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## Research Article

### Parental Involvement and Learners' Achievement: Basis for Action Plan

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#### ABSTRACT

Parental involvement has been noted to have played a vital role in the education of the children in the family. On this regard, the study aimed to determine the parental involvement of the respondents and its relationship to the academic achievement of the respondents' learners or pupils. Following established research protocols, 88 parents of kindergarten pupils voluntarily participated as respondents in the study. A quantitative descriptive research design was employed, supplemented by a survey questionnaire and a casual interview, to address the study's inquiries. Appropriate statistical tools were used in the analysis of data. The results showed that most respondents were female. The majority of them were young adults from poor and medium-sized families who failed to complete the mandatory basic education offered free by the government. Parental involvement in terms of bonding and bridging was perceived to a high extent, while linking was perceived at a moderate extent. Perceptions of parental involvement focused on the support coming from within the family, as well as that from outside, which can provide an avenue or opportunity for pupils to gain more experiences and grow through social affiliation. Pupils' achievement was at a very satisfactory performance level. The relationship between parental involvement and pupils' achievement was found to be negligible, negative, and non-significant. Parental involvement, even if at high extent, does not translate directly to the academic performance of the pupils. Other factors were not accounted for that may have influenced the pupil's achievement. The demographics of the respondents, including age, sex, family monthly income, highest educational attainment, and household size, did not have any influence on the extent of parental involvement in the academic journey of their pupils. The researcher recommended that this study be replicated with additional interesting variables or be modified into a quasi-experimental study to measure the effect of parental involvement on the academic performance of the pupils.

**Keywords:** Kindergarten, Parental Involvement, Pupils' Achievement

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## Background of the Study

The academic success of a child is globally recognized as a collaborative venture between the home and the school. According to Raja et al. (2023), children experience profound benefits when parents are actively involved in the educational process, a synergy that correlates with heightened academic achievement, improved attendance, and more disciplined school behavior. This engagement is viewed by Wilder (2023) as a spectrum of behaviors occurring across both home and school settings. These global perspectives address SDG 4 about Quality Education of the United Nations' 2030 Agenda for Sustainable Development. Although Driessen (2021) agreed on the positive association between participation and learning, Winkler (2025) argued that quality and type of involvement over frequency are the true determinants of learners' achievements.

In the Philippines, parental involvement has been institutionalized by the Department of Education through a partnership in its K to 12 Basic Education Framework and the Brigada Eskwela Program, which highlights parents as the primary stakeholders in a learner's development. This is emphasized in the study of Bautista and Mendoza (2024), which confirmed that parental support is a significant predictor of literacy development among early learners. In rural areas, Villanueva (2023) observed that parents value education with high regard, but their involvement is often focused on troubleshooting problems rather than on academic mentorship. This reality stresses a deviation between the intended policy of partnership and the actual practice of engagement in the locality.

Despite the plethora of research on parental involvement, a critical research gap persists regarding how specific social capital dimensions, such as bonding, bridging, and linking, influence kindergarten learners' achievement. Unlike before, parental involvement was measured in terms of attendance in the classroom or at the school conference, and financial contributions, not on the parental activities that may likely foster cognitive growth. Hence, there is an urgent need for empirical data to determine which specific domains of parental involvement lead to measurable academic gains.

Consequently, this study aimed to assess these interactions as a foundational basis for designing and optimizing home-school partnerships, thereby elevating the academic standards of kindergarten pupils.

## Methods

This study employed a quantitative descriptive research design to determine the characteristics of the population or phenomenon without influencing it (Aggarwal & Ranganathan, 2019). Align to the inquiries, this study used the Input-Process-Output (IPO) model to isolate and analyze factors affecting parental involvement and pupil achievement. To strengthen the quantitative findings, casual random interviews were conducted to generate qualitative insights. The study was implemented at Camp 1 Elementary School in Maramag District, under DepEd-Bukidnon. This locale possesses a diverse population of ethnic origins and socioeconomic backgrounds, characterized by strong support from local government units and external stakeholders, a setting similar to those explored by Santos (2024) regarding the impact of regional socio-economics on academic achievement.

Using the Raosoft (2024) sample size calculator, 89 parents of kindergarten pupils out of 114 from 5 sections were chosen using a proportionate random sampling technique. This assures each section was represented accurately relative to its class enrollment. Through the cooperation of the class advisers of the kindergarten class, informed consent was facilitated before the sampling procedure. This was done to ensure ethical compliance (Reyes & Dela Cruz, 2023) and research protocols set forth by DepEd-Bukidnon.

