shall be known and cited as the Magna Carta for Disabled Persons. Disabled persons have the same rights as others to take their proper place in society. They ought to have the freedom and independence to live as they like. Everyone should be concerned about this, including families, communities, and all governmental and non-governmental groups (Jimenez & Cabaluna, 2021). The government must never view the rights of disabled people as social services (Padillo et al., 2023). The government's role in rehabilitating disabled individuals is to support their ability to lead more purposeful, fruitful, and fulfilling lives. Rehabilitation services and benefits should be extended beyond typical urban-based institutions to community-based programs that guarantee full participation of all sectors, with backing from national and local government agencies, to reach out to more disabled individuals.

A comprehensive, sufficient, and integrated education system relevant to the requirements of the people, the nation, and society must be established, maintained, and supported by the state per the Enhanced Basic Education Act of 2013 (Molomolo, 2018). In

the same way, the state has declared its policy that every primary school graduate will be an empowered person who has acquired the skills necessary for lifelong learning through a program grounded in sound educational practices and focused on excellence, the ability to work and be productive, the capacity to live in harmony with local and global communities, the ability to think critically and independently, and the willingness and ability to change both oneself and others. The state will establish a workable basic education system for this reason in order to produce law-abiding, productive people who possess the fundamental knowledge, abilities, and morals needed for both employment and lifetime study. As the enrolment rate of children with special needs in inclusive education is increasing, it has become apparent that these children need help to learn the competencies designed in K-to-12 curricula. It has been noticed that children with special needs enrolled in an inclusive education setting have difficulty coping with the lessons (Hornby, 2014).

Children learn and grow in various ways, one of which is formal schooling. Children start their learning journey long before school, and they keep learning at home and in the community afterward. Parents are essential in creating learning opportunities for their children at home to connect what kids learn in school with real-world experiences. Parents become essential to children's overall learning and education by participating in and facilitating diverse learning experiences and activities outside the school (Emerson et al., 2012). When taken as a whole, parental engagement refers to collaborations between communities, schools, and families that increase parents' knowledge of the advantages of involvement in their children's education and give them the tools necessary to do so. As Muller (2009), as cited by Daniel (2015), states, family-school and community partnerships are redefining the boundaries and functions of education. They enlarge parental and community capacity; they create conditions in which children learn more effectively. In these ways, they take education beyond the school gates. It is commonly known that parent involvement in their children's education is important. Indeed, the evidence suggests that it has many benefits, such as improved literacy and math skills and better school attendance. After controlling for other factors impacting attainment, Axford et al. (2019) discovered that parental participation at home considerably positively influenced children's accomplishments. They concluded that in the primary school age range, the impact of parental involvement on achievement was more significant than the differences associated with variations in the quality of schools.

In her 2010 study, Underwood investigated how parents felt about their kids' individualized education plans. The study aimed to ascertain the extent to which parents participate actively in creating and overseeing their children's educational plans. It was revealed that parent involvement and engagement are related to parents' satisfaction with school programs and are contextualized within the inclusive practice for children with disabilities. Szumski and Karwowski's (2017) study examines several methods for parent involvement in the education of children with and without special educational needs (SEN) and how it affects academic performance. However, this tactic negatively correlated with academic success for all groups. Parents of students with SEN more frequently provided direct homework assistance to their kids. The findings refuted the widely-held belief that parents of SEN kids need to provide different kinds of parental care. These results have practical implications on how parents and educators perceive the best approaches to raise lower secondary school pupils' academic performance.

The theories surrounding parental engagement in the education of Grade 5 learners with learning disabilities play a pivotal role in shaping effective interventions. These theories suggest that children learn through observation and imitation, emphasizing the significance of parents as role models. Parents can model positive behaviors and provide crucial support by actively engaging with their children. Exploring related literature unveils successful practices and challenges in parental engagement. Empirical studies shed light on the tangible benefits of parental engagement, showcasing improved academic outcomes and socio-emotional development for learners with disabilities. A synthesis of theories, legal bases, and existing literature underscores the holistic importance of involving parents in the education of Grade 5 learners with learning disabilities, ensuring a supportive and enriching learning environment.

3. Methodology
This section presents the study's design, environment, respondents, the instruments used to collect data, and its appropriate statistical analysis.

