

# Parents With Uncompleted Basic Education Having Professional Children: A Phenomenology Of Parental Achievement

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**Abstract:** The main purpose of the phenomenological study was to determine the experiences of the parents who had uncompleted basic education but have professional children. It also investigated the parents' coping mechanism in sending their children to school and their insights as parents who did not finish their basic education but have professional children. Qualitative phenomenological design was used with validated interview guide as the tool in gathering the responses of the subjects of the investigation. The study employed the in-depth interview and focus group discussion with 14 parent participants employed in the Department of Public Works and Highways of Tagum City for the year 2015. The parents shared that their sad experiences were about deprivation, wrong choices, insecurity and self-doubt, grit and determination, and financial difficulties. However, they felt some pride in surpassing all the challenges having professional children. The parents also expressed their coping mechanisms in order to survive such as their dependence on loans, strategies on income augmentation, prudence in spending and resourcefulness.

**Keywords:** educational management, parental achievement, professional children, uncompleted education, Philippines

## 1. INTRODUCTION

Parents play vital role for their children to succeed in education. Positive motivation, and inculcating to the children the values of education are great contributions of parents to their students. Students especially depend upon their parents for ensuring their learning needs in and out of school. Their parents are expected to give maximum support to their children for they serve as their inspiration. However, there are some parents who cannot meet these expectations for they themselves have uncompleted basic education (Amoroso & Bajo, 2014; Gratz, 2006; Nollo, 2004;). Parental involvement to the education of the child is an indicator of success. A major emphasis is a parent who will attend to the parent-teacher conferences, or help with homework after dinner, or turn off the TV, put away video games and read to the their child. In other words, responsibility begins at home, parents regardless of their economic status and educational attainment must attend to these needs. However, there are parents who are passive in supporting their children, and as report revealed, these students are usually did not finish basic education (Jacobsen, 2008) In addition, the US Department of Education, National Center for Education Statistics reported that on average, 3.4 percent of students who were enrolled in public or private high schools in October 2008 left school before October 2009 without completing a high school program. Broken down by race, the estimated event dropout rates were 2.4% for Whites, 4.8% for African Americans, and 5.8% for Latinos. A strong link exists between poverty and high school dropout rates. Among the reasons identified are the low personal interest and support of parents. It is the policy of the state to establish and maintain a complete, adequate and integrated system of education relevant to the goals of national development. Parents are obliged to enable their children to obtain elementary education and shall strive to enable them to obtain secondary and higher education in the pursuance of the right formation of the youth (NCES, 2011; Nollo, 2004). A variety of studies agreed that parent involvement makes a huge impact on student's attitudes, attendance and academic achievement. Involvement of parents is cited as one of the most important ways to improve students. Educators are discovering many ways that parents can help their children with their school activities. Parental involvement is the

participation of parents in school activities, which include their commitment of time, energy and good will to promote success for the student (Anderson & Minke 2000; Edwards and Aldred, 2008). At present, I am the Head of the Human Resource Management of the Department of Public Works and Highways in Tagum City. As a Human Resource officer, I observed that a certain percentage of our workers who are parents have uncompleted basic education, but as per observation, these parents have children who are successful in their respective profession. This has prompted me to conduct a study focusing on the stories of the parents with uncompleted education, but with successful children. I have not come across of a study that is similar to the investigation I had undertaken in the local setting. Thus, I can say that this study generates new knowledge, that can possibly give social relevance since it dealt with a situation which is commonly experienced by the community.

### Purpose of the Study

The purpose of this phenomenological study was to explore the experiences and challenges of the parents with uncompleted basic education having professional children. It accounted their struggles, their coping mechanisms and their achievements as parents with professional children of Davao del Norte Department of Public Works and Highways, District Engineering Office for the year 2015. Qualitative phenomenological research design was utilized with 14 participants chosen through purposive sampling. The study provided insights that can contribute to the improvement of the plight of the parents with uncompleted education.

### Research Questions

The study was guided with the following research questions:

1. What are the experiences of parents with uncompleted basic education having professional children?
2. How do these parents with uncompleted basic education cope with the challenges in sending their children to school?
3. What are the insights of the parents with uncompleted basic education having professional children?

### Theoretical Lens

This study is anchored on the theory on Parental Involvement by Epstein (2010) which stated that participation of parents in every facet of children's education and development from birth to adulthood, recognizing that parents are the primary influence in children's lives. Parental Involvement takes many forms including: two-way communication between parents and schools; supporting parents as children's primary educators and integral to their learning; encouraging parents to participate in volunteer work; sharing responsibilities for decision making about children's education; health and well being, collaborating with community organizations that reflect schools' aspiration for all children. The theory of Planned Behavior by Davis, et.al., (2002) also supports stating that human action is influenced by three factors: a favorable or unfavorable perceived social pressure to perform the behavior and self-efficacy in relation to the behavior. Behavior, attitude, principle of parents to their children to pursue their educational attainment really count. This theory explores the links between family and school interaction and attempt to identify reasons for high and low parent participation as stated by Rajan (2013). According to the National Center for Education, regardless of the education level of a parent positive parental attention is a vital factor in student achievement. In addition, Desimone (1999) defined parental involvement as a set of group-specifications, beliefs, and attitudes that serve as an operational factor in defining categorical differences among children from different racial-ethnic and economic backgrounds. This is also supported by the idea mentioned by the International Children's Fund School (2010) which stressed that one of the reasons why students cannot complete their schooling is the parents inability to support for they themselves have not completed their education. With such, they cannot afford the cost of education, expenses and less interest in sending their children to school. The statement of Nava (2009) strengthened the theory which emphasized that one of the reasons why parents were not able to finish schooling is that they could not cope up with the financial aspect entailed for schooling. These include money for projects, school contributions and even daily allowance. Parents before had to work to earn for a living in order to support or help family members. Vending vegetables, selling plastic bags, and hauling are some of the common low earning jobs were taken by the parents who have uncompleted education. I have chosen these theories for it provided me full understanding of the experiences, coping mechanism and insights of parents with uncompleted basic education but with successful children.

### Significance of the Study

Parents really make a difference to their children's academic performance. It is their attitudes towards the school environment, their aspiration, expectations, encouragement and interest in their children's educational level that count. Many viewed that school dropout parents are incapable of educating their children due to their limited or low income. Informants experience various problems due to financial stress brought about being a school dropout, but in the outset it came out that they have successful college graduates sons/daughters which are their greatest achievement. For the DepEd, the study shall be a springboard to help the parents with uncompleted education be their active partners despite their educational attainment by providing forums and seminars

about parenthood and other educational activities that will aid their understanding on the value of education and for the children. They would understand more the worth and value of education, as well as the struggles of their parents.

### Definition of Terms

The following terms are defined operationally for better understanding:

**Parents with Uncompleted Basic Education.** In this study, it refers to the parents who failed to complete their basic education.

**Professional Children.** In this study, this refers to the children of the parents with uncompleted basic education who become professional or successful ones despite the educational attainment of their parents.

**Parental Achievement.** In this study, it refers to the stories of experiences of the parents with uncompleted basic education but were able to produce professional or college graduate children.

### Delimitation and Limitations of the Study

This qualitative phenomenological study was limited to understanding the experiences of parents with uncompleted basic education but having professional or successful college graduates. The experiences shared by my 14 identified informants and participants through an in-depth interview were all based from the interview guide. The study was limited to the parents who were residents of Davao del Norte, particularly those who are working in the Department of Public Works and Highways (DPWH). Data that were gathered from the experiences shared were not generalized the entire population of the parents with uncompleted education but have successful college graduates children. Also, I cannot guarantee that the 14 identified participants answered and responded truly to the question I have asked, thus, the data that were gathered cannot be generalized to all settings.

### Organization of the Study

This study was organized and arranged in an order that can be easily identified and comprehended by the readers. Hereunder is the comprehensive presentation and discussion of the organization of the study. Chapter 1 is the presentation of the introduction of the study, it includes purpose of the study, research question, theoretical lens, significance of the study, definition of terms, delimitations and limitation of the study, and the organization of the study. Chapter 2 presents the readings of the different related research studies on the school dropout parents of successful college graduate son and/or daughter. Chapter 3 consists of the methodology employed in the study and it included research design, role of the researcher, research informants data collection and analysis, trustworthiness and credibility, and ethical consideration. Chapter 4 is the presentation and discussion of the interview results of the in-depth interview of the study, the detailed responses of the 14 informants based on the three research questions, and different themes from the various answers of the informants. Chapter 5 presents the discussion of the results based on the essential themes with supports from the various authorities. It also presents the implications for education practice and the concluding remarks of the researcher.

## 2. REVIEW OF RELATED LITERATURE

This chapter presents various related literature and publication relevant to this study which are taken from various sources.

### Uncompleted Basic Education

In Kuria West, majority of the farmers had not finished their primary school. Most of them cannot read or write and are just dependent on their experiences and knowledge from their labor and hard work to make the most of the inadequate resources they have. Yet, although they may not have finished elementary grade, they have the understanding on the essential role that education plays in improving the lives of their children in the future. Indeed, these parents are actively attending to school meetings and are seriously attending to the needs of their children (Barabas, 2009). A study on relationship between poverty and the dropout rate revealed that the higher the percentage of a school's students living in poverty, the higher the dropout rate. Factors to consider are being a member of a racial or ethnic minority group, being older than the average student grade, drug and alcohol use, peer relations, school climate, class size, participation in extra-curricular activities, teen pregnancy, homelessness, low attendance, student family, peers, parental education, includes scholastic ability and achievement, self-esteem, socio-economic status, areas frequently affected by conflict and many more (Balfanz & Legters, 2006; Davis, et.al. 2002). Moreover, a rising dropout rate is evident in the Philippines, in both elementary and secondary level as DepEd figures for 2013 showed that a total of 126,368 public school students have ceased their studies in the secondary level. Education Assistant Secretary for Program and Projects Lorna Dino stated that failure of completing basic education will lead to illiteracy, poor learning, less opportunity to acquire better job or acquire higher education and less opportunity to become competent individuals (Amoroso & Bajo, 2014). In addition, students who dropped from school before finishing high school will likely end as unemployed, enslaved, and dependent on social program than those with high school diploma. These students are somewhat children of parents who left from school due to poverty, educational attainment and socio-cultural background (Dynarskie, 2008; Stillwell, Sable & Plotts, 2011). Parallel to the idea, the reasons for dropping also include the effect of calamity that hit a country, just like what happened to the Philippines which was the center of super typhoon Yolanda. Bonneau (2015) also defined it as a person who quits school before completing a course of instruction. According to Amoroso & Bajo (2014) in one of the privilege speeches of Kabataan Party-List Representative Raymund Palatino, he stressed that poverty is a major reason why students dropped and many families could not finance their children's auxiliary school needs. It is the family that has the sole responsibility and are related to behavioral problems of students.

