

Parental Involvement in Supporting Children's Early Learning at Home: Perceptions, Practices, and Challenges

Desiree B. Bagares¹, Jellene Mae T. Figueroa², Jhunmark Rave G. Gallentes³, Karyll Kae D. Gonzalez⁴, Allyssa Gaile D. Juanico⁵, Gladys S. Escarlos⁶, Richie B. Loren⁷

^{1,2,3,4,5}Researcher, Early Childhood Education, Central Mindanao University

^{6,7}Faculty, Department of Professional Education, Central Mindanao University

DOI: <https://doi.org/10.47772/IJRISS.2026.100500790>

Received: 14 May 2026; Accepted: 19 May 2026; Published: 13 June 2026

ABSTRACT

This study aimed to examine parental involvement in supporting children's early learning at home among parents of children aged 3-4 years old in Barangay Lumbo, Valencia City, for the academic year 2025-2026. This research addressed three key objectives: (1) to determine parents' perceptions of their role in supporting their children's early learning at home; (2) to identify the common practices or activities that parents use to facilitate their children's early learning; (3) to examine the challenges faced by parents in supporting their children's learning at home. The study adopted a mixed-method research design, anchoring its analysis on Hoover-Dempsey and Sandler's Model of Parental Involvement and Bronfenbrenner's Ecological Systems Theory. The results of the research revealed that parents demonstrated a very high level of positive perception regarding their role, strongly recognizing their responsibility and influence in their children's early learning and development. Despite these strong beliefs, the study found a clear inconsistency in implementation; their actual practices were only moderate to high and inconsistently implemented. While some activities, such as encouraging curiosity, were frequently practiced, other essential structured practices like maintaining a regular study time and consistent reading activities were less evident. The findings further indicated that while parents were willing to support their children's learning, their ability to do so is influenced by both internal and external factors, highlighting a gap between perception and actual consistent practice.

Keywords: *Early learning, parental involvement, parents' perceptions, parental practices, parents' challenges*

INTRODUCTION

This part presents the background of the study, the statement of the problem, and the objectives of the study. It also discusses the significance, scope, and delimitation of the study and provides the operational definitions of terms used throughout the research.

Background of the Study

Early childhood is widely recognized as a critical stage of development in which children acquire foundational skills in language, cognition, and social interaction that shape their future academic success and lifelong learning. During this period, learning is influenced not only by formal educational settings but also by the home environment, where early experiences are formed and reinforced. Parents and caregivers play a central role in this process, serving as children's first teachers who introduce basic concepts, model behaviors, and foster curiosity through everyday interactions such as storytelling, shared reading, and meaningful conversations. A

supportive home learning environment has been consistently linked to positive developmental outcomes, as it nurtures both cognitive growth and socio-emotional well-being. According to the United Nations Children's Fund (UNICEF, 2019), active parental engagement significantly enhances children's development, while the Organisation for Economic Co-operation and Development (OECD, 2020) emphasizes that strong family involvement contributes to improved school readiness and overall learning outcomes. These perspectives highlight the importance of understanding how parents support early learning within the home environment.

Despite the well-established importance of parental involvement in early learning, a gap remains between its recognized value and its consistent practice in the home. Many parents face practical and contextual challenges that limit their ability to actively support their children's learning, including demanding work schedules, household responsibilities, limited access to educational resources, and insufficient knowledge of effective learning strategies. While existing literature acknowledges these barriers, there is still limited understanding of how these factors influence the quality and consistency of home-based learning support, particularly across diverse family contexts. Research further suggested that parents' beliefs about their roles in education significantly affect their level of involvement; those who viewed themselves as active partners are more likely to engage in meaningful learning activities (Goodall, 2019). However, even motivated parents may struggle to translate these beliefs into consistent practices due to the challenges they encounter, underscoring the need for deeper investigation into how parental perceptions, available resources, and contextual constraints interact to shape children's early learning experiences at home.

Parental involvement remains a crucial factor in shaping children's academic development, learning motivation, and overall attitude toward education. Empirical studies indicate that children with actively engaged parents tend to achieve higher academic performance, demonstrate stronger motivation, and develop more positive learning behaviors (Castro et al., 2015). However, while the positive outcomes of parental involvement are well documented, there was still a need to better understand how such involvement was practiced within the home, how parents perceive their roles in supporting early learning, and what specific challenges influence their level of engagement. This gap is particularly relevant in the Philippine context, where families often navigate economic pressures, time constraints, and caregiving responsibilities that may affect their participation in children's education. In response to these concerns, the primary goal of this study was to gain a comprehensive understanding of how parents support their children's early learning at home. Specifically, it aimed to examine parents' perceptions of their roles, identify the practices they employ in facilitating early learning, and explore the challenges they encounter in providing consistent support. Furthermore, the purpose of this study was to generate insights that can guide educators, schools, and policymakers in designing effective interventions and strengthening school–family partnerships to better support children's early learning and overall development.

Statement of the Problem

The study aimed to examine parental involvement in supporting children's early learning at home among parents of children aged 3–4 years old.

Specifically, this study sought to answer the following questions:

1. What is the level of the parents' perceptions of their role in supporting their children's early learning at home?
2. What is the level of common practices or activities used by parents to facilitate their children's early learning at home?
3. What challenges do parents encounter in supporting their children's learning at home?

Objectives of the Study

This study explored parental involvement in supporting children's early learning at home in terms of perceptions, practices, and challenges.

Specifically, this study aimed to:

1. Determine the level of parents' perceptions of their role in supporting their children's early learning at home.
2. Identify the level of common practices or activities that parents use to facilitate their children's early learning at home.
3. Examine the challenges faced by parents in supporting their children's learning at home.

Significance of the Study

This study was significant because it emphasized the critical role of parents in supporting children's early learning at home, which strongly influenced children's cognitive, language, and socio-emotional development.

Learners. The findings might directly benefit learners by enhancing the quality of support they receive at home. When parents were actively involved in their children's early learning, children were more likely to develop stronger cognitive, language, social, and emotional skills. They might also demonstrate increased motivation, confidence, and positive attitudes toward learning. By identifying effective parental practices and addressing common challenges, the study might contribute to creating a more supportive, engaging, and nurturing home learning environment that promoted children's academic success and overall development.

Parents. The findings might help parents understand their vital role as their children's first teachers and recognize effective strategies for supporting early learning at home. Insights into common challenges and perceptions may guide them in improving their engagement, fostering a more stimulating and nurturing home environment.

Educators and School Administrators. The results might assist teachers and school leaders in understanding the level and nature of parental involvement in children's early learning. This knowledge could guide the design of programs, workshops, and communication strategies that strengthened home-school partnerships and enhanced children's learning outcomes.

Policymakers and Community Stakeholders. The study might provide evidence-based information that could be used to develop policies, programs, and community initiatives aimed at encouraging and supporting parental involvement in early childhood education. It might also highlight key areas where interventions were needed to improve learning experiences at home.