3.1 Design
This study employed the descriptive-correlational method of research using the survey questionnaire as the principal instrument in gathering the needed data regarding the parental engagement of Grade 5 learners with learning difficulties. This method was used in the pursuit of the objectives of the study as it is designed to gather information on the relationship between the parent's profile and the level of parents' engagement towards a child's learning.

3.2 Environment
The study utilized the three schools in different School Divisions in Cebu, Philippines. These schools promote a child-friendly environment that protects and promotes every right of Filipino pupils to achieve their fullest potential by teaching them to complete primary education with love and dedication to become effective and efficient. They promote patriotism, whose values

and competencies enable the pupils to realize their most significant contribution to the country and their fellow citizens. With this, aligned to their goals and objectives, the school fully adapts Inclusive Education that caters to all children. "All" refers to regular children and children with special needs in the same school and classroom. It entails actual educational possibilities for historically marginalized groups, including children who are members of minority age groups or groups, in addition to children with impairments. These schools serve the children residing within the barangay and some neighboring barangays in which they found the school more accessible to them. The school is accessible by the following transportation: tricycles, jeepneys, bicycles, private vehicles, electronic bikes, and motorcycles.

3.3 Respondents
The study's respondents are the 217 parents of Grade 5 learners with learning difficulties. They were chosen using a non-probability purposive sampling technique.

3.4 Instrument
This study utilized an adapted survey questionnaire from Azubuike and Aina (2017) to gather information regarding the parental engagement of Grade 5 learners with learning difficulties. The questionnaire consists of three parts. Part 1 gathers the profile of the respondents. Part 2 gathers the level of parental engagement in their children's learning. Part 3 presents parents' challenges regarding their engagement with their children with learning difficulties. Part 1 of the questionnaire contains the demographic profile, which includes the parent's age and gender, civil status, highest educational attainment, family structure, and socioeconomic status. In this section, the parent respondents were advised to answer the questionnaire by supplying the data in the space provided or check the appropriate box allotted for each item. Part 2 of the survey questionnaire gathers the level of parental engagement of parents with children with learning difficulties in their child's learning. This section comprises three parts: 1) Academic Engagement, 2) School Participation, and 3) Home Engagement. The items found in the questionnaire were adapted and modified from the questionnaires developed by Azubuike and Aina (2017). The respondents rated each item using the four-point Likert scale: 4 points for Highly engaged, 3 points for Moderately engaged, 2 points for Less engaged, and 1 point for Never engaged. Part 3 of the survey questionnaire gathers parents' challenges regarding their engagement with their children. In this section, the respondents are advised to check the appropriate box if they Agree or Disagree with the statements.

3.5 Data Analysis
Once the data have been submitted back to the researchers, the researchers individually check the completed questionnaires for completeness of data entries. They encoded the data using a Data Matrix file provided by their statistician. Then, data hygiene follows, ensuring that all entries are consistent and complete. Statistical software was then used to tabulate and analyze. The collected data were treated using frequency, simple percentage, mean, standard deviation, weighted mean, and the Chi-square test of independence.

3.6 Credibility and Reliability
The researchers wrote transmittal letters to their respective school heads asking for approval to conduct the study on the identified respondents. Once approved, the researchers administered the survey questionnaires. To ensure the confidentiality of data collected from the parent respondents, formal consent was obtained from the school heads and parents of Grade 5 learners. These respondents are guaranteed the confidentiality of the information gathered regarding their children's learning difficulties. Also, the researchers assure the parents that the data collected will be used only for research purposes.

3.7 Ethical Considerations
The researchers ensure that parent respondents' confidentiality is respected and maintained in the study. The researchers advised the respondents to fill out the consent form before they began answering the survey questionnaires. The consent form's concept is that the researchers provided the respondents with enough information regarding the study to allow the respondents to be informed about their benefits when participating in the study. Also, this assures the respondents that only authorized personnel have access to all the information acquired and retrieved from the respondents.

This study has ethical implications for addressing and promoting the search for knowledge and truth by preventing data fabrication or falsification. Also, to avoid such hazards, the respondents are informed of everything they need to know about the study's purpose, duration, and process. It is entirely up to you whether or not you choose to participate in this study. The respondents were not forced to participate in the study if they did not want to. If, for any reason, they may withdraw from the investigation. There will be no pressure on the respondents to continue. There will be no negative consequences if respondents decline or withdraw from the study. Throughout the survey procedures, the researchers complied with the ethical research considerations. The researchers kept all information intact and protected identities.

