

# Beyond the Classroom: Parental Insights into Facilitating Kindergarten Learning

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**Abstract:** This study examined the insights, attitudes, and beliefs of kindergarten parents in early childhood education and its influence on parental involvement as learning facilitators at home in Quirapi, Castilla, Sorsogon. It also identified the strategies they use to reinforce classroom learning, the challenges they encounter, and the perceived effectiveness of these strategies in supporting their children's academic and socio-emotional development. A mixed-methods design was employed, utilizing a researcher-made questionnaire consisting of checklists, Likert-scale items, and open-ended questions to gather both quantitative and qualitative data.

The findings revealed that parents strongly recognize early childhood education as the foundation of future learning success. Their beliefs motivated them to actively assist their children in essential tasks related to academic and social development, such as reading, writing, and completing homework. Most parents practiced praising and motivating, play-based activities, the use of educational materials, and the integration of lessons into daily routines. These strategies were rated as very effective, particularly in enhancing academic and social development. Moreover, parents expressed that their involvement strengthened their emotional bond with their children and encouraged consistent engagement in learning activities.

Despite these positive practices, parents faced several challenges, including limited time due to work responsibilities, lack of adequate learning resources, difficulty maintaining consistent study routines, and limited confidence in teaching certain concepts. These barriers affected the level of support they could provide at home.

Based on the overall results, the study proposes a set of developmentally appropriate and context-responsive home-based learning activities that parents can easily implement. The findings highlight the critical role of parents as partners in early childhood education and provide valuable insights for teachers, school administrators, and policymakers in designing programs that strengthen home-school collaboration and support parents in facilitating learning beyond the classroom.

**Keywords:** Kindergarten Learning, Parental Insights, Early Childhood Education, Academic and Social Development.

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## I. INTRODUCTION

In many Filipino homes, especially in close-knit communities, learning begins long before a child steps into a formal classroom. Parents naturally assume the role of the child's first teacher, guiding early experiences, modeling values, and shaping foundational skills through simple, everyday interactions. Whether through storytelling, casual conversations, or routine tasks like counting objects or identifying letters, these moments reflect the belief that learning is rooted within the family. For kindergarten learners, whose understanding of the world is still rapidly expanding, the presence of a supportive and responsive parent

is essential in building confidence, curiosity, and a positive attitude toward schooling.

This reality is especially evident among families who view education as a pathway toward hope and opportunity. Despite differences in economic resources, work demands, and daily responsibilities, many parents strive to create nurturing learning environments at home. Their efforts helping with simple assignments, setting routines, or offering emotional reassurance demonstrate a strong desire to be part of their children's early learning experiences. Even when faced with challenges, parents continue to find ways to support their children, reflecting both resilience and a deep commitment to their child's future.

As schools strengthen partnerships with families, the role of parents as learning facilitators has become more recognized and valued. Teachers rely on parents to reinforce lessons, extend learning beyond the classroom, and provide the consistency young children need. For many parents, however, taking on this role comes with uncertainties, questions, and varying levels of confidence. Understanding how parents interpret, embrace, or struggle with these responsibilities offers meaningful insights into how schools can better guide and empower them, ensuring that every child receives the support needed during these crucial foundational years.

Parents play a pivotal role as learning facilitators in their children's educational journey, particularly during the early years of formal schooling. In kindergarten, parents are not merely providers of physical care and basic needs; they actively contribute to children's cognitive, social, and emotional development. Their involvement includes assisting with learning activities, establishing routines, fostering curiosity, and nurturing a love for learning. Wang et al. (2022) emphasized that consistent and positive parental engagement significantly enhances children's academic performance and socio-emotional growth, a finding supported by Yusof and Mohamed (2024).

In this context, the home functions as a natural extension of the classroom, and parents serve as co-educators who reinforce and complement formal instruction. Early childhood education emphasizes structured routines, emotional security, and guided exploration, all of which are fundamental to children's learning. Kindergarten learners are at a particularly sensitive developmental stage, characterized by rapid growth in cognitive, social, and emotional domains. They require continuous support, encouragement, and interactive learning opportunities. Whether learning occurs in school, at home, or both, parents inevitably influence the depth and quality of educational experiences. Their beliefs about learning, engagement strategies, and commitment to education significantly affect how children develop foundational skills.

Parental involvement takes multiple forms, encompassing a wide range of activities that contribute to children's holistic development. Epstein (2018) identified key dimensions of parental engagement, including parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Among these, learning at home is particularly crucial for kindergarten learners, covering activities such as homework supervision, literacy practices, shared reading, and creating structured routines. Berk (2018) highlighted that such home-based involvement fosters improved problem-solving skills, executive functioning, and emotional regulation. Parents who actively engage in learning activities support their children academically while strengthening the social-emotional competencies necessary for continued learning.

Theoretical frameworks provide insight into the factors that motivate parents and the mechanisms through which they influence learning. Hoover-Dempsey and Sandler (1995)

emphasized that parents' motivation to become involved is shaped by their beliefs about their role, their sense of efficacy, and the invitations to participate they receive from children, schools, and communities. Parents who believe their involvement positively impacts learning are more likely to engage consistently and effectively. Complementing this, Vygotsky's (1978) Sociocultural Theory highlights the centrality of social interaction in learning, suggesting that parents, through scaffolding and guided participation, help children internalize knowledge and skills.

Pianta (2016) also stressed the importance of home-school interactions and parental engagement in promoting academic and socio-emotional development. These perspectives collectively provide a framework for understanding how parents' attitudes and beliefs shape the strategies they use to support learning at home.

Young children's learning is highly sensitive to disruptions arising from health crises, community challenges, logistical constraints, or other unexpected circumstances. UNESCO (2020) and UNICEF (2021) reported that global education systems have faced interruptions due to health emergencies, environmental disasters, and societal issues. These disruptions increase parents' responsibilities, yet their capacity to respond effectively varies according to socio-economic status, access to resources, educational background, and confidence.

Garbe (2020) noted that while some parents adapt and create supportive learning environments, others struggle due to limited materials, competing responsibilities, or lack of teaching experience. These realities highlight the importance of understanding not only what parents do but also the beliefs guiding their involvement, particularly in early childhood.

Parental engagement has profound implications for child outcomes. Active involvement enhances literacy, numeracy, and socio-emotional competencies. Gino (2023) found that regular reading routines, modeling positive reading behaviors, and creating literacy-rich home environments significantly improved reading fluency, vocabulary, and motivation among early learners. Communication between parents and teachers, such as monitoring progress together and participating in school literacy events, further strengthens learning outcomes.

Locally, Esquierra (n.d.) observed that Filipino parents are moderately but actively involved in curricular activities, particularly in supervising homework. Engagement in reading programs and academic contests was influenced by open communication with school personnel, proximity to the school, and supportive teacher attitudes. These findings suggest that Filipino parents exhibit an inherent willingness to support their children's learning, and when provided with guidance and resources, they can become effective facilitators of education.

Despite parental willingness, several challenges affect their ability to act as effective learning facilitators. Bautista et al. (2023) noted that these challenges include work

obligations, limited educational background, cultural beliefs about learning, parenting styles, and access to resources, all of which influence the strategies parents use and the consistency of their engagement. Understanding parental attitudes and beliefs is therefore crucial, as these factors determine not only the frequency of involvement but also the quality of interactions that children experience at home.