To answer the inquiries, a survey questionnaire was used to gather the required raw data. A researcher-made survey instrument was formulated, adapting and contextualizing parental engagements as raised in the work of Winkler (2025). This instrument was composed of two parts, where the first part required the demographic profile of the respondent with the rating of the learner, and the second part contained the construct of parental involvement using a 4-point Likert scale. A thorough review of the instrument was done before it was

referred to four (4) experts in the early literacy program. After the comments and suggestions of the experts, this was submitted for the final review of the only psychologist in a tertiary institution in Camiguin Polytechnic State College. Considering the rigorous process of producing the instrument, this was used to implement the inquiry.

Before the actual collection of data, the researcher sought first the approval of the Schools Division Superintendent of DepEd-Bukidnon, down to the School Heads. After getting their nod, the researcher, with the assistance of the kindergarten class adviser, personally distributed the survey questionnaire during their quarterly recognition program. The researcher also requested the respondents for an opportunity of home visitations for a casual

interview, if ever such is required. On the said occasion, the researcher reiterated that the data of the respondents are to be kept with strict confidentiality in accordance with the Data Privacy Act of 2012 (Republic Act No. 101173).

After having retrieved all the filled-out survey questionnaires, the data were tallied in an Excel program, ready for analysis using Jamovi statistical software. Appropriate statistical tools were used by complying with the assumptions and the nature of the research questions.

To interpret the data, specific scoring guides were established for parental involvement and pupil development. Table 1 here shows the guide in appreciating the responses of the parents about their involvement in their learners' education.

Table 1. Guide in Appreciating the Parental Involvement of the Respondents

Arbitrary Value	Statistical Limits	Descriptive Equivalent	Interpretation
4	3.26 - 4.00	High Extent	Parents are always involved.
3	2.51 - 3.25	Moderate Extent	Parents are sometimes involved.
2	1.76 - 2.50	Less Extent	Parents are rarely involved.
1	1.00 - 1.75	No Extent	Parents are never involved.

On the other hand, the evaluation of kindergarten pupils' rating was specifically anchored on DepEd Order No. 47, s. 2016, otherwise

known as the Omnibus Policy on Kindergarten Education. This is shown below.

Table 2. Guide in Appreciating the Scores of the Kindergarten Pupils

Rating Scale	Qualitative Description
69 and below	Suggest a significant delay.
70 to 79	Suggest a slight delay in overall development.
80 to 119	Suggest average overall development.
120 to 129	Suggest slightly advanced development.
130 and above	Suggest highly advanced development.

For the analysis, counts, percentages, mean, and standard deviation were used to describe the gathered data. Spearman's rho rank-order correlation coefficient and Kruskal-Wallis test were employed for inferential analysis. These were the chosen statistical tools based on the characteristics of the data used in the study.

## Results and Discussions

To be able to provide answers and understand clearly the intent of this inquiry, the results of the analysis and the significant findings are presented as highlights of this undertaking.

### Profile of the Respondents

A total of 88 parents of kindergarten pupils cooperated in the survey. As shown in Table 3, the counts and percentages of the demographic variables, such as age, sex, family monthly income, educational attainment, and household

size, are presented. These are considered explanatory variables as a foundation in understanding the respondent's parental involvement and its subsequent effect on kindergarten pupils' academic achievement.

Table 3. Demographic Profile of the Respondents of the Study

Variables	Counts	Percentage
<b>Age (in years)</b>		
20 - 39 (Young Adulthood)	63	71.59
40 - 64 (Middle Adulthood)	23	26.14
65 and above (Old Adulthood)	2	2.27
<b>Total</b>	<b>88</b>	<b>100.00</b>
<b>Sex</b>		
Female	84	95.45
Male	4	4.55
<b>Total</b>	<b>88</b>	<b>100.00</b>
<b>Income</b>		
Less than 10,957 (Poor)	51	57.95
10,957 to 21,914 (Low Income, Not Poor)	25	28.41
21,915 to 43,828 (Lower Middle Class)	8	9.09
43,829 to 76,669 (Middle Class)	2	2.27
76,670-131,484 (Upper Middle Class)	2	2.27
<b>Total</b>	<b>88</b>	<b>100.00</b>
<b>Highest Educational Attainment</b>		
Elementary Level	6	6.82
Elementary Graduate	4	4.55
High School Level	27	30.68
High School Graduate	27	30.68
College Graduate	20	22.73
MA Degree Holder	2	2.27
PhD Holder	2	2.27
<b>Total</b>	<b>88</b>	<b>100.00</b>
<b>Household Size</b>		
1 - 3 (Small)	30	34.09
4 - 6 (Medium)	53	60.23
7 and above (Large)	5	5.68
<b>Total</b>	<b>88</b>	<b>100.00</b>

### Age and Sex Distribution

Table 3 shows that a majority of the respondents, with a total of 63 (71.59%), fall within the young adulthood bracket (20-39 years old). This cohort can be expected since these respondents have children in kindergarten, considered entrants of the basic education in public elementary schools. Some of these respondents might have married earlier than the desirable age to take on heavy responsibilities. These respondents are indeed in the peak of

their productive years, which may likely influence their engagement level in the school.

