

Influence of Maternal Parenting Style and School-Focused Parenting Practices on Student Engagement

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ABSTRACT

This study focused on the influence of maternal parenting style and school-focused parenting practices on student engagement. It aimed to help instill knowledge and insight in mothers regarding their parenting style and school-focused parenting practices for their children. The respondents in this research were 318 mothers and 318 third-grade learners in 4 public schools in Philippines. The researchers used a quantitative correlational design, median, and interquartile range (IQR). The results of the study revealed that there was no significant relationship or influence of maternal parenting style or school-focused parenting practices on student engagement.

Keywords: influence; maternal parenting style; school-focused parenting practices; student engagement

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INTRODUCTION

Parenting style is the way parents express their feelings and emotions toward their children, as well as the emotional environment they create. These are the parenting styles parents use that lead their children to behave in different ways (Naderer, 2020; Moradian et al., 2021). Furthermore, parents who adopt the parenting style fail to see the reality of a situation, particularly with respect to their children's struggles in pursuing their goals (Ren & Zhu, 2022). These parents make snap decisions and make rash choices. Finally, authoritative parents assist their children with their body language and speech. Their relationships with their children are intimate and compassionate. The ways in which these parents interact with their children are more cooperative. Their expectations are based on their children's abilities. These parents are trying to shape their children's respectful and cooperative attitudes.

Additionally, they treat their children respectfully and are mindful of their attitudes, feelings, and thoughts (Liu et al., 2022). Therefore, the standards of authoritative parenting are generally accepted as the best kind of parental care and attitudes, characterized by openness, honesty, and openness to discussion. It is adaptable because of its flexible structure.

Maternal parenting styles significantly influence students' educational success, their level of engagement, and their understanding of this connection. Parental psychological acknowledgment influences educational achievement, whereas rejection and excessive protection can have adverse effects. However, if maternal parenting styles are involved, they can have a more substantial influence on children's engagement in education (Fute et al., 2024). According to Cusinella et al. (2022), maternal parenting techniques have a very significant influence on every child's psychosocial adjustment. However, how different maternal parenting philosophies affect children's outcomes remains unknown. The main goal of the current study was to close this gap by examining the relationships between the psychosocial adjustment of elementary school-aged children and mothers' positive, restrictive, and negative/inconsistent parenting behaviors.

Baumrind (1991) identified three parenting styles: authoritarian, authoritative, and permissive. Subsequent research has expanded this framework to include uninvolved parenting as another distinct category (Gao et al., 2021; Zhang et al., 2020). These parenting styles have varying effects on children's academic and social development.

Authoritarian parenting strongly influences children's academic achievement at school. Parents' high expectations, paired with children's nervousness and fear of underachievement, are mostly to blame. However, applying this parenting style may promote a more casual approach to learning while also causing stress in children (Sirait & Slameto, 2024). In authoritarianism, parents establish rules that are usually not explained, there is no room for

negotiation, and adolescents must obey without errors or otherwise be punished (Masud et al., 2019). In authoritative parenting, parents develop a close relationship with adolescents, with very clear rules and explanations for each rule's underlying rationale and disciplinary actions (Xiong et al., 2020).

On the other hand, permissive parenting negatively affects children's academic achievement, as they may struggle to succeed due to the absence of parental guidance in the home setting (Sirait & Slameto, 2024). Permissive parents implement very limited rules for their adolescents, with few or no expectations, and let them identify issues for themselves, rarely using disciplinary actions or punishment (Lo et al., 2020). As with permissive parenting, in uninvolved parenting, parents stay out of the way, using no disciplinary strategies for their adolescents and setting low expectations, thereby increasing their freedom and fulfilling almost every basic requirement (Chen et al., 2021).

According to research by Castillo et al. (2020), children perform better academically, attend school regularly, and perform better in assessments when their parents are interested in their education. Parents can help their children learn in various ways, including assisting with schoolwork, attending school events, participating in school decision-making, and maintaining open lines of communication with teachers (Cusinato et al., 2020).

