

# Thriving Solo: Exploring the Experiences of Single Parents in Monitoring their Children's Education

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**Abstract:-** The primary objective of this study was to delve into single parents' experiences, challenges, coping mechanisms, and the insights they have gained, specifically focusing on households in one of the Elementary School in Tagum City. The study was conducted in Mangga Elementary School, Mangga Visayan Village Tagum City. A multiple case study was employed and purposive sampling was utilized in selecting the five participants of single parents experiences in monitoring their children's education. Moreover, the researcher adhered to the following criteria: (a) parent, upon conception, found herself abandoned by her partner, thereby shouldering the entirety of parental responsibilities unilaterally; (b) a widow, bereaved by the untimely demise of her husband resulting from a vehicular accident; (c) a single parent, compelled by the dissolution of her marital union due to spousal infidelity and enduring the additional hardship of her husband's physical abuse; (d) a lone custodian, her marital partner departed under the pretext of seeking employment to contribute financially, only to forsake her while she lay incapacitated in a hospital bed; and, (e) a single parent, confronting the challenges of solo parenthood, as his spouse departed for another relationship, thereby leaving him with the primary responsibility of caring for their children. As part of the ethical consideration, the identities of the five participants were kept confidential and anonymous. The findings of the study revealed that the challenges encountered by the participants related to studies were financial constraint, proper time Management, and lack of constant communication of the child. Their coping mechanism were having time management, sought external support, engaged in other source of income and through prayers. The insights they developed were to reflect on challenges, give more attention to child, always be strong, be resilient, and always trust God.

**Keywords:-** Single Parents, Experiences, Challenges, Coping Mechanism, Insights, Multiple Case Study.

## I. INTRODUCTION

Over the past few decades, there has been a notable rise in single-parent households, often headed by single mothers or fathers. This trend can be attributed to various factors, including divorce rates, delayed marriage, and non-traditional family structures. Goldberg et al. (2021) has shown that children in single parent households tend to face educational disparities may include lower academic achievement, higher dropout rates, and limited access to educational resources. Thus, parental involvement is a vital factor in a child's educational success. However, single parents often juggle multiple responsibilities, making it a challenge to be actively engaged in their children's education. This can result in a lack of monitoring and support. Single-parent households have become increasingly common in recent years. Understanding how single parents monitor their children's education is essential for developing effective support systems and policies to ensure the academic success of these children.

According to Nyarko (2011), he attributed the falling standard of education in Ghana to of lack of parental involvement in their wards education. He further asserted that lack of parental supervision and monitoring also leads to poor academic performance among students. This situation is quite evident in the Cape Coast Metropolis where majority of children are not being supervised and monitored due to the fact that they are living under single parents. This therefore gives the researchers the impetus to conduct an empirical study to find out the effect of single parenting on students' academic performance at Amamoma Presbyterian Junior High School in the Cape Coast Metropolis. It appears that, there is relationship between parenting and students' academic performance. That is, single parenting can affect students' performance. Moreover, parenting is crucial in developing the right human resources who can take part in the national development.

In the Philippines, there were many cases of single mother in Laguna rather than single father. It was because there were many females who were left behind while bearing the child which result to discrimination among the society and lack of support emotionally and economically. Raising the child alone were a big responsibility since acted as resource provider to the needs of the child for education and daily living were essential. This descriptive-correlation study utilized 30 single mothers residing in Pagsanjan, Laguna. The findings of the study highlighted that single mother moderately encountered challenges in terms of financial

support, work-life balance, emotional struggle and decision making. Also, single mothers were involved in coping mechanism such as: physical, mental and social. More so, women were highly empowered in terms of social and while moderately empowered in terms of economic (Sagales, 2023).

In one of the Elementary Schools in Tagum, 268 single parents, comprising 10% of the total student population of 2,700, struggle to support their children academically due to solo financial responsibilities. These parents face various challenges: abandonment, widowhood, marital dissolution due to infidelity and abuse, or partners leaving for other relationships. Consequently, their children encounter difficulties in learning, often struggling with homework due to lack of supervision and exhibiting behavioral issues like tantrums and bullying. Additionally, busy schedules result in frequent school absences. Given the growing number of single-parent households, there's a need to explore their experiences in monitoring their children's education. This study aims to uncover their challenges, strategies, and support systems to ensure educational success. Insights gained can inform targeted interventions and policies to support single-parent families and reduce educational disparities. Existing research lacks focus on single parents specifically, making this study pivotal in understanding their experiences comprehensively.

## II. METHODOLOGY

### ➤ *Research Design*

In this study, the researcher utilized a qualitative research method and multiple case study approach. Stake (2010) stated that qualitative research involves the use of qualitative data in the form of interviews, documents, and participant observations. A variety of data must be gathered since they are necessary to be able to understand and explain social phenomena. It uses in-depth studies of small groups of people to guide and support the construction of assumptions.

On the other hand, a case study is a methodological approach that involves an in-depth exploration of a specific bounded system, utilizing multiple forms of data collection to systematically gather information on how system operates or functions (Mills, Durepos, & Wiebe, 2010). This research sought to explore the stories and experiences of five students from broken families. Thus, a multiple case study approach is suited for this research. In order to develop a better understanding of the issue, cases were carefully selected.

### ➤ *Research Locale*

The study was set to take place at Mangga Elementary School in Tagum City, Davao Del Norte, which has a total of 2,700 students and 75 regular teachers for elementary education. This school was chosen because it is easily accessible and where the researcher works.

Tagum, formerly Magugpo, originated as a settlement of the Mansaka people and later saw an influx of migrants in the 1920s through American homesteading programs. Renamed in 1948, it emerged from being part of a larger Davao City and flourished in the 1950s with infrastructure development and the establishment of educational institutions. Becoming the capital of Davao del Norte in the late 1960s, it faced political unrest in the 1980s amid economic shifts from abaca and coconut to bananas and mining. This transition fueled a construction boom in the 1990s, culminating in its cityhood in 1998.

Mangga Elementary School had a history of growth and development. It was established as an annex of Visayan Village Central Elementary School in 1987 to accommodate the increasing number of students in the area. Initially, it had only two classes with 82 students and was temporarily located in a chapel. Later, it moved to a dedicated school building on a donated piece of land.

Over the years, the school received support from local authorities and organizations, which led to an increase in the student population and the addition of more facilities. In 2011, it received support from the AGAPP Foundation for a preschool building.

Despite challenges, such as the COVID-19 pandemic, the school adapted to remote and modular learning. In 2022, a new school principal took office, focused on improving teaching and learning. Face-to-face classes have now resumed, and the school has a staff of 75 teachers and nearly 2,700 students.

In conclusion, Mangga Elementary School in Tagum City, Davao Del Norte, exemplifies a journey of resilience and continuous growth. Established in 1987 as a small annex, the school has steadily expanded to accommodate a significant student body of nearly 2,700 learners, supported by a dedicated faculty of 75 teachers. Throughout its history, Mangga Elementary has overcome various challenges, including economic shifts and the recent disruptions caused by the COVID-19 pandemic, adapting swiftly to ensure continuity in education through remote and modular learning approaches. With ongoing investments in infrastructure and educational support from local authorities and organizations like the AGAPP Foundation, the school remains steadfast in its mission to provide quality education. Under the leadership of a new principal focused on enhancing teaching methodologies, Mangga Elementary continues to evolve, recently resuming face-to-face classes and reaffirming its commitment to educational excellence in the community.

### ➤ *Research Participants*

Following the process of identifying qualified research subjects, the researcher interviewed five research informants who are single parents with different cases that struggles in monitoring their children's education and their children are studying in Mangga Elementary School, Visayan Village, Tagum City, Davao Del Norte. Participants will be particularly chosen as they had personal experiences as single

parents who are struggling to monitor their children's education due to different types of disparities.

