

# Guiding Students' Educational Journey: Through the Lens of Manobo Parents

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## ABSTRACT

*The primary purpose of this study was to reveal the success stories of guiding students educational journey through the lens of manobo parents in Sto. Niño, Loreto Agusan del Sur, Philippines, focusing on their experiences, challenges, coping mechanisms, and insights. Employing qualitative phenomenological approach among five manobo parents, in-depth interviews were conducted by the researcher and the data were examined through thematic analysis. The findings revealed the success stories of these manobo parents in guiding their students educational journey the unique challenges they face, such as limited formal education, socio-economic constraints, and inadequate resources, which contribute to feelings of inadequacy. Despite these obstacles, the study uncovers the parents' resilience and adaptive strategies in supporting their children's educational journeys. The findings also revealed the key insights suggest the necessity for culturally sensitive educational programs, enhanced access to resources, and greater community involvement to improve educational outcomes. The findings emphasize integrating indigenous knowledge into the curriculum and boosting digital literacy to better support indigenous families. Thus, this paper concluded with the recommendation for educators, policymakers, and community leaders to develop inclusive and effective educational strategies that honor and empower indigenous communities.*

**Keywords:** *student's educational journey, manobo, indigenous education, challenges, coping mechanism, experiences, insights, qualitative*

## 1. INTRODUCTION

Parents' literacy is vital in the education of their children. Parents play a very important role in the achievement of the students at school. In the context of Indigenous People (IP) specifically the Manobo people, the influence of parental literacy on the achievement of the children is so critical that may make their children to become what they wanted to be. According to Javornik and Mirazchyski (2023), the process of educating the child is necessary to determine the possible challenges and barriers that may hinder good school performance. The literacy levels of tribal parents, particularly among Indigenous communities, present significant challenges that can adversely affect the educational outcomes of their children.

Globally, there is a study in South Africa that South Africa's reading catastrophe is cultural. Most parents cannot read to their children, many because they themselves are not literate and because there are very few cheap children's books in African languages (and it must be remembered that English is a minority home language in South Africa). But reading at home also doesn't happen even at the highest levels of middle class society and the new elite either. It's treated as a lower order activity that's uncool, nerdy and unpopular. And it's not a spending priority (Jo Adetunji 2018).

Within the national context, the Philippines faces persistent challenges in ensuring equitable access to quality education across different socioeconomic groups. This underscores the need for localized studies to understand the specific dynamics influencing educational development within such communities (Bai & Bai, 2023). Addressing the literacy challenges of tribal parents, particularly among the Manobo people, requires a multifaceted approach that combines community engagement, educational programs, and policy support.

In the context of Barangay Sto. Niño and the Manobo community, limited local research has directly addressed the link between parental literacy and children's learning progress. However, anecdotal evidence and community observations suggest that variations in parental literacy levels may indeed play a significant role in shaping

educational outcomes among Manobo children. Since the school where the researcher is teaching is an IP (Indigenous People) school, it is very observable that parents are not participative in any school activities of the school and their children are not also performing. The evidences that could support this observation is clearly observed. However, there are no studies related to this study in the locality. This study can bridge this gap by employing a qualitative-phenomenological research design that allows for in-depth exploration and understanding of the lived experiences of Manobo parents regarding literacy and their influence on their children's education. By adopting a localized approach, this research seeks to explore the experiences, challenges, coping mechanisms and insights that are contextually relevant and contribute to the development of targeted interventions in enhancing educational opportunities within the Manobo community.

### 1.1 Research Questions

In order to arrive with a substantial content of this study, the following research questions were formulated:

1. What are the experiences of the Manobo Parents in guiding their children's education?
2. What are the challenges encountered by the Manobo Parents in guiding your children's education?
3. How do the Manobo Parents cope with the challenges encountered?
4. What insights did the Manobo Parents gained in guiding their children's education?

### 1.2 Theoretical Lens

The framework of this study was based on Vygotsky's Socio-cultural Theory which posits that cognitive development is deeply intertwined with social interaction, cultural context, and historical influences. Central to this theory is the concept of the Zone of Proximal Development (ZPD), which refers to the gap between what a learner can accomplish independently and what they can achieve with the guidance and support of more knowledgeable individuals. In the context of Indigenous education, Vygotsky's theory offers insights into the educational challenges faced by IP parents. The ZPD framework suggests that children's learning and development are shaped by interactions with their social and cultural environment, including interactions within the family, community, and formal educational settings. For IP children, whose cultural backgrounds and values may differ from mainstream educational norms, navigating the ZPD involves negotiating between traditional knowledge systems and formal schooling expectations (McCarty et al., 2009).