The Philippine context adds another dimension to parental involvement. Filipino cultural values emphasize *pag-aaruga* (nurturing) and *pagpapatnubay* (guidance), which naturally align with the role of parents as learning facilitators. Education is widely regarded as a pathway to a better life, motivating families to participate in their children's schooling. However, socio-economic disparities, limited educational resources, and geographic factors, particularly in rural or coastal areas, create unequal opportunities for home-based learning support. Families in resource-limited communities may lack books, stable internet, structured study spaces, or access to learning materials, affecting how they approach their role. The Department of Education (2020) emphasized the need for programs and interventions tailored to local contexts to empower parents in supporting learning effectively.

From a global to a local perspective, parental involvement highlights the interconnectedness of education, family, and community. Epstein (2018) emphasizes that international and national frameworks support inclusive, family-centered approaches that engage parents as active partners in children's learning. Parents' beliefs, attitudes, and engagement are fundamental to creating home environments that reinforce and complement classroom learning, ultimately contributing to better educational outcomes for young learners.

National and international frameworks underscore the importance of family-school partnerships in early childhood education. Organizations such as NAEYC (2020) identify family engagement as a core component of high-quality early learning programs. The Philippine Department of Education (2020) also stressed parent-school collaboration to create continuity between home and classroom learning. The K to 12 Kindergarten curriculum emphasizes play-based and meaningful learning, which requires parents to reinforce school experiences at home. Bautista et al. (2023) noted that many parents express uncertainty about whether they are supporting learning correctly and often seek guidance from teachers.

Bronfenbrenner's Ecological Systems Theory (1979) positions the family as the foundation of a child's immediate learning environment. The quality of interactions within the home, shaped by parents' attitudes, cultural values, and everyday practices, directly influences children's development. Dweck (2016) emphasized that when parents model positive attitudes toward learning, celebrate children's achievements, and maintain high but realistic expectations, they help cultivate intrinsic motivation and resilience. These qualities are essential for kindergarten learners, who are just

beginning to develop self-regulation, independence, and persistence.

Given these perspectives, it is essential to examine how parents interpret and enact their role as learning facilitators within their unique circumstances. Teacher communication, school expectations, and resource availability significantly affect parental engagement. Clear and supportive communication empowers parents, while inadequate guidance can lead to confusion or disengagement.

This study responds to the need for a contextually grounded understanding of how kindergarten parents perceive and enact their role in supporting home-based learning. By focusing on attitudes, beliefs, strategies, and challenges, the research recognizes parental involvement as a dynamic and evolving process shaped by personal, cultural, and socio-economic factors. Ultimately, parents are indispensable partners in early childhood education; their daily decisions, interactions, and values profoundly shape children's early learning trajectories.

Through this exploration, the study aims to provide practical insights to guide educators, administrators, and policymakers in developing responsive, inclusive, and empowering programs for families. By giving voice to parents and recognizing their critical role, this research contributes to strengthening early childhood education and fostering lifelong learning among young Filipino children.

### ➤ Objectives

This study determined how kindergarten parents' attitudes and beliefs about early childhood education influence their involvement, strategies, and challenges as learning facilitators in supporting their children's learning at home.

#### • Specifically, the Study Aimed to:

- ✓ Examine how parental attitudes and beliefs about early childhood education influence their involvement in kindergarten learning activities at home.
- ✓ Identify the specific strategies that parents use to reinforce classroom learning at home.
- ✓ Analyze the effectiveness of these strategies in supporting the academic and social development of kindergarten learners.
- ✓ Explore the barriers parents face in actively facilitating their child's learning at home.
- ✓ Propose home-based learning activities that can effectively support kindergarten learners.

## II. METHODS

The study utilized a convergent mixed-methods research design, which involved the simultaneous collection of quantitative and qualitative data to generate a well-rounded understanding of parents' roles as learning facilitators.

The participants of the study were kindergarten parents or legal guardians whose children were currently enrolled in

kindergarten school in Quirapi, Castilla, Sorsogon. The study employed a purposive sampling technique to select respondents who are actively engaged in their child's learning at home. This technique ensured that participants had the necessary experiences relevant to the study's objectives (Patton, 2015). A target sample size of twenty (20) parents were sought, which is deemed sufficient to yield rich, in-depth qualitative data for thematic analysis and also provided an accurate demographic overview.

To be eligible for participation, participants must be biological parents or legal guardians of kindergarten learners currently enrolled in a school located in Quirapi, Castilla, Sorsogon. They must also be actively involved in their child's home learning and must voluntarily consent to participate in the study. Those who do not meet these conditions, such as parents whose children are not currently enrolled in kindergarten or those not directly involved in their child's at-home learning, were excluded from the study.

### III. RESULTS

This presents the results of the study based on the statement of the problem. It includes the analysis and interpretation of both quantitative and/or qualitative data, systematically organized according to each research question or objective supported by tables, figures, and thematic analysis.

#### ➤ *Parents' Attitudes and Beliefs on Early Childhood Education and Its Influence on Their Involvement in Home Learning Activities*

This section presents the results of the study concerning the insights and beliefs of kindergarten parents about early childhood education and how these beliefs shape their engagement in their children's learning at home. Thematic analysis of the participants' responses revealed six major themes that capture the essence of their perceptions and experiences. The themes are as follows: (1) Early Childhood Education as the Foundation for Future Success, (2) Positive Emotional Response to Children's School Participation, (3) Parental Involvement as Both Joy and Duty, (4) Home Learning as Reinforcement of School Instruction, (5) Belief in Early Education as a Motivating Force, and (6) Time and Effort as Expressions of Educational Value.

#### • *Early Childhood Education as the Foundation for Future Success*

Parents consistently viewed early childhood education as an essential stage in preparing children for the next levels of schooling. They believed that this phase serves as the cornerstone for a child's academic, social, and emotional development. Parent 1 shared, "*Para maihanda sa susunod na yugto ng pag-aaral*" ("To prepare for the next stage of schooling"), emphasizing the developmental readiness that early education provides. Similarly, Parent 20 remarked, "*Early childhood education is very important. It builds a strong base for future learning.*"

Several parents highlighted the advantage of early learning in fostering rapid cognitive growth. Parent 5 said

*"Tanganing atab makaukod ang aki, mas madali man sindang makahabol sa mga leksyon eskwelahan"* ("If children learn early, it is easier for them to catch up with school lessons"), emphasizing how early exposure helps children adjust and progress in formal learning. Parent 3 stated, "*Oo, naniniwala ako sa kahalagahan ng maagang edukasyon. Sa murang edad, mas madaling matuto ang mga bata at mas mabilis silang umunlad. Ang maagang edukasyon ay nagbibigay pundasyon para sa kanilang pagkatuto*" ("Yes, I believe in the importance of early education. At a young age, children learn more easily and develop faster. Early education provides a foundation for their learning"), directly linking early education to cognitive and developmental readiness.

Parent 18 echoed this sentiment, stating, "*Importantehun ang maagang edukasyon sa mga aki para maiprepara asin mahubog ang saindang kakayahan asin lalong mapagtibay ang kakayahan kang aki*" ("The importance of early education is to better prepare and develop the child and further strengthen their abilities"), highlighting the role of early learning in building a strong skillset. Parent 10 added, "*Mas maray na habang aki pa nakakaukod na, para habang nagdadakula sya mas dakul pa sindang maaaraman*" ("It is better to learn while still young so that as they grow older, they will have learned more"), showing a clear understanding that early education sets a trajectory for lifelong learning.

