

Lived Experiences of Teachers in Assisting Marginalized Parents in the Education of their Children

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Abstract

This study explored the lived experiences of elementary teachers in the Peñaranda District, Peñaranda, Nueva Ecija, in assisting marginalized parents in supporting their children's education, with emphasis on their experiences, challenges, strategies, and insights for strengthening school-home collaboration. The study was anchored on Epstein's Framework of School-Family-Community Partnerships, guided by a phenomenological lens, and organized through an Input-Process-Output model. A qualitative phenomenological research design was employed involving 15 elementary teachers selected through purposive sampling based on their direct experience with learners and parents from marginalized families. Data were gathered using a Demographic Profile Form, Semi-Structured Interview Guide, field notes, and observations of teacher-parent interactions and were analyzed through thematic analysis. Findings showed that effective and compassionate communication, parental involvement, and sensitivity to community and cultural contexts were central to supporting marginalized families. Teachers encountered barriers associated with economic hardship, unstable employment, limited educational attainment, inadequate resources, time constraints, limited technology access, language and cultural differences, and insufficient parental support. To address these challenges, teachers used home visits, conferences, phone calls, group chats, flexible schedules, empathetic dialogue, printed learning materials, alternative activities, parent education programs, workshops, guidance sessions, and collaboration with school and community stakeholders. The study concluded that inclusive, flexible, and context-responsive communication and educational support strengthened trust and school-home collaboration. It recommended continued teacher professional development, a year-long parental engagement plan aligned with DepEd policies, stronger collaboration with community stakeholders and government agencies, and innovative strategies for sustained parental engagement. The study aligns with SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice and Strong Institutions), and SDG 17 (Partnerships for the Goals). Its sustainability impact lies in supporting inclusive educational practices, stronger family-school partnerships, responsive institutional interventions, and more equitable learning opportunities for marginalized families.

Keywords: Communication Strategies, Educational Support, Marginalized Parents, Parental Involvement, Qualitative Phenomenology, School-Home Collaboration, Socioeconomic Barriers, Teachers' Lived Experiences

1. Introduction

Education requires sustained collaboration among schools, families, and communities, especially in contexts where parents face socioeconomic barriers that limit their participation in their children's learning. In the Philippine public school setting, mechanisms such as School-Based Management and Parent-Teacher

Associations promote school-home collaboration; however, marginalized families continue to encounter difficulties related to poverty, low educational attainment, unstable employment, limited resources, and reduced confidence in communicating with school personnel. These conditions affect parental engagement and place additional responsibilities on teachers, who often act not only as classroom educators but also as facilitators, communicators, and support providers for learners from disadvantaged families. This study explored the lived experiences of elementary teachers in the Peñaranda District, Peñaranda, Nueva Ecija, as they assisted marginalized parents in supporting their children's education. It focused on teachers' experiences, challenges, strategies, and insights in strengthening school-home collaboration within marginalized contexts.

Parental involvement is widely recognized as a critical factor in learner achievement. In the Philippines, the Department of Education emphasizes parental participation as part of improving educational outcomes (Bermejo & Tamos, 2023). School-Based Management and Parent-Teacher Associations serve as institutional structures that promote cooperation between schools and families. However, socioeconomic disparities among marginalized families continue to create barriers to effective school-home engagement (Lv et al., 2020). Teachers in rural and semi-urban contexts, including Nueva Ecija, often work with parents who experience poverty, low educational attainment, unstable employment, limited time, and lack of familiarity with school processes. These realities reduce parents' capacity to consistently support their children's education and require teachers to provide additional academic, emotional, and communicative support (Espino, 2023). Since parental involvement is positively associated with children's academic performance (Sandiego & Villanueva, 2023), limited engagement from marginalized parents becomes a concern for both learner progress and teacher practice. Malika et al. (2021) described marginalized communities as groups experiencing social and economic challenges that restrict access to educational opportunities and resources. In this context, teachers are compelled to bridge the gap between home and school by creating ways to sustain learner motivation, support parental communication, and address the effects of limited family involvement.