4. Results and Discussion
4.1 Profile of the Respondents
In this study, the profile of the respondents includes their age and gender, civil status, highest educational attainment, family structure, and combined monthly family income. Table 1 presents the results.

Table 1: Profile of the Respondents
(n = 217)

	Frequency	Percentage
A. Age [in years]		
21 - 29	51	23.50
30 - 39	100	46.08
40 - 49	66	30.41
Mean : 35.25		
St. Dev : 6.97		
B. Gender		
Female	126	58.06
Male	91	41.94
C. Mothers' Educational Attainment		
Elementary Level	17	7.83
Elementary Graduate	38	17.51
High School Level	67	30.88
High School Graduate	49	22.58
College Level	30	13.82
College Graduate	16	7.37
D. Fathers' Educational Attainment		
Elementary Level	20	9.22
Elementary Graduate	30	13.82
High School Level	50	23.04
High School Graduate	64	29.49
College Level	29	13.36
College Graduate	24	11.06
E. Civil Status		
Single	43	19.82
Married	130	59.91
Separated	38	17.51
Widowed	6	2.76
F. Family Structure		
Extended family	60	27.65
Lone parent family	53	24.42
Nuclear family	135	62.21
G. Combined Family Monthly Income (in PhP)		
P 9,000 and below	64	29.49
P 10,000 - P 19,000	44	20.28
P 20,000 - P 29,000	45	20.74
P 30,000 - P 39,000	32	14.75
P 40,000 - P 49,000	32	14.75

Age and Gender. The table shows that most respondents are aged 30 to 39, with 100 respondents (46.08%). This is followed by the age brackets of 40 to 49, with 66 respondents (30.41%). Also, it shows that the study had a mean age of 35.25 years with a standard deviation of 6.97. The data imply that the age of parents between 30 and 39 carries significant data implications. This suggests that children born to parents in this age group may benefit from increased financial stability and maturity. However, there is a higher likelihood of genetic mutations and pregnancy complications. The digital era has also enabled older parents to access a wealth of parenting information, impacting their parenting styles.

Also, the table shows 126 respondents (58.06%) are females, and 91 (41.94%) are males. The data imply that committed female parents navigating the challenges of children with learning difficulties showcase remarkable resilience. Their active involvement

extends beyond conventional roles, advocating for tailored educational strategies. These mothers create a nurturing environment through patience and understanding, empowering their children to overcome obstacles and thrive. Their dedication exemplifies the crucial support system for learning-impaired kids.

Mothers' Educational Attainment. The table shows that most of the mother respondents are from the high school level, with 67 respondents (30.88%). This is followed by high school graduates, with 49 respondents (22.58%). The educational qualification of college graduates got the lowest number of respondents (16, 7.37%). The data imply that mothers with a high school education exhibit complex data implications. Limited educational attainment often correlates with economic challenges, affecting family well-being. Despite obstacles, resilient parenting and community support can mitigate adverse effects. Recognizing the diverse outcomes associated with maternal high school education is crucial for shaping inclusive policies and fostering opportunities for families facing educational disparities.

Fathers' Educational Attainment. The table shows that most father respondents are high school graduates, with 64 respondents (29.49%). This is followed by the high school level with 50 respondents (23.04%). The educational qualification of elementary level got the lowest number of respondents (20, 9.22%). The data imply that fathers with high school education reveal varied data implications. Limited educational attainment may correlate with economic hurdles, influencing family dynamics. However, determination and alternative skills often contribute positively to paternal roles. Understanding these diverse outcomes is crucial for shaping inclusive policies that address educational disparities and support families in navigating the complexities of socioeconomic challenges.

Civil Status. The table shows that most respondents are married, with 130 respondents (59.91%). This is followed by a single sample of 43 respondents (19.82% of the total respondents). The data imply that married parents convey notable data implications, reflecting family stability and shared responsibilities. The study suggests that children in married households often experience emotional and academic advantages. Recognizing these dynamics is vital for formulating policies that encourage and support solid marital bonds, fostering environments conducive to the well-being of both parents and children.