Scope and Delimitation of the Study

This study focused on exploring parental involvement in supporting children's early learning at home, particularly in terms of parents' perceptions, practices, and challenges. The participants of the study were limited to parents or legal guardians of children aged 3-4 years old residing in Barangay Lumbo, Valencia City, who were within the early childhood stage of development. The study was conducted during the Academic Year 2025–2026 and utilized a mixed-method approach, combining quantitative data gathered through structured questionnaires and qualitative data obtained from open-ended responses. The research concentrated on home-based learning activities, such as reading, storytelling, and other developmentally appropriate practices

facilitated by parents. By focusing on the home environment, the study aimed to gain a deeper understanding of how parents in Valencia City supported their children's early learning outside formal educational settings.

This study was delimited to establish clear boundaries and maintain a focused scope. It excluded the perspectives of teachers, school administrators, and the children themselves, as the data relied solely on parents' self-reported experiences and responses. Additionally, the study did not cover school-based instructional practices or teacher-led interventions, as it was limited to parental involvement within the home context. The findings of the study were confined to the selected respondents from Barangay Lumbo, Valencia City, and were not generalizable to parents of children in other age groups or geographic locations. Furthermore, the study acknowledged the limitation of self-report bias, where participants may have provided responses that were socially desirable rather than entirely reflective of their actual practices. These delimitations ensured that the study remained manageable while clearly defining the extent and limitations of its findings.

Definition of Terms

Challenges are the obstacles, barriers, or difficulties encountered by parents, such as time constraints, financial limitations, or lack of resources, that hinder their involvement.

Early Learning is the foundational stage of child development and education, typically covering the preschool to early elementary grade levels, which emphasizes critical cognitive, social, emotional, and physical growth during the formative years.

Home is the family residence and private domestic environment where learning activities, routines, and parental support strategies are implemented, explicitly distinguishing these efforts from school-based interventions or institutional learning.

Parental Involvement refers to the active engagement, participation, and support provided by parents or legal guardians in facilitating their children's educational development, specifically focusing on their role within the domestic setting outside of formal school hours.

Perceptions are the parents' subjective beliefs, attitudes, and understanding regarding the significance, value, and effectiveness of their involvement in their child's early education and overall academic success.

Practices refer to the specific actions, routines, and strategies employed by parents to facilitate learning, such as reading, educational games, and establishing study routines.

Review of Related Literature

Parents' Perceptions of Supporting Children's Learning at Home

Parental perceptions regarding their role in supporting children's early learning at home greatly influence the quality and consistency of educational support provided to young children. When parents believe that they are capable of contributing to their children's academic and developmental progress, they are more likely to initiate meaningful home-based learning activities such as shared reading, guided play, storytelling, counting exercises, and positive reinforcement. Parents who possess strong beliefs about their educational responsibility often create an environment where children are exposed to both cognitive stimulation and emotional encouragement. This idea is strongly supported by Hoover-Dempsey and Sandler (2016), who explained that parents' role construction and self-efficacy significantly determine whether they become actively involved in their children's learning. According to the theory, parents who perceive themselves as important contributors to child development are more willing to devote time, effort, and resources to educational engagement at home.

Foreign studies further confirm that positive parental beliefs are closely associated with active participation and favorable developmental outcomes. Kaya et al. (2026) emphasized that parental engagement in early childhood education is strongly influenced by parents' satisfaction with their involvement and by the quality of the home literacy environment they establish. Their study found that parents who maintain positive attitudes toward home learning are more likely to provide books, language-rich conversations, and structured educational interactions that improve children's readiness skills. In the same way, Kong and Yasmin (2022) reported that parenting style and parental self-efficacy serve as significant predictors of children's early learning experiences. Parents who feel confident in guiding their children tend to be more responsive, supportive, and intentional in facilitating learning opportunities, which enhances children's motivation and participation.

Similarly, Oppermann et al. (2021) found that parents' self-beliefs strongly affect the frequency of home learning activities, especially when families encounter stressful situations. Their findings revealed that parents with higher self-efficacy continue to engage children in reading, conversation, and play despite external pressures, while parents with lower confidence often reduce their participation. This suggests that parental perception is not only linked to willingness but also to resilience in maintaining educational routines. Furthermore, Levickis et al. (2023) noted that parents who view themselves as educational partners become more involved when schools provide regular communication, clear instructions, and supportive collaboration. The study underscored that positive school-home relationships strengthen parents' confidence and improve their perception that home learning is a shared responsibility rather than a task solely assigned by teachers. Collectively, these foreign studies indicate that parental perceptions are shaped by self-confidence, available resources, and the extent of institutional encouragement received from schools.

In the local context, parental perceptions of involvement are similarly recognized as a vital component of children's early learning, although they are often shaped by stronger family-oriented and collectivist values. Filipino parents generally perceive themselves not only as providers of academic support but also as primary nurturers responsible for children's discipline, moral values, social behavior, and emotional well-being. Bartolome et al. (2017) explained that parental involvement in the Philippines is deeply rooted in close family relationships, where educational guidance is considered a natural parental duty and a shared household responsibility. This means that many Filipino parents integrate learning through daily supervision, routine conversations, religious instruction, and value formation rather than limiting support to formal school tasks alone.

Supporting this, Bartolome and Mamat (2020) found that Filipino parents associate home involvement with holistic child preparation, including intellectual, spiritual, social, and behavioral development. Parents see their role as extending beyond school readiness toward preparing children for responsible participation in family and community life. Compared with foreign literature that often centers on literacy support and parental self-efficacy, local studies show that parental perception in the Philippine setting is broader and more relational in nature. It reflects the belief that child learning is inseparable from family guidance, emotional closeness, and character formation. Such a perspective makes parental involvement not merely an academic responsibility but an essential part of Filipino parenting practice.

Overall, both foreign and local studies consistently affirm that parental perceptions serve as the foundation of effective support for children's early learning at home. Foreign literature highlights the importance of parental self-efficacy, positive home literacy environments, and school-home collaboration in strengthening involvement, while local literature emphasizes family obligation, collectivist values, and holistic nurturing as major influences on parental participation. Taken together, these studies suggest that when parents possess positive, informed, and culturally grounded beliefs regarding their educational role, they are more likely to provide sustained and meaningful support that promotes children's academic readiness, motivation, and socio-emotional growth.

Parental Practices in Supporting Early Learning at Home

Parental involvement within the home has long been recognized as a crucial factor in children's early learning and developmental success. As children's first teachers, parents shape the earliest educational experiences through daily interactions, routines, and learning opportunities that influence cognitive, language, and socio-emotional development. Niklas and Schneider (2017) emphasized that the quality of parental engagement in home learning activities is a strong predictor of children's early academic competence and school readiness, highlighting the importance of consistent and meaningful involvement in shaping foundational skills.

Expanding on this, Knauer et al. (2021) explained that when parents take active instructional and supervisory roles in home-based learning, children are able to sustain educational participation even outside formal school settings. This underscores the significance of parental time, consistency, and direct engagement in supporting learning continuity at home. In addition, Niklas, Cohrsen, and Tayler (2021) highlighted that a rich home learning environment—characterized by access to books, learning materials, and meaningful parent-child interactions—significantly enhances children's literacy and numeracy development. Their findings suggest that even simple activities such as reading aloud, counting objects, and engaging in dialogue can substantially strengthen early learning outcomes.