The literature shows that parental mental health, financial stability, and socioeconomic conditions influence children's development and educational experiences. Parental depression may reduce responsiveness and nurturing behavior, while financial hardship limits access to learning materials, enriching experiences, and educational support (Ahmad et al., 2022; Martin et al., 2022). These conditions also affect parental involvement, especially in disadvantaged communities where economic and social constraints shape participation in education (Santos et al., 2025). Teachers' demographic and professional characteristics also influence how they respond to marginalized parents. Experience, gender, civil status, and educational attainment may affect communication, resilience, problem-solving, and relationship-building with families (Abdon & Canda, 2025; Wong Woei Ling, 2024; Mahantamak et al., 2025; Rooney, 2024). Professional standards, educational management practices, and readiness competencies further strengthen teachers' capacity to address institutional and interpersonal challenges (Cajucum, 2020; Mirana et al., 2026). Effective communication is essential in school-home partnerships, particularly where families have limited access to technology and digital resources (Bartolome et al., 2020; Garcia & de Guzman, 2020). Mobile technologies and digital capacity-building can support communication and participation, although digital competence and institutional support remain necessary (Tuliao et al., 2024; De Guzman et al., 2025). Digital and documentation challenges may also affect coordination between educational institutions and stakeholders (Gamit et al., 2025). Thus, communication with marginalized families should remain flexible, accessible, culturally sensitive, and responsive to their circumstances (Ambroso & Dunn, 2021; Hannon & O'Donnell, 2022). Parental involvement remains important to student success, but socioeconomic barriers may limit direct academic participation. Low-income parents may contribute through moral support, caregiving, financial assistance, and basic guidance even when they cannot participate extensively in school-based activities (Garcia, 2018, as cited in Sonjaco et al., 2025; Garcia & de Guzman, 2020). Inclusive and accessible educational practices are therefore important in addressing differences in family resources and readiness (Tabacolde et al., 2026; Hamsan et al., 2026). Institutional barriers, the digital divide, unemployment, and emotional stress may further reduce parental participation and affect academic outcomes (Ablasa, 2024; Koivuhovi et al., 2025; Seivwright et al., 2022; Calderon-Villarreal et al., 2025). Experiences during the pandemic also showed how access to information and institutional responsiveness influence educational communities during disruption (Santiago & Santos, 2021).

Teachers respond to these barriers through flexible scheduling, community outreach, home-based learning activities, parent workshops, and low-cost instructional support (Majcık & Obrovská, 2025; Grüter et al., 2024; Paragas, 2020; Kambona & Ndibalema, 2024). Community-oriented and extension-based approaches further show the value of sustained outreach, localized strategies, and institutional partnerships in supporting disadvantaged groups (Constantino & Santos, 2025; Santos et al., 2025; Santos & Santos, 2025). Quality-management practices may also strengthen accountability, coordination, and consistency in school-community programs (Gamit et al., 2024).

The literature also recognizes the emotional and professional burden placed on teachers working with marginalized families. Expanded responsibilities may increase workload, emotional strain, and burnout, especially

when teachers must manage complex family circumstances with limited institutional support (Abdon & Canda, 2025; Wong Woei Ling, 2024; Mahantamak et al., 2025). Capacity-building and structured training can help strengthen teachers' technological, communication, and community-engagement competencies (De Guzman et al., 2025; Santos, 2026).

At the global, national, and local levels, poverty, language differences, limited literacy, unstable employment, technological inequality, and inadequate school resources continue to affect school-home collaboration (Besonia & Magnate, 2022; Bonajos, 2024). Effective partnerships therefore require mutual respect, accessibility, trust, and recognition of parents and teachers as partners in children's education (Ovesen et al., 2023; Monks et al., 2022). Collaborative educational programs and community-based initiatives further emphasize the importance of stakeholder participation and locally responsive interventions (Gamit et al., 2025; Constantino & Santos, 2025; Santos et al., 2025). These findings support examining teachers' narratives in Philippine public elementary schools, particularly in marginalized communities where educators carry expanded academic, social, technological, and communicative responsibilities.