Drawing on Vygotsky's theory, educational interventions for IP communities should prioritize culturally responsive pedagogies that integrate Indigenous knowledge systems and languages into the curriculum. Collaborative partnerships between schools, communities, and Indigenous elders can create supportive learning environments that bridge cultural divides and empower IP children to succeed academically while maintaining their cultural identities.

### 1.3 Review of Related Literature and Studies

**Educational Challenges of Indigenous People.** Cultural challenges further complicate the educational landscape for Indigenous parents. Cultural values and traditions often conflict with formal education systems, influencing parental attitudes towards schooling. For instance, traditional practices emphasizing subsistence livelihoods and oral histories may diverge from mainstream educational priorities centered on literacy and numeracy (Kawagley, 2006). These cultural dynamics can create barriers to parental engagement with schools and limit Indigenous children's educational outcomes (Kawagley, 2006).

Poverty remains pervasive among many Indigenous populations, impacting access to essential educational resources such as textbooks, school supplies, and transportation. Economic marginalization restricts the parental capacity to invest in supplementary educational activities and extracurricular opportunities critical for holistic development. To address these challenges and capitalize on the benefits of parental literacy, interventions such as family literacy programs, community partnerships, and technology integration initiatives have been implemented. These interventions not only empower parents as active partners in their children's education but also bridge gaps in literacy access and support, ensuring equitable opportunities for all learners (Sheridan et al., 2010).

Indigenous education confronts a complex tapestry of challenges intertwined with promising opportunities, as delineated in scholarly literature. Challenges abound, encompassing systemic issues like insufficient funding, inadequate resources, and culturally insensitive curricula, all of which impede effective learning experiences for indigenous students (Schleicher, 2021). Language barriers pose another formidable hurdle, with the gradual erosion of indigenous languages threatening cultural continuity and hindering meaningful engagement in formal education settings (Bonifacio et al., 2021).

**Experiences of Indigenous People on Guiding Student's Education.** Indigenous communities worldwide encounter distinct challenges in supporting their children's education, shaped by a complex interplay of educational, socio-economic, and cultural factors. Educational barriers within these communities often stem from inadequate infrastructure and resources Official (2023). According to Enteria and Tagyam (2020) socio-economic disparities pose significant hurdles for Indigenous parents striving to support their children's education. The communications of educated parents at home through strong vocabulary, good pronunciation and logical arguments in discussion contribute to children's language development. Educated parents can also provide proper guidance to their children as they have already gone through the process of education and they are aware of the heights and falls of educational decisions and therefore they could also share the educational life experiences which are very powerful to motivate their children for studies.

Further, these experiences help the individual to mold their behavior and adjust him/herself to the situation properly which leads to prosperous educated life. All these interactions at home including parent's guidance, mutual communication, helping in the educational decisions and sharing the educational experiences with children have significantly positive relationship with students' academic achievement. Home arrangements made by children's parents are also based on their understanding and education has positive influences on students' educational performances (Idris et al., 2020).

**Insights of Indigenous Parents on Education.** Parents' attitude towards education is based on their level of education and educational experiences they have experienced during their educational life. It is a fact that the higher the attainments of parents in education the higher they will be conscious and careful for the education of the children (Kassim, 2011). Educated parents have beliefs which are reflective in the arrangement of educational provisions for their children (Jeynes, 2007). There are evidence that students belong to educated parents perform significantly as compared to the students belong to uneducated parents. The reason is that they can easily help out their children in their educational activities and can motivate them for studies. These interactions of parents have positive psychological effects on children, reduce children hesitation and further increase confidence and trust of students in their parents. On the other hand, uneducated parents are not in a position to assist their children and as parents their influences are weak as compared to the educated parents' contribution because of the absence of psychological factor (Jeynes, 2007).

Parental literacy is a critical factor influencing children's learning experiences and academic achievements, drawing significant attention from researchers exploring educational practices within familial contexts. The impact of parental literacy levels on children's educational trajectories has been extensively studied, with findings consistently highlighting the positive correlation between parental literacy proficiency and children's language development, reading abilities, and overall academic performance(Boonk et al., 2018).

Family dynamics encompass a spectrum of elements including communication patterns, parenting styles, familial roles, cultural practices, and intergenerational knowledge transmission, all of which play pivotal roles in socializing children and fostering educational attitudes and practices (Jabbari et al., 2023).

These dynamics are deeply intertwined with cultural values, traditions, and community norms, influencing how children perceive education, engage in learning activities, and navigate academic trajectories Ochs and Izquierdo (2009). Research within indigenous communities has shed light on the complexities of social learning and family dynamics, underscoring the importance of culturally responsive approaches to education and community engagement (Lees, 2016). Studies examining parental involvement in education (Castro et al., 2015) and the role of extended kinship networks in supporting children's learning have provided valuable insights into effective educational strategies within such contexts. Challenges such as balancing traditional cultural values with modern educational expectations preserving indigenous languages, and addressing socio-economic disparities also come into focus when exploring social learning dynamics and family influences on education(Castro et al., 2015).