### Factors of Having Uncompleted Education

One of the greatest functions of teachers is to perform their duties and functions in accordance with the philosophy, goals and objectives of the school. Students will also share their duties and responsibilities by exerting much effort to develop their potentials for service particularly by undergoing an education suited to their abilities so that someday, they can help the family and society as a whole. Parents, teachers, and students shall collaborate and work hand in hand to realize the

objectives of education. In the state where free education is established and maintained in the elementary and high school level, dropping out of school is still prevalent all over the world (Powell, 2000; Nollo, 2004; Neuman, 2012) It is further mentioned that an identifiable signs of dropping is observed from the students who are at risk of dropping. Dropping out usually occurs during high school years wherein students have the manifestation of low interest in their academic endeavor (Burrus & Roberts, 2012.). Chances are also much higher that they will be living in poverty for they cannot find good employment for them. Those with lower levels of education also tend to be less healthy compared to those who have finished college education (Lleras, Munez, 2005, Bridgeland, Dilulio, & Morison, 2006). Dropout is most observed among students who suffer poverty, which has become a perennial problem among the society. Dropout is a problem of many reasons. These include parents who cannot afford cost of education, cannot afford expenses; did not like the school; lack of personal interest; already working, getting married; were pregnant; they have other home responsibilities; schools are very far; no regular transportation, cannot cope with school work; illness, parents who are not educated have no interest in education and many more. Moreover, dropout in the United States has been called a crisis and epidemic, and even a catastrophe, and is regarded as a serious problem in the country. This problem is attributed to students dropping out of school including poverty, low literacy and achievement levels, parenting responsibilities, and the need to earn money through employment (International Children's Fund School, 2010; Orbeta, 2010).

### School Drop Outs

Studies in the U.S. disclosed some significant figures concerning dropouts and most of the involved are the learners with physical disabilities and of color. Also, dropout cases are mostly observed among the ninth grade students due to subject failures and low interest in school. A high concern on this case is raised since dropout problem affects not only the individual but the community as well (Heppen & Theriault, 2009; Herlihy, 2007). Likewise, dropouts are also more likely to have health problems, engage in criminal activities, and become dependent on welfare and other government programs than high school graduates. As a result, lower earnings and unemployment cost the nation lower productivity rates and reduced tax income. There were also studies claiming that dropouts have greater likelihood of unemployment and if employed they earn less than a high school graduate (Levin, 2007; Sum, 2009; Tyler & Lofstrom, 2009). Furthermore, in the Philippines, from 2008 to 2013, there is no significant movement in dropout rates among elementary and high school students. The elementary dropout rate averages more than 6 percent level while that of the secondary level remained within the 7 percent territory. The figure fluctuated five years earlier, with the secondary dropout rate reaching as high as 12.51 percent while that of elementary level climbing to a peak of 7.33 percent (Amoroso & Bajo, 2014). The major concern in basic education as mentioned by Knesting (2008) is to ensure that students survive in school until they complete it. However, some students have difficulty to stay in school due to wide variety factors that are indicators of dropping out or indicators to higher risk of dropping out. Hence, it is necessary to identify students at risk of dropping out so that early part intervention

scheme can be implemented. Changing schools because of transfer of residence can be beneficial to some students depending on the reasons and time. In the contrary, there were earlier studies claiming that there is strong confirmation that mobility poses risk to graduating students. Those who changed residence between grades 8 and 10 have greater chances of leaving school than those mobile. Nevertheless, those who transferred in earlier grades are less likely to dropout during the last two years of high school (Kennelly & Monrad, 2007). Congruently, one of the reasons of dropping out is the area of the school. There are still remote areas where school is so far from the elementary and pupils have to walk many kilometers before they reach their respective schools. Students sometimes have to cross rivers and hills making it more difficult. As a result, pupils are already tired which caused them not to be interested anymore in listening and in dealing with their classes (Albert, 2011). In addition, as to economic reasons, one of the reasons why parents were not able to finish schooling is that they could not provide with the financial aspect entailed for schooling. These include money for projects, school contributions and not even daily allowance. Parents before had to work to earn for a living in order to support or help family members. Vending vegetables, selling plastic bags, and hauling are some of the common low earning jobs were taken by the parents who have uncompleted education. Work related in the farm are common among parents in rural areas. Normally, those who will work for days will have many absences and are bound to encounter school challenges like difficulty in coping amassed school requirements. Such will result into low performance in school. In addition, parents from rural areas and from poor families are more prone to hard labor, and are susceptible to dropping out (Nava, 2009). Consequently, lack of interest towards schooling is one of the topmost reasons of none attendance in school that is link to dropping out. In an interview, one urban dropout mentioned that he felt lazy to attend class because of subject failure. However, there are some factors that are intertwined with lack of interest like schools accessibility, early adult responsibility, such as working to help alleviate family income, receiving less support from parents, and having below standard schools available. It can be deduced that lack of interest arises as a result of many other conditions affecting the at risk (Caoli & Rodriguez, 2007). As explained further, the reasons for leaving school can be categorized into four areas: individual, family, school and community. Studies showed that that those who are at risk of dropping cannot be accurately predicted by a particular factor. Dropping out or leaving out of school is often the consequence of long process of detachment and is considered as a process not an event with growing and developing factors. Students who left school mostly have multifaceted and diverse reasons. Having such combined risk factors increases the accuracy of predicting dropouts. A number of studies expose that poor academic performance is one factor of school leaving. Another study determined that failing in school has an impact on school's dropout (Hammond, 2007; Ormrod, 2010).

### Effects of Uncompleted Education

Socioeconomic status is one of the major factors found to impact dropout, as revealed by some researches, maybe through income, occupational level and parental education. Students coming from poor family and has many other children are most likely to dropout. In the same manner, students

whose parents' education are low, and if parents are sick or handicapped and are always far from home have greater chances of dropping. In addition, children whose parents did not complete high school are poor in terms of school performance and have greater chances of leaving school (Orfield, 2006; Yi, 2011). Further, parents participation related to education is indispensable for the students to succeed in school. Researchers found out that students dropped from school because their parents rarely talk to their child about school, and do not involve in school PTA and activities, infrequent contacts with the school about their child's academic performance and/or behavior, little parent monitoring about students' homework and lack of study aids at home. Students whose parents were not involved in school are most likely to dropout than those whose parents are involved even without behavioral concern (White & Kelly, 2010). Also, high rate of dropout affects individual, family and community. High school dropouts have greater likelihood of unemployment and less likely to be active labor force participants and if employed they will earn less than those who graduated from college education. Dropouts also have greater chances of living in poverty than high school graduates (Levin, 2007; Orfield, 2006). Moreover, when students fail in their education, both individual and society will be affected economically. Those who are jobless or cannot find job cannot pay taxes, leading to decrease or loss of revenue collection for the government. The government loses in income and tax revenue for each cohort of 18-year-olds who never complete high school. There was an estimate that the government could save annually in reduced costs from crime by increasing the high school completion rate of males by one percent. A considerable amount of taxpayers' money goes toward maintaining the prisons and in-health related losses (Burrus & Roberts, 2012; Moretti, 2005; Sum, 2009).

### Parental Involvement

There are parents who did not even go to school but are affectionate and very supportive. Lucky are the children, if they have parents who are encouraged and supported the interest of their children which led them to be inspired in going to school. Everytime, the children needed something that they could not afford, their parents could explain to them. With that support, despite their being uneducated, the children in their family had a happy childhood and were convinced that they had the best family (Hequy, 2015). In connection with the statement, parents play a vital role in helping their child to make good school performance. As parents, they have the accountability to communicate regularly to the child about the importance of education in spite of their educational background. They set and keep high expectations for the children's achievement. They also reach out for help and counsel from parents, school and community for possible school enrolment in college. Moreover, parents school look out and take lead also of the programs that depict the child to educational and career opportunities in the community (Engaging Parents in 2015). Although a parent's role in their children's learning evolves as kids grow, one thing remains constant, that is, parents are the children's learning models. The attitudes about education can inspire children and show them how to take charge of their own educational journey. In the early years, parents are their children's first teachers, exploring nature, reading together, cooking together, and counting together. When a young child begins formal school,

the parent's job is to show him how school can extend the learning you began together at home, and how exciting and meaningful this learning can be. As preschoolers grow into school age kids, parents become their children's learning coaches. Through guidance and reminders, parents help their kids organize their time and support their desires to learn new things in and out of school (Amoroso & Bajo, 2014). Further, the education that children received is very much dependent on the education that their parents received when they were children. Research showed that the education of the parents has impact on the education of their children for children experienced literacy primarily as a social process during their preschool years. Parents having the biggest influence at this early stage in their children's lives can teach them the value of education at this early age. One of the reasons why it strongly affects their children's education is because parents who have gone beyond a high school education are found to be more involved with their infants and children than those who did not finish high school. Those who are less educated parents are most likely have unmanaged stress in their lives, and this stress intervened their ability and opportunity to socialize with their child. Parents who have finished high school and gone on to receive additional schooling understand the pressures and stresses of school and are more ready to handle the children when they go through school. Parents who have obtained further educational opportunities also have less stress in their lives and are most likely producing more money while spending less time making that money than those who have not been able to finish high school for one reason or another (Gratz, 2006). As pointed further, it is fortunate if parents will be involved actively in the children's education process because research has demonstrated that schools and school districts do better when parents are involved as partners in the decision making, for it affects their children and their schools. Some studies revealed that parents with less education do not participate as often in their children's education to some effect because they do not realize the importance of their interaction with schools and they are probably intimidated, just like they were in high school (Glickman, 2009; Neuman, 2012). Parental involvement in school can help solve or lessen drop out issues by explaining to their children the importance of a good education, and enticing their children get excited about learning. Most children who succeeded in school have parents who show interest in their learning. But the interest should not be shown only in a moment but it should be a long process to go. The essential ingredient in most children's success in schools is a positive relation to his parents. Parents' personal educational backgrounds and economic backgrounds have a significant effect also on their children's education because if have positive influence in their children's everyday lives, and most importantly in their everyday education, the future of our society will look brighter and brighter every day (Bettelheim, 2005).