Family Structure. Also, it shows that most respondents are into nuclear family structures, with 135 respondents, or 62.21%. The lone-parent family structure had the least respondents (53, 24.42%). The data imply that residing in a nuclear family structure yields unique data implications, emphasizing focused parental involvement and shared responsibilities. It indicates that children in such families often benefit from stable environments and close-knit relationships. Comprehending these dynamics is pivotal in formulating policies that bolster the unique advantages of nuclear family configurations and augment the general welfare of families.

Combined Family Monthly Income. The table shows that most respondents have a combined income of P 9,000 and below, with 64 respondents (29.49%). Meanwhile, income brackets of P 30,000 to P 39,000 and P 40,000 to P 49,000 had the lowest respondents (32, 14.75%), respectively. The data imply that parents in poor income classifications face stark data implications. This consistently highlights the impact of financial constraints on children's education, health, and overall well-being. Addressing these issues with specific policies is essential to break the poverty cycle and give needy families chances.

4.2 Level of Parental Engagement in Child's Learning
This section categorizes the respondents' engagement toward their children with learning difficulties into a] Academics, b] School Participation, and c] In-Home Interaction.

Academics. Table 2 presents the results of parental engagement in academics.

Table 2: Parental Engagement as to Academics

#	Indicators	Mean	StDev	Interpretation
1.	I conducted a review of his/ her lessons at home.	3.08	0.82	Moderately engaged
2.	I am answering homework activities together.	3.01	0.79	Moderately engaged
3.	Help my kids research their queries on his/ her lessons.	2.98	0.81	Moderately engaged
4.	I am encouraging him/ her to answer the assignments independently.	3.02	0.78	Moderately engaged
5.	I downloaded online educational resources.	3.10	0.84	Moderately engaged
	Aggregate Mean :	**3.04**	**0.81**	**Moderately engaged**

Legend: 1.00-1.74 Never engaged; 1.75-2.49 Less engaged; 2.50-3.24 Moderately engaged; 3.25-4.00 Highly engaged

The table shows that the indicator "Downloaded online educational resources" had the highest mean of 3.10 (moderately engaged) and a standard deviation of 0.84. The indicator "Help my kids research her queries on his/ her lessons" had the lowest mean of 2.98 (moderately engaged) and a standard deviation of 0.81. The study got an aggregate mean of 3.04 (Moderately engaged) with

a standard deviation of 0.81. The data imply that parents engaging with downloaded online educational resources contribute to evolving data implications. The digital landscape transforms learning dynamics, and data may indicate increased parental involvement in their child's education. However, challenges such as access disparities and digital literacy may emerge. Understanding these implications is crucial for shaping inclusive policies that harness the potential of online resources while addressing accessibility concerns.

School Participation. Table 3 presents the results of parental engagement in school participation.

Table 3: Parental Engagement as to School Participation

#	Indicators	Mean	StDev	Interpretation
1.	School follow-up.	3.04	0.80	Moderately engaged
2.	I often communicate with my child's subject teachers and advisers.	2.98	0.81	Moderately engaged
3.	I collaborate with teachers and school heads for learning delivery.	3.04	0.82	Moderately engaged
4.	I always attended the Homeroom and General PTA meetings.	3.05	0.81	Moderately engaged
5.	I am very attentive to the school activities and programs.	2.99	0.81	Moderately engaged
	Aggregate Mean :	**3.02**	**0.81**	**Moderately engaged**

Legend: 1.00-1.74 Never engaged; 1.75-2.49 Less engaged; 2.50-3.24 Moderately engaged; 3.25-4.00 Highly engaged

The table shows that "I always attended the Homeroom and General PTA meetings" had the highest mean of 3.05 (moderately engaged) and a standard deviation of 0.81. The indicator "I often communicate with my child's subject teachers and advisers" had the lowest mean of 2.98 (moderately engaged) and a standard deviation of 0.81. The study got an aggregate mean of 3.02 (Moderately engaged) with a standard deviation of 0.81. The data imply that parents consistently attending homeroom and PTA meetings yield insightful data implications. Their active participation signifies a robust school-home partnership, positively impacting a child's academic and social development. It reveals enhanced communication between parents and teachers, potentially influencing school policies. Recognizing the importance of such parental engagement is essential for shaping supportive educational frameworks and promoting overall student success.