This study is anchored on the idea that school-home collaboration contributes to learners' academic success and holistic development, particularly in marginalized contexts (Epstein et al., 2018; Hoover-Dempsey & Sandler, 2005). When parents experience poverty, low educational attainment, unstable employment, or limited access to resources, their ability to support their children's learning may be reduced. In such situations, teachers assume expanded roles in communication, learner engagement, and parental support. The study draws from Epstein's Framework of School-Family-Community Partnerships, which emphasizes communication and collaboration as key dimensions of effective family engagement. It is also guided by a phenomenological lens that focuses on understanding participants' lived experiences and interpretations of the realities they encounter (Carrington, 2025). Through these perspectives, the study examined teachers' experiences, challenges, and adaptive strategies in assisting marginalized parents. The conceptual flow of the study follows an Input-Process-Output model. The inputs include teachers' lived experiences in assisting marginalized parents, the communication and family-support challenges they encounter, and the strategies they employ. The process involves in-depth semi-structured interviews, thematic analysis, and phenomenological interpretation of teachers' narratives. The output consists of emergent themes and insights that may strengthen school-home collaboration in marginalized contexts.

Although existing studies have examined parental involvement, communication barriers, teacher strategies, and the effects of socioeconomic hardship on learning, there remains a need to understand these concerns through the lived experiences of elementary teachers working directly with marginalized parents. Much of the reviewed literature identifies barriers and strategies, but the present study focuses on how teachers themselves interpret, manage, and respond to the realities of assisting parents whose socioeconomic conditions limit educational engagement. The study is therefore justified by the need to document teachers' narratives in the Peñaranda District, Peñaranda, Nueva Ecija. It specifically examined the profile of teachers, their lived experiences in assisting marginalized parents, the challenges they encounter, the strategies they employ, and the implications of these experiences for strengthening school-home collaboration. By focusing on teachers' perspectives, the study may provide practical insights for educators, school administrators, parents, DepEd officials, policymakers, and future researchers seeking to improve support systems for learners from marginalized families.

This study aligns most directly with SDG 4, Quality Education, because it focuses on strengthening educational support for learners from marginalized families through improved school-home collaboration. The study also relates to SDG 10, Reduced Inequalities, because it addresses the educational effects of poverty, limited parental resources, low educational attainment, and other socioeconomic barriers that may restrict learners' access to consistent academic support. The study further connects with SDG 16, Peace, Justice, and Strong Institutions, through its concern for inclusive educational practices, responsive school policies, and institutional mechanisms that support disadvantaged communities. It also supports SDG 17, Partnerships for the Goals, because the central focus of the study is collaboration among teachers, parents, school administrators, DepEd officials, policymakers, and other educational stakeholders.

The study contributes to educational sustainability by examining how teachers sustain learning support for children whose parents face barriers to active school participation. By identifying teachers' challenges and strategies, the research may help improve inclusive teaching practices, parent engagement initiatives, and school-based interventions for marginalized learners. The study also supports socioeconomic and community sustainability by recognizing how poverty, unstable employment, limited educational background, and lack of access to learning resources affect parental involvement. Understanding these conditions may guide schools in developing more responsive communication practices and family-support programs. It contributes to institutional and policy sustainability by providing insights that may help school administrators, DepEd officials, and policymakers design interventions, professional development programs, and inclusive policies grounded in the actual experiences of teachers working with marginalized families. Overall, the study is significant because it positions teachers as key actors in sustaining school-home collaboration, promoting equitable learning

opportunities, and supporting learners from marginalized families within the Philippine public elementary school context.