Attending parent-teacher meetings, school plays, and other school events is another excellent way for parents to demonstrate their full support for their child's education (Casillas et al., 2020). Parents who participate in these events can voice their support for the school and their child's education while learning more about their child's academic achievement and potential challenges (Duxbury et al., 2021).

Interacting with their children's teachers also helps parents stay informed about their children's academic growth and potential problems (Seabra et al., 2021). Furthermore, parents can work with educators to help their children learn and overcome problems (Sandoval-Reyes et al., 2021). Positive parental attitudes toward their children's education improve the learning environment at home and at school and help parents understand their children's learning style (Arapi & Hamel, 2021; Bartnikowska et al., 2022).

Previous research has integrated Epstein's six dimensions of the parental participation framework with the Teacher Invites Parental Involvement (TIPI) (Yulianti et al., 2019). For example, when parents are invited to volunteer (school-based involvement), teachers ask them to teach in the classroom, plan field trips, attend parent-teacher conferences, assist with school events, and participate in decision-making. Invitations to attend a museum, read a book together, discuss their schoolwork, and assist their children with homework are just a few examples of home-based involvement or learning.

Parenting is an interaction that impacts how a child develops and learns at home. This includes what parents do to raise and create happy, healthy children

who can thrive in school (Oranga & Guangying, 2019; Sakaue et al., 2023). Volunteering by volunteer mothers can help children determine their various innate abilities, professions, and talents. Through the planned school displays, oral history storytelling sessions, and cultural fairs, the children could be taught about various cultures and customs with the help of the parent volunteers. Teachers may also request parents' help with certain classroom projects, field adventures, or other related duties. Volunteering includes participating in parent support groups, assisting schools with various duties and obligations, preserving the environment, and organizing fundraisers to support school programs (Oranga et al., 2023).

Decision-making is part of this component, in which parents participate in school by joining parent-teacher associations (PTAs) or the school district board of executives or management (BOG/Ms). Therefore, involving parents in school decision-making bodies would increase the number of parent-friendly programs. As a result, children experience fewer behavioral problems, and more students attend school. In the end, this results in a more appropriate and productive learning environment at school. In addition, newsletters may be used to educate parents about planned school events and changes (Oranga et al., 2023).

Collaboration among schools, parents, and communities can enhance students' learning and development by integrating community resources and services. Communication between home and school, including phone calls, report cards, and parent-teacher conferences, plays a crucial role in supporting student success. According to Ginting (2021), a student's educational experience is linked to his or her level of engagement, which in turn supports his or her learning efforts. The three categories of engagement are behavior, emotion/affective, and cognition. All three of these engagements are connected. For instance, by fostering the self-regulation of learners (cognitive participation) or relationships/senses to feel like they belong to the learning environment (affective or emotional engagement), teachers' instructions can have a positive effect on learners and their behavior involvement (e.g., class participation, being present, and positive classroom/school behavior). Cognitive, emotional, and behavioral engagement are the three types of engagement covered in this section.

Parental involvement aligns with numerous school constructs, including involvement, which entails attending parent-teacher conferences, participating in extracurricular activities, monitoring students' grades, instilling parental values, offering homework assistance, and providing internal and external motivation. Parents' views on how they educate their children vary. The ways in which schools teach significantly impact students, parents, instructors, and school personnel. Despite the challenges of adapting to this learning modality, parents and instructors work together to improve learning results (Buno & Callo, 2022).

Mabao and Valle (2023) reported that parents actively communicate with their children and various interested parties to improve their success. They used all their parenting philosophies, with the most common being how the parents

raised their children, being authoritative. The students' intellectual motivation is high. Parents' involvement in children's academic motivation is significantly impacted by students' communication, permissiveness, and authoritarian parenting styles. Parents can increase their involvement at home by spending time with their children, following the recommendations.