In addition, the researcher identified and selected the participants using any of the following selection criteria: they must be (a) parent, upon conception, found herself abandoned by her partner, thereby shouldering the entirety of parental responsibilities unilaterally.; (b) a widow, bereaved by the untimely demise of her husband resulting from a vehicular accident.; (c) a single parent, compelled by the dissolution of her marital union due to spousal infidelity and enduring the additional hardship of her husband's physical abuse; (d) a lone custodian, her marital partner departed under the pretext of seeking employment to contribute financially, only to forsake her while she lay incapacitated in a hospital bed; (e) a single parent, confronting the challenges of solo parenthood, as his spouse departed for another relationship, thereby leaving him with the primary responsibility of caring for their children. Furthermore, the researcher employed a purposive sampling technique to identify suitable research participants.

#### ➤ *Data Collection Procedure*

In order to achieve its purpose, this qualitative research work required thorough and methodological procedures. From the conceptualization stage to the gathering of all the data and until the end result of this research, the researcher participated in a series of events as Creswell (2007) mentioned that qualitative researchers are tied up in a series of activities in the process of collecting data. Before the conduct of the study, the researcher sent an email to the Schools Division Superintendent to ask permission to conduct her study. After getting the approval, another letter was being prepared for the single parents' participants. Then, the researcher had her research questionnaires validated.

To gather the information needed, a proper protocol and standard operating procedures was done through the following:

First, the researcher identified who among the students have single parents that struggle to monitor their children's education. Second, the researcher wrote a formal letter to the participants for their approval to be part of the study. Third, the researcher ensured the availability of the single parents' participants and asked their permission to be part of the research and informed them of the purpose of the study and supplemental awareness in the said study. It was being explained to the single parents' participants that any confidential information would be treated with utmost confidentiality. Next, the interview was being audio recorded through a mobile phone. Everything that transpired during the interview was put into record. Then, the audio recorded interview was transcribed word for word. Afterwards, the researcher repeated the method of interviewing and transcribing for iterative process. Lastly, the researcher translated the transcribed data word for word.

During the data collection process, the researcher underwent an ethics review conducted by the ethics review committee at Assumption College of Nabunturan. The committee meticulously assessed the research project and determined that it falls under the exempted category, indicating that a full ethical review was not necessary due to the minimal risk involved. After a comprehensive evaluation, they concluded that the research poses minimal risk to participants, meaning it involves no more than minor harm or discomfort. As a result, the ethics review committee granted the project EXEMPTION STATUS, allowing the research to proceed without the need for ongoing ethical oversight.

### III. FINDINGS

This chapter presents the findings addressing research questions that delved into the perspectives of single parents' experiences, challenges, coping mechanisms, and insights gained, with a specific focus on households associated with one of the Elementary Schools in Tagum City. Research participants were identified through a survey conducted across every grade level of Mangga Elementary School during the academic year 2023-2024. Subsequently, five distinct cases of single parents' experiences, challenges, coping mechanisms, and insights gained in monitoring their children's education were examined.

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

#### A. *What Are the Experiences of Single Parents in Monitoring Their Children's Education?*

This section presents the results to the 1st major research question; What are the experiences of single parents in monitoring their children's education? Five specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding the five distinct cases of single parents' experiences, challenges, coping mechanisms, and insights gained in monitoring their children's education.

#### ➤ *Description of Typical Involvement in Monitoring Children's Education School.*

The themes in this section were coming from the specific research question 1.1 "Describe your typical involvement in monitoring your child's education." The responses generated four themes: Teacher to Inform Child's Status in School, Having Difficulties Monitoring Child, Finding No Difficult in Monitoring Child, Monitoring of Child's Status Through Online.

- *Teacher to Inform Child's Status in School.*

This theme constituted the primary description of typical Involvement in monitoring children's education school. It meant that the role of a teacher is to provide updates and information regarding a student's academic progress, behavior, and overall well-being within the school environment. Precious stated that she always asked the teacher for updates about her child's performance and in return, the teacher would give feedback to the parents about the child's performance in school.

- *Having Difficulties in Monitoring the Child.*

Experiencing challenges in overseeing or keeping track of a child's activities, behaviors, or progress over a short period of time. This could include instances where a caregiver or parent finds it hard to observe and manage a child's actions or well-being within a limited timeframe.

- *Having no Difficulties in Monitoring the Child.*

There are no challenges or obstacles in overseeing or keeping track of a child's activities, behaviors, or progress over a short period of time. This implies that the caregiver or parent finds it easy to observe and manage the child's actions or well-being within a limited timeframe, indicating a smooth and uncomplicated monitoring process.

- *Monitoring Child's Status Through Online.*

The process of observing, supervising, and keeping track of a child's activities, behaviors, and well-being using digital platforms or internet-based tools.

➤ *Most Rewarding Aspect of Child's Education*

This section presents the results to the specific research question 1.2 'What aspect of your child's education do you find most rewarding?' under the 1st major research question 'What are the experiences of single parents in monitoring their children's education?' The following themes served as results, which were: Academic Achiever, Able to Read, and Eagerness to Learn.

- *Academic Achiever.*

An individual who consistently demonstrates outstanding performance and success in educational pursuits, such as achieving high grades, excelling in coursework, participating actively in academic activities, and demonstrating exceptional skills or knowledge in various subjects or fields of study.

- *Able to Read.*

The capability and skill of understanding written language, symbols, and text. Individuals who are able to read possess the ability to interpret written words, sentences, and passages, comprehend their meanings, and extract information from written materials such as books, articles, documents, and digital content.

- *Eagerness to Learn.*

Denotes a strong and enthusiastic desire or willingness to acquire new knowledge, skills, or experiences. Individuals who exhibit eagerness to learn are motivated, curious, and actively engaged in the pursuit of learning opportunities.

➤ *Specific Positive Experience While Actively Participating in Child's Education*

This section presents the results to the specific research question 1.3 'Cite a specific positive experience you've had while actively participating in your child's education?' under the 1st major research question 'What are the experiences of single parents in monitoring their children's education?' The following themes served as results, which were: Child's Eagerness to learn, Appreciating Things Taught, Always Be Present, and Asking for God's Guidance.

- *Child's Eagerness to learn.*

The innate curiosity, enthusiasm, and motivation that children exhibit towards acquiring new knowledge, skills, and experiences. It represents their natural inclination and desire to explore, discover, and engage with the world around them through various educational activities, such as reading, playing, experimenting, and interacting with others.

- *Appreciating Things Taught.*

The act of valuing, understanding, and recognizing the significance or importance of the knowledge, concepts, and skills that have been conveyed or imparted through teaching. When an individual appreciates things taught, they demonstrate acknowledgment and gratitude towards the learning opportunities provided to them.

- *Always Be Present.*

The act of consistently being physically, mentally, and emotionally engaged and available in a given situation or context. It implies being attentive, responsive, and actively participating in the present moment without distractions or preoccupations.

- *Asking for God's Guidance.*

The act of seeking divine assistance, wisdom, and direction from a higher spiritual power, typically understood as God or a supreme being, to navigate life's challenges, make decisions, and find purpose or meaning.

➤ *Description of the Level of Communication with Child's Education*

This section presents the results to the specific research question 1.4 'How would you describe the level of communication you have with your child's education?' under the 1st major research question 'What are the experiences of single parents in monitoring their children's education?' The following themes served as results, which were: Able to Develop Communication with Child, Open to Communicate, and Communicate Through Online.

- *Able to Develop Communication with Child.*

The capacity to establish and maintain effective channels of interaction and understanding with a young person, typically between infancy and adolescence.

- *Open to Communicate.*

A willingness and readiness to engage in dialogue, exchange ideas, share thoughts, and express feelings with others. It implies being approachable, receptive, and non-judgmental in conversations, allowing for honest and transparent communication to occur.