2. Material and methods

2.1 Research Design

This study employed a qualitative phenomenological research design. Phenomenology was appropriate because it focused on exploring and interpreting individuals' lived experiences of a particular phenomenon (Creswell & Poth, 2018; Carrington, 2025). In this study, the phenomenon centered on how elementary teachers in the Peñaranda District experienced engaging with marginalized parents to assist their children's learning. Qualitative phenomenology allowed the researcher to examine the subjective meanings, challenges, and emotional realities found in teachers' everyday interactions with parents from marginalized socioeconomic backgrounds. It emphasized personal narratives and reflective accounts to uncover the essence of these experiences (van Manen, 2023). Instead of quantifying patterns, the study aimed to generate an in-depth understanding that could strengthen school-home collaboration in marginalized contexts (Neubauer et al., 2019).

2.2 Locale of the Study

The study was conducted in public elementary schools within the Peñaranda District, Peñaranda, Nueva Ecija. This locale was selected because it provided the appropriate context for examining teachers' experiences in working with learners from marginalized families and parents facing socioeconomic challenges.

2.3 Respondents of the Study

The respondents of the study were fifteen (15) elementary teachers from public schools in the Peñaranda District, Peñaranda, Nueva Ecija. They were selected because of their direct experience in teaching learners from marginalized families and their active engagement with parents experiencing socioeconomic difficulties. The participants represented different grade levels and were considered appropriate informants because they had meaningful firsthand interactions with learners and parents from marginalized families.

2.4 Sample and Sampling Procedure

The study used purposive sampling to identify teachers who could provide relevant and substantial insights aligned with the objectives of the study. Participants were selected based on established inclusion criteria, specifically their experience in handling at least three (3) learners from marginalized families. Among those who met this criterion, the researcher selected teachers who handled the highest number of learners from marginalized families, based on records from the Municipal Social Welfare and Development Office (MSWDO) and available school records. The number of participants was determined using the principle of data saturation, wherein data collection continued until no new themes, insights, or meaningful variations emerged. Phenomenological research typically involves a small sample size to allow in-depth exploration of shared lived experiences (Creswell & Poth, 2018; Morse, 2020).

2.5 Research Instrument

The study used qualitative research instruments developed by the researcher to gather data aligned with the study objectives. These included a Demographic Profile Form and a Semi-Structured Interview Guide. The Demographic Profile Form gathered basic background information from the participants, while the Semi-Structured Interview Guide explored teachers' lived experiences in working with marginalized parents. The guide focused on communication practices, parental involvement, challenges encountered, coping strategies, and the professional and emotional impact of these experiences. The semi-structured format allowed participants to express their insights freely while keeping the discussion focused on the central themes of the inquiry (Creswell & Poth, 2018; Carrington, 2025). Field notes were also used to document non-verbal cues, contextual details, and researcher reflections. With permission from the school administration and participants, observations of teacher-parent interactions were conducted to supplement and validate emerging themes. The use of multiple qualitative sources strengthened the trustworthiness and rigor of the phenomenological study (Neubauer et al., 2019; van Manen, 2023).

2.6 Data Gathering Procedure

The data gathering procedure followed a systematic and ethical process. Before data collection, permission was sought from the Schools Division Office of Nueva Ecija and the School Heads of the selected public elementary schools in the Peñaranda District. After approval was granted, the researcher gave the participants an invitation letter and informed consent form explaining the purpose of the study, procedures, voluntary participation, confidentiality, and their right to withdraw at any time. Data collection began with the administration of the Demographic Profile Form. Thereafter, each participant was scheduled for a one-on-one semi-structured interview at a convenient time and venue to ensure privacy and minimal disruption to their professional duties. With consent,

the interviews were audio-recorded to accurately capture the participants' narratives. Field notes were also taken to record non-verbal cues, contextual observations, and the overall atmosphere during the interviews.

