

Parental Involvement Towards Management of Learning Development among Primary Learners

Rachel L. Buno¹ & Elsa C. Callo²

official email address: 17-fs-em-070@lspu.edu.ph

¹ Elementary Grade Teacher II, Bukal Norte Elementary School, Tiaong, Quezon Philippines

² Adviser, Laguna State Polytechnic University- San Pablo City Campus, Philippines

Abstract

Parental involvement in school has been demonstrated to be a key factor for children's academic outcomes and school success. The new normal in education conveys that parent's involvement is necessary to different activities to manage learning of the students especially to primary level who needed it most. This study sought to understand the correlation between the level of perception of 123 primary teachers and 336 parents in eleven schools of Candelaria West District who were chosen using simple random sampling among variables of the study. The use of descriptive - correlational research revealed that there is a high positive significant relationship between parental involvement towards management of learning development among primary learners. In parent-respondents, data showed that parental involvement in terms of communicating and decision making are always involved while as to volunteering and collaborating are often involved. However, parents are often involved in communicating, volunteering, decision-making and collaborating based on teacher-respondents perception. In management of learning development of primary learners perceived by parent-respondents, parents well-manage their children in terms of physical well-being and motor development, mental and emotional development, academic performance, reading skills and numeracy skills while teacher-respondents observed that they moderately manage their children in these variables. It is then further suggested from the findings that parents and teachers may share ideas on how they may help student's academic performance. To ensure effective parental involvement, schools may have partnership in different places that continually develop, implement, evaluate, improve, plans and practice encouraging family and community involvement.

Keywords: parental involvement, management of learning development

1. Introduction

During the escalating coronavirus disease-2019 (COVID-19) pandemic, attempting to contain its spread, a large number of educational institutions shut down face-to-face teaching and learning activities globally due to a complete lockdown. This lockdown revealed emerging vulnerabilities of education systems in the low- and middle-income countries of the world (Lawrence, 2021).

The world went a very tough situation because of the spread of virus that killed many people. The government imposed strict regulation to everyone; one of these is not allowing going outside for safety purposes. This circumstance challenged education system on how-to carry-on learning amidst to pandemic. It leads the education to stop for a while therefore the Department of Education extensively plan various ways to continue the teaching-learning process. They come up with different platforms to reach every learner. The strong partnerships with parents are great help to implement this kind of "New Normal" in Education.

The pandemic has further highlighted the importance of parental involvement and support, as parents have had to join the front-line teaching and learning process (Winthrop et al., 2020). The New Normal in Education conveys this participation to different activities to manage learning of the students especially to primary level who needed it most. Guidance to their children to learning process is one of the key achievements of school.

When parents are engaged in their children's school lives, students have the home support and knowledge they need to not only finish their assignments, but also develop a lifelong love of learning. (Waterford.org, 2018). Based from the International Journal of Early Childhood Education and Care of Bartolome, et.al, (2019), Parental involvement refers to the amount of participation a parent has when it comes to the schooling of his/her children. Some schools foster healthy parental involvement, but sometimes parents have hesitations if they will involve themselves with their children's education.

The role of parents in educating primary children at home is inarguable. However, the strength or lightness of parents' role in educating their child depends a lot on the way they used to educate him. (Nam-Phuong Nguyen, et.al, 2021) Parents in primary education are often faced with unique challenges that hinder them from meeting the

learners' needs. These include; insufficient time, job type, home rules, level of education, order of priority, set home environment, opinion to voluntary work at school, time taken to respond to school activities, buying instructional materials, attending parent's meetings, conferences, sports, academic clinic day, and discussing the academic progress of the child. If the above needs are not attended to, the child may not perform well because of inadequate parental support. As stated by Laura Lara et.al., (2021) "Parental involvement in school has been demonstrated to be a key factor for children's academic outcomes."