Parent 11 also expressed that "Early childhood education lays the groundwork for learning later in school and life; it helps children develop necessary skills early." Collectively, these narratives demonstrate a strong consensus among parents that early childhood education is pivotal in establishing a solid foundation for academic, cognitive, and social development, supporting the theme that early learning is essential for future success.

#### • *Positive Emotional Response to Children's School Participation*

Parents expressed profound emotional satisfaction when observing their children actively participating and learning in school. Feelings of joy and pride were recurring sentiments in their narratives. Parent 8 said, "*Maugma asin proud ako kung nahihiling kong nakakaukod an aki ko*" ("I feel happy and proud when I see my child learning"), while parent 20 stated, "It's a great chance for them to make friends and get used to being in a school setting." These responses illustrated that beyond academic progress, parents value the social and emotional growth their children experience in kindergarten. Such positive perceptions reinforce their motivation to support school-related activities and affirm the importance they place on early childhood education as a foundation for lifelong learning.

Many parents highlighted both excitement and the need for encouragement. Parent 14 said, "*Maugma, pero minsa dai nya gusto magintra asin kaipuhan pa nin dakulang gabay asin paghihikayat*" ("It is fun, but sometimes my child does not want to participate and needs encouragement"), and Parent 16 added, "*Para lalo pang mahubog o matuto sa mga*



*gawain sa loob ng paaralan*” (“So that they can further develop and learn in school activities”).

Several parents noted the satisfaction of witnessing early progress, parent 10 “*Maugma kami bilang magurang ta nag-uumpisa na sinda mag-aral sa kindergarten*” (“We are happy as parents because they are starting to learn in kindergarten”), while parent 5 emphasized pride in their child’s accomplishments, stating “*Maray, proud ako sa anak ko kung nakikita kong nag-aaral sya*” (“It is good, proud of the child when I see them learning”).

These narratives indicate that positive emotions serve as intrinsic motivators for continued parental engagement in their children’s education, demonstrating that emotional fulfillment strengthens the family–school connection and encourages ongoing support in early learning.

- *Parental Involvement as Both Joy and Duty*

For many participants, their involvement in their children’s education was both an expression of joy and a fulfillment of their parental responsibility. Parent 3 mentioned, “*Masaya na nakakatulong sa bata sa pag-aaral*” (“It’s fulfilling to help my child study”), while parent 11 reflected, “*Sometimes it’s challenging but rewarding to help them learn.*”

Parents’ sense of responsibility and commitment to their children’s early learning was clearly reflected in their narratives, emphasizing that involvement is both a moral duty and a source of personal fulfillment. Parent 13 shared, “*Nagtatao talaga ako ki effort, nagiintra sa mga gibuhon sa eskwelahan asin nagsusuporta sa pangangaipo ng anak lalo sa pag-aadal*” (“I dedicate effort, participate in school activities, and support my child’s learning needs”), highlighting the active role they take in ensuring their child’s success. Parent 5 expressed, “*Positibo ang nararamdaman ko sa maagang pagkatuto ng aking anak, masaya kasi sa murang edad niya ay natuturoan ko siya sa mga gawain sa loob ng tahanan*” (“I feel positive about my child’s early learning; it is joyful because I can teach them at home at an early age”), illustrating how engagement brings emotional satisfaction alongside responsibility.

Several parents emphasized the broader purpose of their participation in guiding their children’s development. Parent 14 said, “*Para sa akin, nakakatulong ito upang mas lalo silang mamulat sa mundo at mailabas ng bata ang kakayahan na magisip*” (“For me, it helps them become more aware of the world and develop thinking skills”), while parent 7 shared, “*Maugma asin proud sa aki kung nahihiling ko na nakakaukod sya*” (“Happy and proud when I see my child learning”).

These narratives demonstrate that parental involvement is not merely a routine task but a meaningful act that combines love, accountability, and joy. Parents perceive their engagement as a vital contribution to their child’s cognitive, emotional, and social growth, reinforcing the theme that active participation in early learning is both a rewarding experience and an essential parental responsibility.

- *Home Learning as Reinforcement of School Instruction*

A prominent theme emerging from the data is the parents’ recognition of their role in reinforcing school lessons at home. Many described their activities with children as extensions of classroom learning. Parent 15 mentioned guiding their children in “*Pagsurat, pagbasa, tapos pagbilang. Pigtuturoan mi man kan tamang asal*” (“Writing, reading, and counting. We also teach good manners”), while parent 20 shared, “I provide learning activities at home, such as reading books together, doing simple math games, drawing and coloring, and playing educational games on tablets.” Parent 1 also emphasized the value of structured practice, “*Nag-susurat, nagbabasa kami para matuto sidang maayos, para man maging aktibo ang saindang kaisipan asin lumawak ang isip*” (“We write and read together so that their minds become active and broadened”), and “*Magbasa sa charts kang mga letra asin magbilang, magdrawing buda magkulay*” (“Read letter charts and count, draw, and color”). These shared experiences highlighted how parents intentionally align home activities with classroom objectives, ensuring continuity in learning and fostering an environment where academic skills and positive values are consistently reinforced.

Others integrated practical and moral lessons. Parent 6 stated that, “*Tinuturoan sa mga gawaing bahay, magandang asal, pagsulat at pagbilang*” (“Teach household tasks, good manners, writing, and counting”), and parent 11 said, “Using ICT to help them or supplemental materials if I can’t give my time to help them.” These responses show that parents view home learning as a holistic extension of classroom instruction, encompassing both academic and character development.

- *Belief in Early Education as a Motivating Force*

Parents’ strong belief in the importance of early childhood education serves as a powerful motivator for their engagement. Their conviction translates into consistent participation in their children’s learning activities. As parent 3 shared, “*Naniniwala ako na mahalaga ang papel ko bilang magulang sa pag-aaral ng anak*” (“I believe my role as a parent is essential in my child’s education”). While parents 11 explained, “Because I believe that early childhood education plays a big role in a child’s growth, I try to provide meaningful learning experiences at home for my niece.”

Several participants highlighted guidance and direction, parent 5 said “*Nagbibigay ito sa akin ng direksyon at gabay sa pagtuturo sa aking anak at naniniwala ako na mahalaga ang papel ko bilang magulang para sa paghubog ng aking anak*” (“It gives me direction and guidance in teaching my child, and I believe my role as a parent is important in shaping my child”), similarly parent 3 noted the same thing saying “*Opo, nagbibigay ng oras para turuan ang anak*” (“Yes, I give time to teach my child”), together these narratives demonstrate that parents’ belief in the value of early education not only shapes their attitudes but also drives their commitment to provide time, structure, and purposeful support for their children’s learning at home.

Others emphasized active support, parent 20 said, “Because I believe in the importance of early education, I make an effort to provide learning activities at home,” parent 2 even said, “*Sinusuportahan sa mga gibuhon, pinaglalaanan ki oras pati kuwarta kung kinakaipuhan*” (“I support learning activities and dedicate time and resources if necessary”). Collectively, these narratives reveal that parental beliefs are a central driver of active and meaningful engagement in early learning.

- *Time and Effort as Expressions of Educational Value*

Despite competing responsibilities and limited time, parents demonstrated a deep commitment to supporting their children’s education. Parent 14 noted, “*Naglalaan talaga ako ng oras kahit pagod*” (“I always make time even when I’m tired”), likewise parent 9 shared, “Yes, my beliefs definitely affect the time and effort I give to my niece’s learning at home. Since I believe that early learning experiences have a lasting impact, I make time to guide her even in simple ways,” reflecting a sense of dedication rooted in their valuation of education.