Furthermore, parental involvement also contributes to children's socio-emotional development. Supportive parent-child interactions foster curiosity, motivation, persistence, and confidence in learning, which are essential for long-term academic success (Niklas, Cohrsen, & Tayler, 2021). These findings collectively emphasize that parental involvement is not limited to academic support but also plays a vital role in shaping children's emotional readiness for learning.

In the Philippine context, parental involvement has become even more evident, particularly during the implementation of modular and distance learning modalities. De Paz et al. (2024) found that Filipino parents assumed expanded roles as home-based learning facilitators, providing direct supervision, instructional support, and continuous monitoring of their children's academic tasks. This shift highlights how parents became central actors in ensuring learning continuity despite limited face-to-face classroom instruction.

The same study also revealed that parents managed learning schedules, explained lessons, and reinforced task completion at home, demonstrating a high level of engagement in children's academic development (De Paz et al., 2024). These findings illustrate that in the Philippine setting, parental involvement extends beyond simple support and often includes active teaching responsibilities within the home environment.

Overall, both foreign and local literature consistently emphasize that parental involvement plays a critical role in supporting children's early learning at home. International studies highlight the importance of structured home learning environments, active parental engagement, and emotional support in enhancing children's cognitive and academic development (Niklas & Schneider, 2017; Knauer et al., 2021; Niklas et al., 2021). Meanwhile, local evidence from the Philippines demonstrates that these roles become even more pronounced during periods of distance learning, where parents often take on direct instructional responsibilities to sustain children's education (De Paz et al., 2024).

Taken together, the literature confirms that parental involvement is multidimensional, encompassing academic guidance, environmental support, structured routines, and emotional encouragement. These combined practices contribute significantly to children's readiness for formal schooling and overall learning development.

Importance of the Home Learning Environment

The home learning environment (HLE) is widely recognized as a fundamental factor in children's early learning and overall educational development. It refers to the range of learning opportunities, interactions, and resources available to children within the home. These include parent-child interactions, shared learning

activities, and access to educational materials such as books and learning tools. Research consistently shows that the home learning environment is a strong predictor of children's academic achievement and socio-emotional development, particularly during early childhood when foundational cognitive and language skills are rapidly formed (Lehrl, Evangelou, & Sammons, 2020; Hayes et al., 2016).

Parental involvement is considered a central component of a positive home learning environment. Hayes et al. (2016) emphasized that children who experience consistent parental engagement in learning-related activities such as shared reading, guided play, and structured educational support demonstrate improved school readiness and stronger early academic outcomes. Likewise, Lehrl et al. (2020) highlighted that meaningful parent-child interactions, especially those involving language-rich communication and shared literacy activities, significantly enhance children's early literacy and numeracy skills.

In addition, the availability of learning resources within the home plays a crucial role in supporting children's academic development. Access to books, learning materials, and educational toys provides children with opportunities to explore, practice, and reinforce school-related skills outside the classroom. Studies indicate that children who grow up in resource-rich home environments are more motivated to engage in learning activities and are more likely to develop stronger early literacy competencies (Altun, Erden, & Hartman, 2022).

Furthermore, international literature underscores that early exposure to a stimulating home learning environment has long-term effects on academic success. Children who experience consistent cognitive stimulation, structured learning support, and active parental engagement at home during early childhood are more likely to achieve higher academic performance in later educational stages (Lehrl et al., 2020).

In the Philippine context, the importance of the home learning environment is similarly emphasized. A study conducted among Grade 10 students at Sto. Niño National High School in Cagayan, Philippines found that home environment factors significantly influence students' academic performance. The findings revealed that parental support, study conditions at home, and the presence of learning supervision are key determinants of students' academic achievement (Liquigan et al., 2023).

Supporting this, Joh & William. (2024) emphasized that parental involvement and home literacy environments are significant predictors of students' literacy development in the Philippines. Their study revealed that learners who receive active parental support and are exposed to literacy-rich environments at home demonstrate stronger reading proficiency and academic performance compared to those with limited parental engagement and learning resources.

Moreover, local findings highlight that parental participation in learning activities such as homework assistance, reading guidance, and structured study routines plays a vital role in improving learners' educational outcomes. These findings align with international research, reinforcing that a supportive and engaging home learning environment is essential in enhancing children's academic performance and literacy development within the Philippine educational setting (Joh & William, 2024; Liquigan et al., 2023).

The reviewed literature, both foreign and local, consistently highlights the critical role of the home learning environment in shaping children's academic and literacy development. Across studies, parental involvement, quality parent-child interactions, and access to learning resources emerge as key factors influencing children's early educational outcomes. Foreign studies emphasize the theoretical and empirical link between enriched home environments and improved cognitive and academic performance, while local studies provide contextual evidence supporting the same relationship within the Philippine setting.

Overall, the literature establishes that a positive home learning environment, strengthened by active parental involvement and adequate learning resources, is essential in fostering children's early academic success.

This body of evidence provides a strong foundation for the present study, which focuses on parental involvement in supporting children's early learning at home in terms of perceptions, practices, and challenges.

Challenges Faced by Parents in Supporting Children's Learning

Parental involvement in supporting children's early learning at home is widely recognized as a key factor in children's academic and developmental success. However, despite its importance, many parents encounter significant challenges that hinder effective engagement and consistent support. These challenges often include time constraints, limited resources, insufficient skills, and various external pressures, particularly in diverse socioeconomic and cultural contexts. As emphasized in prior research, addressing these barriers is essential in strengthening home-school partnerships and improving children's early learning outcomes (Pomerantz et al., 2016).

One of the most commonly identified barriers to parental involvement is the lack of time due to demanding work schedules and household responsibilities. Studies show that parents, particularly those in single-parent or low-income households, often struggle to balance employment and caregiving responsibilities, leaving limited time for structured learning activities at home (Giallo et al., 2017). In addition, extended working hours contribute to parental fatigue, which reduces engagement in interactive learning activities and may lead to reliance on less educationally productive alternatives such as screen-based activities (Wildenger et al., 2018). Economic constraints further intensify these challenges, as families with limited financial resources may lack access to books, learning materials, and stable internet connectivity necessary to support children's learning (Lawrence et al., 2019).

In addition to time and financial constraints, parents often face challenges related to knowledge and skills in supporting early learning. Many parents do not have formal training in child development or instructional strategies, which can lead to uncertainty in guiding literacy, numeracy, and other learning tasks at home. Hornby and Blackwell (2018) noted that parents frequently experience difficulty adapting learning activities to children's developmental needs and managing behavioral challenges during home learning sessions. Similarly, language barriers in multilingual or culturally diverse households may further reduce parents' confidence in assisting children, especially when school materials are not aligned with the home language (Sullivan et al., 2019).

Child-related factors also influence the effectiveness of parental involvement. Young learners with attention difficulties, developmental delays, or low motivation often require more structured and individualized support, which can be challenging for parents who lack training or time (McWayne et al., 2020). Additionally, larger family sizes and competing caregiving responsibilities among siblings can reduce the time and attention available for each child's learning needs (Pan et al., 2021).