### **Effects of Parent Education Background to Children**

Parental involvement and early intervention program has been found to equate with better outcomes for the child. Most effective interventions involve parents in children's cognitive development. Play and fun and scope for physical activity seem to produce most effective outcomes. Parents' self esteem is very important in determining long term outcomes for both themselves and their children. One of the major causes why students cannot finish schooling is the wrong

environment that they are into. This failure in school has an effect to how they nurture their children when they become parents although education of the parents has a significant impact to the education of the children, there are successful children who finished schooling due to the determination and perseverance showed by the parents in order to support the educational expenses of the children especially in their college education (Powell, 2000; Scott, 2002). In the article entitled "The Parents in Education Research Network (2002)", it is stipulated that the struggles of the parents in sending the children to school, particularly are those who are low income and uneducated ones. The socio-economic background of the parents is one thing to look into in the success of the students in tertiary education. Parents with less education do not participate as often in their children's education to some effect because they do not realize the importance of their interaction with schools and they are probably intimidated, just like they were in high school. However, this has motivated them to struggle knowing that they do not want their kids to be like them who cannot give contribution to the school's concerns (Horn & Nunez, 2000). In addition, parents who have children particularly in college education have financial difficulty and have resorted to loans and almost drowned themselves with debts to pay the high cost of tuition fees in college. The role of the parents on the education of their children is centered on the idea of parent's initiative to plan and manage the resources of the family especially when they have more children who are in school will tackle some major financial problems of the family (Choy, 2000; Scalafani, 2004). In connection with the statement, to help the less educated parents, one idea that has already been proposed by the school is to establish workshops about parenting to develop the relationships between parents and their children. These workshops could supplement parents of lower-incomes and of less privileged educational backgrounds to learn how to help their children succeed in school (Sheldon & Epstein, 2001). Parents, regardless of their education and economic background dreamed that their children will have education. This aspiration connects to the desire that these children will attain good future who can also do a difference in their lives. Parental involvement in school can help solve this problem by emphasizing the importance of a good education, and getting their children excited about learning. Most children to succeed in school, their parents' interest in their learning is of paramount importance. This value must have to be understood by the parents who are the first teachers of the students (Powell, 2000; Sanders & Epstein, 2000). Parents with uncompleted education and have with lower incomes often have to work longer hours to earn their small salaries, and spend according to the tight budget of the family in order to prioritize the spending to the children's education (Choy, 2000). On the other hand, although parents of low-income families participate less in their children's education, these parents have the attitudes of perseverance and will motivate their children to be in school. Children expect much from their parents especially for the support for education. The parents are expected to be their partners and their first teachers in learning what is education all about. The problem on support of parents sometimes is in question, especially when parents are not much concern about the education of their children particularly when the parents themselves are not able to finish basic education. The difficulty of the parents to connect to the needs of the children has become a hard thing between the

parents and the children. Parental encouragement and support for learning activities at home combined with parental involvement in schooling is critical to children's education. A growing body of research shows that building effective partnerships between parents, families and schools to support children's learning leads to improved learning outcomes. Parents are the first and continuing educators of their children. Research also shows that teacher quality, including standards and training in parental engagement is important for facilitating effective parental engagement and beyond educational achievement, parental engagement is associated with various indicators of student development. These include better social skills; improved behavior; better adaptation to school; increased social capital; a greater sense of personal competence and efficacy for learning; greater engagement in school work and a stronger belief in the importance of education. Parents should be involved in their children's education, partners in the learning process with both the child and the school. It is inspiring to note that even there are parents who are unable to finish their desired education, they are very much supportive to the educational undertaking of their children. Their ambition to fulfill a particular career has been laid down into their dreams to produce professional children. This has been considered as a mark in the educational toils of the parents to let their children become professionals. Moreover, children's education was influenced by the personal, educational background of their parents, but also on the personal experiences of the parents on financial difficulties. Along with their ability to educate their offspring, their experiences in life will serve as their basis in teaching their children (Barlow, Mockford, Patterson, Pyper & Brown, 2002). Moreover, the uncompleted education of parents leads to economic scarcity, and as a result, they could not address the needs of their family, particularly the education of their children. Fortunately, sometimes the situation leads the family to grasp stronger to spiritual values and communication (Desforges & Abouchaar, 2003). The above-mentioned readings, concepts, insights and ideas from the different authors have relevance to my investigation since they served as the springboard in the conceptualization of the study as to the formulation of the research questions, anchored theories, and in the support to the various procedures I did in gathering the responses of my participants. Moreover, the review of related literature provided support to the results and findings of the study, and finally, it would serve as the references for future study that maybe undertaken by other researchers.

### 3. METHODOLOGY

This chapter presents the methodology used in this qualitative study. It includes the research method and design, the role of the researcher and informants of the study. The method of data collection, data analysis, trustworthiness and credibility and its ethical consideration.

#### Research Design

This study employed qualitative phenomenological study for it focused on the experiences of the parents with uncompleted basic education but have professional children in Davao del Norte District Engineering Office DPWH for the year 2015. Qualitative research is a form of scientific research which requires to seek answers to questions, to systematically use a predefined set of procedures to answer the questions, to collect evidence and produce findings that were not

determined in advance, and to produce findings that are applicable to the study (Fornelos, 2015). Phenomenological research as stated by Huddleston (2011) is to describe from the other people's experiences. Phenomenological researchers characteristically live through their subject so they can better understand the meaning of their experiences. Also, Creswell (1998) added that a phenomenological study describes the meaning of the lived experience for several individuals about a concept or phenomenon. The choice of this approach tied to the three main considerations as follows: the nature of the problem to be investigated, the personal experiences of the researcher and the audience for whom the research is intended. Qualitative research can be generalized. Analytic data can be generalized to some defined population that has been sampled, but to a theory of the phenomenon being studied, a theory that may have much wider applicability than the particular case studied. In this, it resembles experiments in the physical sciences, which make no claim to statistical representativeness, but instead assumes that their results contribute to a general theory of the phenomenon (Yin, 2003). Alternative research methods such as quantitative research would not completely address the size and scope of the proposed research questions. Quantitative research is confirmatory and deductive in nature, while qualitative research is exploratory and inductive in nature (Trochim & Donnelly, 2008). In addition, focus groups are effective in eliciting data on the cultural norms (Smith, Flowers & Larkin, 2009; Smith, 2016) of a group and in generating broad overviews of issues of concern to the cultural groups of subgroups represented (Lochmiller & Lester, 2016; Nkwi, 2001). But in focus group as mentioned by Lochmiller & Lester (2016); (Patton (2015), transcripts can be analyzed so as to explore the ways in which the participants interact with each other and influence each other's expressed ideas, which obviously cannot happen with one-to-one interview material.

#### Role of the Researcher

In this study, I played and took the following roles of designing, interviewing, transcribing, verifying, reporting, thematizing, and analyzing. As a researcher, I asked initial permission from Head of the Department of Public Works and Highways where I have identified my participants of the study. As the Human Resource head, I had no difficulty identifying them since I am keeping the record of their 201 file. Then, I identified informants if they are willing to share their experiences and to be interviewed as my informants in my study to confirm their willingness to share their experiences, coping mechanisms and insights as parents with uncompleted education but with professional children. In qualitative research, as stated by Patton (2015) & Lochmiller & Lester (2016), the need to ask the permission from the participants is a vital step that should be undertaken by the researcher. As a chief human resource officer of the Department of Public Works and Highways of Davao del Norte as per records, a certain percentage of our workers were not able to finish schooling. They have uncompleted basic education, but, as observed, these parents have children who are successful in their respective profession. This has prompted me to conduct a study focusing on the stories of the parents with uncompleted education, but with successful children.

## Research Participants

In this phenomenological research study, the participants were the 14 identified parents with uncompleted basic education having professional or successful college graduate children from the province of Davao del Norte, City of Tagum, particularly at the District Engineering Office, Department of Public Works and Highways for calendar year 2015. As head of HRMO of the District Engineering, Tagum City Davao del Norte, I identified all parents with uncompleted basic education having professional children and only 14 parents were included and the rest were excluded in my study. This qualitative type of study employed purposive sampling. Bernard (2002) said that purposive sampling does not essentially employ the course of an informant as an informant as well. I employed the purposive sampling method for it involved only the parents with uncompleted education but have successful children. As mentioned by Palinkas (2015) & Patton (1990), purposive sampling was widely used and popular in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest. I had seven informants for the in-depth interview and another seven for the focus group discussion to share their life experiences, coping mechanisms and insights as parents with uncompleted basic education. This is anchored on the statement of Creswell (2012) that participants may involve seven participants for the in-depth interview and seven for the focused group discussion. The participants were recruited as informants through personal contact with the interviewer. In qualitative research, the informants should be well informed of the interview to be done (Boyce & Neale, 2006; Gempes G., 2008), the time and place were set when and where the meeting to be done (Creswell, 2013; Lochmiller & Lester, 2016; Patton, 2015) and the interviewer's preferred the place (Boyce & Neale, 2006) and time that the informants suggested to their own convenience (Lochmiller & Lester, 2016; Hancock, Ockleford, & Windbridge, 2009). To protect the participants' confidentiality, their names were replaced with pseudonyms. Confidentiality of information has to be maintained to ensure that particular individuals can never be linked to the data the office has provided (Mack, Woodstrong, Macqueen, Guest, Namey, 2005).

## Data Collection

Qualitative data collection was patterned to five steps by Creswell (2007). So, before I set the in-depth interview and focus group discussion, I ensured that the steps to gather data were done properly. There are variety of methods of data collection in qualitative research. The most common methods research are interviews and focus groups. On the other hand, qualitative data collection methods involve providing information useful to understand the processes behind observed results and assess changes in people's perceptions (Gil, 2008). I made sure that the persons I wanted to interview really were available and that I could get a direct contact with some participants. The first step I did was to ask the permission to conduct the study from the fourteen identified parents with uncompleted education. The participants were informed through the letter of communication and face-to-face encounter, and the flow of the interview. Participants were given a chance to read the purpose of my study before the formal interview. Moreover, it is necessary for a researcher to understand the nature of the research and the reason to conduct the study so it would be easier to introduce and

request permission to the respondents to conduct the study and involve them in the quest (Willis, 2007; Smith, 2016; Patton, 2015). The first move I underwent during the commencement of my study was to develop and facilitate positive relationships among the key employees who were my key participants for I was seeking a positive assistance and approval for my study to be possible. I deemed that these relationships are fundamental to the logistics set up of my study. To acquire permission to have access to my potential participants, I sought a permission from the head of the establishment with a request letter. Since, I am the head of the Human Resource Management of the Department of Public Works and Highways, I had no difficulty identifying my participants since I am keeping the record of their 201 file, thus, gate keeper was not a requirement anymore. Having done the basic steps, it is essential that I had a personal appearance with the head of the establishment where my participants were assigned in order to formally state my identity and my purpose, at the same time to make personal commitment to protect the identities of the people involved with whom I have to interact. Confidentiality of information has to be maintained to ensure that particular individuals can never be linked to the data the steps have provided (Mack, Woodstrong, Macqueen, Guest, Namey, 2005). In addition to the steps, the participants were all oriented that the interview will be recorded and each of them will be given a copy of the interview. Then, I assured that the process was in a manner sensitive to individuals. Creswell (2008) emphasized that a case study involves the widest array of data collection as the researcher attempts to build an in-depth picture of the case. Finally, the question and answer sessions thoroughly scrutinized the experiences, coping mechanisms and insights of the parents with uncompleted education but with professional children. The numerous outlines and devices that I applied during the conduct of the interviews provided my participants supplemental consciousness and judgment about their participation in my study. Everything that transpired during the course of conversation was put into record through audio recording which confirmed the precision of the data collected. The recorded audios were copied out word for word to corroborate the consistency and veracity of the interview.