Parents are considered to be the most important primary role models in their young children's immediate surroundings. Assuring their children's academic achievement and success in school is one of the most important aspirations of every parent in many cultures. This understanding requires inquiry of the complete procedure of parent involvement in order to attain a better picture of it and provide a concrete basis for academic discussion in this regard.

Even, today that a lot are suffering and giving much effort to reach the learners but these can't be easier to do without the parent's support.

Parental involvement corresponds in many constructs of school such as engagement, which includes attending parent-teacher conferences, contributing to extracurricular activities, monitoring student grades, imparting parental values, helping with homework, and providing intrinsic and extrinsic motivation. Parents have different perspective on how to educate their children.

The learning modalities of the schools are big impact to school staff, teachers, learners and parents. Even though it is hard to adjust in this kind of learning modality, teachers and parents are partners to have better learning outcomes.

2. Literature review

2.1. Parental Involvement

Communicating. The findings from Finders et al. (2016) prove the importance of continually providing parents with resources to support parenting skills and child development. A support system, such as parent education, ultimately leads to an improved perception of positive parenting skills and behaviors, "regardless of parents' socioeconomic status and/or cultural background" (Finders et al., 2016, p.205). It is imperative that teachers collaborate with parents and encourage the attendance of family nights, parent-teacher communication meetings, and consistent dialogue with teachers within the school to best understand their child's learning and development.

Barolome, et al. (2017) in the "Parental Involvement in the Philippines: A Review of Literatures", Parental involvement refers to the amount of participation a parent has when it comes to the schooling of his/her children. Some schools foster healthy parental involvement, but sometimes parents have hesitations if they will involve themselves with their children's education. It has been advocated in Western countries. However, there is a body of literature that examines the significance of social and cultural influences and the effects of parents' involvement in and expectations of their children's development and learning. It is important for schools to recognize the existence of cultural variations in parent involvement because there are differences among parents with diverse background on when, why, and how they are involved in their children's education. Parenting is important in the Philippine society because family is viewed as a center to one's social world. But, social contexts in which Filipino families are embedded have changed rapidly over the past ten years (Ochoa & Torre, n.d.). Children's learning is increasingly moving toward a broader vision of the 21st century learning. As children's educations increasingly occur across a range of settings, parents are uniquely positioned to help ensure that these settings best support their children's specific learning needs. Thus, parental involvement researches remain misrepresentative of parents and the involvement that they have with their children's education (Jackson, 2010). The present study is using a qualitative research design that will investigate existing literatures on parental involvement in Early Childhood Education in terms of communicating from the school, volunteering and participating in school's activities, and learning at home. The study will rely on the analysis of documents in order to gain deeper understanding about parental involvement in the Philippines and propose a School-facilitated Parental Involvement (SPIn) Framework.

Volunteering. According to experts, the definition of parent engagement is parents and teachers sharing a responsibility to help their children learn and meet educational goals. Parent engagement happens when teachers involve parents in school meetings or events, and parents volunteer their support at home and at school. In this way, they make a commitment. Parents commit to prioritizing their child's educational goals, and teachers commit to listening and providing a space for collaboration with parents. (Waterford.org 2018)

As noted by Larry Ferlazzo in his article "Involvement or Engagement?": "A school striving for family involvement often leads with its mouth—identifying projects, needs, and goals and then telling parents how they can contribute. A school striving for parent engagement, on the other hand, tends to lead with its ears—listening to what parents think, dream, and worry about."

Collaborating. According to Llamas and Tuazon (2016) parents become comfortable when the education system requires their involvement in school activities. The strong collaboration of parents with school authorities can lead to increased improvement in both physical and academic performance of the school.

According to Waterford.org, an organization seeking to help children succeed through access to lifelong education, the participation of parents in the educational process means that teachers and parents share the responsibility to teach students and work together to achieve educational goals. To this end, the organization suggests that teachers invite parents to regular school meetings and events and those parents voluntarily commit to prioritizing these goals.