## 2. METHODS

### 2.1 Research Design

This study was qualitative research using phenomenological approach of which in-depth interview (IDI) is used in gathering the data since the study explored the role of parents in guiding their children's education, qualitative research is suitable. Phenomenology is appropriate for this area of study since viewpoints on a specific topic are essential and a qualitative technique that focuses on understanding the essence of the experience through the

description of the lived phenomenon (Creswell, 2019). This research design was very appropriate to explore the experiences, challenges, coping mechanisms, and insights of the 5 Manobo parents in guiding the education of their children.

## 2.2 Research Locale

This study was conducted in Sto. Niño, a barangay nestled in the municipality of Loreto, within the province of Agusan del Sur, situated in the Caraga region of Mindanao, Philippines. Sto. Niño is characterized by its rural ambiance and is predominantly inhabited by members of the Manobo indigenous community. Renowned for its rich cultural heritage, traditional practices, and tight-knit community bonds, Sto. Niño epitomizes the broader indigenous culture prevalent in the region.

Geographically, Sto. Niño is located at coordinates 8.0251°N, 125.7538°E, on the island of Mindanao, with an elevation estimated at 44.8 meters or 147.0 feet above mean sea level. The local economy of Sto. Niño revolves primarily around agricultural activities. According to the 2020 Census, Sto. Niño has a population of 1,321 residents, constituting approximately 3.01% of the total population of Loreto.

The study was specifically focus on Sto. Niño Elementary School, which serves as an educational cornerstone within the community. Established in 1968, the school has been instrumental in providing quality education to the children of Sto. Niño and fostering their academic growth within the cultural context of the indigenous Manobo community.

Sto. Niño Elementary School, situated at P-2, Barangay Sto. Niño, Loreto, Agusan del Sur, stands as a complete Public Elementary School, boasting a rich history since its establishment in 1968. Positioned 35 km away from the Municipality of Loreto and 3 km from Loreto South District, the school serves as a vital educational institution within its community. With a steadfast commitment to educational evolution, Sto. Niño Elementary School remains dedicated to delivering programs, projects, and policies aligned with the vision, mission, and goals of the Department of Education (DepEd), all while prioritizing the total wellness of its students. Under the guidance of a Principal, the school is supported by a team of nine proficient educators, including three newly hired teachers. Each teacher assumes the role of subject and area coordinators, ensuring the delivery of quality educational services to learners while facilitating a well-organized division of labor within the institution.

Over the past three School Years, Sto. Niño Elementary School has encountered fluctuations in enrollment. In the academic years 2021-2022, 2022-2023, and 2023-2024, the school's enrollment varied, with 344, 331, and 359 students, respectively. These numbers comprise both male and female students, reflecting the dynamic composition of the school community. An analysis conducted by the school staff identified primary contributory factors influencing the fluctuating enrollment. These factors include the transfer of residents from Sitio Dam to the Barangay proper and instances of insurgency, which have impacted enrollment numbers in the initial school years.

## 2.3 Research Participants

The participants of the study were the 5 Manobo Parents whose children were enrolled in Sto. Nino Elementary School in the school year 2023-2024. The participants were purposively selected with the criteria set by the researcher in the selection of the participants. The selected participants have not attended any formal education which means that those who were not able to study in the elementary and have never attended school and those who were communicative in the use of Bisaya and Manobo which was commonly spoken in the locality as mode of communication.

## 2.4 Data Collection

The research process begins with obtaining the endorsement letter for and ethics form from key authorities, and community leaders in Barangay Sto. Niño, outlining the research objectives, methodology, and ethical considerations. Ethical protocols are strictly followed throughout, including obtaining informed consent from participants and ensuring confidentiality and voluntary participation.

Data gathering primarily employs qualitative methods to capture nuanced insights into parental literacy influences and educational outcomes among Manobo children. Individual In-Depth Interviews (IDIs) will be conducted with Manobo parents, teachers, and key informants to explore their literacy practices and educational beliefs deeply. Observation (PO) complements these methods by immersing the researcher in educational settings to observe parental involvement and interactions firsthand.

Recorded data from interviews, discussions, and observations will be transcribed verbatim and subjected to rigorous qualitative analysis techniques such as thematic coding and constant comparison. These methods will help identify patterns and relationships within the data, leading to meaningful insights. The final research report adheres to academic standards, presenting findings, interpretations, and recommendations clearly.