## Data Analysis

In this study, I used the common approaches in data analysis: the content and thematic analysis. The most common used method of analysis on qualitative research (Mack, Woodstrong, Guest, & Namey, 2005). Thematic analysis is being used by many researchers as a way of getting close to the data being developed to have a deeper appreciation of the content. It involves focusing, identifying and describing implicit and explicit ideas within the data that is a theme. This analysis is performed through familiarization with the data initial coding, searching themes for coding, review themes, defining and naming themes, and producing the final report. Data analysis is the most complex and mysterious of all of the phases of a qualitative project, and the one that receives the least thoughtful discussion in the literature (Thorne, 2000). This study made use of the thematic analysis in analyzing the collected and gathered data. The objective was to identify any patterns representing concepts the participants represented during the data collection phase. Data were then organized into logical categories that summarized and brought meaning to the manuscript of notes. Specific codes were developed

allowing me to categorize the responses into the above-mentioned construct, while identifying emergent themes. Thematic analysis, as stated by Boyatzis (1998) & Roulston (2001) is a method of analyzing and reporting the pattern of themes with the data. Thematic analysis is flexible and what researchers do with the themes once they uncover them differ based on the intentions of the research and the process of analysis. Many researchers use thematic analysis as a way of getting close to their data and developing some deeper appreciation of the content. This theory requires the researcher to look into a more involvement and interpretation of the case. Thematic analysis involves focusing on identifying and describing both implicit and explicit ideas within the data, which is the theme. Mack, Woodsong, Guest, Namey, (2005) added that thematic analysis is considered as the most commonly used method of analysis in qualitative research. Following the concept of Boyatzis (1998), I followed the steps such as familiarizing the data, generating initial codes, searching for themes, reviewing the themes, defining and naming the themes and constructing the report. To make acquainted with the data, I listened to the recorded interview of my participants and transcribed them so that it would be easier for me to code the data after. I read the data several times to familiarize the responses and to identify easily the common answers given by my participants. After which, I grouped the common answers and found out several themes, which I narrowed down into just few ones. To display the data in an orderly and organized way, data display was used. Boyatzis (1998) mentioned that data display is an organization of data showing them through matrices, charts, and graphs that enable the reader to draw out their ends. Thus, I employed the data reduction which means deleting the unnecessary data and modifying them into useful material for the study so that the readers can understand it. In this study, I sorted out, organized voluminous qualitative data for me to be able to merge and categorize the data easily. To address content analysis, I summarized any form of content by counting various aspect of the contents. This enabled for a more objective evaluation and comparing content based on the experience of the informants. It was converted into written words before it was analyzed.

### **Trustworthiness**

In qualitative research, trustworthiness has become an important concept because it allows researchers to described the virtues of qualitative terms outside of the parameters that are typically applied in quantitative research. Hence, the concepts of generalizability, internal validity, reliability, and objectivity are reconsidered in qualitative terms. These alternative terms include transferability, credibility, dependability, and confirmability. In essence, trustworthiness can be thought of as the ways in which qualitative researchers ensure that transferability, credibility, dependability, and confirmability are evident in their research. Moving away from the quantitatively oriented terms allows qualitative researchers the freedom to describe their research in ways that highlight the overall (Given & Saumure,2008), Moreover, qualitative research, ensuing from a variety of disciplines, paradigms, and epistemologies, embraces multiple standards of quality, known variously as validity, credibility, rigor, or trustworthiness (Morrow, 2005). The trustworthiness and credibility of this qualitative research were generally arranged to address the concept of validity and reliability. To address credibility, I

employed several steps as to: first, I developed an early familiarity with the profile of the participants before the data collection. This was achieved through approaching my participants telling them the purpose of my study. A formal letter was sent to the head of the department indicating the rationale of the study. Second, I made the list of possible parents with uncompleted basic education but have professional children. Only those who met the requirements were included in the list. Third, was to apply the triangulation method where observation, focus group discussions and individual interviews were utilized. Fourth, was to apply the different techniques to ensure that the participants would sincerely give the information needed for the study. To achieve it, I developed a good relationship with my participants so that correct information would be gathered. This method was recommended by Shenton (2004) expressing that these methods are useful to saturate data. Credibility, as mentioned by Mike (2011) involves in establishing that the results of the research are believable. This is a classic example of quality not quantity. It depends more on the richness of the information gathered, rather than the amount of data gathered. There are many techniques to gauge the accuracy of the findings, such as data triangulation, triangulation through multiple analysts and 'member checks'. In reality the participants/readers are the only ones who can reasonably judge the credibility of the results. To address Confirmability, I reserved a record of what was transpired during the interview by having note takings and audio recorded discussion. This is to avoid personal biases, hypothesis and conclusions that would possibly lead misinterpretation of the data. I also conducted triangulation and peer debriefing to make certain that there are no biases and prejudice in the presentation of the data. Miles and Huberman(1994) considered the key criterion for conformability is the extent to which the researcher admits his or her own predispositions. Confirmability refers to neutrality and control of research bias. Bias in research is defined as your concern and interest, but unbiased interpretations are learning into the different sources, evidences and factors that shape (Creswell and Clark, 2007). This statement is being supported by Trochim (2006) who stated that the qualitative adopts idea that a researcher can bring unique perspective of the research. To address dependability, I practically applied consistency in the collection and analysis of my data. I made sure that all the necessary information were recorded and integrated. I applied the peer debriefing and triangulation of the gathered data. Dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation. In order to address the dependability issue more directly, the processes within the study should be reported in detail, thereby enabling a future researcher to repeat the work, if not necessarily to gain the same result. The research design may be viewed as a "prototype model". Dependability is a criterion used to measure trustworthiness in qualitative research. Dependability is met through securing credibility of the findings (Streubert,2000) .In addition, Siegle (2006) explained that dependability must provide its audience with evidence that if it were replicated with the same or similar respondents in the same context, its finding would be repeated. In addition, Creswell & Clark (2007) stated that dependability is the same idea of reliability in quantitative research paradigm. The qualitative research will gather evidence and facts to keep the claim if it has a similar finding if

the research study will be repeated and it would be considered as a new finding. To ensure transferability, I made sure that the research context was rich and thick in descriptions so that interested readers and researchers will be given enough references should they do transfer the data. Transferability implies generalizability of the findings and results of the study to other settings, situations, populations, and circumstances. This is the quality we have been calling "external validity" or "generalizability" in our use of the term in introduction to research design. Transferability in the naturalistic researcher maintains that no true generalization is really possible. Moreover, all observations are defined by the specific contexts in which they occur (Lincoln & Guba, 2000; Crotty, (2006)

### Ethical Consideration

Ethics has become a cornerstone for conducting effective and meaningful research (Drew, 2007). The participants of my study were individuals who were under my protection, so that trust is imposed to us. To establish ethical considerations, I followed the ethical steps as suggested by Boyatzis (1998) such as respect for persons, beneficence, justice, consent and confidentiality. To establish respect for persons, I asked permission from the Head of the Department of Public Works and Highways for me to be able to proceed to my study. The participants were also given an informed consent so that their willingness to get involved in the study was sought. Respect for persons is an obligation of the researcher not to exploit the weakness of the participants. I assured my informants identities be of utmost confidentiality and that none of the information collected would embarrass or harm them in any case. I also assured all my informants that all data from interview would be kept in privacy and that I treated all my informants with high respect. Further, I ensured that no physical or psychological harm would come to any of participants. Confidentiality of the participants by assuring that everything which includes their identity would remain confidential and would not be revealed to other informants or to anybody in particular. After the analysis of the data, I conferred and allowed the informants to read their narratives that are to be presented in the final paper. This would give them the chance to revoke or withdraw any revelations coming from them (Mack, Woodson, Guest, Namey, 2005). To establish beneficence, I asked their vacant time for the in-depth interview and their preferred place where they can freely express their thoughts about the study. Each of them was given the informed consent before the set date and time of the in-depth interview. Beneficence requires a commitment of minimizing the risks of the participants rather maximizing the profits that are due to them (Creswell, 2012). To establish confidentiality, I ensured that the true identities of the participants were hidden. The video tapes, encoded transcripts, notes and other materials were destroyed after the data were analyzed. This step has been suggested by Van der Westhuizen (1997). To establish justice, I made sure that the participants did not spend any amount for I acknowledged their role to complete my study. The participants were provided snacks and accommodated properly. Participants of the qualitative research must be given due credits for all their help and support.

## 4. RESULTS

This chapter presents the experiences of the parents with uncompleted basic education. Their responses were taken from the in-depth interview and focused group discussion that I conducted from the seven key informants and seven participants anchored on the three basic questions I raised:

1. What are the experiences of parents with uncompleted basic education having professional children?
2. How do parents with uncompleted basic education cope with the challenges of sending children to school?
3. What are the insights of parents with uncompleted basic education having professional children?

This chapter is divided into three parts: Part 1 is the participants' data from which the qualitative data were collated. Part 2 is the analysis procedures and the steps in the categorization of the emergent themes from the result of the in-depth interview and FGD questions under each research problem and Part 3 is the summary of responses.

### Participants in In-Depth Interview

The respondents of this study were composed of seven courageous individuals who have a position in their work: driller, driver, security guard, construction and maintenance man, heavy equipment operator, laborer and carpenter. Three of this informants have appointment status of job order and the other four have appointment status of permanent. Their salary also varies whether its monthly or per day. Four of which have monthly salary ranging from 9,968.00 pesos to 12,5027.00 pesos. The other informants are having their daily salary ranging from 409.09 pesos to 508.22 pesos at most. The informants ACA/PERA vary among four informants only. The three informants who receive daily salary had zero ACA/PERA, while the monthly receiver of salary had uniform ACA/PERA of 2,000.00 pesos. These informants have different length of service that have been rendered in their jobs. One of them has already reached 17 years in service, the other three informants have been in the service for 20 to 27 years, and another three informants have rendered 38 to 42 years in service. The ages of these informants also vary from the youngest of 55 years old to the eldest of 64 years old. Among these informants, four of them ages from 55 years old to 59 years old, the other three informants ages from 62 years old to 64 years old. As observed, these informants are all male with varying number of children in the family. Sufficing it individually, informant 1 has seven children in the family and had taken 5 professional children already, informant 2 has nine children in the family and had taken seven professional children, participant 3 has four children in the family and has taken 3 professional children, informant 4 has four children in the family and had taken two professional children, informant 5 has eight children in the family and had taken half of this were professionals already, informant 6 has only two children and the family and had taken both into their professional statuses, and respondent 7 has three children in the family and had taken two children into professional levels.