External factors further complicate parental involvement in children's learning at home. Poor communication between schools and parents can result in unclear expectations regarding home-based learning tasks. Epstein and Sanders (2016) emphasized that insufficient guidance from teachers can leave parents uncertain about how to effectively support classroom learning at home. Moreover, the digital divide continues to be a significant barrier, particularly during remote learning contexts, where limited access to devices and internet connectivity restricts parental engagement (Garbe et al., 2020).

In the Philippine context, similar challenges have been documented. Local case study findings reveal that parents experience difficulties in supporting modular distance learning due to limited instructional knowledge, lack of learning resources, and challenges in balancing work and household responsibilities. These constraints significantly affect their capacity to effectively guide their children's learning at home (Palmes & Palmes, 2023). The study emphasizes that parental involvement in challenged areas is strongly influenced by socioeconomic limitations and the sudden shift to home-based learning modalities, which require parents to assume teaching responsibilities without formal preparation.

Despite these challenges, research also highlights several interventions that can improve parental involvement. Programs such as parent workshops, provision of take-home learning kits, and the use of flexible communication tools between teachers and parents have been shown to enhance parental confidence and engagement. Barger et al. (2019) found that clear role expectations and modeling of learning support strategies improve parental self-efficacy, leading to more sustained involvement. Additionally, culturally responsive practices such as translated learning materials and extended family support systems can help address contextual barriers and strengthen home-based learning environments (Minke et al., 2017).

In summary, while parental involvement is essential in supporting children's early learning at home, it is shaped by a complex interaction of time, financial, educational, child-related, and institutional factors. Understanding these challenges is crucial in developing effective strategies that promote meaningful parental engagement and strengthen early learning outcomes.

Theoretical Framework

This study was anchored on two theories that explained parental involvement in children's early learning: Hoover-Dempsey and Sandler's Model of Parental Involvement (1995, 2005) and Bronfenbrenner's Ecological Systems Theory (1979). Both provided a foundation for understanding how parents influenced children's early learning through their beliefs, actions, and the home environment.

Hoover-Dempsey and Sandler's Model of Parental Involvement (1995, 2005)

According to Hoover-Dempsey and Sandler, parents' involvement in their children's education was largely influenced by their beliefs about their roles and their sense of efficacy in helping their children succeed. Parents who perceive themselves as important contributors to their children's learning are more likely to engage in meaningful educational activities at home, such as reading, guiding, and providing learning support. This model emphasized that parents' perceptions shaped their level of participation and the types of practices they implemented. It also highlighted that when parents felt confident and responsible for their children's education, they were more consistent and active in supporting learning. This theory supported the present study by explaining how parents' perceptions influenced their practices in facilitating early learning at home.

Bronfenbrenner's Ecological Systems Theory (1979)

Bronfenbrenner's Ecological Systems Theory explained that a child's development was influenced by multiple environmental systems, with the immediate environment or microsystem, such as the home, playing a crucial role. Within this environment, parents served as key agents who shaped children's early learning experiences through daily interactions and activities. The quality of the home learning environment, including the support, guidance, and opportunities provided by parents, directly affect children's cognitive, social, and emotional development. However, this theory also recognized that external factors, such as time constraints, economic conditions, and available resources, might influence parental involvement. These factors might create challenges that limit parents' ability to consistently support their children's learning at home.

Together, these theories explained both the influence of parents' beliefs on their involvement (perceptions and practices) and the impact of environmental factors on their ability to engage (challenges). They guided the present study in analyzing how parents supported their children's early learning at home and how their perceptions, practices, and challenges shaped the overall level of parental involvement.

Conceptual Framework

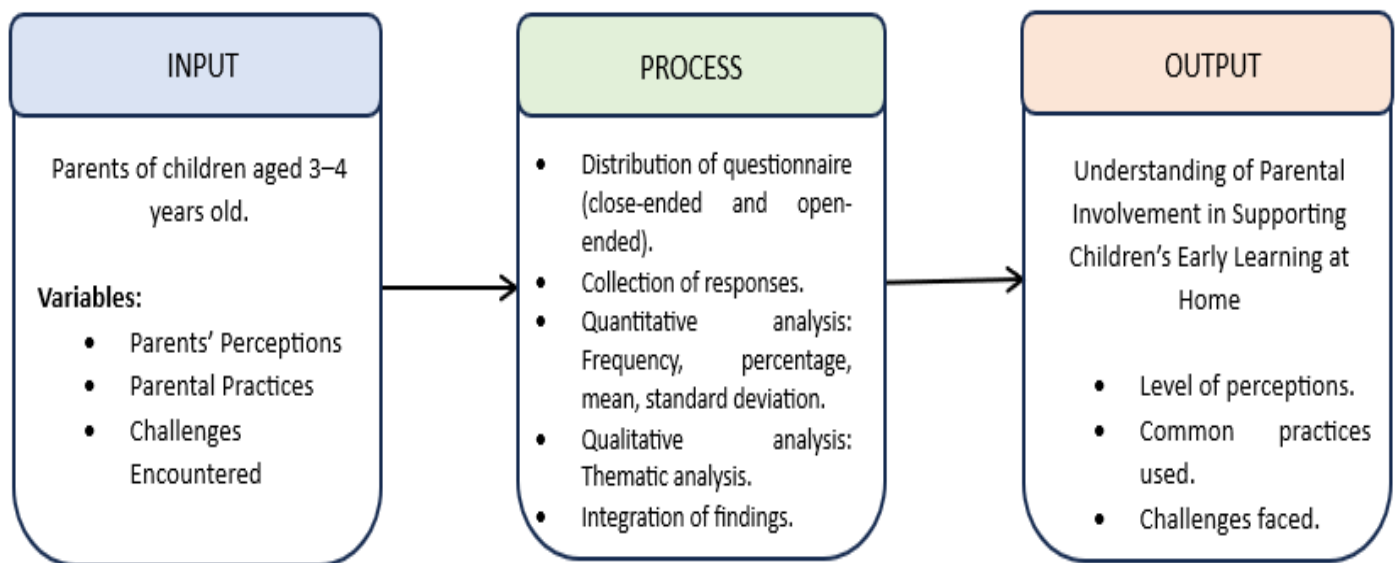


Figure 1. Conceptual Framework of Parental Involvement in Supporting Children's Early Learning at Home

The conceptual framework illustrated an Input–Process–Output (IPO) model that explained how the study examines parental involvement in supporting children's early learning at home. The input focused on parents of children aged 3–4 years old and considered key variables such as parents' perceptions, parental practices, and the challenges they encounter. These inputs were systematically handled through the process, which involved distributing both closed-ended and open-ended questionnaires, collecting responses, and analyzing the data using quantitative methods (frequency and mean) and qualitative thematic analysis. The integration of these analyses ensured a more comprehensive interpretation of the data. As a result, the output provided a clearer understanding of parental involvement, specifically identifying the level of parents' perceptions, the common practices they used, and the challenges they faced in supporting early learning at home. Overall, the framework showed a logical flow from data collection to meaningful insights that could inform early childhood education practices.