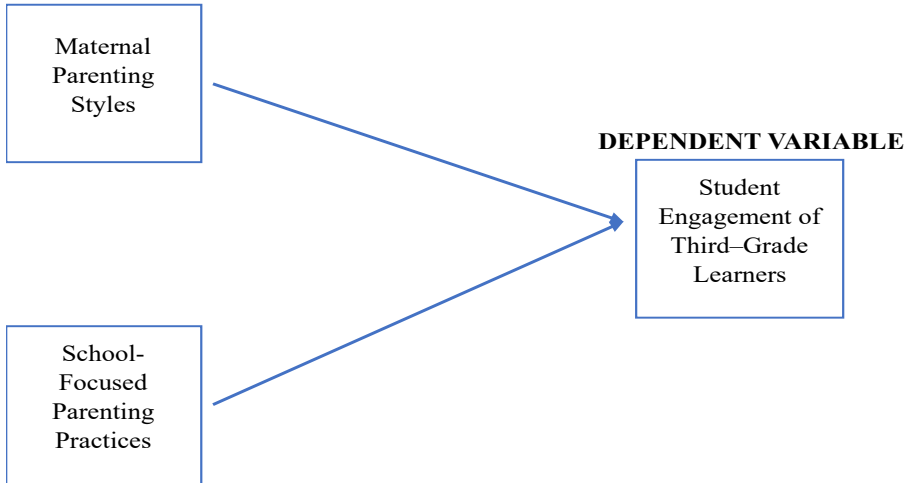
Therefore, this study focused on the influence of maternal parenting styles and school-focused parenting practices on the student engagement of mothers and third-grade learners in several public schools in Agoo, La Union, Philippines. These findings confirm that maternal parenting styles (Authoritarian, Authoritative, Permissive and Neglectful/Uninvolved) and school-focused parenting practices (Communication, Volunteering, Decision-making, Collaboration with community and Parenting) influence the engagement of third-grade learners in terms of affective engagement, behavioral engagement, learning self-efficacy, cognitive engagement, teacher support, peer support, peer aggression, peer victimization, learning goals, performance approach goals, performance avoidance goals, parental support and student outcomes. Importantly, this study aimed to determine whether there is a significant relationship among maternal parenting styles, school-focused parenting practices, and student engagement.

Conceptual Framework

Figure 1

Paradigm of the Study

INDEPENDENT VARIABLE



The independent variables, namely, maternal parenting style and school-focused parenting practices, are shown in Figure 1 above, and the dependent variable is the student engagement of third-grade learners.

RESEARCH METHOD

A quantitative approach was used in this study. This quantitative correlational research design examines the relationship between two variables without the researchers controlling or manipulating them. This method involves examining the relationships between an independent variable and a dependent variable. This study aimed to determine the influence of maternal parenting styles and school-focused parenting practices on student engagement.

Participants

The primary data source comprised 318 grade 3 mothers and 318 third-grade learners from Agoo West Central School, Sanijubar Elementary School, San Jose–San Joaquin Elementary School, and Cubal Integrated School for S.Y. 2024–2025. The data were based on the list of school principals. The grade 3 learners of Agoo West Central School were grouped into five sections, consisting of a total of 125; grade 3 learners of Sanijubar Elementary School had 1 section and a total of 43; grade 3 learners of San Jose–San Joaquin Elementary School had three sections and a total of 62; and grade 3 learners of Cubal Integrated School had three sections and a total of 88. A convenience sampling method was used to select respondents, and students were included in the sample because they were the easiest for the researcher to access. As shown in Table 1, 125 (39.31%) respondents were grade 3 mothers of learners and third-grade learners in Agoo West Central School, 43 (13.52%) respondents were grade 3 mothers and third-grade learners in Sanijubar Elementary School, and 62 (19.50%) respondents were grade 3 mothers and third-grade learners in San Jose–San Joaquin Elementary School. Finally, 88 (27.67%) respondents were grade 3 mothers and third-grade learners in Cubal Integrated School. The formula used to obtain the percentage of each respondent per school was the number of each school divided by the overall total number of respondents from Agoo West Central School to Cubal Integrated School and multiplied by 100 to obtain the percentage of each school from the grade 3 mothers and third-grade learners.