**Table 1.** Profile of Informants in In-Depth Interview

Participants	Position	Status of Appointment	Salary per Month/Day	Allowance	Length of Service	Age	Civil Status	No. of Children	No. of Professional Children
Rudy	Well Driller II	Permanent	12,507/month	2,000	38	63	M	7	5
Earth	Driver I	Permanent	10,931/month	2,000	42	64	M	9	7
Max	Security Guard II	Permanent	12,507/month	2,000	17	59	M	4	3
Renato	C/M Man	Permanent	9,968/month	2,000	20	58	M	4	2
Rey	HEO I	Job Order	508.22/day	-	41	62	Widow	8	4
Rufs	Laborer I	Job Order	409.09/day	-	27	55	M	2	2
Dionea	Carpenter I	Job Order	409.09/day	-	21	56	M	3	2

### Focus Group Discussion

The informants of these study were conveyed with seven participants who has different working positions in their respective jobs, two of them are utility workers, two are construction and maintenance man and construction and maintenance capataz, one carpenter and building helper and one laboratory technician. Their statuses of appointment differ from each other, two of which have the status of permanent in their jobs while the other five are under job order. The salary of these informants are divided into per monthly and daily revenues. Two of these informants are gaining their salary monthly that ranges from 9, 9968.00 to 12, 139.00 pesos. The other five informants are gaining a daily salary for at least 409.09 pesos to 678.68 pesos only. Their ACA/PERA also varies in different forms, the two informants who gain or receive their monthly salary have ACA/PERA of 2,000.00 pesos while the remaining informants had none. These informants have diverse length of service that they have rendered to their jobs. Two informants have rendered seven years of service in their jobs, the other two informants have rendered 11 to 13 years of service in their jobs. One has already rendered 27 years in service and the remaining two informants have rendered 31 to 34 years in service. Their ages range from 46 years old to 62 years old. Two of these informants are already 46 years old and 48 years old, the other three informants are already 52 years old, 55 years old, and 57 years old. The remaining two informants are already in the senior citizen level who is 61 years old. The civil status of these informants is parallel to each other, there are only two informants who are widow and five are married. Their number of children varies from 2 to 12 children in the family. These informants may have large number of children in the family but they have applauding professional children too. The first informant has six children in the family and has three professional children already, the second informant has three children in the family with two professional children, and the third informant has 12 children in the family and with two professional children, the fourth informant has two children of professional level, the fifth informant has four children with two professionals. The sixth informant has four children in the family wherein two of them are professionals, while the seventh informant has six children in the family wherein three of them are professionals.

**Table 2.** Profile of Informants in Focus Group Discussion

Participants	Position	Status of Appointment	Salary per Month/Day	Allowance	Length of Service	Age	Civil Status	No. of Children	Professional Children
Rex	C/M Man	Permanent	9,968/month	2,000	34	52	M	6	3
Ron	C/M Capataz	Job Order	12,139/month	2,000	13	57	M	3	2
Doming	Carpenter I	Job Order	472.77/day	-	27	62	M	12	2
Ruel	Laboratory Technician I	Job Order	678.68/day	-	31	55	M	2	2
Terso	Building Helper	Job Order	439.77/day	-	7	48	M	4	2
Flora	Utility Worker I	Job order	409.09/day	-	11	46	Widow	3	3
Edena	Utility Worker I	Job Order	409.09/day	-	7	61	Widow	6	3

### Categorization of Data

In categorizing the data, the first step was to group the responses of the participants and identified the common answers in order to come up with the essential themes. These data were arranged and organized based on the common or general concepts presented by the participants. Regroupings were done to reduce the essential themes. The main themes into fewer items. The process finally generated 16 essential themes. The second step as data display was presented in Tables 3, 4 and 5. The important phrases that emerged from the transcripts and comments were identified as thematic statements. They were organized to come up with the essential theme.

**Research Question No. 1.** What are the experiences of parents with completed basic Education having Professional Children?

The parents who were my key informants and participants sincerely shared their experiences during the conduct of in-depth interview and focus group discussion. The themes generated with the supporting statements are as follows:

**Deprivation.** When the participants were asked about their experiences for not able to finish basic education, yet their children are professionals, they clearly uttered that one of the sad experiences was deprivation. They did not have financial support from family. Their parents are poor, the school was remote and is always visited by typhoons.

**Rex uttered that:**

*"Walay suporta sa akong ginikanan hangtod gikapoy ko."... (TCPUBESPFA\_F1)*  
(Without parental support and I got tired)

**Ron cited:**

*"Ang kalisod sa akong mga ginikanan" .... (TCPUBESPFA\_F2)*  
(Hardships of my parents)

**Ruel expressed:**

*"Gikapoy naman ko eskwela. Mas enjoy ko sa barakada hangtud miundang ko. Nagbulag pud ako mama ug papa".... (TCPUBESPFA\_F4)*  
(Going to school is so tiring for me. I enjoyed the company of friends until I stopped. My parents also separated)

**Flora mentioned:**

"Perti gyud kalisod ako ginikanan, kanunay pud bagyo sa amo dapit ako natawhan" ..... (TCPUBEPSPPA\_F6)  
 (My parents were very hard up and my place of birth is always visited by typhoon)

**Rudy articulated:**

"Layo amo balay sa tulunggaan. Gikapoy na pud ko" .... (TCPUBEPSPPA\_S1)

(School is far and I got tired)

**Rey added:**

"Nadala sa barkada unya gikapoy ug naminyo pud" .... (TCPUBEPSPPA\_F5)  
 (Influenced with friends. Got tired and got married)

**Dionnie stated:**

"Kalisod sa akong ginikanan" (TCPUBEPSPPA\_S7)  
 (Parents were hard up)

**Wrong Choices**

The wrong choices and decisions of the participants were the reasons why they did not complete the basic education. They were into bad influences and married early without stability.

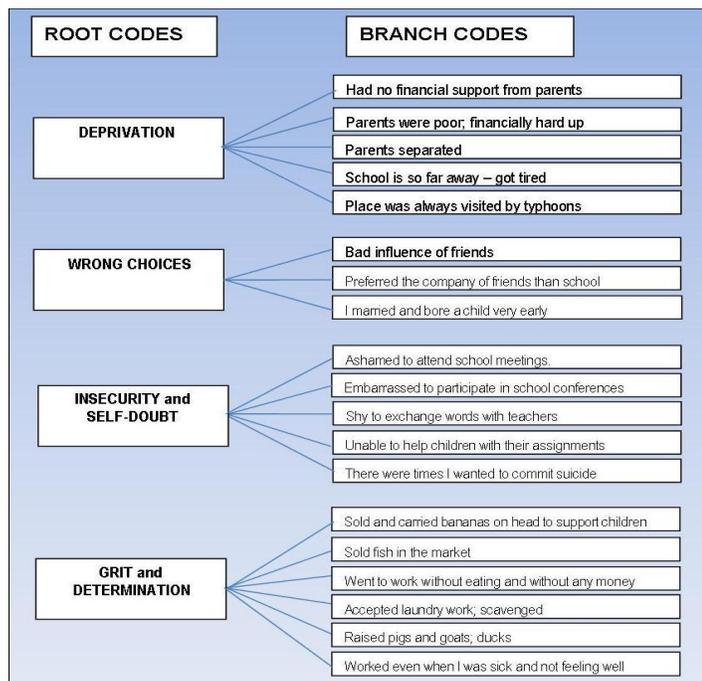
**Ron mentioned that:**

"Na impluwensiya sa barkada hangtud miundang" ... (TCPUBEPSPPA\_F2) (Influenced by friends until I quit)

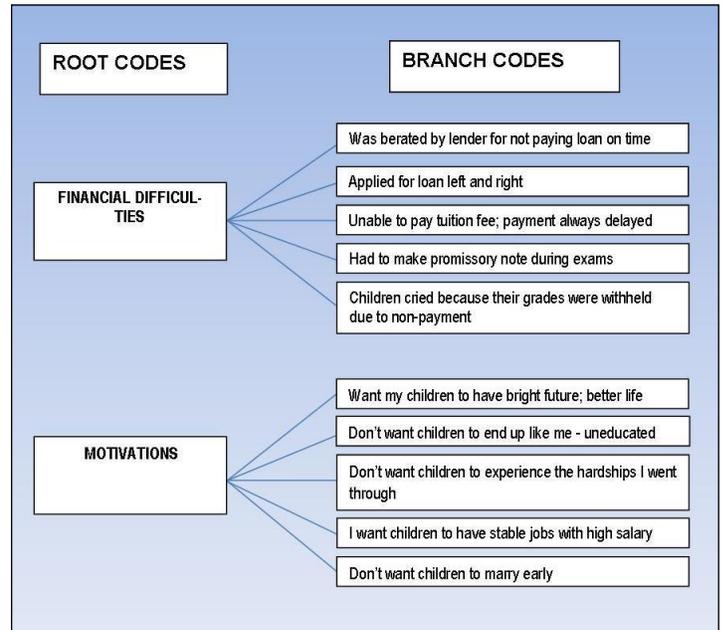
**Edena cited:**

"Nag-asawa ug nanganak ko sayo"... (TCPUBEPSPPA\_F7)  
 (I married and delivered a child early)

**Figure 1:** Responses of participants during the in-depth interview and focus group discussion to the research question: "What are the experiences of parents with uncompleted basic education having professional children?"



**Cont. of Figure 1:** Responses of participants during the in-depth interview and focus group discussion to the research question: "What are the experiences of parents with uncompleted basic education having professional children?"



**Insecurity and Self-Doubt**

Having uncompleted basic education led the participants to feel insecure and self-doubt. They said they were ashamed to attend school meetings for they cannot communicate well. They cannot even help their children with their assignments.

**Rex articulated:**

"Mag meeting sa school maulaw man ko mo participate, magpatabang ako anak sa iyang school assignment nga wala pud ko hanaw, maglukdo sa saging na ako ibaligya sa silingan" .... (TCPUBEPSPPA\_F1)

(I'm ashamed to participate in school meeting. When my children asked me help their school assignment, I'm not even knowledgeable. When I carried bananas on my head and sold to my neighbors).

**Ron stated:**

"Mangutana sila assignment na dili pud ko kabalo panahon sa activities ug meeting sa school maulaw pud ko mo participate" .... (TCPUBEPSPPA\_F2)

(When they asked me their assignment that I don't know myself. I'm ashamed to participate in schools meeting and activities)

**Ruel mentioned:**

"Kanang wala na mi bugas, wala na pud panud-an, magsakit pa gyud mga anak, dugay ang sweldo, tingbayad pa gyud tuition, tubig ug kuryente" .... (TCPUBEPSPPA\_F4)

(When we have no more rice, viand, my children got sick, salary is delayed and deadline of tuition fee, water and electric bill)

**Terso expressed:**

"Mangutana unsaon pag answer sa ila homework/assignment. Panahon sa meeting sa school maulaw pud ko mo apil apil" ..... (TCPUBEPSPPA\_F5)  
(When they asked me what to answer their homework/assignment. During school meeting I'm ashamed to participate)

**Edena added:**

"Naglisod gyud ko kung magpatabang sila sa ila assignment. Pati bayad tuition lisod gyud, maulaw pud ko makighalubilo sa ilang magtutudlo " .... (TCPUBEPSPPA\_F7)

(I find it very hard to assist in their school assignment. I find hard paying tuition. I'm shy exchanging words with their teachers)

"Sa panahon nga mangayo na sila tuition, wala pa gyud bugas ug sud-an, wala pa gyud pamasahi padulong tulungaan. Kana pud duna masakit kauban. Lami ihikog uy...." (TCPUBEPSPPA\_F7)

(During times when they ask money for tuition, no more rice and viand and no fare in going to school. When a member of my family got sick. Oh.... I feel like to commit suicide)

**Grit and Determination**

Being strong and determined was among the stories told by the parents. They narrated like selling bananas to support children, sold fish in the market, laundry work, raised pigs and goats and sacrificed health by working even they were sick.