Management of Learning Development

Physical Well-Being and Motor Development. Early education occurs in a social setting and may be public, private, or home based. High quality early education considers children's physical/motor, linguistic, social-emotional, and cognitive development, with emphasis on school readiness and structural elements of the learning environment (Pianta et al., 2016). High quality early education also provides age-appropriate learning and play experiences, along with supportive teacher-child relationships (Pianta et al., 2016).

Mental and Emotional Development. Based on "Experts Discuss the Importance of Positive Parental Involvement in Education" by Ashley Brooks (2019), parents are responsible for every detail of their young children's lives, from potty training to eating fruits and veggies. When kids finally board the school bus for the first time, most moms and dads breathe a sigh of relief. Finally, you can hand off some of that pressure to someone else, knowing that a qualified teacher will make sure your child receives the education they need.

Academic Performance. Seeing parents involved in the education of their children is a good thing because it improves academic performance. Learners become more focused in their school work (Kwatubana & Makhalemele, (2015).

Learners, whose parents are involved, are active and ready to learn, they learn to be punctual from young age, they learn to be persistent as the parents would be continuously enquiring about their progress and they would not want to disappoint them. Taking responsibility becomes a part of the nature of such children as they plan ahead and are able to do their work according to their schedule, which is the quality of being organized (Sapungan & Sapungan, 2014).

According to a meta-analysis of more than fifty studies on parent involvement in high schools, there is a direct connection between students' academic performance and the participation of parents in their children's education. Furthermore, the earlier that a connection is established between parents and the educational process of their children, the more robust is the foundation for the success of the student.

Dorsey. (2021) stated that primary education is foundational to future academic success, and social skills have been recognized as a critical component of that foundation.

Lara and Saracosti (2019), specified that parental involvement in school has been demonstrated to be a key factor for children's academic outcomes. The present study analyzed the associations between parental involvement in school and children's academic achievement. Cluster analysis results from a sample of 498 parents or guardians whose children attended second and third grades in 16 public elementary schools in Chile suggested the existence of three different profiles of parental involvement (high, medium, and low) considering different forms of parental involvement (at home, at school and through the invitations made by the children, the teachers, and the school). Results showed that there are differences in children's academic achievement between the parental involvement profiles, indicating children whose parents have a low involvement have lower academic achievement.

Numeracy. Clerkin and Gilligan (2018) performed a study connecting numeracy activities at home with young children and attitudes toward math with math achievement in fourth grade. They found that early numeracy play in early childhood was significantly and positively related to math attitude in fourth grade (Clerkin & Gilligan, 2018). The students with early exposure to math activities formed a more positive attitude toward math in general. The positive attitude remained through at least fourth grade. Furthermore, they found that students with a negative attitude toward math in fourth grade also were achieving at a lower level (Clerkin & Gilligan, 2018). This shows that early numeracy play is directly linked to positive attitudes toward math which leads to higher achievement in upper elementary math classes. Parents are the first teachers in a child's life and their time devoted to introducing numeracy activities at a young age is shown to pave the way for their child's math future.

Parents and teachers also must have numeracy-related activities and visual-spatial activities available for children to play with (Clerkin & Gilligan, 2018; Weisberg, Kittredge, Hirsh-Pasek, Golinkoff & Klahr, 2015). These are toys such as dice, toys with numerals, puzzles, Legos, and blocks. In fact, children who play with blocks develop spatial skills and math language better and quicker than their peers (Clerkin & Gilligan, 2018). Young children learn best through play as they are given opportunities to practice their new skills and it is related to future math success (Clerkin & Gilligan, 2018; Ramani & Eason, 2015). The more chances they have to use their new skills, the more they

learn and understand about that skill. Playing not only gives the chance to practice their skills but also incorporate it in into the real world and makes their learning meaningful.