Several parents noted the importance of sufficient time allocation, parent 4 said, “*Opo, mas nagbibigay ng maraming oras para mapaintindi sa bata ang mga konseptong dapat*

*niyang matutunan*” (“Yes, I spend more time to make sure my child understands the concepts being taught”), and parent 10 even said, “*Opo, Pag may mga gibuhon, pirmi naglalaan ki oras para maturuan ang aki*” (“Yes, when there are activities, I always allocate time to teach my child”). Parent 20 reflected, “Yes, I make it a priority to dedicate each day for educational activities, even if it means sacrificing other things.” Others emphasized consistent effort. These statements highlight that parental time and effort are tangible reflections of the value they place on education and their commitment to their children’s development.

➤ *Strategies Used by Parents to Reinforce Classroom Learning at Home*

This section presents the strategies used by parents to reinforce classroom learning at home, as reflected through frequency counts. These strategies represent the various ways parents support and extend their children’s learning beyond the classroom setting. The data illustrate how often each strategy is practiced, providing insight into parents’ level of involvement and the approaches most commonly used to facilitate effective home-based learning.

Table 1 Strategies Used by Parents to Reinforce Classroom Learning at Home

Strategies	Frequency	Rank
1. Assisting child with reading and writing activities	20	1.5
2. Guiding child in doing homework or practice activities	20	1.5
3. Encouraging child to ask questions and explore	19	4
4. Praising and motivating child for effort and progress	19	4
5. Using educational materials (books, flashcards, online tools)	19	4
6. Using play-based activities to teach basic concepts	18	6.5
7. Communicating with teachers to follow through lessons	18	6.5
8. Connecting lessons to real-life situations	17	8
9. Storytelling or reading sessions at home	16	9
10. Creating a regular study routine and quiet learning space	12	10

The findings in Table 1 revealed that Assisting children with reading and writing, and Guiding homework or practice activities, were practiced by 20 parents, both rank 1.5 or the most applied strategies. The next most frequently practiced strategies were Encouraging curiosity and exploration, using educational materials, and praising and motivating children for their progress, each reported by 19 parents, rank 4. These approaches reflect a constructivist orientation to parenting, where learning is facilitated through motivation, discovery, and hands-on engagement.

Moreover, Play-based learning and communicating with teachers to follow through lessons were rank 6.5 which practiced by 18 parents, while 17 parents connected lessons to real-life situations, rank 8. These findings indicate that

parents integrated experiential learning opportunities into daily routines, helping children relate academic concepts to familiar home contexts.

However, the least practiced strategy was Establishing a regular study routine and quiet learning space, implemented only by 12 parents, rank 10. This suggests that although parents demonstrate strong involvement, many home environments may be limited by constraints such as space, time, and competing responsibilities.

Overall, a high frequency of various strategies indicates that parents highly practice reinforcement strategies, demonstrating their strong engagement in extending learning beyond the classroom.

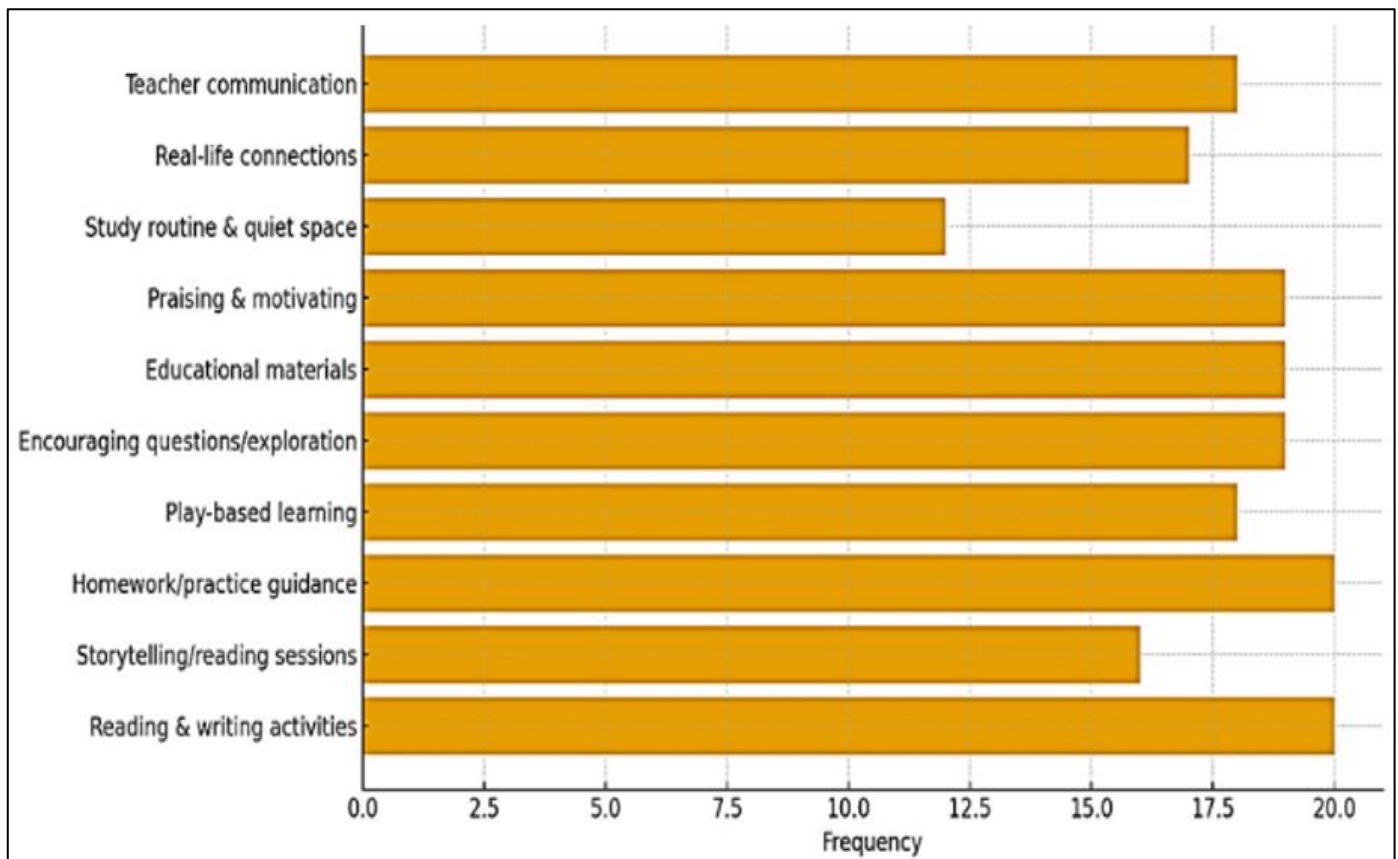


Fig 1 Strategies Parents Use to Reinforce Classroom Learning at Home

Figure 1 illustrates the same data in visual form, emphasizing that literacy support and homework guidance are universally practiced, while structured study routines remain less common among respondents.

➤ *Parents' Perceived Effectiveness of Strategies in Reinforcing Classroom Learning at Home*

This section presents the parents' perceived effectiveness of various strategies used to reinforce classroom

learning at home. These strategies reflect common practices employed by parents to support their children's academic development beyond the classroom. The weighted means and corresponding interpretations indicate how effective parents believe each strategy is in enhancing their children's learning experiences.