**Flora mentioned that:**

"Nagbuhi kog baboy ug manok, loan sa GSIS ug Pag-ibig" (TCPUBEPSPPA\_F6)

(I raised pigs and chicken, loan with GSIS and Pag-ibig)

**Renats added that :**

"Nagbuhi kog patu kay naa mi usa ka hektarya nga basakan" .... (TCPUBEPSPPA\_S4)

(I raised ducks for we have one hectare rice paddies)

**Rex also stressed that:**

"Akong glukdo ang saging, namaligya para suportahan ang mga anak" (TCPUBEPSPPA\_F1)

(Sold and carried bananas on head to support children)

**Earth also mentioned that:**

"Namaligya ko ug isda sa palengke sayo sa buntag" (TCPUBEPSPPA\_S2)

(Sold fish in the market)

**Doming mentioned that:**

"Molakaw ko sa opisina nga walay pamahaw ug wala pajud kwarta" (TCPUBEPSPPA\_F3)

(Went to work without eating and without any money)

**Edena also added that:**

"Nanawat kog labada ug nangaykay ko sa basurahan para makakita ug botilya"...

(TCPUBEPSPPA\_F7)

(accepted laundry work: scavenged)

**Financial Difficulties**

Financial difficulties were much experienced by the parents which eventually caused burden as well as to their children like having a lot of loans and unable to pay tuition fee on time, which made the children unable to take examination, thus, grades were withheld also.

**Rex articulated that:**

"Kanang dugay ang sweldo, dili pa gyud maapprove dayon ako loan sa GSIS o sa Pag-ibig unya tingbayad sa sa tuition, madungan pa gyud masakit ang usa ka miembro sa panimalay " ....

(TCPUBEPSPPA\_F1)

(Salaries are delayed. GSIS and Pag-ibig loan approval are also delayed while payment of tuition fee is always

**Flora stated:**

"Usahay makabayad kung sweldo madelatar mag promisory letter ko" (TCPUBEPSPPA\_F6)

(Sometimes I paid and if salary is delayed I made a promissory letter)

**Dionnie mentioned:**

"Manghulam nga dili pahulamon kay aduna pay nahulaman nga wala pa nabayaran. Manghula ug 5-6. Namalit ug kahoy pangsugnod nga ibaligya pud."...

(TCPUBEPSPPA\_S7)

(When I borrowed and no one lend because I have still balance. I borrowed from 5'6. I bought woods and sold it)

**Motivations**

Despite the hardships, the parents experienced, they were motivated to strive hard for they wanted their children to have brighter future. They do not like their children to be uneducated that they will not experience the hardships that their parents underwent.

**Ron cited that:**

"Para adunay hayag na kaugmaon" (TCPUBEPSPPA\_F2) (To have a bright future)

**Doming stated:**

"Aron dili mahisama sa akoo. Makatapus ug kurso ug adunay maayo ug trabaho ug sweldo" (TCPUBEPSPPA\_F3) (They will not be likened me. Finish a course with a good job and salary)

**Ruel expressed:**

"Aron dili sila mahisama sa ako na wala katiwas paeskwela sa colegio"(TCPUBEPSPPA\_F4) (So they will not be like me .....unable to finish college education)

**Flora uttered:**

"Para mamaayo ilang kaugmaon. Para dili nila maagian ako kalisod nga nasinatian" (TCPUBEPSPPA\_F6) (So that they will have a bright future, so they will never experience what I've experienced hardship) "Ang ako experencia na naghurnal ko sa laing pamilya unya ila ko sulohan. Ako gisilil sa ila alimpatakan na lisod gyud kung wala kay nahuman sa kurso" (TCPUBEPSPPA\_F6) (My experience that I did labor for other families in return they would pay me. I instilled in the mind of my children that it's very hard if we don't finish a profession)

**Edena added:**

"Ako kauban sa office. Ako namatikdan kung nahuman ka ug mahimong propesyonal aduna kay taas na katungdanan ug taas pa gyud sweldo" (TCPUBEPSPPA\_F7) (My co-officemates. I noted if you finish a course and became professional you will have a higher position and salary)

**Earth mentioned:**

"Aron aduna sila hayag na kaugmaon, adunay maayong trabaho ug sweldo"(TCPUBEPSPPA\_S2) (So that they will have a bright future have a good job and pay)

**Max expressed:**

"Aron makakab-ot ug taas na kinaadman ug makatabang sa ginikanan"(TCPUBEPSPPA\_S3) (So they can reach the highest education and can help their parents)

**Max added:**

"Ang kalisod sa among kinabuhi mao nang nagpursige ko nga makalampos sila ug eskwela para makatabang sa amoa ug sa ilang kaugmaon nga makalingkawas sa kalisod" (TCPUBEPSPPA\_S3) (My hardest experience in my life. I challenge them to be successful in their studies so they can help us and themselves from all hardships in life)

**Rufo cited:**

"Ato gyud pa eskwelahon atong anak makahaman sa propesyon aron dili mahisama kanato"(TCPUBEPSPPA\_S6) (Let us send our children to school to finish profession, that they will not be like us)

**Dionnie added:**

"Suportahan ato mga kabataan kay kung makatiwas sila kurso makatrabaho gyud sila nga adunay taas nga sweldo"(TCPUBEPSPPA\_S7) (Support our children to finish a course. They can work with higher salary)

**Research Question No. 2.** How Parents with Uncompleted Basic Education Cope with the challenges of sending children to school?

**Dependence on Loans**

In order to cope with the challenges in sending their children to school, the parents had to borrow money from users "5-6", and engaged in school other loans, besides borrowing money from relatives, neighbors and friends.

**Ruel stated that:**

"Kanang mangutana sila sa ako ug assignment. Kanang manghulam ko ug 5-6 nga sultihan pa gyud kag sakit ug makapahiubos nga pulong kay duna pa ko utang nga wala mahuman bayad" (TCPUBEPSPPA\_F4) (When my children asked about their assignment. When I borrowed 5/6 from usurer and uttered bitter and hurting words against me for I have still an unpaid balance)

**Rex cited:**

"Ang loan sa GSIS ug Pag-ibig and katunga ibayad ang uban instalmen na ang allowance dili gyud ma instalment mao nga ako gyud gahinan, ug ang projects kanunay maulahi" (TCPUBEPSPPA\_F1) (Half of loan proceeds from GSIS and/or Pag-ibig will be paid for tuition and balances are paid in installment. Allowances cannot be done by installment. School

projects are always delayed)

**Ron added:**

"Kung maka loan ko sa GSIS ako ibayad igahin katunga para sa tuition. Ang allowances ako gyud tagaan budget ug ang projects ipaulahi lang"(TCPUBEPSPPA\_F2) (Half of the loan proceeds from GSIS will be for tuition. Allowances are given as budgeted. Projects are delayed in submission).

**Terso mentioned:**

"Ang loan nako sa Pag-ibig ako ihurot ug bayad, ang balance instalment. Allowances unahon gyud dugang projects kay dili man tagaan ug grades kung dili ka pasa projects." (TCPUBEPSPPA\_F5) (All proceeds of Pag-ibig loan I paid for tuition fee and the balances paid by instalment. Allowances are priorities together with the projects, no projects no grades)Edena articulated: "Coop, Pag-ibig ug silingan" (TCPUBEPSPPA\_F7) (Cooperative, Pag-ibig and neighbours)

**Renats mentioned:**

"Panahon sa final exam na wala pa gyud ang sweldo ug dili na ka loan sa GSIS ug Pag-ibig kay naa pa dako balances"(TCPUBEPSPPA\_S4) (During the final exam and salary is delayed and I can no longer apply loan with GSIS and Pag-ibig for I still have big amount of balances)

**Figure 2:** Responses of participants during the in-depth interview and focus group discussion to the research question: "How do parents with uncompleted basic education cope with the challenges of sending children to school?"

**Income Augmentation**

To cope with their situation, the parents with uncompleted education had to undergo more of physical work. They had to augment income like selling of street food and firewood in the market. They cleaned house of neighbors for a fee and even their children assisted them like doing laundry of the neighbors.

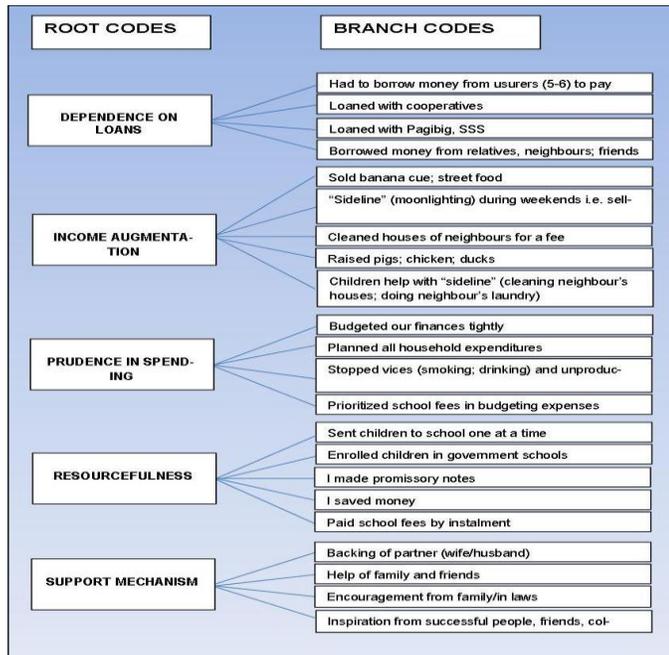
**Edena uttered that:**

"Ako lang puli-puli loan sa Coop ug Pag-ibig, nagdawat ko ug labada ug manglimpisa sa palibot balay amo silingan, suhulan pud ko nila"(TCPUBEPSPPA\_F7) (I did alternate from loan with cooperative and Pag-ibig. I cleaned houses and surrounding of my neighbors with pay)

**Rey cited:**

"Mangutana unsaon pagtubag assignment, Magsakit ko, manglimpyo ko tugkaran ako silingan nga grabe ako ubo ug gikalintura aron lang makahatag pang allowance" (TCPUBEPSPPA\_S5) (When they asked what is the answer on their assignment. I got sick. I cleaned surroundings of my neighbor when I have a severe cough and fever just for my children's allowances).

**Figure 2:** Responses of participants during the in-depth interview and focus group discussion to the research question: "How do parents with uncompleted basic education cope with the challenges of sending children to school?"



**Max stated:**

"Nagbuhi ko baboy ug mga manok. Loan sa GSIS ug Pag-ibig"(TCPUBEPSPPA\_S3) (I raised pigs and chicken. Loan with GSIS & Pag-ibig"

**Rufs added:**

"Agwanta ra gyud. Panahon pud wala klase mga kabataan tabang pud sila panghurnal"(TCPUBEPSPPA\_S6) (Always patience. During a time my children have no classes they will also helped me worked with our neighbors)

**Prudence in Spending**

Much tightening of the budget was one measure to cope with the challenges as mentioned by parents with uncompleted education. They narrated that they had to stop leisure and plan all the household expenditures, in order to prioritize the school budget of the children.

**Doming expressed that:**

"Daginot gyud sa sweldo. Loan sa Coop ug Pag-ibig pud"(TCPUBEPSPPA\_F3) (Spent wisely the money earned from salary. Loan from Pag-ibig and cooperative).