In-Home Interaction. Table 4 presents the results of parental engagement in-home interaction.

Table 4: Parental Engagement as to In-Home Interaction

#	Indicators	Mean	StDev	Interpretation
1.	I teach him by myself.	2.97	0.81	Moderately engaged
2.	I set a routine that integrates time for his studies.	2.96	0.84	Moderately engaged
3.	Improvised teaching using arts and crafts.	2.95	0.79	Moderately engaged
4.	I get someone else to teach him.	3.00	0.81	Moderately engaged
5.	I am encouraging him to study through games.	2.96	0.80	Moderately engaged
	Aggregate Mean :	**2.97**	**0.81**	**Moderately engaged**

Legend: 1.00-1.74 Never engaged; 1.75-2.49 Less engaged; 2.50-3.24 Moderately engaged; 3.25-4.00 Highly engaged

The table shows that the indicator "I get someone else to teach him" had the highest mean of 3.00 (moderately engaged) and a standard deviation of 0.81. The indicator "Improvised teaching using arts and crafts" had the lowest mean of 2.95 (moderately engaged) and a standard deviation of 0.79. The study got an aggregate mean of 2.97 (Moderately engaged) with a standard deviation of 0.81. The data implies that parents opt for external teachers, which introduces complex data implications. While this approach may offer specialized guidance, there may be potential gaps in parent-child bonding and understanding. Data may reflect varied outcomes, necessitating careful examination of the effectiveness of this educational model and its impact on the child's holistic development.

Summary. Table 5 presents the summary table on parental engagement.

Table 5: Summary Table on Parental Engagement in Their Child's Learning

#	Indicators	Mean	StDev	Interpretation
A.	Academic	3.04	0.81	Moderately engaged
B.	School Participation	3.02	0.81	Moderately engaged
C.	In-Home Interaction	2.97	0.81	Moderately engaged
	Aggregate Mean :	**3.01**	**0.81**	**Moderately engaged**

Legend: 1.00-1.74 Never engaged; 1.75-2.49 Less engaged; 2.50-3.24 Moderately engaged; 3.25-4.00 Highly engaged

The summary table shows that the indicator on Academic had the highest mean of 3.04 (moderately engaged) and a standard deviation of 0.81. The indicator on Home Interaction had the lowest mean of 2.97 (moderately engaged) and a standard deviation of 0.81. The study had an aggregate mean of 3.01 (moderately engaged) and a standard deviation of 0.81.

4.3 Challenges of Parents with Learners with Learning Difficulties
Table 6 presents the results on the challenges of parents in handling learners with learning difficulties.

Table 6:Challenges of Parents with Learners with Learning Difficulties

#	Indicators	Mean	StDev	Interpretation
1.	I need more time to supervise my children's studies.	2.46	0.32	Less challenging
2.	Difficulty in handling child's behavior.	2.49	0.56	Less challenging
3.	I feel financial difficulties.	2.57	0.50	Moderately challenging
4.	I need more support from other family members.	2.43	0.39	Less challenging
5.	The child's learning environment at home could be more conducive to me being an effective learning partner.	2.53	0.82	Moderately challenging
6.	I cannot comprehend and speak well the medium used in some subjects (e.g., MTB, English, Filipino)	2.52	0.76	Moderately challenging
7.	I need to gain experience or training with instructional technologies.	2.51	0.62	Moderately challenging
8.	Conflicts between family, work, and study schedule.	2.46	0.51	Less challenging
9.	I need background knowledge on the subject.	2.46	0.48	Less challenging
10.	I need better teaching skills, which leads children to further confusion.	2.58	0.35	Moderately challenging
	Aggregate Mean :	**2.50**	**0.53**	**Moderately challenging**

Legend: 1.00-1.74 Never challenging; 1.75-2.49 Less challenging; 2.50-3.24 Moderately challenging; 3.25-4.00 Highly challenging

The table shows that the indicator "I need better teaching skills, which leads children to further confusion" got the highest mean of 2.58 (Moderately challenging) with a standard deviation of 0.35. Meanwhile, the indicator " I need more support from other family members" got the lowest mean of 2.43 (Less challenging) with a standard deviation of 0.39. Also, the study got an aggregate mean of 2.50 (Moderately challenging) with a standard deviation of 0.53. The data imply that parents expressing a lack of support from family members signal significant data implications. This may reflect challenges in parenting, impacting children's overall well-being. The data underscores the importance of community and familial support programs, advocating for policies that strengthen family networks. Addressing this gap is crucial for fostering a conducive environment for optimal child development. Moreover, the data imply that parents admitting to poor teaching skills highlight crucial data implications. The data may suggest challenges in children's understanding and academic progress. Recognizing this, targeted educational support programs can be devised to enhance parental teaching skills, ensuring a more transparent and more effective learning experience for children and improving overall educational outcomes.