- *Communicate Through Online.*

The act of exchanging information, ideas, or messages using digital platforms or internet-based technologies. This mode of communication encompasses various forms such as email, instant messaging, video conferencing, social media interactions, and online forums.

➤ *Ways to Actively Participate in Child's Homework or School Projects*

This section presents the results to the specific research question 1.5 'In what ways do you actively participate in your child's homework or school projects?' under the 1st major research question 'What are the experiences of single parents in monitoring their children's education?' The following themes served as results, which were: Provide Guidance and Support, and Ask Child if Done with Homework.

- *Provide Guidance and Support.*

An offering assistance, direction, advice, or encouragement to help someone navigate through challenges, make decisions, or achieve their goals. This support can take various forms depending on the context, such as emotional support, practical assistance, mentorship, coaching, or counseling.

- *Ask Child if Done with Homework.*

The act of inquiring whether a child has completed their assigned schoolwork or academic tasks. This simple query is part of parental or caregiver involvement in a child's education and serves to ensure that the child is staying on track with their academic responsibilities.

*B. What Are the Challenges That Single Parents Encounter When Trying to Actively Engage in Their Children's Education?*

This section presents the results to the 2nd major research question 'What are the challenges that single parents encounter when trying to actively engage in their children's education?' Five specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding the five distinct cases of single parents' experiences, challenges, coping mechanisms, and insights gained in monitoring their children's education.

➤ *Challenges Faced in Actively Participating in Child's Education*

The themes derived from the responses of the research informants to the specific research 2.1 'What challenges do you face in actively participating in your child's education?' are presented in this section. The themes were: Attending to Child's Education as a Single Parent, Cannot Fully Give My Attention to Child, and Trials in Life.

- *Attending to Child's Education as a Single Parent.*

The sole responsibility of overseeing and supporting a child's academic journey by a single parent. This encompasses various aspects such as ensuring the child attends school regularly, monitoring their progress, assisting with homework and assignments, communicating with teachers and school staff, participating in parent-teacher meetings, and advocating for the child's educational needs.

- *Cannot Fully Give My Attention to Child.*

The inability or difficulty in providing undivided focus, care, and interaction to a child due to various factors or constraints. This situation might arise due to work commitments, household responsibilities, personal challenges, health issues, or other obligations that compete for one's time and attention.

- *Trials in Life.*

A difficult, challenging, or adverse circumstances and experiences that individuals encounter as they navigate through various stages of life. These trials can manifest in different forms, such as personal hardships, setbacks, failures, loss, conflicts, or crises, and they can affect various aspects of one's life, including physical, emotional, social, and financial well-being.

➤ *Example of a Specific Challenge Encountered in Monitoring Child's Education*

The themes derived from the responses of the research informants to the specific research 2.2 'Can you provide an example of a specific challenge you've encountered in monitoring your child's education?' are presented in this section. The themes were: Learned about Husband's Cheating, Financial Problems, and Being Busy from Work.

- *Financial Problems.*

The difficulties, challenges, or issues related to managing one's finances or monetary resources. These problems can arise from various factors such as inadequate income, excessive debt, overspending, unemployment, unexpected expenses, medical bills, divorce, or economic downturns.

- *Being Busy from Work.*

A situation where an individual is fully occupied and engaged with their job or professional responsibilities, often leaving them with limited time or energy for other activities or commitments. This state of busyness can result from having a heavy workload, multiple projects or deadlines, demanding job duties, or long work hours.

➤ *Ways in Prioritizing Time Between Work Commitment and Actively Engaging in Child's Education*

The themes derived from the responses of the research informants to the specific research 2.3 'How do you prioritize your time between work commitments and actively engaging in your child's education?' are presented in this section. The themes were: Provide Enough Time for Child, Prioritizing Work and Child's Needs, Proper Time Management, and Through Child's Tutor.

• *Provide Enough Time for Child.*

An allocating sufficient quality time to meet the child's physical, emotional, educational, and developmental needs. This encompasses spending meaningful and engaged time with the child, focusing on activities that promote bonding, growth, and well-being.

• *Prioritizing Work and Child's Needs.*

An effectively managing and balancing the demands of one's professional responsibilities with the responsibilities of caring for and meeting the needs of their child or children. This involves making intentional decisions and allocating time, energy, and resources in a way that addresses both sets of obligations.

• *Proper Time Management.*

The ability to effectively plan, organize, and prioritize tasks and activities in order to make the most efficient use of available time. It involves allocating time appropriately to various responsibilities, goals, and commitments, while also maximizing productivity and minimizing wasted time.

• *Through Child's Tutor.*

The process of providing academic support, guidance, and instruction to a child by means of a tutor. Tutors are individuals who are typically knowledgeable and experienced in specific subjects or areas of study and offer personalized assistance to help students improve their understanding, skills, and performance in those subjects.

➤ *Financial Constraints Faced Affecting One's Ability to Support Child's Educational Needs*

The themes derived from the responses of the research informants to the specific research 2.4 'Have you faced any financial constraints that affected your ability to support your child's educational needs?' are presented in this section. The themes were: Always Encountered Financial Constraints, From Time to Time, Sometimes

• *Always Encountered Financial Constraints.*

Is consistently facing limitations or challenges related to managing one's finances. This phrase implies a recurring pattern where an individual or household regularly experiences difficulty in meeting financial obligations, managing expenses, or achieving financial stability.

• *From Time to Time.*

Is periodically experiencing limitations or difficulties in managing one's finances. Unlike a continuous or chronic state of financial constraint, this phrase suggests that financial

challenges arise intermittently, rather than being a constant or ongoing occurrence.

• *Sometimes.*

It meant occasionally experiencing limitations or challenges in managing one's finances. This phrase suggests that financial difficulties arise infrequently or irregularly, rather than being a persistent or regular occurrence.

➤ *Instance where Assistance or Advice Sought from the School or Community to Overcome a Specific Challenge*

The themes derived from the responses of the research informants to the specific research 2.5 'Share an instance where you sought assistance or advice from the school or community to overcome a specific challenge.' are presented in this section. The themes were: Sought Assistance from Teachers, Assistance from 4Ps, Financial Support from Parents, and Have Not Sought Assistance.

• *Sought Assistance from Teachers.*

The act of seeking help, guidance, or support from educators in addressing academic challenges, clarifying concepts, or improving understanding in a particular subject or area of study. This phrase implies that a student or their parents have reached out to teachers for assistance in navigating difficulties encountered in the learning process.

• *Assistance from 4Ps.*

A support provided through the Pantawid Pamilyang Pilipino Program (4Ps), which is a conditional cash transfer program implemented in the Philippines. The program aims to alleviate poverty by providing financial assistance to eligible low-income families in exchange for fulfilling certain conditions related to health, education, and social welfare.

• *Financial Support from Parents.*

Assistance provided by parents to their children to help meet their financial needs or goals. This support can take various forms depending on the circumstances and preferences of both parties involved.

• *Have Not Sought Assistance.*

An individual or group has not actively sought or requested help, support, or guidance from others, despite potentially facing challenges or difficulties that could benefit from external assistance.

C. *What are the Coping Mechanisms, Single Parents Utilize to Enhance Their Children's Educational Experience?*

This section presents the results to the 3rd major research question 'What are the coping mechanisms, single parents utilize to enhance their children's educational experience?' Five specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding the five distinct cases of single parents' experiences, challenges, coping mechanisms, and insights gained in monitoring their children's education.

➤ *Managing Time to Actively Engage in Child's Education Despite Other Responsibilities*

In this section, the themes created were from the responses to specific research question 3.1 'How do you manage time to actively engage in your child's education despite other responsibilities?' The following were the themes: Have Time Management, Focus on Child's Needs During Day Off, and Every Sunday.