Table 1: Selected School Respondents

Schools	Total No. of Respondents Grade 3 Mothers	Percentage
Agoo West Central School	125	39.31%
Sanijubar Elementary School	43	13.52%
San Jose- San Joaquin Elementary School	62	19.50%
Cubal Integrated School	88	22.67%
Total	318	100%
Third-Grade Learners		
Agoo West Central School	125	39.31%
Sanijubar Elementary School	43	13.52%
San Jose- San Joaquin Elementary School	62	19.50%
Cubal Integrated School	88	22.67%
Total	318	100%

Instrumentation and Data Collection

A researcher-made questionnaire was used to gather the data. It was distributed to the respondents, and it is acknowledged that the validity and reliability of the questionnaire may be limited because of the researchers' expertise. Efforts were made to ensure the clarity and relevance of the questions. The study was conducted using quantitative data gathered through a Likert-scale survey, which consisted of 10 items (10 for school-based) concerning the effects of school-focused parenting practices on student engagement. The 10-item questions were based on Ekinçi-Vural's study (2021). Questions had nothing to do with personal issues; they focused only on the statement of the problem. The survey focused on school-focused parenting practices related to student engagement.

The study adopted a parenting style survey questionnaire in the PS-FFQ (Parenting Style Four Factor Questionnaire) by Shyny (2017) with 32 items (8

items of Authoritarian Parenting Style, eight items of Authoritative Parenting Style, eight items of Permissive Parenting Style, and eight items of Neglectful/Uninvolved Parenting Style).

The study adopted a student engagement survey questionnaire in the Student Engagement in Schools Questionnaire (SESQ) and the Teacher Engagement Report Form-New (TERF-N) Examining the Preliminary Evidence by (Hart et al., 2011) with 81 items (26 items for Part A with three categories—Affective Engagement, Behavioral Engagement and Learning Self-Efficacy; 12 items for Part with one category—cognitive Engagement; 20 items for Part C with four categories—Teacher Support, Peer Support, Peer Aggression and Peer Victimization; nine items for Part D with three categories—Learning Goal, Performance Approach Goal, and Performance Avoidance Goal; and eight items for Part F with one category—Parental Support and six items for Part H with one category—Student Outcomes or Emotional Functioning).

Data Analysis

In this research, the median and interquartile range (IQR) were used to determine the maternal parenting styles and school-focused parenting practices of third-grade learner parents. The median and IQR were also used to measure the extent of student engagement among third-grade learners.

Spearman's rho correlation was used to assess the significant relationship between the maternal and school-focused parenting practices of parents, and it included the calculation of Pearson's correlation coefficient (r) to assess the strength and direction of the relationships between variables. The probability value (p) was used to determine the statistical significance of the correlations, with $p < 0.05$ indicating a significant relationship. Multiple linear regression was used to examine how the maternal parenting styles and school-focused parenting practices of parents influence the extent of student engagement among third-grade learners. All collected data were tabulated in MS Excel, and IBM SPSS Version 27 (Statistical Package for the Social Sciences) was used to aid statistical analysis.