2.7 Data Analysis Techniques

The data were analyzed using Thematic Analysis following the step-by-step process proposed by Naeem et al. (2023). This method was appropriate for the phenomenological inquiry because it enabled the researcher to systematically identify, examine, interpret, and describe patterns of meaning from the participants' lived experiences. The process ensured that the insights remained grounded in the voices and realities of the teachers while highlighting the essential structures of the phenomenon under investigation (Carrington, 2025; van Manen, 2023). Data analysis began with the transcription of the recorded interviews, followed by repeated readings to achieve immersion in the teachers' narratives. Significant statements, meanings, and experiential descriptions were highlighted during initial coding. These codes were grouped into potential themes related to communication with marginalized parents, parental involvement, challenges encountered, coping strategies, and the professional and emotional implications of these experiences. The themes were reviewed, refined, and defined to ensure that they accurately represented the participants' meanings and the overall essence of their experiences. Analytic memos and field notes supported the interpretation process and helped identify contextual factors. A final narrative description of the themes was developed and supported with direct quotations from the participants to preserve authenticity. Credibility and trustworthiness were ensured through member checking, peer debriefing, and maintaining an audit trail.

3. Results and Discussion

3.1 Lived Experiences of Teachers in Assisting Marginalized Parents

3.1.1 Profile of the Teacher-Participants

The participants were fifteen elementary teachers from public schools, with ages ranging from 29 to 51 years old. Most were female, while a few were male. Their teaching experience ranged from 3 to 26 years. Their educational backgrounds included bachelor's degrees, master's degrees, and academic units in graduate studies. Their class sizes ranged from 19 to 38 learners, with varying percentages of learners from marginalized families. Most participants had attended trainings or seminars related to teaching, parental involvement, and community engagement. The profile of the teacher-participants shows that the study included teachers with varied teaching experience, educational preparation, class sizes, and exposure to marginalized learners. These differences provided a broader view of how teachers with different professional backgrounds experienced school-home engagement. The participants' direct involvement with learners from marginalized families positioned them as appropriate sources of insights regarding communication, parental involvement, challenges, and coping strategies in marginalized school contexts.

3.1.2 Effective Communication Strategies

The results showed that communication was the most frequent and central experience of teachers in assisting marginalized parents. The participants used group chats, text messages, phone calls, scheduled conferences, parent-teacher meetings, home visits, and online platforms to maintain contact with parents. These communication channels helped teachers provide updates, understand family situations, monitor learner progress, and encourage parents to participate in their children's education. Teachers also emphasized compassionate and respectful communication as a way to build trust and make parents more willing to share their concerns. The findings indicate that communication served as the foundation of teacher-parent collaboration in marginalized contexts. Regular and compassionate communication allowed teachers to understand learners' home conditions and respond to their needs more appropriately. The findings support Hannon and O'Donnell (2022), which emphasizes that effective teacher communication strengthens parental engagement and school-family collaboration.

3.1.3 Parental Involvement in Learning

The results revealed that parental involvement influenced learners' academic performance, behavior, attendance, motivation, and confidence. Teachers observed that when parents communicated with them, monitored their children's progress, followed up at home, and participated in school-related concerns, learners showed improvement. Some parents initially lacked confidence in helping their children, but teacher guidance and encouragement helped them become more involved in supporting learning at home. The findings show that parental involvement remained important even when parents experienced socioeconomic difficulties. Teachers' guidance helped marginalized parents recognize that their participation, whether academic or non-academic, contributed to their children's progress. The findings negate the study of Koivuhovi et al. (2025), which revealed that parental involvement tends to decline as children grow older because of cultural and socioeconomic differences that create variations in parental engagement.

3.1.4 Barriers to Effective Communication

The results showed that teachers encountered practical and emotional barriers in communicating with marginalized parents. These barriers included parents' work schedules, lack of time, limited access to technology,

transportation difficulties, language barriers, cultural differences, hesitation, shyness, and lack of confidence in communicating with teachers. These conditions limited opportunities for regular and meaningful teacher-parent interaction. The findings suggest that communication barriers were shaped not only by parents' personal hesitation but also by structural and socioeconomic conditions. Limited time, resources, and access reduced parents' capacity to participate in school activities and maintain communication with teachers. The findings support the study of Ablasa (2024), which asserts that institutional barriers, such as rigid school schedules and lack of resources, reduce the extent of parental participation in schools.