• *Have Time Management.*

Adept at organizing, planning, and dividing your time efficiently between different activities to achieve your goals. It involves prioritizing tasks, setting and sticking to deadlines, and minimizing time wasted on non-essential activities.

• *Focus on Child's Needs During Day Off.*

A dedicated approach or practice where parents, guardians, or caregivers prioritize attending to and fulfilling their child's needs and desires on a day when there are no formal obligations such as school or daycare.

• *Every Sunday.*

A deliberate commitment to dedicate Sundays to addressing and nurturing the various needs of a child. This can encompass a broad spectrum of activities and attentions aimed at promoting the child's physical, emotional, intellectual, and social development.

➤ *External Support Sought to Enhance Child's Educational Experience*

In this section, the themes created were from the responses to specific research question 3.2 'Have you sought external support or other resources to enhance your child's educational experience? If yes, please elaborate.' The following were the themes: Getting Support from Several Groups, Support from Eldest Child, Engaged in other Source of Income, and Have Not Sought External Support.

• *Getting Support from Several Groups.*

The process of seeking and receiving assistance, guidance, or resources from multiple organized entities or communities. This approach can be particularly beneficial in contexts where multifaceted support is needed—whether for personal development, managing a specific challenge, or achieving a goal.

• *Support from Eldest Child.*

The assistance, care, or contribution provided by the oldest sibling in a family to other family members, including parents and younger siblings. This support can manifest in various forms and is often influenced by cultural expectations, family dynamics, and individual capabilities.

• *Engaged in other Source of Income.*

The act of participating in or undertaking activities outside of one's primary job or main financial activity to generate additional earnings.

• *Have Not Sought External Support.*

A situation or condition where an individual, group, or organization chooses not to pursue or utilize assistance, resources, advice, or intervention from sources outside of their immediate environment or core structure.

➤ *Ways Used to Balance Emotional Stress Associated with Being a Single Parent with Actively Participating in Your Child's Education.*

In this section, the themes created were from the responses to specific research question 3.3 'How do you balance the emotional stress associated with being a single parent with actively participating in your child's education?' The following were the themes: Through Prayers, Remind Self of Obligation to Child, and Always Be Strong.

• *Through Prayers.*

A spiritual practices or communication with a higher power as a strategy to manage and alleviate feelings of stress, anxiety, or emotional turmoil. This approach can encompass various forms of prayer, meditation, or spiritual rituals that help individuals find comfort, strength, inner peace, and a sense of connection to something greater than themselves.

• *Remind Self of Obligation to Child.*

Acknowledging and reinforcing the responsibilities and commitments one has as a parent or caregiver towards their child.

• *Always Be Strong.*

a phrase that conveys the idea of maintaining inner resilience, fortitude, and determination in the face of challenges or adversity. It suggests the importance of remaining steadfast, resilient, and emotionally robust even during difficult times.

➤ *Experience where Seeking External Support Positively Impacted Child's Educational Experience*

In this section, the themes created were from the responses to specific research question 3.4 'Share an experience where seeking external support positively impacted your child's educational experience?' The following were the themes: Made Child Responsible, Child Getting Motivated, and Grateful For God.

• *Made Child Responsible.*

The act of assigning tasks, duties, or obligations to a child, requiring them to take ownership and accountability for certain aspects of their own lives or household responsibilities. This may include chores, schoolwork, personal hygiene, or other duties that contribute to their development and the functioning of the family unit.

• *Child Getting Motivated.*

The process by which a child becomes inspired, driven, and enthusiastic about pursuing goals, tasks, or activities. Motivation in children can stem from various sources, including intrinsic factors such as personal interests, curiosity, and enjoyment, as well as extrinsic factors such as rewards, recognition, or encouragement from others.

- *Grateful for God.*

The feeling of appreciation, thankfulness, and reverence directed towards a divine being or higher power, often within a religious or spiritual context. This gratitude acknowledges the belief that blessings, guidance, and support are provided by a transcendent force, such as God, in one's life.

➤ *Ways Used for Technology and Online Resources to Enhance Child's Learning Outside of the Traditional Classroom*

In this section, the theme created was from the responses to specific research question 3.5 'In what ways do you use technology or online resources to enhance your child's learning outside of the traditional classroom?' For Educational Purposes was the theme.

- *For Educational Purposes.*

The intention or context in which certain actions, materials, resources, or activities are utilized primarily for the purpose of learning, instruction, or academic advancement. This phrase is commonly used to specify that something is being used in an educational setting or for the purpose of facilitating learning, rather than for entertainment, personal use, or other non-educational purposes.

*D. How Do Single Parents Gained Insights from Their Experiences of Single Parenthood in Monitoring Their Children's Education?*

The results in this section were from the responses to the specific research questions used to gather data for the 4th major research question 'How do single parents gained insights from their experiences of single parenthood in monitoring their children's education?' Five specific research questions were utilized to collect data and pieces of information.

➤ *Experiences of Single Parenthood Influencing One's Insights in Monitoring Child's Education*

In this section, the themes created were from the responses to specific research question 4.1 'How have your experiences of single parenthood influenced your insights in monitoring child's education?' The following were the themes: Made Child Study Seriously, Did Not Have Enough Time for Child, No One's There for You, Reflect on the Challenges, and Communication with Child.

- *Made Child Study Seriously.*

The act of encouraging, motivating, or enforcing a child to dedicate focused time and effort to their academic studies with a high level of commitment and diligence. This approach involves fostering a mindset of academic responsibility and prioritizing learning as a fundamental aspect of the child's development and future success.

- *Did Not Have Enough Time for Child.*

A situation where a parent or caregiver feels that they were unable to allocate sufficient time and attention to their child due to other commitments, responsibilities, or factors that consumed their time. This could include work-related

demands, household chores, personal obligations, or other activities that competed for their time and energy.

- *No One's There for You.*

A situation where an individual, typically a parent or caregiver, perceives a lack of assistance, guidance, or encouragement from others in helping to nurture and care for their child. This could encompass various forms of support, including emotional support, practical assistance, or guidance in parenting matters.

- *Reflect on the Challenges.*

It entails engaging in introspection or thoughtful consideration regarding the difficulties, obstacles, or adversities one has encountered or is currently facing. This process involves examining the nature, impact, and implications of these challenges on various aspects of one's life, such as personal growth, relationships, goals, and well-being.

- *Communication with Child.*

The exchange of information, thoughts, feelings, and ideas between an adult (parent, caregiver, teacher, etc.) and a child. Effective communication with children involves using age-appropriate language, tone, and methods to convey messages and encourage understanding.

➤ *Specific Lesson Gained that Positively Affected One's Approach to Child's Education*

In this section, the themes created were from the responses to specific research question 4.2 'Share a specific lesson that you have gained that has positively affected your approach to your child's education.' The following were the themes: Need to Prioritize Education, Give more Attention to Child, Always Be Strong, Not to Put Pressure to Child's Schooling, and Be Resilient.

- *Need to Prioritize Education.*

The recognition of the importance of giving primary focus, attention, and resources to educational pursuits and activities. This acknowledgment suggests that education is considered a fundamental aspect of personal and societal development, and it warrants significant investment of time, effort, and resources.

- *Give more Attention to Child.*

The act of dedicating additional focus, time, and effort to meet the emotional, social, and developmental needs of a child. This involves providing the child with increased interaction, support, guidance, and nurturing in various aspects of their life.

- *Always Be Strong.*

An encouragement to maintain resilience, fortitude, and determination in the face of adversity or challenges. It suggests maintaining emotional strength, perseverance, and a positive attitude even during difficult times.