METHODOLOGY

This part presents the research design, sampling procedure, respondents of the study, research instrument, process of quantifying the data, data gathering procedure, and statistical techniques that are used in examining parental involvement in supporting children's early learning at home in terms of parents' perceptions, practices, and challenges.

Research Design

This study employed a mixed-method research design, which integrated both quantitative and qualitative data to provide a comprehensive understanding of parental involvement. The quantitative component utilized a descriptive design to measure the level of parents' perceptions and practices. At the same time, the qualitative component involved the analysis of open-ended responses included in the questionnaire to capture parents' personal experiences, insights, and difficulties in supporting their children's learning. Both sets of data were collected simultaneously, analyzed separately, and then compared and integrated to validate and enrich the findings. This design is appropriate for the study, as it allowed for both statistical measurement and deeper interpretation of parental involvement in early childhood learning.

Locale of the Study

The study was conducted in Barangay Lumbo, Valencia City, during the Academic Year 2025–2026. The respondents were selected parents or legal guardians of children aged 3–4 years old residing within the barangay. Barangay Lumbo was chosen because it represented a diverse community where families experienced varying socioeconomic backgrounds, access to educational resources, and different levels of involvement in their children's early learning at home. Conducting the study in this area allowed the researchers to gather relevant and meaningful data on parents' perceptions, practices, and challenges, which contributed to a better understanding of home-based support for early learning in similar communities.

Sampling Procedure

The study utilized purposive sampling to select participants who meet the specific criteria of the research. This sampling technique enabled the researchers to intentionally choose respondents who have direct and relevant experience related to the study objectives. In this case, only parents or legal guardians who had children aged 3–4 years old were included. This ensured that the data collected reflects actual experiences of individuals who were actively involved in supporting early learning at home. Purposive sampling was appropriate for this study because it focuses on obtaining rich and relevant data from participants who could provide meaningful responses.

Respondents of the Study

The respondents of the study consisted of eight (8) selected parents and legal guardians of children aged 3–4 years old. Among the respondents were five (5) parents, composed of working parents and student parents, and two (2) legal guardians, specifically a grandmother (lola) and an auntie, who served as the children's primary caregivers. These individuals were chosen because they played a significant role in supporting the children's early learning and development at home. As primary caregivers, they were directly involved in daily learning activities such as reading, storytelling, guiding behavior, assisting with basic learning tasks, and developing children's skills. Their participation provided valuable insights into their perceptions, practices, and the challenges they encountered in supporting children's early learning within the home environment.

Research Instrument

The primary research instrument used in this study was a structured questionnaire adapted from established parental involvement measurement tools, particularly the Parental Involvement Scale (PIS) and the Family Involvement Questionnaire (FIQ). These instruments were widely recognized and had been utilized in previous studies to assess various aspects of parental involvement in children's education. The PIS guided the development of items that measured parents' perceptions of their role in early childhood education, as well as the challenges they encountered in supporting their children's learning. Meanwhile, the FIQ served as the basis for items related to parents' practices in supporting their children's learning activities at home, such as reading together, assisting with learning tasks, and providing educational support.

The questionnaire consisted of four (4) parts aligned with the objectives of the study: (1) the demographic profile of the respondents, (2) parents' perceptions, (3) parental practices, and (4) challenges experienced in supporting children's early learning at home. Each item was measured using a four-point Likert scale to determine the degree of agreement with each statement. The scale was interpreted as follows: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree. This scaling method enabled the researchers to quantify respondents' responses and determine the level of parental involvement. Responses were assigned corresponding numerical values, then tabulated and analyzed. In addition, the questionnaire included open-ended questions that allowed respondents to elaborate on their experiences, describe their practices, and express the challenges they face. These qualitative responses provided deeper insights that cannot be fully captured through numerical data.

alone. The integration of quantitative and qualitative data ensured a more comprehensive analysis of parental involvement.

Data Gathering Procedure

Prior to data collection, the researchers first secured permission from the appropriate university authorities to conduct the study. After obtaining approval, the researchers identified and approached potential respondents who met the inclusion criteria. The purpose of the study was clearly explained to the participants, and their voluntary participation was ensured through the use of informed consent.

The questionnaires were then distributed to the selected respondents, who were given adequate time to answer both the close-ended and open-ended questions based on their personal experiences. The researchers ensured that instructions were clearly understood and that confidentiality was maintained throughout the process. Questionnaires were collected, checked, and organized for data analysis. Quantitative responses were encoded for statistical treatment, while qualitative responses were compiled and prepared for thematic analysis.

Statistical Techniques

The quantitative data gathered from the structured questionnaire (parents' perceptions and practices measured through a 4-point Likert scale) were analyzed using appropriate statistical tools. Specifically, frequency and percentage were used to describe the distribution of respondents' answers per item. The weighted mean was computed to determine the average level of parents' perceptions and practices toward supporting children's early learning at home, while the median and standard deviation were used to provide additional support for the central tendency and to assess the variability of respondents' answers across items.

For the qualitative data collected through open-ended responses, thematic analysis was employed to identify and describe recurring patterns and themes regarding the challenges encountered by parents in supporting children's learning at home. The number of respondents per theme (n) was reported to indicate the frequency of each identified challenge. Finally, the integration of quantitative and qualitative findings was used to explain the relationship between parents' perceptions and their actual home practices, as well as to provide a more comprehensive understanding of the factors that influence parental involvement in early learning.

RESULTS AND DISCUSSION

This part presents the results of the study. Data from the respondents' narratives are analyzed through thematic analysis.

Table 1. Descriptive Statistics of Parents' Perception

No.	Statement	Weighted Mean	Interpretation	Qualitative Description
1	I believe parents play an important role in their children's early learning.	4.00	Strongly Agree	Very High
2	I feel responsible for helping my child learn at home.	4.00	Strongly Agree	Very High

their own teaching ability and their perception of the *parent-teacher partnership* is slightly less robust, though still in the "Very High" range.

The results signify that the parent-respondents have a high level of psychological readiness to engage in their children's education. They view themselves as essential agents in the child's development rather than mere passive observers. The interpretation suggests that for these parents, early childhood education is viewed as a collaborative and foundational process that begins at home to ensure school readiness. The slight variation in confidence (Item 7) indicates a potential need for community-based workshops or resources to match their high level of willingness with actual pedagogical skills.

This data is strongly supported by Hoover-Dempsey and Sandler's Model of Parental Involvement, specifically the first level of the model which focuses on a parent's "Role Construction." According to this theory, parents are more likely to be involved if they believe that being involved is a part of their job as a parent. The high means in Table 1 confirm that the respondents have successfully constructed a role for themselves as active participants in learning. Furthermore, a study by Castro et al. (2022) examined the link between parental beliefs and early childhood outcomes. Their research found that parents who exhibited "Very High" perceptions of their educational roles tended to create more enriching home environments. The researchers concluded that the belief in one's responsibility (as seen in Item 2 of the table) was a stronger predictor of child academic success than the family's socio-economic status, as it drove the parent to seek out learning opportunities despite financial or resource limitations (Castro et al., 2015). Additionally, Barnett et al. (2020) demonstrated that when parents strongly agreed that their involvement helped development (Item 3), they were more resilient when facing the challenges of home-based instruction.