## **2.5 Ethical Consideration**

Ethical integrity was paramount in qualitative research, encompassing several essential processes to uphold participant rights and ensure research transparency and accountability. Firstly, securing an endorsement letter or approval from relevant authorities, such as community leaders or institutional review boards, is crucial. This endorsement signifies acknowledgment and support for the research, particularly if it impacts individuals or organizations within the study context.

Secondly, prospective research participants or informants were provided with informed consent forms detailing the purpose, procedures, potential risks, and benefits of the study. Obtaining informed consent ensures that participants voluntarily agree to participate and understand their rights regarding confidentiality, anonymity, and withdrawal from the study at any stage without consequences.

The researcher held responsible to safeguard participant confidentiality by ensuring that sensitive information shared during interviews or interactions was kept confidential and anonymized as necessary. This included using pseudonyms or identifiers instead of real names in research outputs to protect participant identities, especially in cases where anonymity is crucial for participant safety or privacy.

Additionally, ethical considerations extend to providing feedback to participants regarding the findings of the study. This feedback mechanism fosters transparency and reciprocity, allowing participants to understand how their contributions shaped the research outcomes and promoting mutual respect between researchers and participants. By adhering to these ethical guidelines and responsibilities, qualitative researchers uphold the principles of respect, beneficence, justice, and integrity in their interactions with participants and contribute to the ethical conduct and credibility of qualitative research endeavors.

## **3. FINDINGS**

Presented in this chapter are the role of Manobo Parents in guiding their students educational journey. The primary focus of the investigation was on how Manobo Parents use their experiences in dealing with students' educational journey. The research participants were five Manobo Parents of Baranggay Sto. Niño Elementary, Loreto Agusan del Sur.

The structured themes and emerging themes within them served as a foundation for broadening the discussion of the findings in this study. As each theme was connected to related literature and studies, they were subjected to a thorough review and assessment to determine their consistency with the theme.

### **3.1 Significant Experiences in Guiding Children's Education of Indigenous Parents**

A recurring in this section were coming from the specific research question 1.1 'What are the experiences of the Manobo Parents in guiding their student's education?' among the Manobo parents' responses is the challenge of balancing educational support with limited resources. The findings from these interviews illustrate the multifaceted challenges and adaptive strategies employed by the tribal parents in supporting their children's education. Despite facing limitations in resources and personal educational backgrounds, these parents demonstrate a profound commitment through community support, value-based teaching, and personal sacrifices. The insights gathered emphasize the need for educational support systems that acknowledge and integrate the cultural and socio-economic contexts of indigenous communities, fostering an inclusive environment that builds upon their strengths and experiences.

### **3.2 Indigenous Parents' Personal Experiences with Their Children's Education**

This section presents the results to the specific research question 1.2 How would you describe your personal experiences with regard to the education of your children? under the 1st major research question 'What are the experiences of the Manobo Parents in guiding their student's education?' The following prevalent theme among the Manobo parents' experiences is the emotional and practical difficulties they face due to personal limitations in educational skills. Personal Limitations and Emotional Struggles. Some Participants shows the respondent's sense of

inadequacy in contributing intellectually to their child's education, despite their willingness to provide physical and financial support.

### **3.3 Significant Experiences of Indigenous Parents in Guiding Children's Education with Personal Educational Limitations**

The themes derived from the responses of the research informants to the specific research question 2.1 'What are the challenges encountered by the Manobo Parents in guiding your children's education?' are presented in this section. A significant challenge reported by the Participant is the difficulty they face due to their own limited educational skills. The deep sense of inadequacy felt by parents who are unable to support their children's learning due to their own illiteracy.

### **3.4 Indigenous Parents Social Stigma and Lack of Knowledge.**

This section presents the results to the specific question 2.2 'What are the hindrances that affect you in guiding your children's education?'. The hindrances reported by the respondents underscore the complex interplay of personal, social, and economic factors that affect their ability to guide their children's education. These findings highlight the need for comprehensive support systems that address both the immediate and underlying barriers faced by parents, such as illiteracy, financial hardship, and time constraints. By providing targeted interventions and resources, it is possible to mitigate these challenges and promote more equitable educational outcomes for children from all backgrounds.

### **3.5 Coping Mechanism to Cope up with Challenges of Indigenous Parents**

In this section, the themes created were from the responses to specific research question 3.1, 'What did you use to cope with these challenges?' The following were the themes; The coping mechanisms employed by the parents reflect a combination of resourcefulness, reliance on community support, and strategies to navigate social stigma. These mechanisms are indicative of the broader socio-economic and cultural context in which these parents operate, highlighting the resilience and adaptive strategies they employ to support their children's education despite significant challenges. To better support these parents, interventions could focus on enhancing community-based resources, providing literacy programs, and reducing stigma around educational deficiencies..