- *Not to Put Pressure to Child's Schooling.*

The approach of avoiding excessive or undue stress, demands, or expectations on a child regarding their academic performance, achievements, or educational outcomes. This approach prioritizes the well-being, happiness, and holistic development of the child over academic success or conformity to external standards.

- *Be Resilient.*

The ability to bounce back, adapt, and recover from challenges, setbacks, or adversity. Resilience involves facing difficult situations with determination, flexibility, and perseverance, and finding ways to overcome obstacles and thrive in the face of adversity.

➤ *Experiences and Insights for other Single Parents Facing Similar Challenges*

In this section, the themes created were from the responses to specific research question 4.3 'How do you share your experiences and insights with other single parents facing similar challenges?' The following were the themes: Always Trust God, Always Have Strength, and Normal to have Trials in Life.

- *Always Trust God.*

The belief and practice of placing unwavering faith, confidence, and reliance on a divine or higher power, typically within a religious or spiritual framework. This concept emphasizes surrendering control, concerns, and uncertainties to a transcendent force and entrusting one's life, decisions, and outcomes to divine guidance and providence.

- *Always Have Strength.*

Possessing the inner fortitude, resilience, and determination to persevere, overcome challenges, and endure difficult situations throughout life's journey. This concept emphasizes the ability to draw upon one's inner resources, resolve, and courage, even in the face of adversity or hardship.

- *Normal to have Trials in Life.*

An acknowledges the common experience of facing challenges, difficulties, and adversities as an inherent part of the human condition. This concept recognizes that encountering obstacles, setbacks, and hardships is a natural and expected aspect of life's journey for individuals across various backgrounds, circumstances, and stages of life.

➤ *Instances Where Lessons Learned Positively Impacted Child's Education*

In this section, the themes created were from the responses to specific research question 4.4 'Recall a specific instance where a lesson learned from your experiences positively impact your child's education.' The following were the themes: Child Showing some Improvement in School, Provide Enough Time for Child's Betterment in School, Child Never Lost Hope, and Provide Child's Needs and Wants.

- *Improvement in School.*

A student has demonstrated progress or advancement in their academic performance, behavior, or engagement within the educational setting.

- *Provide Enough Time for Child's Betterment in School.*

The commitment of allocating sufficient time, attention, and resources to support a child's academic progress, growth, and development within the educational context. This involves creating an environment conducive to learning, facilitating opportunities for enrichment, and fostering a positive and supportive relationship between the child and their educational endeavors.

- *Child Never Lost Hope.*

A situation where a young person maintains optimism, perseverance, and resilience despite facing challenges, setbacks, or adversity. This phrase emphasizes the child's unwavering belief in the possibility of a positive outcome and their determination to continue striving towards their goals or aspirations.

- *Provide Child's Needs and Wants.*

The responsibility of parents or caregivers to fulfill both the essential requirements for a child's well-being as well as their desires or preferences. This encompasses addressing the physical, emotional, and developmental needs of the child, as well as attending to their desires, interests, and preferences to the extent possible.

➤ *Other Experiences as a Single Parent in Monitoring Child's Education*

In this section, the themes created were from the responses to specific research question 4.5 'Is there anything else you would like to share about your experiences as a single parent monitoring your child's education?' The following were the themes: Always Show Care and Love to Child, Always Have Strength and Courage, Always Support Child, and Always Pray to God.

- *Always Show Care and Love to Child.*

The continuous and unwavering expression of affection, compassion, and nurturing support towards a young person. This involves consistently demonstrating empathy, understanding, and attentiveness to the child's emotional, physical, and psychological needs in a manner that fosters a sense of security, belonging, and well-being.

- *Always Have Strength and Courage.*

The encouragement to maintain resilience, fortitude, and bravery in the face of adversity, challenges, or difficult circumstances. This phrase emphasizes the importance of possessing inner resources and a positive mindset to navigate life's trials with determination and confidence.

- *Always Support Child.*

A legal and moral obligation to provide financial, emotional, and physical support to one's child, regardless of the circumstances. This obligation usually applies to both parents, regardless of whether they are married, separated, divorced, or were never in a relationship. It encompasses providing for the child's basic needs such as food, shelter, clothing, education, and healthcare, as well as emotional nurturing and guidance.

- *Always Pray to God.*

The practice of regularly communicating with a divine being or higher power through prayer.

#### IV. DISCUSSIONS AND CONCLUSION

➤ *Description of Typical Involvement in Monitoring Children's Education.*

The emerging themes from this structured theme were: Having Difficulties Monitoring Child, Finding No Difficulties in Monitoring Child and Monitoring of Child's Status Through Online. Monitoring children's education involves a multifaceted approach that varies among parents and guardians, as evidenced by emerging themes. Some encounter difficulties in effectively overseeing their child's academic progress, citing challenges such as time constraints, limited understanding of educational systems, or managing work-life balance.

➤ *Most Rewarding Aspect of Child's Education.*

The emerging themes from this structured theme were: Academic Achiever, Able to Read and Eagerness to Learn. These themes highlight key areas where parents and educators find particular satisfaction. Firstly, the notion of the "Academic Achiever" stands out, indicating pride and fulfillment when a child excels academically, achieving high grades and mastering challenging subjects. Secondly, the theme of being "Able to Read" underscores a foundational milestone in a child's educational journey, symbolizing not only literacy but also the gateway to further knowledge acquisition and comprehension. Lastly, the theme of "Eagerness to Learn" reflects a deeper enthusiasm and curiosity exhibited by the child, demonstrating an intrinsic motivation and passion for acquiring new knowledge and skills. These themes collectively capture the essence of what parents and educators find most rewarding in nurturing a child's educational development, emphasizing both tangible achievements and intangible qualities that contribute to their growth and success.

➤ *Specific Positive Experience While Actively Participating in Child's Education.*

The emerging themes were Child's Eagerness to Learn, Appreciating Things Taught, Always Be Present and Asking for God's Guidance. The findings reveal a profoundly positive experience rooted in active participation in a child's education, encapsulating themes of the child's keen eagerness to learn, sincere appreciation for the lessons imparted, consistent parental presence, and a reliance on divine guidance. The child's evident enthusiasm for learning

signifies not only an intrinsic motivation but also a deep engagement with the educational process, fostering curiosity and a genuine thirst for knowledge acquisition. This eagerness not only enhances academic outcomes but also lays the foundation for a lifelong love for learning, shaping the child's intellectual growth and personal development in profound ways. Furthermore, the child's appreciation for the lessons taught underscores the significance of fostering a supportive and nurturing educational environment. It reflects a positive rapport between the child and their educators, highlighting the value of education in their lives and fostering a sense of gratitude for the opportunities provided.

➤ *Description of the Level of Communication with Child's Education.*

The themes were Able to Develop Communication with Child, Open to Communicate and Communicate Through Online. The findings provide insight into the level of communication maintained regarding a child's education, revealing three distinct themes. Firstly, the ability to develop communication with the child underscores the importance of establishing a strong bond between parents or caregivers and their child. This theme suggests that effective communication strategies have been implemented to foster open dialogue and meaningful discussions about the child's educational experiences, allowing for the exchange of ideas, concerns, and aspirations. Such communication serves as a cornerstone for building trust and understanding, enabling parents to offer guidance and support tailored to the child's needs while also encouraging the child to actively participate in their own educational journey.

➤ *Ways to Actively Participate in Child's Homework or School Projects.*

The emerging themes were Provide Guidance and Support and Ask Child if Done with Homework. The findings illuminate effective ways for parents or caregivers to actively participate in their child's homework or school projects, with two prominent themes emerging: providing guidance and support, and checking in with the child to ensure completion. Firstly, the theme of providing guidance and support underscores the importance of parents offering assistance and encouragement to their child as they navigate their academic assignments. This involves helping the child understand instructions, clarifying concepts, and offering guidance on how to approach the task at hand. By providing support in this manner, parents play a crucial role in facilitating their child's learning process, fostering confidence and competence in tackling academic challenges.