Table 2. Descriptive Statistics of Parents' Practices

No.	Statement	Weighted Mean	Interpretation	Qualitative Description
1	I read books or stories with my child at home.	2.88	Agree	High
2	I help my child practice letters, numbers, or words.	3.50	Strongly Agree	Very High
3	I encourage my child to practice reading or storytelling.	3.63	Strongly Agree	Very High
4	I encourage my child to ask questions and explore new ideas.	3.88	Strongly Agree	Very High
5	I provide learning materials such as books or educational toys.	3.38	Strongly Agree	Very High
6	I support my child's curiosity and interest in learning.	4.00	Strongly Agree	Very High

7	I set a regular time for my child to study or read.	2.50	Disagree	Low
8	I engage my child in educational games or activities.	2.88	Agree	High
	Overall Mean	3.33	Strongly Agree	Very High

Legend:

3.26 – 4.00 = Strongly Agree Very High

2.51 – 3.25 = Agree High

1.76 – 2.50 = Disagree Low

1.00 – 1.75 = Strongly Disagree Very Low

Table 2 presented the descriptive statistics of parents' practices in supporting their children's early learning at home. The findings showed weighted mean scores ranging from 2.50 to 4.00, with interpretations of Agree, Strongly Agree, and Disagree. The qualitative descriptions ranged from Low to Very High. The overall weighted mean of 3.33 was verbally interpreted as Strongly Agree with a qualitative description of Very High, indicating that parents generally demonstrated a high level of involvement in home-based learning practices.

Among the indicators, Statement 6, "*I support my child's curiosity and interest in learning,*" obtained the highest weighted mean of 4.00, interpreted as Strongly Agree with a qualitative description of Very High. This indicated that parents consistently encouraged their children's interest and engagement in learning. Statement 4 followed with a weighted mean of 3.88, showing that parents highly encouraged children to ask questions and explore new ideas. Statements 2, 3, and 5 also obtained high weighted means of 3.50, 3.63, and 3.38, respectively, all interpreted as Strongly Agree with qualitative descriptions of Very High. Meanwhile, Statements 1 and 8 both garnered a weighted mean of 2.88, interpreted as Agree with a qualitative description of High, suggesting that reading stories and engaging children in educational games were moderately practiced. Notably, Statement 7, "*I set a regular time for my child to study or read,*" received the lowest weighted mean of 2.50, interpreted as Disagree with a qualitative description of Low, indicating that maintaining a consistent learning schedule was a challenge for many parents.

The findings indicated that parents actively supported their children's learning through encouraging curiosity, exploration, literacy development, and educational engagement. Parents demonstrated strong involvement in activities that promoted interaction and interest in learning. However, the results also revealed inconsistency in maintaining structured routines such as scheduled study or reading time. This suggested that while parents valued involvement in their children's education, practical challenges such as limited time, household responsibilities, and varying routines may have affected the consistency of their practices at home.

These findings were supported by Hoover-Dempsey and Sandler's Model of Parental Involvement (1995, 2005), which emphasized that parents' involvement behaviors are influenced by their beliefs, confidence, and life-context variables such as time, energy, and available resources. Although parents strongly valued supporting their children's learning, maintaining consistent routines may have been affected by these contextual factors. Similarly, Bronfenbrenner's Ecological Systems Theory (1979) explained that children's development is shaped

through daily interactions within their home environment. The parents' active involvement in encouraging curiosity, reading, and educational engagement reflected the important role of the family microsystem in supporting children's cognitive and social development. The findings were further supported by the study of Barger (2019), which found that home-based parental involvement practices, such as engaging children in learning activities and providing educational support, positively influenced children's academic motivation and developmental outcomes. The study also noted that although parents often valued involvement, consistent implementation of structured learning routines could be challenging due to family responsibilities and time limitations.

Table 3. Thematic Analysis of Challenges Faced by Parents in Supporting Their Children's Learning at Home

Theme	Sub-theme	Qualitative Excerpts from Parents' Responses
Time Constraints & Availability	Limited time	"Kulang akong oras para sa akong anak tungod sa trabaho, dili ko maka assist sa tanan niyang panginahanglan, labi na sa pag assist sa iyang pagtuon sa balay." <i>(My time is not enough for my child because of work, and I cannot assist my child's needs especially during learning at home.)</i>
Parental Capacity & Resources	Knowledge and materials	Isa gyud sa pinaka problema nako bahin sa pagtudlo sakong anak sa balay kay tungod sa pinansiyal. Dili ko maka provide ug mga gamit nga magamit niya sa iyaang pagtuon kay mas unahon man nako ug palit ang iyaang need, iyang pagkaon ug gatas maong kwarta ang isa sa rason. Isa pa sa rason kay naay ubang tulun-anon nga dili nako masabtan kay wala koy kahibalo ana. <i>(One of the problems that I have encountered while teaching my child at home is because of financial constraints. I cannot provide him with materials for learning because I will prioritize buying his daily needs, which is food and milk. That's why financial constraints are one of the reasons. Also, there are lessons that I cannot understand because I am not familiar with it.)</i>
Parental Well-being	Fatigue and stress	Tungod sa trabaho ug buhatonon sa balay, dali ra kaayo ko kapoyon, maong gamay ra akoang energy nga matabangan ug matudloan akong anak magtuon. Usahay, mawala gyud ko sa pokus mutudlo tungod sa kakapoy.

		<i>(Because of work and house chores, I get tired easily, that's why I only have a small amount of energy to teach my child. Sometimes, I can't focus because of tiredness.)</i>
Child Learning Factors	Learning ability and motivation	Usahay, lisod kaayo kwaon iyang interest kay na master na niya ang mga basic concepts like mag-ihap 1-20, ang alphabet, ug nursery rhymes. Ganahan siya magtuon ug bag-o, pero kung dili siya interesado, dili siya mu-cooperate maong mangita mig matudlo sa iyaa nga sulod sa iyang interes hangtod ma memorya niya ug sumhan siya. <i>(Sometimes, it is really hard to keep her interest because she already mastered the basic concepts, like counting numbers from 1-20, the alphabet, and nursery rhymes. She likes learning new things, but if it does not catch her interest, she won't cooperate. To capture her interest, we would find some new lesson that will interest her and repeat it again and again until she gets tired of it.)</i>
Attention & Engagement	Focus & distractions	Mag lisod ko ug keep sa interes sakong bata kay dali ra siya ma distract sa gadgets ug mga dulaan. Usahay pud kay boring-an siya sa itudlo nako, ug maglisod sad kog himo ug activities nga lingaw ug engaging sa balay tungod sa iyaang short attention span. <i>(I am having a hard time keeping my child's interest because he gets easily distracted with his toys and gadgets. Sometimes, he gets bored with what I teach him, and I am also having a hard time making activities that are fun and engaging in our home because of his short attention span.)</i>

Table 3 presents the thematic analysis of the challenges faced by parents in supporting their children's learning at home. The data identified five major themes, namely: Time Constraints and Availability, Parental Capacity and Resources, Parental Well-being, Child Learning Factors, and Attention and Engagement. Each theme reflects the lived experiences and struggles of parents as they assist their children in home-based learning. Among the concerns raised were limited time due to work responsibilities, financial difficulties in providing learning materials, fatigue and stress, children's lack of sustained interest in lessons, and distractions caused by gadgets and toys.