### **3.6 Effective means to cope with these challenges by Indigenous Parents'**

Presented in this section are the themes drawn from the responses to the specific question 3.2, 'How did you deal with the most challenging difficulties encountered in managing students' social media use?'. The following themes were created: Manobo parents employ a range of strategies to cope with the challenges they face in supporting their children's education. From providing material support and seeking community assistance to encouraging independence in their children and even using pretense to avoid stigma, these methods reflect the resilience and resourcefulness of these parents. Addressing these challenges requires not only improving access to educational resources but also fostering a more inclusive and supportive community environment.

### **3.7 How did Indigenous Parents' handle the challenges encountered in guiding your children's education**

Presented in this section are the themes drawn from the responses to the specific question 3.3, 'How did you handle the challenges encountered in guiding your children's education?'. The following themes were created: illustrates that Manobo parents face significant emotional and practical challenges in guiding their children's education. However, they employ various strategies such as using adversity as motivation, making personal efforts to learn, guarding against exploitation, and accepting their situation. These strategies reflect a deep resilience and a commitment to their children's future, demonstrating the complex interplay between cultural, social, and individual factors in educational support. Addressing these challenges requires a multifaceted approach that includes community support, access to resources, and an understanding of the cultural context.

### **3.8 Insights of Manobo Parents gained in guiding 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, 'What insights did the Manobo Parents gained in guiding their children's education?'. Two specific research questions were utilized to collect data and pieces of information. The themes created in this section were from the responses to the specific research question 4.1, 'What are your realizations in guiding your children's education amidst the challenges you encountered?'. The themes were set limits, that Manobo parents value the emotional, spiritual, and practical aspects of supporting their children's education. They emphasize the importance of resilience, sacrifice, breaking stereotypes, and recognizing diverse talents. These reflections highlight the complex interplay of personal, cultural, and social factors in educational support, underscoring the need for holistic approaches to education that consider these dimensions.

### **3.9 Suggestions from Manobo Parents for Guiding Their Children's Education**

This section presents the themes for the specific question 4.2, 'What could you suggest to other Manobo Parents in guiding their children's education?'. This is under the 4th major research question 'What insights did the Manobo Parents gained in guiding their children's education?'. From the responses, the following themes were drawn establishing that parents reflect a deep understanding of the value of education and the multifaceted nature of support needed for children's academic success. They highlight the importance of perseverance, the role of parental support and example, the potential for personal growth beyond one's circumstances, and the power of education to change lives. These insights and suggestions are not only relevant to the Manobo community but can also serve as a valuable perspective for other communities facing similar challenges.

## **4. DISCUSSION AND CONCLUSION**

This chapter presents the discussions, conclusion and recommendations of the study that sought understanding of the Manobo Parents' role in guiding their student's educational journey. This study was conducted in Sto. Niño, Loreto Agusan del Sur. Five Manobo Parents coming from Sto. Niño Elementary School served as research participants. All of them underwent an in-depth interview. They were the sources of pieces of information and data for the phenomenon under study.

The presentation order for this chapter was determined by arranging the research questions in the interview guide in that order. The study's findings were the issues that were emphasized in the discussions section and supported by relevant research and literature..

### **4.1 Balancing Educational Support with Limited Resources and Parental Responsibilities with Work and Time Conflict**

The emerging themes provides access to important information expressed a deep awareness of the importance of education but felt constrained by their own lack of skills. Their desire to support their child's education but reveals a reliance on formal schooling and teachers due to their own limited educational background. This mirrors research which suggests that parents with limited formal education often feel inadequate in providing direct academic support (Gorski, 2013).

Balancing Work and Parental Responsibilities sometimes having to delay assistance. This response illustrates the tension many parents face between the need to earn a living and the desire to be involved in their children's education. It also shows the parent's awareness of their child's educational needs and the emotional burden of not always being able to meet those needs (Bianchi et al., 2006).

Experiences of Parents in Guiding Their Children's Educational Journey. The emerging themes were illustrating the multifaceted challenges and adaptive strategies employed by the tribal parents in supporting their children's education. Despite facing limitations in resources and personal educational backgrounds, these parents demonstrate a profound commitment through community support, value-based teaching, and personal sacrifices. The insights gathered emphasize the need for educational support systems that acknowledge and integrate the cultural and socio-economic contexts of indigenous communities, fostering an inclusive environment that builds upon their strengths and experiences (Gorski, 2013).

### **4.2 Community Interactions, Emotional Impact, and Assistance Support Systems.**

The emerging themes were monitoring the role of community support in addressing educational challenges. This highlights the collaborative nature of educational support within the Manobo community, where parents often

seek assistance from neighbors when they are unable to help their children directly. Such communal support is crucial in areas where educational resources are limited (Holloway, 2018) they recounted.