➤ *Challenges Faced in Actively Participating in Child's Education.*

The themes were Attending to Child's Education as a Single Parent, Cannot Fully Give My Attention to Child, and Trials in Life. The findings reveal significant challenges for parents or caregivers in actively participating in their child's education. Particularly for single parents, balancing multiple responsibilities without the support of a partner can be overwhelming, making it difficult to prioritize the child's educational needs. Moreover, parents may struggle to give their child the attention they deserve due to competing

demands such as work obligations, financial constraints, or personal issues. This lack of attention can hinder effective communication and support in the child's educational journey, impacting their academic success and overall well-being.

➤ *Example of a Specific Challenge Encountered in Monitoring Child's Education.*

The themes were Learned about Husband's Cheating, Financial Problems and Being Busy from Work. The findings reveal specific challenges encountered by parents or caregivers in monitoring their child's education, highlighting three primary themes: discovering a spouse's infidelity, financial problems, and being busy with work commitments. Learning about a spouse's infidelity can have profound emotional ramifications, diverting a parent's attention and energy away from their child's educational needs. The emotional distress resulting from such a discovery may hinder the parent's ability to provide the necessary support and guidance to their child, impacting their academic journey.

➤ *Ways in Prioritizing Time Between Work Commitment and Actively Engaging in Child's Education.*

The themes were Provide Enough Time for Child, Prioritizing Work and Child's Needs, Proper Time Management and Through Child's Tutor. The findings shed light on strategies employed by parents or caregivers to prioritize time between work commitments and actively engaging in their child's education, with three prominent themes emerging: providing enough time for the child, prioritizing work and the child's needs, and practicing proper time management. Firstly, prioritizing work and the child's needs underscores the delicate balance that parents must strike between meeting professional obligations and attending to their child's educational requirements. This theme suggests that parents strive to prioritize tasks effectively, ensuring that both work responsibilities and the child's needs are addressed in a timely manner.

➤ *Financial Constraints Faced Affecting One's Ability to Support Child's Educational Needs.*

The emerging themes were: Always Encountered Financial Constraints, From Time to Time, and Sometimes. The findings illuminate the significant impact of financial constraints on a parent or caregiver's ability to support their child's educational needs, with three distinct themes emerging: always encountering financial constraints, facing them from time to time, and experiencing them occasionally. Firstly, the theme of always encountering financial constraints suggests a consistent struggle with limited financial resources, which may severely restrict access to essential educational materials, resources, and opportunities for the child. Parents or caregivers facing chronic financial challenges may find it difficult to afford educational expenses such as school fees, tutoring services, or extracurricular activities, thereby hindering the child's academic progress and overall educational experience.

➤ *Instance where Assistance or Advice Sought from the School or Community to Overcome a Specific Challenge.*

The emerging themes were: Sought Assistance from Teachers, Assistance from 4Ps, Financial Support from Parents and Have Not Sought Assistance. The findings reveal instances where parents or caregivers sought assistance or advice from the school or community to overcome specific challenges, with several distinct themes emerging. Firstly, seeking assistance from teachers indicates a proactive approach to addressing challenges within the educational setting. Parents may turn to teachers for guidance on academic matters, behavioral concerns, or navigating the school system, leveraging the expertise and support offered by educators to overcome obstacles faced by their child.

➤ *Managing Time to Actively Engage in Child's Education Despite Other Responsibilities.*

The emerging themes were: Have Time Management, Focus on Child's Needs During Day Off, and Every Sunday. The findings illuminate the diverse strategies employed by parents or caregivers to effectively manage time and actively engage in their child's education amidst various responsibilities. The theme of having time management skills underscores the importance of prioritizing tasks and organizing schedules to accommodate both work and parental duties. Parents who possess effective time management skills can efficiently allocate time for their child's educational needs while balancing other commitments, ensuring consistent involvement in their child's learning journey.

➤ *External Support Sought to Enhance Child's Educational Experience.*

The emerging themes were: Getting Support from Several Groups, Support from Eldest Child, Engaged in other Source of Income, and Have Not Sought External Support. The findings reveal diverse approaches taken by parents or caregivers in seeking external support to enhance their child's educational experience, with several distinct themes emerging. Firstly, the theme of getting support from several groups highlights the importance of accessing assistance from various sources, including community organizations, educational programs, or support networks. Parents who seek support from multiple groups leverage a wide range of resources and expertise to enrich their child's learning journey, tapping into external networks to address specific educational needs or challenges effectively.

➤ *Ways Used to Balance Emotional Stress Associated with Being a Single Parent with Actively Participating in Your Child's Education.*

The themes were: Through Prayers, Remind Self of Obligation to Child, and Always Be Strong. The findings offer valuable insights into the strategies employed by single parents to balance the emotional stress associated with their role while actively engaging in their child's education. One significant theme that emerges is the reliance on prayers as a source of solace and strength. For single parents facing the challenges of raising a child alone, turning to prayers provides a sense of comfort, guidance, and resilience. By seeking support from their faith, single parents find inner peace and reassurance, enabling them to navigate the emotional strains

of single parenthood while remaining actively involved in their child's educational journey.

➤ *Experience where Seeking External Support Positively Impacted Child's Educational Experience.*

The emerging themes were: Made Child Responsible, Child Getting Motivated, and Grateful for God. The findings provide valuable insights into the positive impact of seeking external support on a child's educational experience, with several notable themes emerging. One key theme is the notion that seeking external support made the child more responsible. By engaging with external resources such as tutors, mentors, or educational programs, parents or caregivers empower their child to take ownership of their learning journey. This increased responsibility fosters independence, accountability, and self-discipline in the child, as they actively engage with educational materials and take initiative in their academic pursuits.

➤ *Ways Used for Technology and Online Resources to Enhance Child's Learning Outside of the Traditional Classroom.*

The emerging theme was: For Educational Purposes. The findings reveal a significant trend in utilizing technology and online resources for educational purposes to enhance a child's learning experience outside of the traditional classroom. This emerging theme underscores the transformative role of technology in supplementing and enriching the educational journey beyond the confines of the school environment. By harnessing various digital tools, platforms, and resources, parents or caregivers facilitate engaging and interactive learning experiences for their child, tailored to their individual needs and interests.

➤ *Experiences of Single Parenthood Influencing One's Insights in Monitoring Child's Education.*

The emerging themes were: Made Child Study Seriously, Did Not Have Enough Time for Child, No One's There for You, Reflect on the Challenges and Communication with the Child. The findings provide valuable insights into how experiences of single parenthood influence one's approach to monitoring their child's education, revealing several key themes. Firstly, single parenthood often results in a heightened focus on the child's academic performance, as indicated by the theme of making the child study seriously. Single parents, recognizing the importance of education in their child's future success, may place a strong emphasis on academic achievement and instill a sense of responsibility and diligence in their child's approach to studying.

➤ *Specific Lesson Gained that Positively Affected One's Approach to Child's Education.*

The emerging themes were: Need to Prioritize Education, Give more Attention to Child, Always Be Strong, Not to Put Pressure to Child's Schooling and Be Resilient. The findings reveal a variety of specific lessons learned that have positively influenced individuals' approaches to their child's education, with several prominent themes emerging. Firstly, the need to prioritize education stands out as a fundamental lesson gained. Recognizing the crucial role of

education in shaping their child's future, individuals have learned to prioritize their child's educational needs above other competing demands, ensuring that learning remains a central focus in their family's priorities.