Table 2 Parents' Perceived Effectiveness of Strategies

Strategies	Weighted Mean	Interpretation
1. Praising & motivating	4.50	Very Effective
2. Communicating with teachers	4.40	Very Effective
3. Guiding homework / practice	4.23	Very Effective
4. Using educational materials	4.23	Very Effective
5. Assisting reading & writing	4.21	Very Effective
6. Using play-based activities	4.18	Effective
7. Encouraging questions & exploration	4.13	Effective
8. Connecting lessons to real-life	4.12	Effective
9. Creating routines & quiet space	4.02	Effective
10. Storytelling/reading sessions	4.00	Effective

Table 2 presents the perceived effectiveness of various strategies parents use to reinforce classroom learning at home, as measured by weighted mean. Among the strategies, Praising and motivating children received the highest rating 4.50 weighted mean, indicating it as Very Effective. Other strategies also rated As Very Effective include Communicating with teachers, having 4.40 weighted mean,

guiding homework or practice activities with 4.23 weighted mean, using educational materials with 4.23 weighted mean, assisting with reading and writing with 4.21 weighted mean.

Strategies such as Using play-based activities with 4.18 weighted mean, encouraging questions and exploration with 4.13 weighted mean, connecting lessons to real-life situations

with 4.12 weighted mean, creating routines and quiet study spaces with 4.02 weighted mean, and Storytelling or reading sessions with 4.00 weighted mean were rated Effective, reflecting consistent but slightly lower perceived impact. Overall, the data suggest that parents consider both academic

support and motivational practices as very effective in reinforcing learning at home, while structured routines and exploratory activities remain important yet moderately rated strategies.

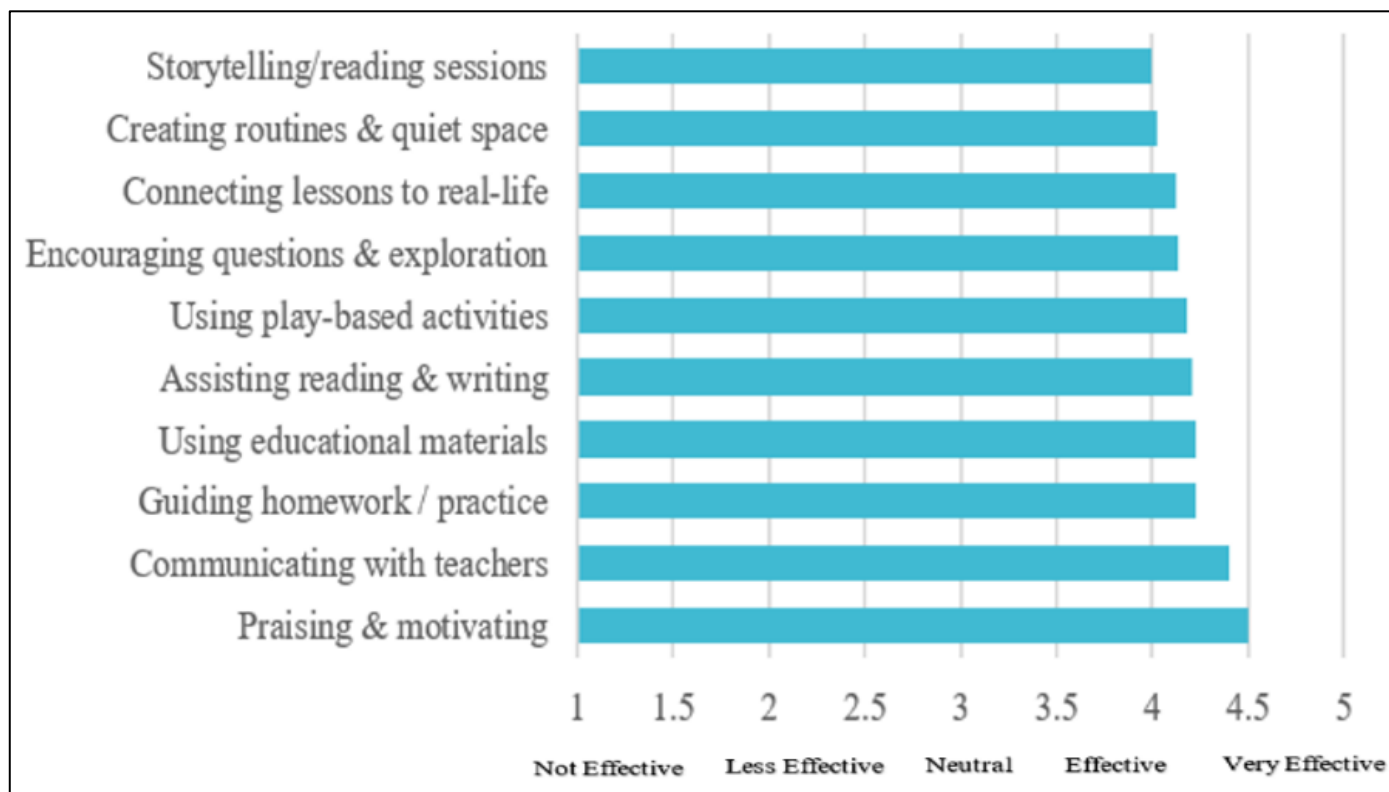


Fig 2 Parents' Perceived Effectiveness of Strategies

Figure 2 illustrates the same data in visual form, indicating that parents perceived different home-based learning strategies as generally effective to very effective.

The succeeding tables present the parents perceived effectiveness of each strategy individually. Each table shows

the computed weighted mean and its corresponding interpretation, highlighting how effective parents perceive a particular strategy in reinforcing their children's classroom learning at home.

Table 3 Parents' Perceived Effectiveness of Assisting Reading & Writing Strategies

Indicator	Weighted Mean	Interpretation
Assisting reading & writing	4.21	Very Effective
Facilitates letter recognition skills	4.35	Very Effective
Enhances writing skills	4.25	Very Effective
Helps the learner attuned to the sounds of language	4.15	Effective
Expands the learner's vocabulary	4.10	Effective

Table 3 show that parents consider Assisting reading and writing to be a Very Effective strategy, as reflected in the overall weighted mean of 4.21. Among the specific skills supported by this practice, Letter recognition received the highest rating with 4.35 weighted mean indicated as Very Effective, demonstrating that consistent home-based guidance strongly reinforces children's ability to identify letters. Enhancing writing skills also ranked Very Effective

with 4.25 weighted mean, suggesting that parental involvement significantly contributes to children's writing development. Meanwhile, helping children become attuned to language sounds with 4.15 weighted mean and Expanding vocabulary with 4.10 weighted mean were both rated Effective, showing that these areas also benefit from parental support, though to a slightly lesser degree.

Table 4 Parents' Perceived Effectiveness of Storytelling and Reading Sessions

Indicator	Weighted Mean	Interpretation
Storytelling/reading sessions	4.00	Effective



Builds narrative comprehension	4.05	Effective
Enables my child to develop conversation skills	3.95	Effective
Promotes listening and attention skills	3.95	Effective

Table 4 presents that Storytelling or reading sessions at home received a weighted mean of 4.00, indicating that parents generally perceived these activities as Effective in supporting their children's learning. Sub-indicator scores for conversation skills, narrative comprehension, and listening

ranged from 3.95 to 4.05 weighted mean, reflecting positive but slightly more varied evaluations. Parents noted that storytelling and read-aloud sessions help strengthen their children's communication abilities and understanding of narratives.