The analysis reveals that parents experience multiple interconnected challenges that affect the quality of learning support they can provide at home. Under the theme of Time Constraints and Availability, parents expressed difficulty balancing work and childcare responsibilities, resulting in insufficient time to guide their children academically. In Parental Capacity and Resources, financial limitations and lack of familiarity with certain lessons reduced parents' ability to effectively support learning activities. Similarly, the theme on Parental Well-being highlights how stress, exhaustion, and household responsibilities negatively influence parents' focus and energy in teaching their children. Child Learning Factors further indicate that some children quickly lose

motivation once they master basic lessons, while Attention and Engagement concerns demonstrate how children are easily distracted by gadgets, toys, and other environmental factors at home.

The findings signify that successful home learning depends not only on children's abilities but also on the parents' emotional, financial, and psychological capacity to support education. The results suggest that parents are willing to help their children learn; however, external pressures and limited resources hinder their ability to consistently provide effective assistance. Furthermore, the findings imply that learners require engaging, developmentally appropriate, and interactive activities to sustain their attention and motivation. The challenges identified also emphasize the importance of strengthening partnerships between schools and families through parental support programs, learning resource assistance, and guidance on effective home-based teaching strategies.

These findings are supported by Hoover-Dempsey and Sandler's Model of Parental Involvement, which explains that parental participation in children's education is influenced by parents' perceived role, self-efficacy, and life context variables such as time, energy, and resources. The struggles identified in the table, particularly regarding limited time and financial difficulties, align with the model's claim that external demands may reduce parents' ability to engage consistently in educational activities. In addition, Epstein's Framework of School, Family, and Community Partnerships emphasizes that effective learning occurs when schools and families collaborate in addressing learners' academic and developmental needs. Research by Garbe et al. (2020) further supports these findings, revealing that parents during home-based learning commonly experienced stress, lack of instructional confidence, and difficulty maintaining children's engagement. Likewise, Dong, Cao, and Li (2020) found that distractions at home and limited parental teaching strategies significantly affected children's motivation and participation in learning activities. These studies affirm that parental challenges are important factors that influence the effectiveness of children's learning experiences at home.

CONCLUSIONS AND RECOMMENDATIONS

This part presents the conclusions and recommendations formulated based on the findings of the study.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. On parents' perceptions of their role in supporting early learning at home, parents showed a very high level of positive perception (mean = 3.75-4.00). This indicated that they clearly recognized their responsibility and the importance of their involvement in their child's development. The consistent responses also reflected a shared understanding among parents regarding their role in early learning.
2. On parents' practices, there was a moderate to high level of engagement (mean = 2.50–4.00), but with noticeable inconsistency. While parents actively encouraged curiosity and supported learning interests, practices such as maintaining structured routines and regular reading were less consistently implemented. This suggested that parental involvement was affected by time constraints, resources, and confidence in guiding learning.
3. On the challenges faced by parents, the most common were children's short attention span, low motivation, and preference for play and gadgets, indicating that child-related factors greatly affected engagement. Other challenges, such as limited resources, work responsibilities, and lack of academic knowledge, showed that parental involvement was also influenced by environmental and personal factors.

Recommendations

Drawing from the conclusions, the following are practical recommendations to strengthen parental involvement and address the challenges in supporting children's early learning at home:

1. Parents should continue to strengthen their positive perceptions by applying them consistently in daily activities, such as storytelling, guided play, and meaningful conversations, recognizing that learning happens through everyday interactions.
2. Parents are encouraged to establish simple and flexible learning routines, such as short scheduled reading or guided activities, to improve consistency despite time and household constraints.
3. To address children's short attention span and low motivation, parents should use play-based, interactive, and varied learning strategies, limit excessive gadget use, and provide positive reinforcement to maintain children's engagement and interest in learning.

ACKNOWLEDGMENT

The researchers wish to extend their sincere appreciation and gratitude to the following persons who in one way, or another had contributed and extended their support, prayers, professional guidance, encouragement, and inspirations for the realization of this Research Paper:

Dr. Julie Ann A. Orobia, dean of the College of Education, for the approval of the request and all-out support to make this research possible;

Dr. Gladys S. Escarlos, the researchers' adviser, for her supervision, patience, empathy, motivation, encouragement, and immense knowledge for the success of this study;

The parents who serve as the participants of the study, who willingly helped with their full cooperation, which made the study achieved its smooth completion;

The researchers' parents and friends, for their unwavering support, sharing the same sentiments on this difficult journey, and lending us their effort in making this study a success;

To those who were part of the researchers' journey, their deepest and sincerest gratitude for extending their hands; and

Above all, to the graciousness of the Almighty God for continuously blessing and protecting the researchers from all the untoward happenings during the conduct of this study. To God be all the glory!

The Researchers

REFERENCES

1. Altun, D., Erden, F., & Hartman, D. (2022). The effect of home literacy environment on preschool children's learning dispositions. *European Early Childhood Education Research Journal*.
2. Barger, M. M., Kim, E. M., Kuncel, N. R., & Pomerantz, E. M. (2019). The relation between parents' involvement in children's schooling and children's adjustment: A meta-analysis. *Psychological Bulletin*, 145(9), 855–890. <https://doi.org/10.1037/bul0000204>