➤ *Experiences and Insights for other Single Parents Facing Similar Challenges.*

The emerging themes were: Always Trust God, Always Have Strength, and Normal to have Trials in Life. The findings offer valuable insights and experiences for other single parents facing similar challenges, revealing several prominent themes. Firstly, the theme of always trusting in God underscores the importance of faith and spirituality in navigating the trials and tribulations of single parenthood. Many single parents draw strength, comfort, and guidance from their belief in a higher power, finding solace in prayer and divine intervention as they face the challenges of raising a child alone.

➤ *Instances Where Lessons Learned Positively Impacted Child's Education.*

The emerging themes were: Child Showing some Improvement in School, Provide Enough Time for Child's Betterment in School, Child Never Lost Hope and Provide Child's Needs and Wants. The findings shed light on instances where lessons learned positively impacted a child's education, revealing several key themes. Firstly, the theme of the child showing improvement in school highlights the tangible outcomes of applying lessons learned to support the child's academic growth. Through dedicated efforts to provide support, guidance, and resources, parents or caregivers witness positive changes in their child's academic performance, demonstrating the effectiveness of their approach in fostering educational success.

➤ *Other Experiences as a Single Parent in Monitoring Child's Education.*

The emerging themes were: Always Show Care and Love to Child, Always Have Strength and Courage, Always Support Child, and Always Pray to God. The findings provide valuable insights into the experiences of single parents in monitoring their child's education, highlighting several key themes. Firstly, the theme of always showing care and love to the child underscores the importance of nurturing a supportive and loving environment for the child's educational development. Single parents prioritize expressing affection, encouragement, and emotional support to their child, fostering a sense of security and well-being that enhances the child's learning experience.

## V. IMPLICATIONS FOR PRACTICE

Based on the findings, the following implications are offered for educators, school administrators, policymakers, and community support services to enhance the educational experiences of children, particularly in the context of single-parent families.

➤ *On Description of Typical Involvement in Monitoring Children's Education.*

Recognizing single parents' typical involvement in monitoring their children's education at school offers valuable insights for practice. Schools can develop tailored support programs, establish clear communication channels, and provide resources to enhance parental engagement. Educators should actively involve single parents in school activities and decision-making processes, fostering a collaborative approach to support both parents and children in achieving academic success.

➤ *On Most Rewarding Aspect of Child's Education.*

Understanding the implications for practice regarding the most rewarding aspect of a child's education, as revealed by the themes of Academic Achiever, Able to Read, and Eagerness to Learn, is pivotal for educators, parents, and policymakers. These themes underscore the importance of setting high expectations, providing personalized support to foster academic excellence, promoting literacy skills through evidence-based interventions and literacy-rich environments, and creating engaging learning experiences that nurture children's intrinsic motivation and curiosity. Collaboration among educators, parents, and policymakers is essential to implementing these practices effectively, with a focus on professional development, parent engagement, and policy initiatives that prioritize early literacy development and equitable access to resources.

➤ *On Specific Positive Experience While Actively Participating in Child's Education.*

Implications for practice regarding specific positive experiences while actively participating in a child's education are crucial for educators, parents, and policymakers. Positive experiences, such as witnessing a child's enthusiasm for learning, observing their academic progress, and fostering a strong parent-child bond, have profound implications. Educators can prioritize creating engaging and meaningful learning experiences, promoting open communication with parents, and providing opportunities for parental involvement in the educational process. Parents can actively support their child's learning at home, collaborate with educators, and advocate for resources and support. Policymakers can implement policies that prioritize family-school partnerships, provide funding for parent engagement initiatives, and support professional development for educators on effective parent involvement strategies. By recognizing and leveraging these positive experiences, stakeholders can work collaboratively to enhance children's educational outcomes and overall well-being.

➤ *On Description of the Level of Communication with Child's Education.*

Description of the level of communication with a child's education holds crucial implications for educators, parents, and caregivers. Understanding this communication dynamic is pivotal for enhancing the child's academic progress and overall well-being. Educators should prioritize establishing transparent channels of communication with parents and caregivers, ensuring regular updates on the child's academic journey, challenges, and areas of improvement. Similarly,

parents and caregivers play a vital role by actively engaging with educators, seeking clarification on educational matters, and participating in school events. Cultivating a culture of openness, trust, and collaboration among all stakeholders fosters a supportive environment conducive to the child's success. By recognizing the significance of effective communication, stakeholders can address challenges, celebrate achievements, and provide the necessary support for the child's holistic development.

➤ *On Ways to Actively Participate in Child's Homework or School Projects.*

For ways to actively participate in a child's homework or school projects, several practical implications for practice emerge. Parents can establish a designated homework time and space, providing a supportive environment free from distractions. They can also engage in regular communication with teachers to stay informed about assignments and academic progress, offering assistance and encouragement as needed. Additionally, parents can actively involve themselves in school projects by brainstorming ideas, providing resources, and offering guidance throughout the process. Educators can facilitate parent involvement by providing clear instructions and expectations for assignments, as well as offering guidance on how parents can best support their child's learning at home. By fostering a collaborative approach between parents, educators, and students, stakeholders can enhance the educational experience and promote academic success.

➤ *On Challenges Faced in Actively Participating in Child's Education.*

Recognizing and addressing these challenges is crucial for promoting meaningful parent involvement and supporting student success. Educators can provide resources and guidance to help parents overcome obstacles such as time constraints, language barriers, or lack of familiarity with the curriculum. They can also offer flexible communication options, including virtual meetings or email updates, to accommodate parents' busy schedules. Additionally, educators can advocate for policies that support working parents, such as flexible work arrangements or access to childcare services during school events. Policymakers play a vital role in allocating resources and funding for parent engagement initiatives, as well as promoting policies that prioritize family-school partnerships. By working collaboratively to address the challenges of parent involvement, stakeholders can create a supportive environment where all parents feel empowered to actively participate in their child's education.

➤ *On Example of a Specific Challenge Encountered in Monitoring Child's Education.*

Monitoring a child's education effectively requires strong communication among parents, teachers, and the child. Establishing regular communication channels, transparent reporting on progress, and organizing parent education workshops empower parents to support their child's learning. Encouraging children to take ownership of their education and leveraging technology for real-time updates streamline the process. Cultivating trust and collaboration between

parents and teachers fosters a supportive environment. By implementing these practices, parents and educators can navigate the challenge of monitoring a child's education more effectively, promoting academic success and well-being.

➤ *On Ways in Prioritizing Time Between Work Commitment and Actively Engaging in Child's Education.*

Balancing work commitments with active engagement in a child's education requires practical strategies. Establishing clear boundaries and schedules, utilizing flexible work arrangements, and planning dedicated time for educational activities are essential. Involving the child in daily tasks and communicating with employers about family priorities also helps maintain a healthy balance between work and parental responsibilities.

➤ *On Financial Constraints Faced Affecting One's Ability to Support Child's Educational Needs.*

Financial constraints impacting one's ability to support a child's education require practical approaches. Seek available financial aid options like scholarships and grants, and budget effectively. Explore alternative educational options and engage with school counselors for guidance. Advocate for educational equity to address systemic challenges.

➤ *On Instance where Assistance or Advice Sought from the School or Community to Overcome a Specific Challenge.*

Seeking assistance or advice from the school or community to overcome a specific challenge offers practical implications. Firstly, establishing open communication channels with school staff fosters a supportive environment where challenges can be addressed collaboratively. This could involve seeking guidance from teachers, counselors, or administrators to develop strategies tailored to the child's needs. Additionally, reaching out to community resources such as support groups or local organizations provides access to additional expertise and support networks. By leveraging these resources, parents can gain valuable insights, practical solutions, and emotional support in navigating challenges effectively. Ultimately, actively seeking assistance from the school and community facilitates a collaborative approach to problem-solving, fostering a supportive environment for the child's growth and development.