Table 5 Parents' Perceived Effectiveness of Guiding Homework and Practices

Indicator	Weighted Mean	Interpretation
Guiding homework / practice	4.23	Very Effective
Promotes responsibility & independence in completing tasks	4.25	Very Effective
Develops time management and study habits	4.25	Very Effective
Reinforces lessons learned in school	4.20	Effective

In Table 5, Guiding homework or practice activities, receives a weighted mean of 4.23, indicating that parents view this support as Very Effective. Promoting responsibility and independence in completing tasks registered a weighted mean of 4.25, Very Effective. Developing time management and study habits earned a weighted mean of 4.25, also Very

Effective. Reinforcing lessons learned in school showed a weighted mean of 4.20, interpreted as Effective. These results indicate that guidance during homework and practice strongly supports learners' responsibility, retention of lessons, and development of effective study habits.

Table 6 Parents' Perceived Effectiveness of Using Play-Based Activities

Indicator	Weighted Mean	Interpretation
Using play-based activities	4.18	Effective
Stimulates creativity and imagination	4.35	Very Effective
Strengthens fine motor and cognitive skills	4.25	Very Effective
Enhances understanding of abstract concepts	3.95	Effective

In this Table 6, using play-based activities was found to be an effective strategy, with an overall weighted mean of 4.18. Parents reported that these activities help strengthen children's learning by making concepts more engaging and easier to understand. Play-based tasks were highly appreciated for their ability to stimulate creativity and imagination having 4.35 weighted mean and develop fine

motor and cognitive skills with 4.25 weighted mean, indicating both as Every Effective. Although Enhancing understanding of abstract concepts received a slightly lower but still Effective rating with 3.95 weighted mean, these results suggest that play-based learning not only supports academic growth but also promotes broader developmental skills essential for kindergarten learners.

Table 7 Parents' Perceived Effectiveness of Encouraging Questions and Exploration

Indicator	Weighted Mean	Interpretation
Encouraging questions & exploration	4.13	Effective
Develops curiosity and critical thinking skills	4.35	Very Effective
Builds confidence in expressing ideas and opinions	4.15	Effective
Fosters problem-solving and reasoning abilities	3.90	Effective

In this Table 7, encouraging questions and exploration obtained a weighted mean of 4.13, interpreted as Effective. Developing curiosity and critical thinking skills registered a weighted mean of 4.35, Very Effective. Building confidence in expressing ideas and opinions earned a weighted mean of

4.15, also Effective. Fostering problem-solving and reasoning abilities showed a weighted mean of 3.90, Effective. These results show that promoting inquiry and exploration meaningfully supports children's cognitive and expressive development.

Table 8 Parents' Perceived Effectiveness of Using Educational Materials

Indicator	Weighted Mean	Interpretation
Using educational materials	4.23	Very Effective
Supports independent learning and discovery	4.25	Very Effective
Encourages consistent engagement with learning tools	4.25	Very Effective
Reinforces learning through visual and interactive aids	4.20	Effective

In this Table 8, the Use of educational materials, such as books, flashcards, and online resources obtained a weighted mean of 4.23, interpreted as Very Effective. Supporting independent learning and discovery showed a weighted mean of 4.25, Very Effective. Encouraging consistent engagement with learning tools also earned a

weighted mean of 4.25, Very Effective. Reinforcing learning through visual and interactive aids registered a weighted mean of 4.20, interpreted as Effective. These results indicate that educational materials play a significant role in strengthening children's learning experiences at home.

Table 9 Parents' Perceived Effectiveness of Praising and Motivating

Indicator	Weighted Mean	Interpretation
Praising & motivating	4.50	Very Effective
Strengthens the parent-child emotional bond in learning	4.60	Very Effective
Boosts self-esteem and confidence	4.45	Very Effective
Fosters a growth mindset and perseverance	4.45	Very Effective

In this Table 9, Praising and motivating children obtained a high weighted mean of 4.50, indicating that parents consider praise a Very Effective motivational strategy. Strengthens the parent-child emotional bond during learning activities, recorded the highest weighted mean of 4.60, interpreted as Very Effective. Boost children's self-

esteem and confidence, with a weighted mean of 4.45, and foster a growth mindset and perseverance, likewise obtaining a weighted mean of 4.45, both interpreted as Very Effective. These results highlight the importance of emotional support in sustaining children's motivation and engagement.

Table 10 Parents' Perceived Effectiveness of Creating Routines and Quiet Space at Home

Indicator	Weighted Mean	Interpretation
Creating routines & quiet space	4.02	Effective
Encourages responsibility and organization skills	4.10	Effective
Builds consistency and discipline in study habits	4.00	Effective
Minimizes distractions to improve focus and attention	3.95	Effective

In this Table 10, creating a regular study routine and a quiet learning space obtained a weighted mean of 4.02, interpreted as Effective. Encouraging responsibility and organization skills earned a weighted mean of 4.10, which is interpreted as Effective. Building consistency and discipline in study habits registered a weighted mean of 4.00, also

Effective. Minimizing distractions to improve focus and attention showed a weighted mean of 3.95 likewise, Effective. Together, these data show that routines and designated quiet spaces effectively support children's home learning practices.

Table 11 Parents' Perceived Effectiveness of Connecting Lessons to Real-Life

Indicator	Weighted Mean	Interpretation
Connecting lessons to real-life	4.12	Effective
Promotes practical application of learned concepts	4.30	Very Effective
Fosters appreciation for learning beyond the classroom	4.05	Effective
Enhances comprehension through real-world experiences	4.00	Effective

In Table 11, Connecting lessons to real-life situations obtained a weighted mean of 4.12, indicating that parents generally perceive this approach as Effective. Many parents reported using everyday activities such as cooking, sorting objects, and handling money to help make academic concepts more concrete and meaningful for their children. Promotes practical application of learned concepts was rated Very

Effective with a weighted mean of 4.30, while Fostering appreciation for learning beyond the classroom and Enhancing comprehension through real-world experiences were both rated Effective, with weighted means of 4.05 and 4.00, respectively. These findings indicate that parents effectively support children's learning by linking lessons to meaningful, real-life contexts.

Table 12 Parents' Perceived Effectiveness of Communicating with Teachers

Indicator	Weighted Mean	Interpretation
Communicating with teachers	4.40	Very Effective
Strengthens school-home partnership in the child's education	4.55	Very Effective
Monitors learner's progress and addresses areas needing improvement	4.40	Very Effective
Ensures alignment of home support with classroom learning goals	4.25	Very Effective

In this Table 12, communicating with teachers received a weighted mean of 4.40, indicating that parents generally view this practice as Very Effective in reinforcing learning at

home. Strengthening the school-home partnership in the child's education registered a weighted mean of 4.55, Very Effective. Monitoring the learner's progress and addressing

areas needing improvement earned a weighted mean of 4.40, also Very Effective. Ensuring alignment of home support with classroom learning goals showed a weighted mean of 4.25, likewise, Very Effective. These results show that active

communication with teachers plays a crucial role in supporting children's learning and maintaining consistent guidance between home and school.