Reading Skills. As cited in The Role of Parents in Developing Reading Skills of Their Children in the Foundation Phase by Mudzielwana (2014), children themselves take their reading seriously when they are motivated and praised for reading well at home. It is therefore important that parents are aware of the significant role they can play in their children’s reading ability.

Parents can play a key role in supporting the development of children’s early language skills and fostering a love of reading, before and after children start formal schooling. (Reggin 2019)

According to Smith et al. (2013), the frequency of parents reading to preschoolage children is linked to their children’s language and literacy development, as exhibited by the growth in vocabulary knowledge, reading comprehension, letter familiarity and knowledge, and sound awareness.

2.2. Conceptual framework

The figure below explains how the research flows. The independent variable box shows the Parental Involvement in terms of communicating, volunteering, decision making and collaborating. In addition, dependent variables encompass the Management of Learning Development among Primary Learners that covers the physical well-being and motor development, mental and emotional development, academic performance, reading skills and numeracy skills.

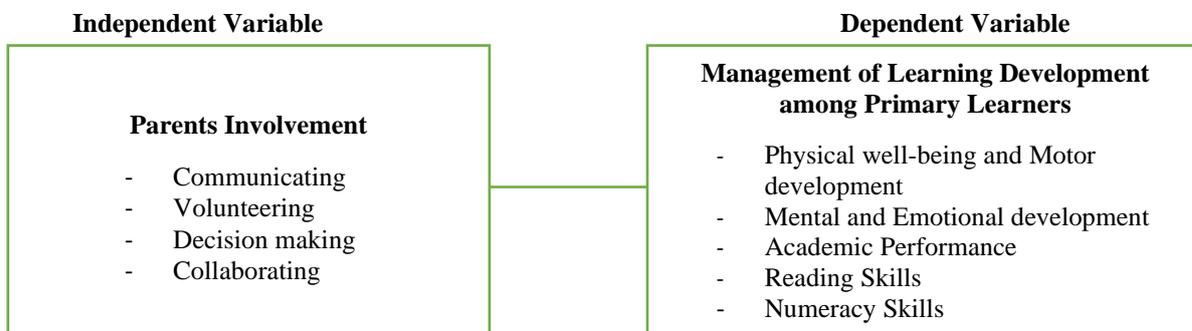


Figure 1. Research Paradigm

3. Hypothesis

The study posited that hypothesis that there is no significant relationship between the parental involvement towards management of learning development among primary learners.

4. Methodology

This study utilized the descriptive correlation type of research. The data enabled the researcher to present the profile of the respondents. To describe the parent’s involvement and support based on communicating, volunteering, decision making, and collaborating towards management of such as physical well-being and motor development; mental and emotional development; academic performance; reading skills and numeracy skills.

This study focused on the eleven (11) selected public elementary schools in the District The researcher used random sampling to find the sample size. The respondents consist of the parents and teachers in primary.

In this research, the perception of the teachers and selected parents helped the researcher in determining the parental involvement and support in primary education. Researcher-made questionnaires developed and administered to the sample respondents. Moreover, the selected schools are based on the premise that these schools are having management of learning and can be easily reached by the researcher.

The main instrument in gathering the data and information about parental involvement and support toward management of learning used in this study was a researcher-made online questionnaire which consists of three parts. Part I gathers data about the respondents’ personal and professional profile. Part II, which is about the parental involvement and support in primary education. It consists of questions related to communicating, volunteering, decision-making and collaborating. Management of learning is in Part III in the questionnaire that compose of statement about physical well-being and motor development; mental and emotional development; academic performance; reading skills; and numeracy skills.

This study used the frequency and percentage distribution, weighted mean, standard deviation, and Pearson correlation as statistical tools in analyzing data.

For problem 1 which deals on the profile of the respondents, percent and frequency distribution was used. For problem 2 and 3 which deals on the perceived involvement and support of parents toward successful management in primary level, mean and standard deviation was used. For problem 4 which determine if there's a significant relationship between variables, Pearson correlation was used.