RESULTS

The Maternal Parenting Styles of third-grade learners' parents

The findings indicate that, in terms of maternal parenting styles, parents strongly influence their parenting, with authoritative (AUE: Median = 4.00) tendencies more prominent, emphasizing strong discipline and academic success, reflecting a structured yet emotionally supportive parenting style. In general, authoritarian (AUN: Median = 3.00), neglectful (N: Median = 3.50), and permissive (PE: Median = 3.50) styles appear to exert moderate influence, suggesting that some parents may be less consistent in their involvement. The results of a study by Sirait and Slameto (2024) revealed that compared with

authoritarian, permissive, authoritative, and negligent parenting, authoritative parenting is the most successful parenting style for increasing children's academic achievement. Additionally, children raised by forceful parents can develop strong social and emotional abilities. According to Khanum et al. (2023), in contrast to authoritative and permissive parenting, authoritarian and uninvolved parenting are associated with improved child growth. Previous research has demonstrated that parents are crucial to their children's academic success (Kennedy, 2024). In particular, improving academic achievement is linked to authoritative parenting approaches, which involve warm actions to meet a child's needs and motivational techniques. On the other hand, a child's academic achievement suffers because of unsupportive, lenient, and controlling parenting approaches.

School-Focused Practices of Third-Grade Learners' Parents

The findings further indicate that third-grade learners' parents predominantly engage in high and very high levels of influence in school-focused parenting practices, particularly in decision-making (DM: Median = 5.00) and in parents' participation in school activities (P: Median = 5.00). The high levels of influence are communication (C: Median = 4.00), volunteering (V: Median = 4.00), and collaboration with the community (CC: Median = 4.00). These findings suggest that parents are actively involved in their children's education, ensuring support beyond the home and school environment. This study by Nurhayati (2021) included parenting activities, parent-teacher contact via various media, parental volunteering, help with at-home learning, participation in decision-making, and fieldwork involvement. A cooperative relationship between families, educators, and schools that recognizes each other's benefits, differences, and needs is the aim of parental engagement in children's education. Parents can comprehend and foster their children's development; therefore, empowered parents involved in their children's education act as family units and, working together with other initiatives, facilitate children's success. Parent engagement programs use outreach, communication tools, and community collaborations to engage parents in school activities and decision-making. In collaboration between schools and families, supportive environments should be established in which parents feel appreciated, welcomed, and empowered to participate in their children's education (Albrecht, 2020). The results revealed that students still face difficulties with limited learning resources, school fees, and computer access, even when parents provide their children with little assistance (Loveday, 2025). Parents' views of particular children's invites, valence toward school, and sense of efficacy were the best predictors of role attitudes for school involvement. The findings also revealed a correlation between parents' opinions on school involvement, educational attainment, and general school invitations (Kigobe et al., 2025).

Extent of the Student Engagement of Third-Grade Learners

The findings indicate that third-grade learners generally exhibit high to very high levels of engagement across all measured dimensions. The strongest areas of engagement are affective engagement (AE), behavioral engagement (BE), learning self-efficacy (LSE), cognitive engagement (CE), teacher support (TS), peer support (PRS), learning goals (LG), performance approach goals (PG), performance avoidance goals (PAG) and parental support (PS), which all have medians of 4.00 or above. These findings suggest that students are highly motivated, set strong learning goals, and actively participate in school activities. The consistency in the IQRs (1.00–3.00) also suggests that student engagement is fairly stable across the sample. The strategic use of mental capacity, focus, and interest in academic assignments are characteristics of cognitive engagement, which refers to the mental investment students make in their learning processes. To create meaningful learning experiences, this component highlights how crucial it is to use cognitive techniques and connect previous knowledge to new information (Singhi & Anmol, 2025). This study revealed that when teachers provide guidance, feedback, and encouragement, pupils acquire confidence and are driven to learn (Liu et al., 2025). The extent of student engagement among third-grade learners is generally high to very high. This suggests that students are actively involved in learning, motivated to succeed, and feel supported by their parents, peers, and teachers.