Of the total respondents, 84 (95.45%) were females, and only 4 (4.55%) were males. This overwhelming number suggested that females are mostly engaged in the educational activities of the children in the family. This is supported in the study of Alviar (2024), who concluded that the nurturing role and school-related responsibilities, like managing the educational

needs of the school children, are primarily done by mothers, particularly in rural areas. Likewise, the Philippine Institute for Development Studies (PIDS, 2021) noted that mothers most often serve as the shock absorbers and coordinators of family welfare and education.

**Income and Household Size**

In terms of economic profile, 51 (57.95%) of the respondents belonged to the “poor” category, earning less than PhP 10,957 per month, according to national standards. Since 53 (60.23%) percent of respondents belonged to medium-sized households, there can be a subsequent effect on the kindergarten pupils. Caddillo (2025) theorized that Filipino families of medium size often struggle to sustain the physiological and educational needs of the family members, especially for those families with income below the poverty threshold. This is the reality about mothers taking care of the children while the fathers earn a living. This finding is supported in the study of Torres and Magbanua (2023), who discovered that low-income families in Mindanao, particularly the fathers, prefer to go to work for the day’s wage than attend school meetings and other educational activities of the children, leaving the mothers to take over.

**Educational Attainment**

Table 3 also shows that 37 (42.05%) of the parents failed to complete the free basic education, while 27 (30.68%) completed the basic education. These numbers can have an effect on the mentoring role of parents to their kindergarten children.

This limited academic exposure suggests a potential gap in the parents' capacity to provide instructional support at home, such as helping with game-based learning or literacy exercises. Lim (2021) posits that parental educational attainment is a strong predictor of a child's early school readiness; parents with lower educational levels may feel intimidated by the school environment or lack the specialized knowledge to facilitate the K-12 curriculum. Locally, this suggests that the school must simplify its engagement strategies to accommodate parents who may not have mastered the competencies they are now asked to support in their children.

**Extent of Parental Involvement Among Respondents**

In this latent variable, three sub-domains were used to capture the involvement of parents in the education of their learners in schools. This is shown in Table 4.

Table 4. Extent of Parental Involvement Via Bonding, Bridging, and Linking Components

Sub-Domains of Parental Involvement/Indicators	Mean	Description
<b>Bonding</b>		
Provide emotional support, like love, care, and emotional stability, to their children.	3.76	High Extent
Encourage open, positive, and supportive communication with their children	3.74	High Extent
Spend quality time with their children by engaging in activities that promote bonding and attachment.	3.72	High Extent
Participate in school activities.	3.64	High Extent
Establish consistent practices and limits to provide a sense of security and stability.	3.57	High Extent
<b>Area Mean</b>	<b>3.68</b>	<b>High Extent</b>
<b>Bridging</b>		
Support children's engagement in extracurricular activities to develop new skills and foster relationships.	3.65	High Extent
Encourage children to participate in community activities that promote social responsibility and foster connections.	3.61	High Extent
Connect with other parents, teachers, or community members to support children's development and growth.	3.60	High Extent

Sub-Domains of Parental Involvement/Indicators	Mean	Description
Expose the children to different cultures, experiences, and perspectives to broaden their understanding and empathy.	3.44	High Extent
Encourage children to join social groups	3.43	High Extent
<b>Area Mean</b>	<b>3.55</b>	<b>High Extent</b>
<b>Linking</b>		
Support policymakers and community leaders in advocating for policies and programs that promote the well-being of their children.	3.57	High Extent
Support the advocacy for the children's needs and interests in schools.	3.53	High Extent
Connect with the community by offering resources and support programs for children.	3.22	Moderate Extent
Collaborate with other groups to support their children's learning and development.	2.98	Moderate Extent
Connect with a non-governmental organization to solicit resources for the children.	2.84	Moderate Extent
<b>Area Mean</b>	<b>3.23</b>	<b>Moderate Extent</b>

### ***Bonding: Relational Cohesion and Nurturing***

Bonding, the first sub-domain, has the highest area mean ( $M = 3.68$ ) with a description of "High Extent", indicating that parents are always involved in activities to strengthen family unity. Respondents were in strong consensus, as shown in their standard deviation ( $SD = 0.65$ ). In this sub-domain, the top indicator about providing emotional support through love and care got the highest mean ( $M = 3.76$ ) implying parents were always involved in this. This is the reason that, according to Abulon (2023), the nurturing aspect and emotional bonding serve as the psychological buffer in the transition period for children to formal schooling. However, the respondents gave the lowest mean ( $M = 3.57$ ) on the consistent practices and limits to provide a sense of security and stability. This implies that, besides the affective side, the respondents find it challenging to implement the rigors of academic discipline. For the first sub-domain, these findings indicate that relational and emotional support create a robust parental involvement in the school.