5. Results

The table 1 shows the summary of level of parental involvement in terms of communicating, volunteering, decision making and collaborating.

Table 1

Level of Parental Involvement

Parental Involvement	Parents			Teachers		
	Mean	SD	VI	Mean	SD	VI
Communicating	3.65	0.47	AI	3.47	0.51	OI
Volunteering	3.29	0.58	OI	3.32	0.66	OI
Decision Making	3.51	0.54	AO	3.44	0.55	OI
Collaborating	3.41	0.57	OI	3.38	0.59	OI
Overall	3.47	0.54	OI	3.40	0.58	OI

Legend: 3.50-4.00 Always Involved; 2.50-3.49 Often Involved; 1.50-2.49 Seldom Involved; 1.00-1.49 Not Involved

Table 1 illustrates the summary of level of parental involvement. It shows on the table that in parents and teachers' perspective parental involvement have a mean of 3.47 and 3.40 interpreted as often involve.

Communicating has a highest mean of 3.65 in parent-respondents perception with an interpretation of always involve and 3.47 in teacher-respondents with an interpretation of often involve. This implies that parents communicate well in school personnel. They stay informed about their children education.

Volunteering has a lowest mean of 3.29 in parent-respondents and 3.32 with an interpretation of often involve. This indicates that parents need to participate more in different school activities and willingly took part in Brigada Eskwela and classroom meetings.

Table 2

Level of Management of Learning Development among Primary Learners

Learning Development	Parents			Teachers		
	Mean	SD	VI	Mean	SD	VI
Physical well-being and Motor Development	3.65	0.46	WM	3.37	0.50	MM
Mental and Emotional Development	3.74	0.43	WM	3.41	0.51	MM
Academic Performance	3.71	0.45	WM	3.31	0.52	MM
Reading Skills	3.62	0.52	WM	3.17	0.53	MM
Numeracy Skills	3.65	0.49	WM	3.23	0.52	MM
Overall	3.67	0.47	WM	3.30	0.52	MM

Legend: 3.50-4.00 Well Managed; 2.50-3.49 Moderately Managed; 1.50-2.49 Seldom Managed; 1.00-1.49 Not Managed

In table 2 shows the level of management of learning development among primary learners. The overall mean in parent-respondents is 3.67 which is well-manage while in teacher-respondents is 3.30 means moderately manage. This implies that parents need to involve more in managing of learning development to improve knowledge and skills of learners.

In parent-respondents, mental and emotional development has the highest mean of 3.74 which is well-manage and in teacher-respondents has 3.41 interpreted as moderately manage. This implies that parents manage their children to have the ability to produce positive emotions, moods, thoughts, and feeling and can adapt when confronted with adversity and stressful situations.

The lowest mean from management of learning development among primary learners is reading skills with the of 3.62 interpreted as well-manage from parent-respondents and in the teacher-respondents is 3.17 which is moderately manage. Reading skills in primary learners is the most essential skills that must possess of every young learner. Being literate can help to understand well the lesson. Parents have great help to guarantee that the learners can be a reader by guiding their children at home to read.

Table 3
 Test Of Correlation Between Parental Involvement Toward Management of Learning Development

Parental Involvement	Management of Learning Development				
	Physical Well-Being and Motor Development	Mental and Emotional Development	Academic Performance	Reading Skills	Numeracy Skills
Parents					
Communicating	.649**	.581**	.621**	.576**	.651**
Volunteering	.497**	.372**	.444**	.524**	.513**
Decision-Making	.628**	.517**	.546**	.576**	.646**
Collaborating	.586**	.482**	.528**	.557**	.600**
Teachers					
Communicating	.580**	.610**	.615**	.576**	.525**
Volunteering	.646**	.620**	.670**	.608**	.514**
Decision-Making	.756**	.766**	.738**	.604**	.566**
Collaborating	.730**	.733**	.718**	.578**	.535**

Legend: ** Correlation is significant at 0.01 level (two-tailed)

The test of the correlation between parental involvement toward management of learning development is reflected in Table 3. It shows that there is a high positive significant relationship between behavioral parental involvement toward management of learning development of primary learners. This signifies parents' involvement in terms of communicating, volunteering, decision-making and collaborating which are necessary for their children's success because it is one way for them to feel that they are valued and that their learning is important. Effective parental involvement is built upon a careful consideration of the unique needs of the community.