Relationships between Maternal Parenting Styles and School-Focused Parenting Practices

Table 2 shows correlation coefficients and *p* values for the relationships between different maternal parenting styles (Authoritarian, Authoritative, Permissive, and Neglectful) and School-Focused Parenting Practices (Communication, Volunteering, Decision-Making, Collaborating with the Community, and Parenting). The results indicate that authoritarianism is weakly or negligibly correlated with school-focused parenting practices. Only communication shows a weak positive correlation that is statistically significant. This suggests that authoritarian parenting styles, with the exception of communication, may not strongly influence school involvement. A negative correlation exists between academic achievement and parents' authoritarian parenting style (Nwune et al., 2021). Moreover, an authoritative parenting style strongly correlates with all aspects of school-focused parenting practices (communication, volunteering, decision-making, collaboration with the community, and parenting). All the correlations are statistically significant, suggesting that authoritative parenting is strongly associated with increased maternal involvement in children's schooling. According to Sirait and Slameto

Table 2: Correlation Coefficients

Variables		Corr. Coeff.	Interpretation	<i>p value</i>	Remark
Authoritarian	Communication	0.138	Negligible	0.014	Significant
	Volunteering	0.014	Negligible	0.803	Not Significant
	Decision-Making	-0.10	(-)Negligible	0.075	Not Significant
	Collaborating with Community	0.093	Negligible	0.100	Not Significant
	Parenting	-0.122	(-)Negligible	0.030	Significant
Authoritative	Communication	0.261	Weak	0.001***	Significant
	Volunteering	0.204	Weak	0.001***	Significant
	Decision-Making	0.343	Weak	0.001***	Significant
	Collaborating with Community	0.340	Weak	0.001***	Significant
	Parenting	0.349	Weak	0.001***	Significant
Permissive	Communication	0.326	Weak	0.001***	Significant
	Volunteering	0.104	Negligible	0.064	Not Significant
	Decision-Making	0.068	Negligible	0.231	Not Significant
	Collaborating with Community	0.219	Weak	0.001***	Significant
	Parenting	0.004	Negligible	0.945	Not Significant
Neglectful	Communication	0.113	Negligible	0.044	Not Significant
	Volunteering	-0.079	(-)Negligible	0.159	Not Significant
	Decision-Making	-0.195	(-)Negligible	0.001	Significant
	Collaborating with Community	0.030	Negligible	0.596	Not Significant
	Parenting	-0.224	(-)Weak	0.001***	Significant

Note: $p^* < .05$ $p^{**} < .01$ $p^{***} < .001$

(2024), who corroborate these findings, authoritative parenting is the best parenting approach that can favor children's academic performance. One very successful parenting approach that can strongly impact a child's academic success is authoritative parenting. Additionally, it can assist children in acquiring positive social skills that are highly beneficial to them. Furthermore, because authoritative parenting increases children's self-esteem and improves their academic performance, parents who employ it have a greater likelihood of becoming involved in school activities. This study by Nwune et al. (2021) revealed that academic achievement and an authoritative parenting style are positively correlated.

In addition, a permissive parenting style shows a weak or negligible correlation. Collaborating with the community and communication show a weak positive correlation that is statistically significant. This finding indicates a limited association with active school involvement, except for community collaboration. According to the study of Nwune et al. (2021), academic achievement and a parent's permissive parenting style are negatively correlated.

Finally, neglectful parenting style shows mostly weak or negligible correlations. This parenting behavior shows a weak negative correlation that is statistically significant. This suggests a lack of involvement in children's schooling and potentially negatively impacts their overall school-focused parenting practices. These findings corroborate those of Nwune et al. (2021), who reported a negative correlation between school achievement and a neglectful parenting style.

The findings suggest that an authoritative parenting style is most strongly related to positive school-focused parenting practices. This parenting style, characterized by high responsiveness and demandingness, is likely to foster open communication, collaboration with the community, and active participation in children's education. In contrast, authoritarian and permissive parenting styles are weakly correlated, potentially indicating less involvement or inconsistent approaches to school-related matters. Neglectful parenting styles negatively correlate with overall school-focused parenting practices, suggesting a lack of engagement in children's education. The findings of Tsela et al. (2022) support these findings, which revealed that achievement in school and an authoritative parenting style were significantly positively correlated. However, there was a notable negative relationship between school achievement and authoritarianism. Similarly, there was a negative correlation between permissive and negligent parenting styles. Academic achievement and authoritative and authoritarian parenting styles were weakly to moderately related. Academic achievement and a permissive parenting style were somewhat negatively correlated (Stubbs-Young, 2024).