### ***Bridging: Social Networking and Holistic Growth***

The second sub-domain, Bridging, got an area mean ( $M = 3.55$ ) with a description of "High Extent" indicating an idea that parents are always involved in exposing their children to activities other than the academic sphere.

The standard deviation ( $SD = 0.76$ ) showed the consensus of the respondents to connect their children with external social environments. Among the indicators, supporting extra-curricular engagement got the highest mean ( $M = 3.65$ ) implying that parents understand the need to expose their children to other school activities. The indicator with the lowest mean, but still at high extent ( $M = 3.43$ ), also emphasizes that parents are encouraging their children to join social groups. This finding aligns with the work of Oducado et al. (2023) that Filipino parents increasingly value social interaction and holistic development as pathways to long-term resilience.

### ***Linking: Institutional Advocacy and Resource Gaps***

The third sub-domain, Linking, got the lowest area mean ( $M = 3.23$ ) with a description of "Moderate Extent," implying that parents are sometimes involved in supporting activities beyond their capabilities. The standard deviation ( $SD = 0.87$ ) suggested that some of the respondents (the parents) are strongly supporting the school's advocacy. This is evident in the gap between the top and bottom indicators. The respondents rated the highest mean ( $M = 3.57$ ) with a description of "High Extent" about their consistent support for policy advocacy. However, the respondents had a lower engagement in soliciting resources from non-

government organizations (NGOs). This finding is supported in the study of Maligalig and Caoli-Rodriguez (2024), who called it "political efficacy gap." This happened when marginalized parents may vocally support a school activity or advocacy but lack the resources to carry it out, or the confidence to tap other potential organizations to fulfill a pledge. This suggests that parents struggle when it comes to resource mobilization, a finding that requires institutional intervention.

### **Kindergarten Pupils' Academic Achievement**

The ratings of the kindergarten pupils in the final quarter of school year 2024-2025

were used to measure academic performance. These kindergarten pupils are the children of the respondents. These ratings were provided by the class adviser with the consent of the respondents.

Using Shapiro Wilk test of the Jamovie statistical software, the ratings were found not normally distributed ( $p < .05$ ). This means that median is the appropriate measure of centeredness. This is shown in Table 5, where counts and percentages per interval are also included in the presentation. The table shows that the ratings have a median of 125, suggesting that the kindergarten pupils had a slightly advanced development.

*Table 5. Academic Performance of the Kindergarten Pupils*

<b>Rating Scale</b>	<b>Counts</b>	<b>Percentage</b>	<b>Descriptors</b>
69 and below	0	0	Suggest a significant delay.
70 to 79	0	0	Suggest a slight delay in overall development.
80 to 119	35	39.77	Suggest average overall development.
120 to 129	29	32.95	Suggest slightly advanced development.
130 and above	24	27.27	Suggest highly advanced development.

**Median: 125** (Suggest slightly advanced development.)

The table depicts a positive performance trend among the kindergarten pupils. No one fell below the average development level. It is shown that 35 (39.77%) out of 88 kindergarten pupils demonstrated an average overall development. Notably, a combined majority of 60.22 percent performed above the average level wherein 29 (32.95%) showing slightly advanced development and 24 (27.27%) reaching highly advanced development. These figures suggest that the respondents' learners have really mastered the competencies of the K to 12 Kindergarten Curriculum.

The local study of Catane and Baguio (2024) supported the present findings. Their study noted that kindergarten pupils in Northern Mindanao always exhibit high scores in the Early Childhood Care and Development (ECCD) Checklist due to the extensive readiness implemented by the Department of Education (DepEd). Furthermore, the study of Espanola

(2023) confirmed that supportive families, particularly the parents, really influenced the cognitive and social development of the learners. Similarly, the study of Raja et al. (2023) theorized that the high academic performance can be expected from the learners when there is a consistent parental involvement.