4.4 Test of Significance of the Relationship
The study hypothesized that the profile of the parent respondents is significantly related to the level of parental involvement. Table 7 shows the results.

Table 7: Relationship Between the Profile of the Respondents and their Level of Parental Engagement (alpha = 0.05)

Overall Level	Chi-Square	df	Critical Value	Significance	Result
Level of Parental Engagement and					
Age	4.211	4	0.38	Not significant	Ho accepted
Gender	0.253	2	0.88	Not significant	Ho accepted
Civil Status	2.342	6	0.89	Not significant	Ho accepted
Mother's Educational Attainment	12.672	10	0.24	Not significant	Ho accepted
Father's Educational Attainment	9.532	10	0.48	Not significant	Ho accepted
Family Structure	3.358	6	0.76	Not significant	Ho accepted
Combined Family Monthly Income	4.830	8	0.78	Not significant	Ho accepted

The study reveals that the profile of the parent respondents, such as their age, gender, parents' highest educational attainment, family structure, and combined income, does not significantly correlate with the level of parental involvement. The computed p-values are significantly higher than the critical values of 0.05, which leads to the acceptance of the null hypothesis. This implies that these profiles do not correlate with the perceived level of parental involvement.

The data revealing a correlation between parents' civil status and perceived involvement in children with learning difficulties offers valuable insights. This connection underscores the influence of family structure on parental engagement. Acknowledging this correlation is essential for designing targeted interventions, recognizing the impact of civil status on parental involvement, and crafting support systems that cater to the unique needs of children navigating the challenges of learning difficulties.

Also, the study hypothesized that the profile of the parent respondents is significantly related to their challenges in handling learners with learning difficulties. Table 8 shows the results.

Table 8: Relationship Between the Profile of the Respondents and their Challenges in Handling Learners with Learning Difficulties (alpha = 0.05)

Overall Level	Chi-Square	df	Critical Value	Significance	Result
Challenges of Parents in Handling Learners with Learning Difficulties and					
Age	0.106	2	0.95	Not significant	Ho accepted
Gender	0.056	1	0.81	Not significant	Ho accepted
Civil Status	3.734	3	0.29	Not significant	Ho accepted
Mother's Educational Attainment	1.936	5	0.86	Not significant	Ho accepted
Father's Educational Attainment	4.799	5	0.44	Not significant	Ho accepted
Family Structure	5.496	3	0.14	Not significant	Ho accepted
Combined Family Monthly Income	2.959	4	0.56	Not significant	Ho accepted

The study shows that the profile of the parent respondents, such as their age, gender, civil status, parents' highest educational attainment, family structure, and combined income, does not significantly relate to the challenges of learners as observed by the parents. The computed p-values are significantly higher than the critical values of 0.05, which leads to the acceptance of the null hypothesis. This implies that these profiles do not correlate with the perceived challenges of learners as observed by their respective parents.

5. Conclusion

The study concluded that parents of Grade 5 learners were moderately engaged in their child's academic, school participation, and In-home interaction. Strong collaboration between parents and teachers is necessary for these children's specific requirements to be met in a supportive learning environment. Engaging parents in their child's education helps develop a feeling of teamwork and

shared accountability. Consistent communication between parents and teachers enables the exchange of valuable insights about the learner's progress, challenges, and strengths. This open dialogue allows for implementing tailored strategies that cater to the learner's needs. However, this parental engagement is limited only to the identified three public elementary schools out of 43,090 schools in the Philippines. The researchers strongly suggest conducting similar studies with a more extensive scope to strengthen their preliminary findings. Also, they recommend implementing, monitoring, and evaluating the intervention plan to improve parents' engagement with children with learning difficulties at public elementary schools in the Philippines.

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