Gain in Seeking Community Assistance likely on seeking help from neighbors and friends is an effective strategy. This method not only helps in getting the necessary information for the children but also fosters a supportive community network. Additionally, it encourages children to become more self-reliant in their studies, understanding the limits of their parents' assistance (Vygotsky, 1978).

Impact of Cultural and Educational Integrations such as teaching respect and good behavior as a means of supporting educational success, despite their own limitations in academic skills. The focus on values aligns with educational research that highlights the importance of social and behavioral skills in student achievement (Sutherland et al., 2018).

Advantage Gain in Pretending to Have Poor Eyesight as an excuse to avoid certain social situations. This strategy, while effective in the short term, underscores the social stigma associated with illiteracy or lack of education. It highlights the need for greater understanding and sensitivity from the community towards individuals with different educational backgrounds (Goffman, 1963).

Benefit on the Dependence on Others for Assistance shows reliance on others for assistance with administrative tasks related to their children's education. They conveyed a sense of helplessness in handling tasks such as filling out forms and ensuring accurate spelling, relying on teachers or acquaintances for support. This reflects a broader issue where parents with low literacy levels struggle with school-related administrative tasks, impacting their ability to engage fully with their child's education (Morris & Mather, 2008).

Advantage of Seeking External Help was a strategy used by Manobo Parents, such as asking others to read or count for them. This approach shows a proactive effort to overcome personal limitations by leveraging the skills of others in the community or using technology when financially possible. It also highlights the importance of communal support and resourcefulness in overcoming educational challenges (Freire, 1985).

#### **4.3 Challenges in Personal Pride and Public Perception of Manobo Parents**

The emerging themes in this structured theme illustrate the multifaceted challenges and adaptive strategies employed by the tribal parents in supporting their children's education. Despite facing limitations in resources and personal educational backgrounds, these parents demonstrate a profound commitment through community support, value-based teaching, and personal sacrifices. The insights gathered emphasize the need for educational support systems that acknowledge and integrate the cultural and socio-economic contexts of indigenous communities, fostering an inclusive environment that builds upon their strengths and experiences. Their experience highlights the personal and social pressures associated with educational shortcomings. They recounted a public embarrassment which is a reflection on public scrutiny and the personal pride tied to their child's achievements underscores the broader social challenges faced by parents in marginalized communities (Gonzalez, 2021).

Parents' Personal Limitations and Emotional Struggles. shows the respondent's sense of inadequacy in contributing intellectually to their child's education, despite their willingness to provide physical and financial support. This sentiment is consistent with literature highlighting the challenges parents with low literacy levels face in supporting their children's educational needs (Sirin, 2005).

Social Pressures and Personal Pride involved in their child's achievements. They described feeling ashamed when their literacy limitations were exposed. The embarrassment felt due to not being able to read or write in a public setting highlights the personal and social challenges faced by parents with limited literacy. However, their pride in their child's success and their efforts to compensate for their own perceived shortcomings underscore the complex interplay of pride, shame, and parental support (Gonzalez, 2021).

The personal experiences shared by the parents highlight a range of challenges, from limited educational skills and financial strain to the emotional and social pressures of supporting their children's education. These insights underscore the need for supportive educational systems that recognize and address the unique barriers faced by parents in marginalized communities. Ensuring access to resources and support that empower these parents can foster a more inclusive environment where both children and their families can thrive academically and emotionally.

Personal Educational Limitations were a challenge reported by the respondents is the difficulty they face due to their own limited educational skills. The deep sense of inadequacy felt by parents who are unable to support their children's learning due to their own illiteracy. This aligns with existing research showing that parental literacy is crucial for supporting children's educational progress (Sirin, 2005).

Difficulty with Educational Engagements were described the difficulty in engaging with their child's educational activities and paperwork. and reflects a deep frustration with their own inability to assist with educational tasks, such as reading documents or signing forms. Their experience of having to rely on others for these tasks



highlights the broader issue of illiteracy and its impact on parental involvement (Morris & Mather, 2008). The respondent's fear of being judged and bullied by their own children due to their illiteracy further emphasizes the emotional toll of these educational barriers.

Difficulty in Teaching Basic Skills to their child, particularly in subjects like writing and arithmetic. They noted the difficulties in providing effective guidance due to their own limited knowledge and experience. The respondent's struggle to teach basic skills, and the occasional frustration with the pace of their child's learning, highlights the significant barriers faced by parents who lack educational resources and training (Berk, 2004).

Problem in Personal Educational Limitations were a major hindrance cited by the participants is their own limited educational capacity. This indicates a significant barrier where the parents' lack of literacy and numeracy skills directly affects their ability to support their children's educational needs. The inability to read or understand school assignments leaves both parents and children at a disadvantage, further exacerbating educational inequalities (Berk, 2004).