**Terso cited:**

"Sige lang loan.Undang sa pagpanabaki, inom ug last two"(TCPUBEPSPPA\_F5) (Just loaned. Stopped smoking, drinking liquor and betting last two digit)

**Dionnie added:**

"Daginot, undang pagpanigarilyo ug inom"(TCPUBEPSPPA\_S7) (Save, stop smoking and drinking liquor)

**Resourcefulness**

Being resourceful had helped the parents to cope with their challenges. To mention some were saving, enrolling the children to public schools and sending children to school at a time to save transportation expense.

**Rudy cited that:**

"Ang pagbayad tuition ako instalment. Ang allowance igo-igo ra gyud, ang mga projects kanunay late ang submission"(TCPUBEPSPPA\_S1) (Payment for tuition fee, I've done it by installment. Allowance is just enough and projects are always late in submission) "I send them to school one at a time and loan with GSIS and Pag-ibig is alternate"(TCPUBEPSPPA\_S1)

**Renato mentioned:**

"Ako lang instalment and tuition. Ang allowance senemana ug school projects medyo ma delay" TCPUBEPSPPA\_S4) (Tuition is paid in installment basis. Allowances I give weekly and school projects sometimes delayed)

**Rufs articulated:**

"Ako lang instalment ang tuition. Ang ila allowance mo advance ko sa ako gihurnalan pati ang ilang projects sa school." (TCPUBEPSPPA\_S6) (I did installment with the tuition. I've cash advance from my neighbors, I worked with for the allowances and school projects).

**Support Mechanism**

The strong support of the family members had lightened the plight of the parents with uncompleted education. The help of the family, in laws and inspiration from successful colleagues motivated them to move on.

**Ruel mentioned that:**

"Ang ako ugangan nagpadasig kanako" (TCPUBEPSPPA\_F4) (My parent-in-law encouraging words)

**Ron articulated:**

"Ako asawa nakatabang dako kay naa man siya sari-sari store"(TCPUBEPSPPA\_F2) (My wife helped a lot, she operated a sari-sari store)

**Ruel stated:**

"Ako asawa dako tabang. Nagbaligya siya Tupperware ug mga paanyag. Ako pud ugangan tagaan pud mi niya panalangin."(TCPUBEPSPPA\_F4) (Yes, my wife is a great help. She is dealing Tupperware, beauty products and etc. Also my parents-in-law shared their blessings)

**Rufs cited:**

"Amo chief engineer sa Maintenance Section. Taas iya position sa opisina dako pud iya sweldo"(TCPUBEPSPPA\_S1) (Our Chief Maintenance Engineer. A high ranking official and with high salary)

**Dionnie added:**

"Ako kauban sa opisina nga taas ila posisyon ug taas pud ila sweldo"(TCPUBEPSPPA\_S7) (My officemates with higher position and with higher salary)

**Max expressed:**

"Ginikanan ug igsoon sa ako asawa, usahay mohatag kwarta. Ako pud asawa nag areglar sa amo usa ka hektarya nga sagingan"(TCPUBESPSPA\_S3) (My parents-in-law and brothers-in-law sometimes they give me money. My wife also attended our 1 hectare banana farm)

**Research Question No. 3.** What are the Insights of Parents with Uncompleted Basic Education?

**Value of education**

With the hardships that the parents experienced, they realized that having education is an advantage. As such, they value so much education that they sent their children to school to become professional for it is the only wealth they can give to their children.

**Rex cited that:**

"Padayon pagpatungha sa anak aron mahimong propesyonal"(TCPUBESPSPA\_F1) (Let us continue sending our children to school to become professional)

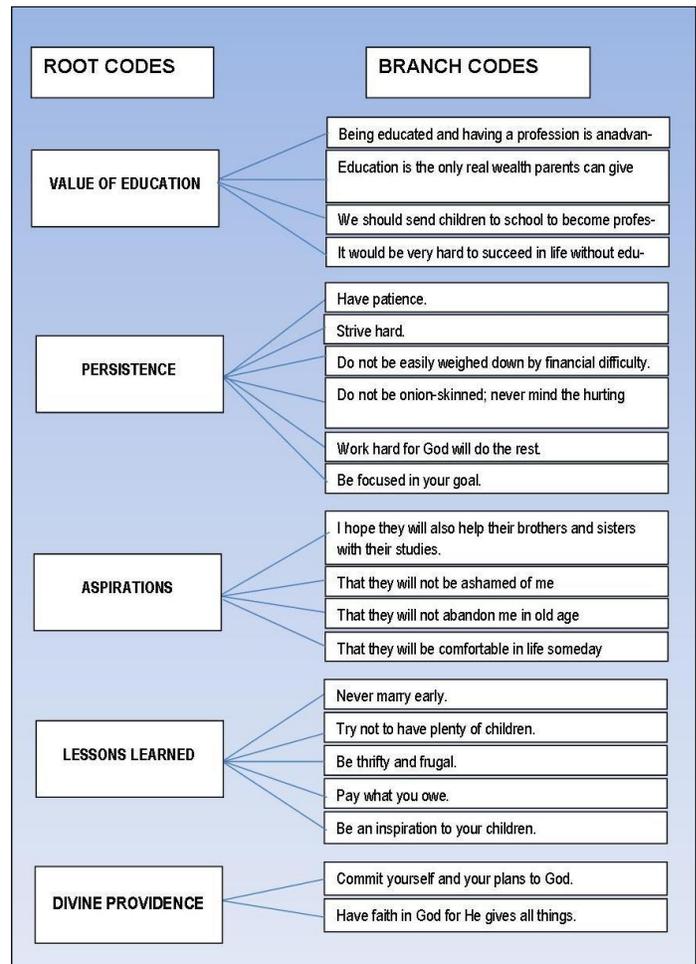
**Ruel mentioned:**

"Sa mga ginikanan ato suportahan mg anak hangtod mahuman pagtungha sa kolehiyo"(TCPUBESPSPA\_F4) (To the parents, continue supporting your children to their college education. Don't be ashamed to do sideline works. Respect your parents-in-law and love your wife)

**Flora uttered:**

"Dasigon gyud ang anak sa pagtoon ug suportahan sila para ganahan mo eskwela ug mahimong propesyonal"(TCPUBESPSPA\_F6) (Inspire and support our children to go on schooling until they become professional) "Maayo gyud makasinati ta ug kalisod kay maoni ang hinungdan nga maningkamot para sa imong pamilya. Magmalig-on ug maninguha gyud para makahuman ang mga anak ug tuon. Kay mao ni alang nako ang tinood nga bahandi ako ikahatag kanila"(TCPUBESPSPA\_F6) (It's good to experience hardships. It's the reason that we strive for our family that our children will pursue and finish their course. For me this the only real wealth I can give them)

**Figure 3:** Responses of participants during the in-depth interview and focus group discussion to the research question: "What are the insights of parents with uncompleted basic education having professional children?"

**Persistence**

The virtue of persistence has led the parents to cope with their challenges. They disclosed that they embraced the value of patience, and focus in one's goal. They also strived hard despite financial difficulty. Moreover, they asked for God's guidance.

**Rudy expressed that:**

"Magpailob ug magmahulatayon pag suporta sa mga anak"(TCPUBESPSPA\_S1) (Be patient and continue supporting children)

**Aspirations**

Having children who are already professionals ushered the parents to hope that someday their children will also help their brothers and sisters. They will be proud of their parents even if they did not complete their education, they were able to go to school despite poverty. Moreover, parents also long that when they reach old age they will not be abandoned.

**Rex stated that:**

"Dili gyud sila mobiya sa akong pagkatigulang"(TCPUBESPSPA\_F1) (They will not leave us in our old age)

**Doming mentioned:**

"Tabangan pud niya iya mga manghud, Dili pud ko nila ikaulaw" (TCPUBEPSPPA\_F3) (They will also help their brothers and sisters. They will not be ashamed of me)

**Ruel cited:**

"Ako malantaw aduna sila hayag na kaugmaon malipayon na panimalay ug ugma damlag ilaha pud ihatag ila mga panalangin sa amoa. Dili mi nila talikdan" (TCPUBEPSPPA\_F4) (I know they will have a bright future and happy family and someday they will also share their blessings to us. They will not abandon)

**Earth expressed:**

"Lipay kaayo ko nga bisan sa kalisod, makalampos ako kabataan, ug ila pud suportohan ugma damalg ila kabataan nga mahuman ug mahimong mga propesyonal" (TCPUBEPSPPA\_S2) (I am very happy that my children were successful. And that someday they will also support their children to finish and be successful in their profession) Rufs articulated: "Sa akong pagkatigulang dili gyud ko nila pasagdan" (TCPUBEPSPPA\_S6) (In my old age they will not abandon me)

**Dionie added:**

"Dili pud ko nila pasagdan sa ako katigulangan" (TCPUBEPSPPA\_S7) (They will not leave in my old age)

**Lessons Learned**

The parents seriously shared some lessons they learned like never marry early. Save and be thrifty, and if possible, plan well the family, and most of all, be an inspiration to your children.

**Rex articulated that:**

"Kung mangutang bayaran gyud" (TCPUBEPSPPA\_F1) (Pay what you owe)

**Ruel cited:**

"Ang mga pulong nga masakit ug makapahibos ayaw lang panumbalinga basta nakahulam ka. Bayaran unsa imo nahulam. Hinigugma imo ugangan ug asawa" (TCPUBEPSPPA\_F4) (Never mind the bitter and hurting words as long as you can borrow money. Pay whatever you borrow. Love your wife and in-laws)

**Edena stated:**

"Maski lisod ato gyud suportahan mga anak hangtud makalampos sa kolehiyo. Ayaw pag-asawa ug sayo. Itugyan sa Ginoo makagagahom ang tanan" (TCPUBEPSPPA\_F6) (Never marry early. Even hard up just support your sibling until they finish college education. Always commit yourself to God)

**Earth expressed:**

"Paningkamot gyud kay ang Ginoo motabang sa imoha ug ayaw daghana inyo anak pareha sa ako nga perti gyud kalisod pagapatungha. Lipay pud ko kay ang Ginoo sa langit wala gyud nagbiya sa akong panimalay. Salamat Lord." (TCPUBEPSPPA\_S2) (Strive hard, have faith in God for He will help you. Don't have plenty of children like me. It's really hard to send children to school. I'm happy for God in heaven never forsake me. Thank you Lord)

**Rufs added:**

"Daginot gyud, undang sa bisyo sama sa pagpanigarilyo, inom ug last two" (TCPUBEPSPPA\_S6) (Be thrifty. Stop vices like cigar smoking, drinking liquor and betting last two)

**Divine Providence**

The guidance of the divine providence was considered by the parents as their strong weapon in overcoming the challenges. With those trials, they submitted themselves to God.