Table 3: Model Summary, ANOVA, and Coefficients

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.058 ^a	.003	-.8003	.77354

a. Predictors: (Constant), Parenting Practices, Parenting Style

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.629	2	.314	.526	.592 ^b
	Residual	187.289	313	.598		
	Total	187.918	315			

a. Dependent Variable: Student Engagement

b. Predictors: (Constant), Parenting Practices, Parenting Style

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.263	.284		14.997	.000
	Parenting Style	.026	.057	.026	.456	.649
	Parenting Practices	-.052	.054	-.055	-.973	.331

a. Dependent Variable: Student Engagement

Influence of Maternal Parenting Styles and School-Focused Parenting Practices on the Extensions of Student Engagement among Third-Grade Learners

The findings indicate that the influence of maternal parenting styles and school-focused parenting practices on the extent of student engagement among third-grade learners was examined using multiple linear regression via SPSS. The results in Table 3 were not statistically significant, suggesting that these maternal parenting styles and school-focused parenting practices do not meaningfully predict student engagement within the sampled population. According to Tsela et

al. (2022), which contradicts the findings of this research, both parenting style and parenting practices impact children's academic performance. This finding indicates that parenting strongly influences their development. The study findings support Baumrind's theory, which states that authoritative parenting benefits children in school. The findings suggest that authoritative parenting is the best parenting style, whereas authoritarian parenting is the worst. Strong and consistent discipline, paired with involvement from parents, is an essential aspect of parenting practices. The findings of this study are supported by those of Merin (2021), who reported a small positive association or a negligible relationship between parenting style and children's academic achievement. This implies that parents are not the only ones who may influence their children's academic performance.

The model summary indicates a very low correlation ($R=.058$) and a negligible coefficient of determination ($R^2=.003$), implying that only 0.3 percent of the variance in student engagement can be explained by the combined effects of maternal parenting styles and school-focused parenting practices. In addition, the ANOVA results ($f= 0.526, p= .592$) confirmed that the regression model was not statistically significant, indicating that the independent variables, namely, maternal parenting styles and school-focused parenting practices, did not significantly predict the dependent variable of student engagement. Moreover, the coefficient table illustrates that neither the predictors of parenting styles ($p=.649$) nor the predictors of parenting practices ($p=.331$) were statistically significant.

DISCUSSION AND CONCLUSIONS

Parents exhibited high and moderate levels of influence, with authoritative (AUE: median = 4.00 and IQR= 1.00) tendencies to emphasize strong discipline and academic success more prominently, reflecting a structured yet emotionally supportive parenting style. However, authoritarian (AUN: Median = 3.00 and IQR= 1.00), neglectful (N: Median = 3.50 and IQR= 1.00), and permissive (PE: Median = 3.50 and IQR= 1.00) styles appeared at moderate levels, indicating that some parents may be less consistent in their involvement. Moreover, third-grade learners' parents predominantly engaged in high and very high levels of influence in school-focused parenting practices, particularly in decision-making (DM: Median = 5.00 and IQR= 1.00) and participation in school activities related to parenting (P: Median = 5.00 and IQR= 1.00). High levels of influence include communication (C: Median = 4.00 and IQR= 2.00), volunteering (V: Median = 4.00 and IQR= 2.00), and collaboration with the community (CC: Median = 4.00 and IQR= 2.00). These findings suggest that parents are actively involved in their children's education, ensuring support beyond the home and school environment.