Social Stigma and Lack of Knowledge as well as the embarrassment associated with everyday tasks due to illiteracy. The participant shared an experience where their lack of knowledge about common items, such as a folder, led to ridicule from others. This incident not only highlights the practical difficulties faced by those with low literacy skills but also the social stigma and emotional distress that can accompany these challenges. The term "ignorante" is used here in a pejorative sense, reflecting societal attitudes that further marginalize individuals in similar situations (Freire, 1985).

Parents' Illiteracy and Its Broader Implications were emphasizing that illiteracy itself is a significant barrier, affecting their ability to assist with school tasks and participate in their children's education. They expressed concerns about the potential social consequences, such as their child being bullied due to the parent's illiteracy. This highlights the broader implications of illiteracy, not only for educational support but also for the social and emotional well-being of the children (Gonzalez, 2021).

Manobo Parents' Avoiding Stigmatization were pretense as a coping mechanism to avoid stigmatization. This approach, while a form of coping, highlights the social pressures and potential stigma faced by parents who cannot read or write. The fear of judgment or bullying, particularly impacting their children, leads them to conceal their illiteracy. This response underscores the broader social challenges and the need for greater understanding and support within communities (Gonzalez, 2021).

Edge on Personal Efforts to Learn were Manobo Parents attempting to learn reading and writing with the help of their child, although finding it challenging due to age. They expressed acceptance of their limitations and chose to focus on contributing through hard work and good character. This highlights the importance of self-acceptance and finding other ways to support their child (Knowles, 1980).

The Used of Adversity as Inspiration were to ignore the judgment from others and instead used their situation as motivation. They focused on being a good role model for their child, instilling values over academic abilities. This approach reflects a positive and resilient mindset, emphasizing the importance of character and resilience over academic success (Rutter, 1987).

Embrace the Role of a Supportive Parent Despite Limitations were parents are advise not to be ashamed of supporting their children's education, regardless of their own intellectual capacities. They emphasize that children can help parents as well. This underscores the reciprocal nature of support and the value of setting a determined example for children (Epstein, 2001).

#### **4.4 Insights of Indigenous Parents on Education**

The emerging themes were monitoring the Parent's experience reveals the financial strain and deceptive practices they encountered. They described being misled into thinking they were receiving financial aid, only to discover that the documents were fraudulent. This experience illustrates the vulnerability of parents in marginalized communities who may fall victim to scams, exacerbating their financial difficulties (Hogg, 2020). The emotional impact of this deception, as expressed by Respondent 3, reveals a significant level of distress and disillusionment with the system.

Strengthen Resolve in the Face of Challenges were parents to remain strong despite the difficulties they encounter in educating their children. This emphasizes resilience and persistence as key factors in overcoming educational and life challenges (Luthar, Cicchetti, & Becker, 2000).

Advantage of Having Access to Online Resources. The emerging themes in this structured theme were monitoring the effectiveness of using the internet to help children complete their assignments. However, this solution is limited by financial constraints, which can prevent consistent access to online educational resources. This highlights the need for more equitable access to technology and the internet for educational purposes (Selwyn, 2010).

**Struggles of Manobo Parents' and Students with Access to Resource.** The emerging themes were monitoring the Manobo Parents' ability to access relief and educational resources. Their experience of missing out on essential aid due to their inability to read and lack of assistance highlights the broader issue of access to resources and support for marginalized families. This underscores the critical need for accessible support systems that address literacy barriers and ensure equitable access to educational resources (Hogg, 2020). These findings highlight the need for supportive educational systems that address the unique barriers encountered by parents with low literacy levels. By providing targeted assistance and resources, it is possible to enhance parental involvement and support, ultimately fostering a more inclusive and equitable educational environment for all families.

**Importance of Providing Material and Emotional Support.** The emerging themes were monitoring the importance of providing material and emotional support to their children as a means of compensating for their inability to assist with academic tasks. This approach underscores the role of parents in fostering a conducive learning environment, even when they lack the educational skills themselves. By ensuring that their children have the necessary resources and a supportive home environment, parents can encourage perseverance and focus on education (Berk, 2004).

**Encouraging Children's Independence and Motivation** monitoring their children's motivation to excel in school, partly to avoid burdening their parents and feeling ashamed of asking for help. This indicates that children are aware of their family's challenges and are motivated to perform well in school to overcome these obstacles. This response reflects a strong sense of responsibility and a desire to succeed, which is crucial for academic success (Bandura, 1997).

**The Acceptance of the Situation.** The emerging themes monitoring the emotional difficulty of their situation, but emphasized the necessity of acceptance: They discussed the challenges of coping with societal judgments and their circumstances, ultimately choosing resilience and strength for the sake of their child. This response underscores the emotional resilience required to navigate challenging circumstances and the importance of focusing on what can be controlled (Garmezy, 1993).