3. Barnett, M. A., Paschall, K. W., Mastergeorge, A. M., Cutshaw, C. A., & Warren, S. M. (2020). Influences of parent-teacher relationships and parent-child relationships on children's social-emotional school readiness. *Early Childhood Education Journal*, 48(3), 349–360.
4. Bartolome, M. T., Mamat, N., & Masnan, A. H. (2017). Parental involvement in the Philippines: A review of literatures. *International Journal of Early Childhood Education Care*, 6, 41–50. <https://files.eric.ed.gov/fulltext/EJ1207994.pdf>
5. Bartolome, M. T., & Mamat, N. (2020). *Exploring parental involvement in early childhood education in the Philippines. Normal Lights*, 14(2). <https://po.pnuresearchportal.org/ejournal/index.php/normallights/article/view/1653>
6. Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gavia, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review*, 14, 33–46. <https://doi.org/10.1016/j.edurev.2015.01.002>
7. De Paz, P. I. V., De Paz, V., Niez, R. A., Cañez, V. C. Jr., Torregoza, M. S. C., Mergildo, M. F. D., & Panit, N. M. (2024). *Lived experiences of parents supporting their children in printed modular distance learning in the Philippines: A case study of an elementary school*. Library Progress International. <https://doi.org/10.48165/bapas.2024.44.2.1>
8. Dong, C., Cao, S., & Li, H. (2020). Young children's online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes. *Children and Youth Services Review*, 118, 105440. <https://doi.org/10.1016/j.childyouth.2020.105440>
9. Epstein, J. L., & Sanders, M. G. (2016). *School, family, and community partnerships: Your handbook for action* (4th ed.). Corwin Press.
10. Garbe, A., Ogurlu, U., Logan, N., & Cook, P. (2020). Parents' Experiences with remote educational learning during COVID-19 school closures. *American Journal of Endourology and Robot Assisted Surgery*, 34(S1), S46–S52. <https://doi.org/10.1007/s00345-020-03497-8>
11. Giallo, R., Treyvaud, K., Matthews, J., & Kienhuis, M. (2017). Making the transition to primary school: An overview of the issues and strategies for supporting young children and their families. *Australasian Journal of Early Childhood*, 42(1), 24–32.
12. Goodall, J. (2019). Parental engagement and deficit discourses: absolving the system and solving parents. *Educational Review*, 73(1), 98–110. <https://doi.org/10.1080/00131911.2018.1559801>
13. Hayes, N., Berthelsen, D. C., Nicholson, J. M., & Walker, S. (2016). Trajectories of parental involvement in home learning activities across the early years: Associations with socio-demographic characteristics and children's learning outcomes. *Early Child Development and Care*, 188(10), 1405–1418. <https://doi.org/10.1080/03004430.2016.1262362>
14. Hoover-Dempsey, K. V., & Sandler, H. M. (2016). Why do parents become involved in their children's education? In *The social context of parental involvement* (pp. 3–14). Springer.
15. Hoover-Dempsey, K. V., & Sandler, H. M. (2016 update). *Parental involvement model: Role construction and self-efficacy*. In *Handbook of school-family partnerships* (pp. 19–40). Routledge.
16. Hornby, G., & Blackwell, I. (2018). Barriers to parental involvement in education: An update. *Educational Review*, 70(1), 109–119. <https://doi.org/10.1080/00131911.2018.1388611>
17. Joh, A., & William, L. (2024, May 8). IMPACT OF HOME ENVIRONMENT ON ACADEMIC PERFORMANCE OF STUDENTS IN PHILIPPINES. <https://socialsciencesbulletin.com/index.php/IJSSB/article/view/18>
18. Kaya, Ü. Ü., Demircan, H. Ö., & Altun, D. (2026). Parental engagement and satisfaction in early childhood education: The mediating role of home literacy environment. *Early Childhood Education Journal*, 54, 1375–1393. <https://doi.org/10.1007/s10643-025-01935-6>
19. Knauer, H. A., Humer, J. C., Kaiser, G., & Schneider, W. (2021). *Parental involvement in home-based learning during early childhood education*. Educational Research and Evaluation, 27(3–4), 1–18. <https://eric.ed.gov/?id=EJ1313094>

20. Kong, C., & Yasmin, F. (2022). Impact of parenting style on early childhood learning: Mediating role of parental self-efficacy. *Frontiers in Psychology*, 13, Article 928629. <https://doi.org/10.3389/fpsyg.2022.928629>
21. Lawrence, E. C., McNeal, C., & Smith, H. (2019). *Parent engagement in early childhood education: Challenges and opportunities*. Urban Education Press.
22. Lehl, S., Evangelou, M., & Sammons, P. (2020). The home learning environment and its role in shaping children's educational development. *School Effectiveness and School Improvement*. <https://doi.org/10.1080/09243453.2020.1693487>
23. Liquigan, M. L., Ortiz, V. I., Sian, D. R. V., & Robles, V. D. (2023). *Effects of home environment to the academic performance of the Grade 10 students at Sto. Niño National High School, Cagayan, Philippines*. International Journal of Contemporary Issues in Social Sciences. <https://www.researchgate.net/publication/372344302>
24. Levickis, P., Murray, L., Lee-Pang, L., Eadie, P., Page, J., & Lee, W. Y. (2023). Parents' perspectives of family engagement with early childhood education and care during the COVID-19 pandemic. *Early Childhood Education Journal*, 51, 1279–1289. <https://doi.org/10.1007/s10643-022-01376-5>
25. McWayne, C. M., Mistry, J., & Melzi, G. (2020). Family engagement as culturally-relevant practice: Lessons from Head Start. *Early Childhood Research Quarterly*, 50, 131–142.
26. Minke, K. M., Sheridan, S. M., Eisenberg, D., & Schunk, S. (2017). Family-school partnerships: Practices, research, and future directions. *Handbook of School-Family Partnerships*, 19–38.
27. Niklas, F., & Schneider, W. (2017). Home learning environment and development of child competencies from kindergarten to first grade. *Early Child Development and Care*, 187(3–4), 533–546. <https://doi.org/10.1080/09669760.2016.1155147>
28. Niklas, F., Cohrsen, C., & Tayler, C. (2021). Parents supporting learning: A non-intensive intervention supporting literacy and numeracy in the home learning environment. *Early Child Development and Care*. <https://doi.org/10.1080/09669760.2021.1928966>
29. Oppermann, E., Cohen, F., Wolf, K., Burghardt, L., & Anders, Y. (2021). Changes in parents' home learning activities with their children during the COVID-19 lockdown: The role of parental stress, parents' self-efficacy and social support. *Frontiers in Psychology*, 12, Article 682540. <https://doi.org/10.3389/fpsyg.2021.682540>
30. Organisation for Economic Co-operation and Development. (2020). *Early Learning and Child Well-being A study of Five-year-Olds in England, Estonia, and the United States: A Study of Five-year-Olds in England, Estonia, and the United States*. OECD Publishing.
31. Pan, Y., Lin, Y., & Fang, X. (2021). Parental involvement and Chinese early childhood education: Challenges in urban-rural divides. *Early Years*, 41(4-5), 456–470.
32. Pancsofar, N., Lucero, A., Bridger, S. T., & Trotti, J. (2021). "We have a book for that!": Exploring parental beliefs and home literacy practices in low-income families. *Journal of Early Childhood Literacy*, 21(3), 345–368. <https://doi.org/10.1177/1468798419842426>
33. Palmes, H., & Palmes, H. (2023). *Parental involvement in the modular distance learning in challenged areas: A case study*. <https://ejournals.ph/article.php?id=21680>
34. Pomerantz, E. M., Cheung, C. S., & Jones, S. D. (2016). Parenting in context: A sociocultural perspective on parenting and learning. *Handbook of Child Psychology and Developmental Science*, 2, 1–35.
35. Simeonston, H., & Panayiotou, M. (2022). The home learning environment and child development: A study of parental involvement and routines in early childhood. *Journal of Family Psychology*, 36(4), 582–593. <https://doi.org/10.1037/fam0000951>
36. Sullivan, A. L., Svingen, L., & Johnson, L. (2019). Language brokering in immigrant families: Implications for early education. *Journal of Educational Research*, 112(3), 345–357.
37. United Nations Children's Fund. (2019). *A World Ready to Learn: Prioritizing Quality Early Childhood Education - Advocacy brief*.

38. Vorhaus, J. (2011). *Review of Best Practice in Parental Engagement*. Department for Education. <https://www.gov.uk/government/publications/review-of-best-practice-in-parental-engagement>
39. Wildenger, L. K., McIntyre, L. L., & Folsom, R. (2018). Barriers to Parent Involvement in Preschool Special Education. *Topics in Early Childhood Special Education*, 38(2), 104–115.