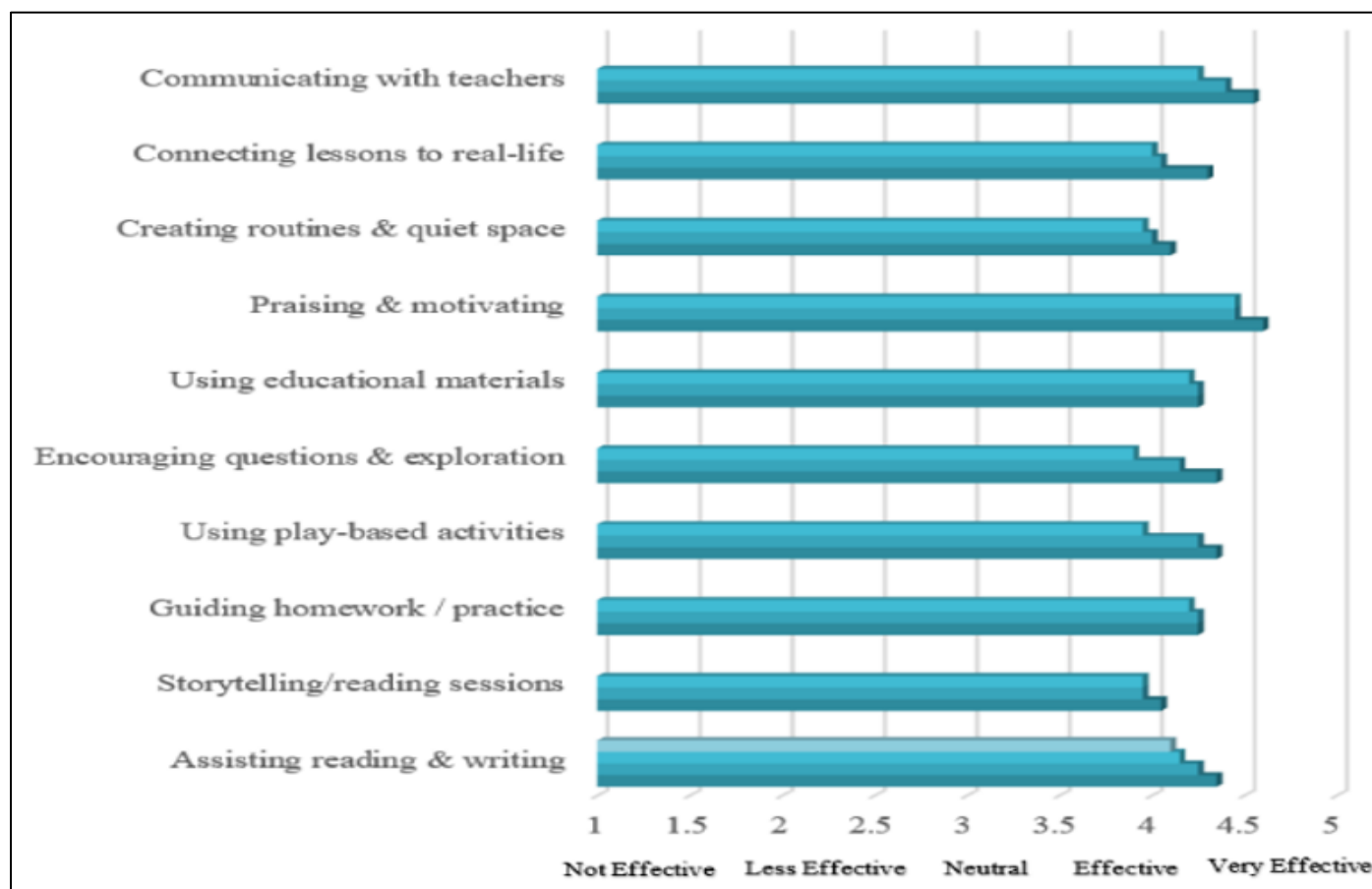


Fig 3 Parents' Perceived Effectiveness of Strategies with Sub-Indicators

This figure illustrates the same data in visual form, indicating that parents consistently rated the different home-based learning strategies as generally effective to very effective, reflecting strong engagement in supporting their children's early learning. The clustered bars show that praising and motivating children, emphasizing praise, strengthens the parent-child emotional bond during learning activities, with the highest rating of 4.60 weighted mean. Assisting reading and writing, guiding homework or practice, and using educational materials also received high weighted means across groups. This suggests that parents place considerable emphasis on direct instructional support and the use of concrete learning tools to reinforce school lessons at home.

Meanwhile, strategies such as storytelling or reading sessions, encouraging questions and exploration, and creating

routines and quiet learning spaces also show positive ratings, although slightly lower compared to the highest-ranked indicators. This pattern indicates that while parents value these approaches, they may implement them with varying frequency or confidence. Still, their ratings remain within the "effective" category, highlighting a generally supportive home learning environment.

#### ➤ The Barriers Parents Face in Actively Facilitating Their Child's Learning at Home.

This section presents the barriers parents face in actively facilitating their child's learning at home. These challenges highlight the factors that may limit parents' level of involvement and effectiveness in supporting learning outside the classroom. The table summarizes parents' responses, along with the corresponding frequency and interpretations.

Table 13 Personal and Family-Related Barriers Parents Face in Actively Facilitating Their Child's Learning at Home

Barriers	Frequency	Rank
1. Lack of time due to work or household responsibilities	15	1
2. Fatigue or stress from balancing duties	13	2
3. Health-related concerns affecting learning	3	3
4. Lack of confidence in ability to teach	1	4

The data in Table 13 reveal that under Personal and Family-Related Barriers, the most frequently reported challenge was Lack of time due to work or household responsibilities, with a frequency of 15, rank 1. Fatigue or stress from balancing duties follows with a frequency of 13, placing it in rank 2. Health-related concerns affecting learning has a frequency of 3, rank 3. Meanwhile, Lack of

confidence in the ability to teach was the least reported barrier, with a frequency of 1, rank 4. These results indicate that the primary challenges parents face in facilitating their child's learning at home under Personal and Family-Related Barriers are related to time constraints and managing multiple responsibilities.

Table 14 Knowledge and Skills Barriers Parents Face in Actively Facilitating Their Child's Learning at Home

Barriers	Frequency	Rank
Limited knowledge of teaching methods	6	1
Difficulty understanding school lessons	3	2

Table 14 reveals that under Knowledge and Skills Barriers, the most reported challenge was Limited knowledge of teaching methods, with a frequency of 6, rank 1. Difficulty understanding school lessons follows with a frequency of 3,

rank 2. These results indicate that parents' lack of familiarity with teaching strategies and lesson content can hinder their ability to effectively support learning at home.

Table 15 Resource and Environment Barriers Parents Face in Actively Facilitating Their Child's Learning at Home

Barriers	Frequency	Rank
Unreliable internet or lack of technology	7	1
Limited educational resources at home	6	2
Limited space suitable for learning	1	3

Table 15 reveal that under Resource and Environment Barriers, the most reported challenge is Unreliable internet or lack of technology, with a frequency of 7, ranking 1. Limited educational resources at home follows with a frequency of 6,

rank 2. Limited space suitable for learning has a frequency of 1, rank 3. These results show that parents face significant challenges related to access to technology and learning materials, as well as adequate learning spaces at home.

Table 16 Child-Related Barriers Parents Face in Actively Facilitating Their Child's Learning at Home

Barriers	Frequency	Rank
Child's short attention span/lack of interest	5	1
Managing multiple children's learning needs	1	2

Table 16 shows that under Child-Related Barriers, the most reported challenge is Child's short attention span or lack of interest, with a frequency of 5, rank 1. Managing multiple children's learning needs follows with a frequency of 1, rank

2. These results indicate that children's engagement and attention levels are primary factors affecting parents' ability to facilitate learning at home.