**Prioritize Education Over Early Marriage** in which Manobo Parents strongly discourages parents from pushing their children, especially daughters, into early marriage as a solution to economic hardships. They stress the transformative power of education in improving life circumstances, highlighting the importance of ensuring that children complete their education (UNICEF, 2012).

**Sacrificing for the Next Generation's Education** to prevent their children from facing the same hardships they endured due to lack of education. They expressed regret over not being able to continue their own education and resolved to sacrifice for their children's educational opportunities. This illustrates the intergenerational commitment to education and the sacrifices parents are willing to make for their children's future (Hossler & Gallagher, 1987).

**Appreciation for One's Privileges and the Value of Hard Work** were discussing the Manobo Parents' reflection on their educational and economic advantages compared to those who lack literacy skills. They were inspired by the stories of parents who strive to support their children despite their limitations. This underscores the importance of gratitude and the inspiration drawn from the resilience of others (Tisdell, 2003).

**Children as Motivators and the Value of Talent** that the children's awareness of the parents' limitations motivated them to work harder. They realized that intelligence is not the only factor in success; talents, such as athletic abilities, also provide opportunities. This acknowledges the diverse forms of intelligence and the importance of nurturing all aspects of a child's potential (Gardner, 1983).

**Impact on Believing in Your Child's Potential** encourages parents not to assume that their children will share the same educational limitations they have faced. They advise focusing on supporting children to discover and develop their unique abilities and not projecting their own experiences onto their children's future (Dweck, 2006).

#### 4.5 Implication for Practice

Based on the results of this study, the succeeding implications for practice are proposed:

*On Experiences in Guiding Children's Education.* The parents face numerous challenges in guiding their children's education, often stemming from their lack of formal schooling and limited resources. Despite these hurdles, they have demonstrated resilience and adaptability. Parents utilized community support and developed strong emotional bonds with their children, reinforcing the importance of perseverance and faith. Educational programs must recognize these efforts and provide tailored support, such as community-based learning sessions and culturally sensitive educational materials.

*On Coping Mechanisms and Adaptive Strategies.* Parents employed various coping mechanisms, including seeking help from neighbors and relatives, encouraging self-reliance in their children, and drawing inspiration from their hardships. These adaptive strategies underline the importance of community involvement and the potential for

peer support systems among parents. Programs that facilitate peer-to-peer learning and support networks could significantly enhance the educational support system for indigenous communities.

*On Cultural Sensitivity and Integration.* The integration of cultural values and knowledge into the educational curriculum can enhance the learning experience for their children. Recognizing the cultural heritage and incorporating indigenous knowledge systems can bridge the gap between home and school environments. Educators and curriculum developers should consider collaborative efforts with indigenous leaders to create a more inclusive and relevant educational framework.

*On Improving Educational Outcomes.* To improve educational outcomes for Manobo children, there is a need for consistent and accessible training for teachers on indigenous education. Workshops and seminars focused on cultural sensitivity, effective teaching strategies for indigenous learners, and ways to engage parents in the educational process can lead to more effective teaching and learning experiences. Additionally, providing scholarships and financial assistance for Manobo students can alleviate some of the socio-economic barriers to education.

*On Enhancing Digital Literacy.* Given the growing importance of digital literacy, initiatives to provide digital resources and training for parents and students are essential. Access to the internet and digital devices can open up new avenues for learning and development. Educational programs should incorporate digital literacy training, ensuring parents and students can navigate and utilize online resources effectively.

*On Community-Based Support Systems.* Community-based support systems play a pivotal role in the educational journey of Manobo children. Creating platforms for regular interaction and exchange of ideas among parents, educators, and community leaders can foster a more supportive and collaborative educational environment. Community learning centers and parent-teacher associations tailored to the needs of indigenous communities can be instrumental in this regard.

*On Psychological and Emotional Support.* The psychological and emotional well-being of both parents and children is crucial for educational success. Programs that offer counseling services, stress management workshops, and emotional support groups can help address the mental health challenges faced by Manobo families. Ensuring that these services are culturally sensitive and accessible can greatly benefit the community.

*On Advocacy and Policy Development.* Advocating for policies that support indigenous education is vital. Engaging with local and national governments to recognize and address the unique challenges faced by Manobo parents and their children can lead to more inclusive and effective educational policies. Collaborative efforts between government agencies, non-governmental organizations, and indigenous communities are necessary to create sustainable and impactful educational reforms.

*On Parental Involvement and Empowerment.* Empowering the parents to take an active role in their children's education is essential. Providing them with the necessary skills and knowledge through workshops on parenting, educational support techniques, and effective communication can enhance their ability to guide their children. Programs that focus on building confidence and self-efficacy among parents can lead to more positive educational outcomes for their children.

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