### **Relationship Between Parental Involvement and Academic Achievement**

The summation of the responses of every indicator of parental involvement and the kindergarten pupils' academic achievement were used to determine their association. Using the normality test of the same statistical software, both data sets were found not normally distributed with p-values less than 0.05. This led to using the Spearman rank correlation coefficient ( $\rho$ ) as the appropriate statistical tool to determine the relationship between the two variables.

Table 6. The Relationship Between the Perceived Parental Involvement and Academic Performance Among Kindergarten Pupils

Variables	$r_s$	df	p-value	Decision
Perceived Parental Involvement vs Academic Performance	-0.136	86	.207	Failed to Reject $H_o$

Table 6 shows a non-significant negative relationship between the two variables ( $r_s(86) = -0.136, p = .207$ ). This suggests the failure to reject the null hypothesis at 0.05 significance level. The coefficient of determination ( $r^2 = 0.018$ ) indicates that only approximately 1.8 percent of the variance in academic performance can be attributed to parental involvement as measured in this study. This implies that the parental involvement at high extent did not serve as a primary contributor to the ratings of the kindergarten pupils. Since the relationship is negative, this finding may also indicate that the high level of parental involvement happened since the kindergarten pupils struggled to learn the lessons.

This insignificant relationship suggests that the respondents, the parents of the kindergarten pupils, perceived parental involvement as a routine obligation or a cultural norm rather than an academic intervention. The study of Villegas (2023) supports the present finding that parental involvement does not always

translate into the academic performance of the learners. Likewise, the study of Pascual and Reyes (2024) noted that parents, particularly those from low-income families, showed high parental involvement in the affective domain of the learners. Hence, the high extent of parental involvement cannot be considered a good predictor of the academic achievement of the learners. Many factors may likely affect the performance of the learners in school.

#### **Differences in Parental Involvement Across Demographics**

This study also determined if the level of parental involvement differs when grouped by variable. Using the same statistical software, the distribution of data in the sub-groups of every variable was found not normally distributed. This led to using the Kruskal-Wallis H test, a non-parametric test and an alternative to analysis of variance (ANOVA). The result of the analysis is provided in Table 7

Table 7. Test of Significant Difference on the Extent of the Perceived Parental Involvement When Grouped by Variable

Variables	H	df	p	Decision
Age	0.71	2	.700	Failed to Reject $H_o$
Sex	1.32	1	.251	Failed to Reject $H_o$
Family Monthly Income	4.44	4	.350	Failed to Reject $H_o$
Highest Educational Attainment	3.42	6	.754	Failed to Reject $H_o$
Household Size	4.61	2	.100	Failed to Reject $H_o$

It can be gleaned that there were no significant differences in the extent of parental involvement among the respondents when grouped by age ( $H(2) = 0.71, p = .700$ ), sex ( $H(1) = 1.32, p = .251$ ), family monthly income ( $H(4) = 4.44, p = .350$ ), highest educational attainment ( $H(6) = 3.42, p = .754$ ) and household size ( $H(2) = 4.61, p = .100$ ). These results indicate the failure to reject the null hypothesis at 0.05 significance level. This further implies that the perceived parental

involvement among the respondents did not vary regardless of the explanatory variables. The high level of parental involvement is rooted in a cultural norm in the community where the respondents reside.

These findings contradict the studies of Macud (2023) and Lim (2021), confirming that higher income and educational attainment of the parents significantly boost parental capacity for school engagement. However, the study

of Bautista and Mendoza (2024) showed that, regardless of educational attainment and income, parents exhibited strong parental involvement due to engagement protocols, such as group chats, which made engagement available to all parents. In rural communities, the study of Villanueva (2023) disclosed the high parental support in the affective domain of the learners, particularly those families whose income falls below the poverty threshold. Since more than half of the kindergarten pupils are in medium-sized families, Cadillo (2025) revealed that, despite the number of family members, parents manage to distribute their support to the children. This is a phenomenon in rural communities. This shows that the parental involvement at the locale of the study shared a community value that remains resilient regardless of the socio-economic standing of the residents.

## Conclusion

The study confirmed that the respondents, the parents of the kindergarten pupils, have a high level of parental involvement, despite their demographic profile rooted in their cultural practice or just a routine obligation. Parental involvement was shown at high extent in emotional bonding and social bridging. However, institutional linking was at a moderate extent, indicating a specific gap in their capacity to navigate formal power structures and solicit external resources. Notwithstanding the high level of parental involvement, this did not translate into significant academic achievement of the kindergarten pupils in a competency-based curriculum. The nurturing role of the parents is universal and consistent across all demographic groups. Parental involvement is a relational foundation rather than a direct academic driver. Therefore, these findings are vital for an action plan that must transition parental roles from general affective support toward a more strategic, instructional, and institutional partnership to push learner achievement.

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