Table 17 School-Related Barriers Parents Face in Actively Facilitating Their Child's Learning at Home

Barriers	Frequency	Rank
Inconsistent communication with teachers	2	2
Lack of clear instructions on home activities	2	2
Lack of timely feedback from teachers	2	2
Too many assignments	1	4.5
Insufficient school support programs	1	4.5

Table 17 reveals that under School-Related Barriers, the most frequently reported challenges were Inconsistent communication with teachers, Lack of clear instructions on home activities, and Lack of timely feedback from teachers, each with a frequency of 2, all rank 2. Too many assignments

and Insufficient school support programs each have a frequency of 1, rank 4.5. These results indicate that effective communication and clear guidance from the school are key factors influencing parents' ability to support their child's learning at home.



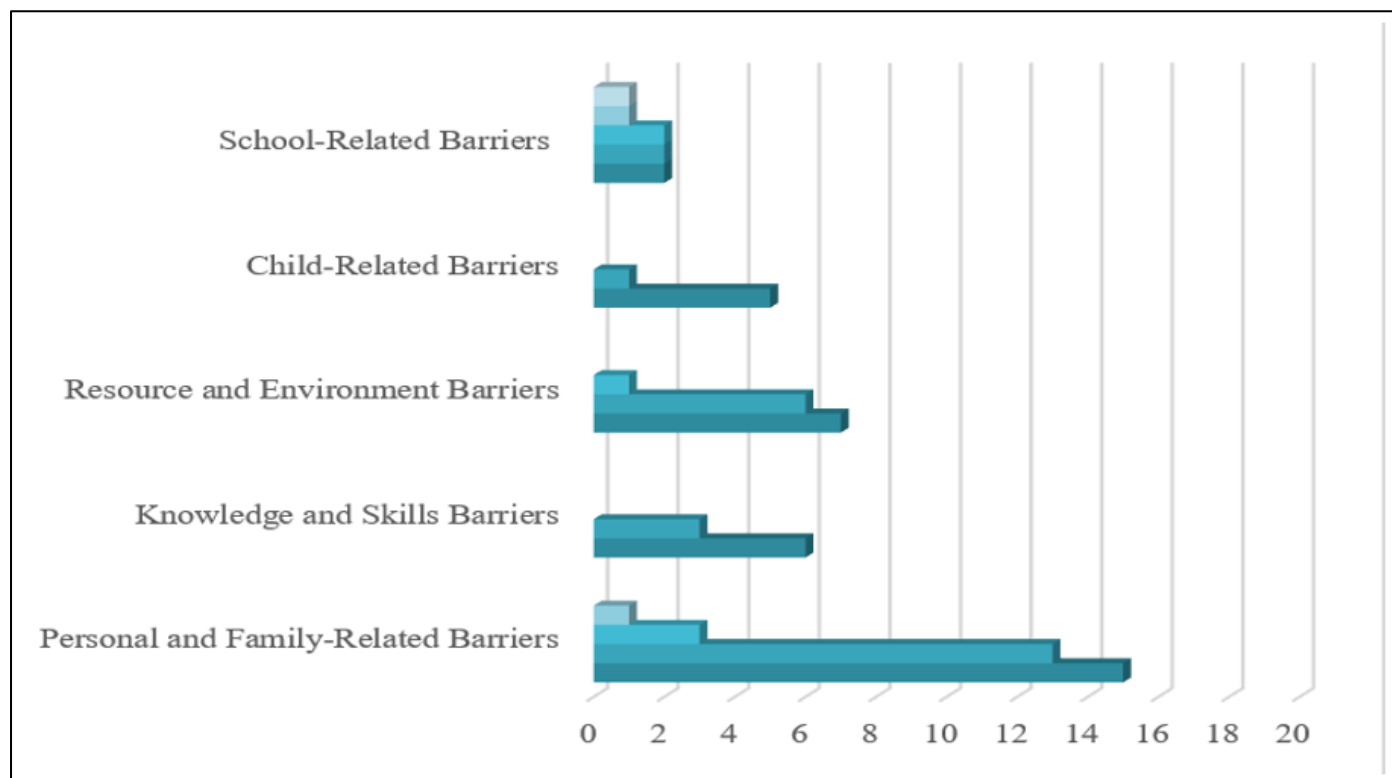


Fig 4 Parental Barriers in Facilitating Learning at Home

This figure illustrates the same data in visual form, showing that personal and family-related barriers are the most significant constraint, followed by resource and environment barriers, while school-related barriers were the least reported barriers.

The graph reflects that parents face a combination of personal, instructional, and environmental challenges, which collectively affect the effectiveness of home-based learning support.

➤ *Propose Home-Based Learning Activities that Can Effectively Support Kindergarten Learners.*

The proposed home-based learning activities were developed in response to the findings of the study, which revealed high levels of parental involvement in supporting kindergarten learners at home, particularly in literacy, homework guidance, exploration, and the use of educational materials. Despite this strong commitment, many parents reported challenges such as lack of time due to household and work responsibilities, fatigue, limited resources, small or crowded home environments, unstable internet connections, and children's short attention span. These constraints must be considered to ensure that recommended activities remain feasible and sustainable within real family contexts.

Consequently, the activities outlined below were intentionally designed to be short, practical, low-cost, developmentally appropriate, and flexible enough to be integrated into everyday routines. Most can be completed within 5–10 minutes, require only common household materials, and accommodate the diverse circumstances reported by parents. The activities aim to strengthen foundational literacy, numeracy, cognitive, socio-emotional,

and communication skills while minimizing additional burdens on parents.

#### IV. CONCLUSIONS AND RECOMMENDATIONS

➤ *In Light of the Study's Findings, the Following Conclusions Were Formulated:*

- Parental beliefs shape the level of quality of involvement in their child's learning.
- Parents employ diverse strategies with interactive and play-based methods proving most effective.
- Home-based strategies support the academic and social development of kindergarten learners when applied regularly and with parental support.
- Knowledge-based and resource-related barriers reduced parents' ability to fully support learning at home.
- Home-based learning activities are simple, engaging and integrated into daily life to maximize impact.

➤ *The Following Recommendations are Put Forward:*

- Encourage schools to build partnership with parents through workshop and orientation.
- Promote creative play-based reinforcement strategies aligned with classroom lessons.
- Schools monitor and provide feedback on the effectiveness of home-based reinforcement.
- Provide low cost and accessible learning resources for parents and offer training session to build their confidence.
- Schools provide parents with activity guides tailored to kindergarten learning goals.

### ➤ Significance of the Present Study

The study offers empirical evidence on how kindergarten parents understand and carry out their role in supporting early learning which is an area that remains insufficiently examined in many local settings. The results clarify the strengths parents demonstrate and the areas where additional support is needed, allowing schools to design more practical and responsive programs.

Moreover, the study informs educational planning and policy by emphasizing that strong home-school partnerships are vital in enhancing early learning outcomes. It draws attention to the need for programs that strengthen parental engagement, especially in communities with limited resources or geographic challenges, such as coastal schools.

In addition, the study contributes to local literature by highlighting the real experiences, strengths, and difficulties encountered by parents in facilitating learning at home. These insights provide valuable baseline information for researchers, teachers, and curriculum developers who aim to improve early childhood education practices.

Finally, the study reinforces the crucial role that parents play in shaping young children's development. Understanding their perspectives enables schools to refine approaches that support not only academic success but also the emotional and social well-being of kindergarten learners.

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