➤ *On Managing Time to Actively Engage in Child's Education Despite Other Responsibilities.*

Managing time to actively engage in a child's education despite other responsibilities presents practical implications. Firstly, prioritizing and scheduling dedicated blocks of time for educational activities ensures consistent involvement. Utilizing technology for flexible work arrangements or remote participation in school events allows for greater flexibility. Involving the child in daily tasks and incorporating educational activities into routines, such as reading together during meals, maximizes time efficiency. Additionally, setting realistic expectations and boundaries around work and family time helps maintain balance. Seeking support from family members, friends, or community resources can provide assistance with other responsibilities, allowing for more focused engagement in the child's

education. Ultimately, effective time management, flexibility, and support networks are key to actively engaging in a child's education amidst other commitments.

➤ *On External Support Sought to Enhance Child's Educational Experience.*

Seeking external support to enrich a child's educational experience involves several practical implications. Firstly, maintaining clear communication with educators and school administrators fosters collaboration in identifying areas where additional assistance is beneficial. This could entail securing tutoring services, enrolling the child in enrichment programs, or accessing tailored educational resources. Moreover, involving mentors or professionals from relevant fields offers valuable guidance and broadens the child's perspective. Collaboration with community organizations or extracurricular groups provides hands-on learning experiences and social interaction beyond the classroom. Additionally, seeking guidance from educational psychologists or counselors addresses emotional or behavioral challenges, promoting a holistic approach to education. Actively seeking external support empowers parents and caregivers to nurture their child's academic and personal growth effectively.

➤ *On Ways Used to Balance Emotional Stress Associated with Being a Single Parent with Actively Participating in Your Child's Education.*

Balancing emotional stress as a single parent while actively participating in your child's education involves several practical steps. Building a support network of family, friends, or support groups provides emotional support and shares responsibilities. Prioritizing self-care through activities like exercise and hobbies helps manage stress. Effective time management, open communication with teachers, and utilizing community resources further support parental involvement in the child's education while alleviating stress.

➤ *On Experience where Seeking External Support Positively Impacted Child's Educational Experience.*

Seeking external support can significantly enhance a child's educational experience. Specialized tutors or programs address areas of struggle, while mentors provide valuable guidance and career insights. Community organizations offer hands-on activities and social interaction, fostering personal growth. Support from educational psychologists addresses emotional challenges, creating a positive learning environment. Overall, seeking external support empowers children to overcome obstacles and thrive academically and personally.

➤ *On Ways Used for Technology and Online Resources to Enhance Child's Learning Outside of the Traditional Classroom.*

Integrating technology and online resources into a child's learning outside of the traditional classroom offers practical benefits. Personalized learning platforms cater to individual needs, while interactive educational apps promote hands-on learning. Virtual learning communities foster collaboration, and diverse online resources expand

knowledge. By leveraging these tools, children can engage autonomously, develop essential skills, and explore interests dynamically.

➤ *On Experiences of Single Parenthood Influencing One's Insights in Monitoring Child's Education.*

Understanding the unique challenges faced by single parents is crucial for providing tailored support and resources to ensure effective monitoring of their child's education. Educators can offer flexible communication options and resources to accommodate the schedules and responsibilities of single parents, such as virtual meetings or online resources. Support services can provide guidance on time management, stress reduction techniques, and access to community resources to alleviate some of the burdens faced by single parents. Policymakers can advocate for policies that address the specific needs of single-parent families, including affordable childcare options, financial assistance programs, and access to educational resources. By recognizing and responding to the experiences of single parenthood, stakeholders can ensure that all children receive the support they need to succeed academically and personally.

➤ *On Specific Lesson Gained that Positively Affected One's Approach to Child's Education.*

The lesson gained from a positive experience in approaching a child's education has implications for practice across stakeholders. Educators can use insights to tailor teaching methods, integrating real-world examples for better engagement. Parents can apply lessons by fostering open communication and personalized support. Policymakers can advocate for holistic educational approaches. By implementing these lessons, stakeholders can enhance educational experiences for all children.

➤ *On Experiences and Insights for other Single Parents Facing Similar Challenges.*

For single parents facing similar challenges, there are practical implications that educators, support services, and policymakers can consider. Firstly, educators can provide tailored support and resources, such as flexible scheduling options for parent-teacher meetings and access to online educational materials, to accommodate the unique needs of single-parent households. Support services can offer guidance on time management, stress reduction techniques, and community resources to alleviate some of the burdens faced by single parents. Policymakers can advocate for policies that address the specific needs of single-parent families, including affordable childcare options, financial assistance programs, and access to educational resources. By recognizing and responding to the challenges faced by single parents, stakeholders can ensure that they receive the support they need to effectively monitor and support their children's education.

➤ *On Instances Where Lessons Learned Positively Impacted Child's Education.*

In instances where lessons learned positively impact a child's education, there are several implications for practice that educators, parents, and policymakers can consider. Firstly, educators can prioritize incorporating real-life

examples and experiential learning opportunities into their curriculum to facilitate deeper understanding and application of concepts. Additionally, parents can actively engage in discussions with their children about these lessons, reinforcing their relevance and encouraging critical thinking skills. Policymakers can support initiatives that promote hands-on learning experiences and provide resources for professional development to educators. By recognizing the value of practical learning experiences and facilitating their integration into education systems, stakeholders can enhance the quality and effectiveness of education for all children.

➤ *On Other Experiences as a Single Parent in Monitoring Child's Education.*

To support single parents in monitoring their child's education, educators can offer flexible communication options and access to academic resources like online tutoring. Policymakers should advocate for affordable childcare and financial assistance programs. Community organizations can provide practical support such as childcare subsidies. By addressing the specific needs of single-parent families, stakeholders can ensure that all children have the support they need to succeed in their education.

## VI. IMPLICATIONS FOR FUTURE RESEARCH

In as much as the study is limited to the responses of single parents with different cases that struggles in monitoring their children's education and their children are studying in Mangga Elementary School, Visayan Village, Tagum City, Davao Del Norte. The following implications for future research are considered:

First, delving into the socioeconomic factors that affect the ability of single parents to oversee their children's education could yield valuable insights into tailored support strategies for families from diverse financial backgrounds. Second, comparative studies across various geographical locations and cultural contexts can provide a broader understanding of the effectiveness of educational policies and support systems for single-parent households. Third, employing longitudinal research designs to track the educational outcomes of children from single-parent households over time can help identify patterns and factors contributing to academic success or challenges.

Additionally, qualitative research methods such as interviews and focus groups can offer nuanced insights into the lived experiences and coping mechanisms of single parents navigating their children's education. Lastly, there is a need for the development and evaluation of interventions specifically tailored to address the needs of single-parent families in monitoring their children's education, contributing to the formulation of effective support programs and policies. By exploring these avenues of research, scholars can further enrich our understanding of the multifaceted dynamics surrounding single-parent households and their influence on children's educational trajectories.

## VII. CONCLUDING REMARKS

The research journey unfolded through the engagement with five single parents, each navigating unique challenges in monitoring their children's education while enrolled at Mangga Elementary School in Tagum City, Davao Del Norte. Through purposive sampling and adherence to ethical standards, the study delved into the lived experiences, coping mechanisms, and insights gained by these parents. Following data collection, transcription, and analysis, the findings were structured around specific themes, illuminating the multifaceted nature of single parenthood in relation to educational involvement.

By systematically organizing and reviewing interview transcripts, a deeper understanding of the challenges faced and strategies employed by single parents emerged. The structured themes encompassed various aspects of parental involvement, challenges encountered, strategies for balancing responsibilities, seeking external support, leveraging technology, and gaining insights to enhance children's educational experiences. As we navigate through the complexities of single parenthood and education, the findings underscore the importance of tailored support systems and interventions to address the diverse needs of single-parent households. This study serves as a testament to the resilience and determination of single parents in nurturing their children's educational journey, despite the obstacles they face.

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