The third-grade learners generally exhibited high to very high levels of engagement across all the measured dimensions. The strongest areas of engagement are affective engagement, behavioral engagement, learning self-

efficacy, cognitive engagement, teacher support, peer support, learning goals, performance approach goals, performance avoidance goals, and parental support, which all have medians of 4.00 or above. These findings suggest that students are highly motivated, set strong learning goals, and actively participate in school activities. The consistency in the IQRs (1.00–3.00) also suggests that student engagement is fairly stable across the sample.

This suggests that an authoritative parenting style is most strongly associated with positive school-focused parenting practices. This parenting style, characterized by high responsiveness and demandingness, is likely to foster open communication, collaboration with the community, and active participation in children's education. In contrast, authoritarian and permissive parenting styles are weakly correlated, potentially indicating less involvement or inconsistent approaches to school-related matters. Neglectful parenting styles correlate negatively with overall school-focused parenting practices, suggesting a lack of engagement in children's education.

This analysis revealed that maternal parenting style and school-focused parenting practices did not significantly predict student engagement among third-grade learners, as indicated by the nonstatistically significant results in Table 3, which were analyzed using multiple linear regression via SPSS.

This study revealed that parents predominantly exhibit an authoritative parenting style characterized by high levels of discipline and emotional support. This parenting style fosters a structured yet nurturing home and school environment for learning. Authoritarian, permissive, and neglectful parenting styles have moderate influence, indicating inconsistency in parent involvement. Furthermore, parents demonstrate high levels of engagement in school-focused parenting practices, particularly in decision-making and participation in school activities. Their involvement extends significantly to communication, volunteering, and collaboration with the community. It highlights a strong support system that reinforces learners' academic and social development at home and at school.

Third-grade learners show a high to very high level of engagement in school. They are motivated, set clear learning goals, and actively participate in school activities. This strong engagement is seen across different areas, such as emotional, behavioral, and cognitive engagement and support from parents, peers, and teachers. The results also reveal that most learners have similar levels of engagement, meaning that they feel supported and focused on learning and success.

The authoritative parenting style is most strongly connected with positive school involvement, balanced support and rules, helping parents communicate well, work with the community, and actively participate in their child's education. On the other hand, authoritarian and permissive parenting styles are weakly

connected, meaning that parents may be less involved. Neglectful parenting is negatively correlated, suggesting a lack of interest in their child's school life.

This study also revealed that maternal parenting style and school-focused parenting practices did not strongly affect learners' engagement in school. The results revealed that maternal parenting style and school-focused parenting practices do not significantly influence student engagement, which means that these parenting styles and practices do not predict how third-grade learners engage in school.

IMPLICATIONS FOR TEACHING AND LEARNING PROCESS

The implications of the teaching and learning process in terms of maternal parenting styles are known for the effective parenting style in terms of parenting their children; therefore, mothers must imply the teaching and learning process because it integrates the teaching of values that will develop their character as a person and help their learning process develop their ability and grow as a smart child with a good moral character.

In addition, school-focused parenting practices refer to creating a home and school environment and adopting behaviors that positively influence a child's academic performance, social-emotional development, and attitude toward learning, which may help with teaching and learning processes to show that school is the second home of every child that can learn new information and develop their behavior in terms of appreciation for the things that they need to know. Moreover, the goal of student engagement in the teaching and learning process is to catch their curiosity and develop their passion and willingness to learn and improve their learning and to discuss with the teacher to help them express their opinions and feelings, reflecting a child-centered approach, which will actively participate and feel motivated all the time.

LIMITATIONS

In this study, the limitations are the selected respondents in terms of maternal parenting styles and school-focused parenting practices. This means that only mothers are the respondents in gathering the data questionnaires for mothers. Third-grade learners were also the respondents who completed the student engagement questionnaires. In addition, the researchers excluded some mothers of third-grade learners since they were mothers who were working abroad and some of the mothers of third-grade learners who had passed away. Moreover, some public schools in Agoo, La Union, Philippines, were selected to collect the questionnaire data.

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