**Earth articulated that:**

"Salig lang sa Ginoo maski unsa ka lisod kay siya mohatag sa tanan gikinahanglan" (TCPUBEPSPPA\_S2) (Have faith in God whatever hardships for He giveth all things)

**Summary**

This phenomenological study has enlightened me as a researcher of the clear stories of the parents who did not complete their basic education but have professional children. Their experiences, coping mechanism and insights are about life's journey worthy to be emulated by those who are also in the same situation. The parents shared that their sad experiences were about deprivation, wrong choices, insecurity and self-doubt, grit and determination financial difficulties, however, they felt their motivation to surpass all the challenges. The parents also expressed that their coping mechanism in order to survive include their dependence on loans, strategies on income augmentation, prudence in spending, resourcefulness and having support mechanism, while the insights they shared were about the value of education, persistence, aspirations, some learned lessons and the guidance of the divine providence. The result as a whole makes way to a remarkable contribution to the social aspect of the community that would probably be of use to the various individuals, particularly to the parents and students.

**5. DISCUSSION**

This chapter presents the discussion of the results of the study as well as the conclusions and the implications for practice for future research which are anchored on the emerged themes of the investigation. The purpose of this phenomenological study was to present the experiences, coping mechanisms and insights of parents with uncompleted basic education having professional children through an in-depth interview and Focused Group Discussion, they shared their experiences, coping mechanisms and insights.

**Experiences of the Parents with Uncompleted Basic Education Having professional Children****Deprivation.**

The parents with uncompleted basic education having children who are professionals, uttered that one of the sad experiences was deprivation. They did not have financial support from family. Their parents are poor, the school was remote and is always visited by typhoons. The result is in conformity with the idea of Amoroso & Bajo (2014) which stated that in the Philippines dropout rates in both elementary and secondary level have been rising. DepEd figures for 2013 showed that a total of 126,368 public school students have discontinued their studies in the secondary level. Further stated that failure to complete basic education might result in illiteracy, poor learning, less opportunity to acquire better job or acquire

higher education and less opportunity to become entrepreneurs.

### **Wrong Choices**

The parents considered their wrong choices and as reasons why they did not complete the basic education. They were into bad influences and married early without stability. The result agrees to the statement of Power and Clark (2000) that one of the major causes why student cannot finish his study is the wrong environment that he is into. This failure in school has an effect to how they rear their children when they become parents.

### **Insecurity and Self-Doubt**

Feeling of insecurity and self-doubt were experienced by the parents with uncompleted basic education. They said they were ashamed to attend school meetings for they cannot communicate well. They cannot even help their children with their assignments. The finding is in conformance to the words of Neuman (2012) that parents with less education do not participate as often in their children's education to some effect because they do not realize the importance of their interaction with schools and they are probably intimidated, just like they were in high school. Even though, parents of low-income families participate less in their children's education.

### **Grit and Determination**

Grit and determination are among the values cherished by the parents. They narrated like selling bananas to support children, selling fish in the market, having laundry work, raised pigs and goats and sacrificed health by working even they were sick. The finding is in conformance to the concept of Scott (2010) stressing that although education of the parents has a significant impact to the education of their children, there are successful children who finished schooling due to the determination and perseverance showed by the parents in order to support the educational expenses of the children especially in their college education.

### **Financial Difficulties**

Scarcity of money was a sad experience told by the parents which eventually caused burden as well to their children like having a lot of loans and unable to pay tuition fee on time, which made the children unable to take examination, thus, grades were withheld also. The result concurs to the idea presented in the article entitled "The Parents in Education Research Network (2002)," that underlined the struggles of the parents in sending the children to school, particularly those who are low income and uneducated ones. The socio-economic background of the parents is one thing to look into in the success of the students in tertiary education.

### **Motivations**

The hardships experienced by the parents had motivated to strive hard for they wanted their children to have brighter future. They do not like their children to be uneducated so they won't experience the hardship they underwent. The result is parallel to the statement of Horn & Nunez (2000) that parents with less education do not participate as often in their children's education to some effect because they do not realize the importance of their interaction with schools and they are probably intimidated, just like they were in high school. However, this has motivated them to struggle knowing

that they do not want their kids to be like them who cannot give contribution to the school's concerns.

### **Dependence on Loans**

Dependency on loans was a means for the parents to cope with the challenges in sending their children to school. They had to borrow money from usurers "5-6", engaged in school other loans, and borrowing money from relatives, neighbors and friends. The result conforms to the idea of Choy (2000) that parents who have children particularly in college education resorts to loans and almost drowned themselves with debts to pay the high cost of tuition fees in college.

### **Income Augmentation**

Dealing with the challenge to send children to school, the parents with uncompleted education had to undergo more of physical work to augment income like selling of street food and firewood in the market. They cleaned house of neighbors for a fee and even their children assisted them like doing laundry of the neighbors.

### **Prudence in Spending**

Much tightening of the budget was one measure to cope with the challenges as mentioned by parents with uncompleted education. They narrated that they had to stop leisure, and plan all the household expenditures, in order to prioritize the school budget of the children. The result matches with the idea of Choy (2000) citing that parents with lower incomes often have to work longer hours to earn their small salaries, and spend according to the tight budget of the family in order to prioritize the spending to the children's education.

### **Resourcefulness**

Saving, enrolling the children to public schools and sending children to school one at a time to save transportation expense were practiced by the parents as part of their resourcefulness. The result matches with the concept of Scalafani (2004) emphasizing the role of the parents on the education of their children focusing on the idea of parent's initiative to plan and manage the resources of the family especially when they have more children who are in school will address some major financial problems of the family.

### **Support Mechanism**

The bond of the family members had inspired the parents with uncompleted education to cope with the challenges in sending their children to school. The help of the family, in laws and inspiration from successful colleagues motivated them to move on. The result concurs to the statement of Sheldon & Epstein (2001) that one idea that has already been proposed is the concept of establishing workshops about parenting to develop the relationships between parents and their children. These workshops could help parents of lower-incomes and of less privileged educational backgrounds to learn how to help their children succeed in school.

### **Insights of Parents with uncompleted Basic Education**

#### **Value of Education**

The parents shared that with the hardships they experienced, they realized that having education is an advantage. As such, they value so much education that they sent their children to school to become professional for it is the only wealth they can

give to their children. The result agrees with the concept of Sanders & Epstein (2000) that parental involvement in school can help solve this problem by emphasizing their importance of a good education, and getting their children excited about learning. Most children to succeed in school, their parents' interest in their learning is of paramount importance. This value must have to be understood by the parents who are the first teachers of the students.

### **Persistence**

The parents disclosed that one has to value persistence which can be manifested by embracing the value of patience, and focusing in one's goal. They also strived hard despite financial difficulty. Moreover, they asked for God's guidance. The result conforms to the idea presented by Patterson, Mockford, Barlow, Pyper & Brown (2002) mentioning that even though parents of low-income families participate less in their children's education, these parents possess the attitudes of perseverance and will to send their children to school.

### **Aspirations**

The parents with uncompleted basic education hoped that someday their children will also help their brothers and sisters, and they will be proud of them even they have not completed their education and will not abandon them during old age. The result has relevance to the idea cited by Power & Clark (2000) that parents, regardless of their education and economic background dreamed that their children will have education. This aspiration connects to the desire that these children will attain good future who can also make a difference in their lives.

### **Lessons Learned**

Parents expressed some lessons they learned like never marry early. They have to save and be thrifty as much as possible. Planning the family is an essential undertaking to be considered. Moreover, making themselves as inspirations to their children is what they opt to. The result jives with the statement of Schoon & Parsons (2002) stressing that not only children's educations influenced by the personal, educational background of their parents, but also on the personal experiences of the parents on financial difficulties. Along with their ability to educate their offspring, their experiences in life will serve as their foundation in teaching their children.

### **Divine Providence**

The guidance of the divine providence was considered by the parents as their strong weapon in overcoming the challenges. With those trials, they submitted themselves to God. The result is parallel to the statement of Desforges & Abouchaar (2003) that the scarcity of parents in education and economic draws sentiments to their lives knowing that they could not address the needs of their family, particularly the education of their children. Fortunately, sometimes the situation leads the family to grasp stronger to spiritual values and communication.

### **Implication for Educational Practice**

This study provides insights to various groups for educational practice. For the Government, augmentation in offering scholarships to those poor but deserving students be broadly done to minimize the burden of the parents in sending their children to school. As mentioned by Gratz (2006), parents who have obtained further educational opportunities also have less

stress in their lives because they most likely making more money while spending less time making that money than those who, unfortunately, have not been able to finish high school for one reason or another. For the Department of Education, Nollo (2004) mentioned that parents, teachers, and students must work hand in hand in the attainment of education objectives. While the state establishes and maintains a system of free education in the elementary and high school level, yet dropping out of school is prevalent worldwide. Moreover, the Department of Education can strengthen their campaign for the Drop-out Reduction Program through house to house visit as part of their campaign, this can somewhat lessen the drop-out rate among students who are to become parents in the future. In addition, the International Children's Fund School (2010) stipulated that dropout in the United States has been called a crisis and epidemic, and even a catastrophe. Regardless of its description, school dropout is a wide spread and serious problems in the United States. Many factors contribute to students dropping out of school including poverty, low literacy and achievement levels, parenting responsibilities, and the need to earn money through employment.

### **Recommendation for Future Research**

The study conducted focused only on the experiences, coping mechanisms and insights among parents with uncompleted basic education, which could not be generalized to all parents in different setting. Therefore, future research may be done in other locale with another set of informants to find out if they shared the same accounts of experiences. In addition, a further study may be conducted that will focus on the stories of the professional children of the parents who have not completed their basic education. This will somewhat validate the sacrifices and struggles of the parents as well as the impact of having uncompleted education to the lives of their children. The education that children received is very much dependent on the education that their parents had when they were children. Research showed that the literacy of their parents strongly affects the education of their children. Parents strongly affect this social learning process because they are the biggest influence at this early stage in their children's lives. One of the reasons why it is strongly affects their children's education is because "parents who have gone beyond a high school education are found to be more involved with their infants and children than those who did not finish high school (Gratz, 2006). Finally, further research may be done also that would re-interview the informants to validate their insights and thoughts whether they have changed over a period of time.

### **Concluding Remarks**

This phenomenological study that I conducted has given me so much of a learning experience. At first, I thought that in the interview and focused group discussion, are only about listening on some information about their experiences, but at the end of the activity, I felt I was dealing with life, the ups and downs of the parents who did not only work hard to provide the education needs of their children, but I found out the true individuals who possess the immeasurable love, dreams and aspirations to their children. I met unselfish individuals who did not mind their pride anymore but the worth of the sacrifice that they have done. The stories shared by the parents have strengthened my desire to know more the workers in the department where I am assigned at present. Being in the

Human Resource Management, I can propose for family welfare program that would somewhat provide care to the welfare of the workers and children as well. By doing so, I can contribute to the success and good future of their families. Moreover, I can also sponsor programs that would enhance the capacity of the workers in dealing with financial management, since majority of the workers are the laborers in our department have not completed their education. Finally, the study has made me feel that I am so blessed that I got a better education than my participants, for even I finished my higher education, there were also struggles that I experienced, only then that I have better work than they have. I hope that this investigation will inspire more parents, children and individuals to face the battle of life, since only the life's great racers will win the race.

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