3.1.5 Confronted Realities of Marginalized Families

The results revealed that teachers regularly encountered the realities faced by marginalized families, including poverty, absenteeism, lack of home support, behavioral concerns, and learners' academic difficulties. Teachers often went beyond classroom instruction by communicating with parents, creating support plans, observing learners' needs, and providing additional assistance. These experiences showed that teachers responded not only to academic concerns but also to the family circumstances affecting learners. The findings indicate that teachers served as important support figures for learners whose parents faced socioeconomic constraints. Their experiences showed that parental involvement should not be limited to direct academic assistance, because some parents may contribute through care, emotional support, and cooperation with teachers. This finding supports Garcia and de Guzman (2020), who emphasized that parental involvement should include non-academic contributions such as caregiving and emotional support.

3.1.6 Community and Cultural Considerations

The results showed that teachers recognized the importance of understanding family dynamics, cultural backgrounds, and community realities when assisting marginalized parents. Participants considered parents' work conditions, family responsibilities, cultural differences, and confidence levels when communicating with them. Teachers also used inclusive and culturally sensitive approaches to make parents feel respected, valued, and encouraged to participate in their children's education. The findings show that effective school-home collaboration requires sensitivity to the social and cultural context of marginalized families. By recognizing family circumstances and community realities, teachers were able to establish more responsive and inclusive forms of support. The findings align with the study of Qureshi et al. (2025), which emphasized that expanding individual capabilities and recognizing the social context contribute to the inclusion of marginalized groups, particularly in education.

3.2 Challenges Encountered by Teachers in Assisting Marginalized Parents

3.2.1 Economic Difficulty

The results revealed that economic difficulty was one of the most common challenges encountered by teachers. Participants reported that marginalized parents experienced financial hardship, unstable employment, demanding work schedules, lack of internet access, and limited resources. These conditions made it difficult for parents to attend school activities, communicate regularly with teachers, monitor their children's learning, and provide academic support at home. The findings show that economic hardship directly affected parental involvement and school-home collaboration. Many parents prioritized work and daily survival, which reduced their time and capacity to support their children's schooling. The findings support the study of Magnuson (2021), which concluded that economically disadvantaged parents often experience difficulty in consistently supporting their children's education because financial survival frequently becomes their immediate priority.

3.2.2 Educational Background

The results showed that parents' limited educational background was another major challenge. Teachers observed that many marginalized parents had low educational attainment, struggled with literacy, lacked academic knowledge, and felt unqualified or unconfident in assisting their children with schoolwork. These limitations affected parents' ability to guide their children, understand school requirements, and participate in learning-related activities. The findings indicate that parents' educational background influenced the level and quality of support they could provide at home. When parents lacked the academic competence or confidence to assist their children, teachers had to provide additional guidance and simplified learning support. The findings align with the study of Septiarti et al. (2022), which concluded that parents from marginalized families often possess limited educational competence, making it difficult for them to provide adequate academic support and actively participate in school-related activities.

3.2.3 Support Limitations

The results revealed that support limitations emerged from the combined effects of parents' work demands, limited educational background, lack of time, exhaustion, and unfamiliarity with school-related tasks. Teachers recognized that many parents wanted to help their children but were unable to provide consistent academic guidance. These limitations affected learners' progress and reduced opportunities for sustained school-home collaboration. The findings show that limited parental support was not simply caused by unwillingness but by the difficult circumstances experienced by marginalized families. Parents' lack of time, energy, knowledge, and

resources reduced their capacity to assist their children consistently. The findings support the study of Zou (2023), which concluded that parental involvement among marginalized families is generally low and that limited parental support significantly affects learners' academic progress.

3.3 Strategies Employed by Teachers in Addressing Marginalized Parental Conditions

3.3.1 Communication Strategies

The results showed that teachers used communication as the primary strategy for addressing challenges in working with marginalized parents. They employed home visitations, parent-teacher conferences, online communication, phone calls, group chats, flexible meeting schedules, simple language, constructive feedback, and empathetic dialogue. Teachers also avoided blaming parents and instead encouraged them through respectful explanations and positive reinforcement. The findings indicate that flexible and respectful communication helped teachers sustain parental engagement despite socioeconomic barriers. By adjusting their communication methods, teachers created more accessible ways for parents to receive information and participate in their children's education. The findings support the study of Buabeng and Amo-Darko (2024), which concluded that consistent communication and localized support mechanisms strengthen parental engagement and participation in children's education.

3.3.2 Educational Support

The results revealed that teachers extended educational support by providing printed materials, extra reading activities, alternative tasks, simple reminders, learning resources, parent education programs, practical workshops, and guidance sessions. Teachers also collaborated with school heads and community stakeholders to support learners from marginalized families. These strategies helped parents assist their children despite limited time, resources, and educational background. The findings show that educational support enabled teachers to strengthen parents' capacity to participate in learning. By providing accessible resources and practical guidance, teachers helped bridge gaps created by poverty and limited educational attainment. The findings corroborate the study of Dlamini (2025), which showed that culturally responsive educational support strategies effectively address the economic, cultural, and educational challenges encountered by teachers in engaging marginalized parents.

3.4 Implications for Strengthening School-Home Collaboration in Marginalized Contexts

3.4.1 Sustained Communication, Trust, and Responsive Support

The results showed that teachers' experiences generated several implications for strengthening school-home collaboration. These included sustaining multiple communication channels, using clear and understandable language, building trust, listening to parents' concerns, implementing timely interventions, observing learners' home conditions, recognizing family dynamics, collaborating with community stakeholders, and providing parent education through workshops, dialogues, and guidance sessions. The findings also showed that teachers may facilitate linkages with school and community partners to support marginalized parents. The findings indicate that school-home collaboration in marginalized contexts requires inclusive, flexible, and context-responsive approaches. Teachers' experiences showed that meaningful partnerships are strengthened when schools recognize parents' socioeconomic realities and provide support that fits their circumstances. These implications support the study of Hannon and O'Donnell (2022), which emphasized that continuous teacher support, emotional engagement, and family-school partnerships are essential in strengthening meaningful collaboration between schools and marginalized families.

4. Conclusion & Recommendations

The study concluded that teachers assisting marginalized parents were mostly female, in the early to middle adulthood stage, and had varied teaching experience and professional training related to teaching and community engagement. The findings showed that effective communication, parental involvement, and sensitivity to community and cultural contexts were essential in helping marginalized parents support their children's education. However, teachers also recognized that economic difficulties, limited educational background, and insufficient support resources affected parents' capacity to provide consistent educational support. To address these concerns, teachers employed communication strategies and educational support mechanisms that helped strengthen school-home collaboration through trust-building, timely intervention, systematic observation, workshops, and guidance.

Teachers should continue pursuing professional development opportunities, including graduate studies and trainings on teaching, parental engagement, and community collaboration, to improve their capacity to assist marginalized families. They should also create a year-long parental engagement plan aligned with DepEd policies and guidelines, including specific actions and monitoring mechanisms for effective implementation. School administrators and teachers should work with community stakeholders and relevant government agencies to provide educational assistance, parenting support, and capacity-building opportunities for marginalized parents. Teachers should also continue developing innovative and context-responsive strategies that encourage sustained parental engagement and support for children's education.

5. Compliance with ethical standards

The study observed ethical procedures in the conduct of data gathering by securing permission from the Schools Division Office of Nueva Ecija and the School Heads of the selected public elementary schools in the Peñaranda District. The participants were informed about the purpose of the study, the research procedures, voluntary participation, confidentiality, and their right to withdraw from the study at any time.

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