Communication is the parental involvement that designed as effective forms of school-to-home and home-to-school communication about school programs and children's progress. Parents must communicate well in teacher to have better understanding to school programs and policies as well as teacher needs to have positive feedback to the parent of what is the learners progress in school. Parents monitor and aware of their child progress to respond effectively to the learning problems. Constant talking of parents and teachers may establish clear channels for communications from home to school and from school to home.

Parents are the number one volunteer of school to provide help in the different activities especially during Brigada Eskwela and Feeding Program. They willingly took part in the school maintenance and open to extends some needed resources like financial, material and labor. They also answer immediately the call of school in terms of urgent activities that needs parents' participation such as coming of visitors and conduct of evaluation. Offer to be tutor is a great volunteerism of parents in school especially to the learners with difficulty in reading and numeracy.

Parents involve in decision making, developing parent leaders and representatives. If consulted by school, the parents support into policies that affect their children education. They have feeling of being a part of the school. They are aware of parent's voices in school decisions through PTA. Parents shared experiences and establish connections with other parents. They participate in activities and consultation related to the education of their child.

The collaboration of parents and the school strengthen the school programs, family practices, and learners learning development. Assistance of community in sourcing out funds for learners to be able to participate in academic and non-academic competitions establish success in school programs. Parents involve in Project, Programs and Activities implemented by school.

Management of learning development among primary learners in terms of physical well-being and motor development starts by practicing the child at home to scribe and try to draw. Now a days that technology has a big influence to younger one, they may limit their children screen time which can inhibit movement and physical play. Helping them in manipulating small objects, such as a crayon. Physical skills harness the ability of the learners to improve their learning.

Mental and emotional development produce positive emotions, moods, thoughts, and feelings, and adapt when confronted with adversity and stressful situations. Talking every time their children and listen to them without

destructions may development their self-esteem. Let them share what they have been doing in their day at school or at home learning environment. The encouragement and support from parents to explore different activities to boost the learnings and skills of their children.

Measuring of learners' achievement across various academic subjects is one of the focuses of involvement of parents to their children to reach their goals which is to have good grades. They help their children in completing their homework, preparing for their test, set or improve their study habits and motivate them in completing challenging tasks. In the new normal, parents are in the back of their children to guide and entertain their question regarding their modules and other school activity.

One of the difficulty of learners is their reading skills especially today that they are in home learning environment. Parents need to focus more in developing children love for reading. They have to read a book with or without pictures to them and ask them to retell a story in their own words. They must guide them to identify to identify title, author, and illustrator of the book they have read. Encouraging learners to read and become a reader is a good collaboration of parents and teachers.

Number of non-numerate in school has been alarming because many learners are used to recognize, solve, interpret and communicate mathematical information to solve real word problems. The teachers need the help of the parents to improve the numeracy skills of the learners. They have to encourage their children to describes or compare shapes, colors, sizes and use a chart and different poster about mathematics. More importantly, they should teach basic math like addition, subtraction, multiplication and division. Spending time to solve mathematical problems can help them to love mathematics.

Furthermore, Harris (2018) expressed that the majority of parents have reported that they believed that their involvement is necessary for their children's success because it is one way for children to feel that they are valued and that their learning is important. They also reported that having a quality relationship with their children's teachers can certainly have positive effect in their academic performance during the primary levels. Some concluded that it is simply their job to be involved as parents. Findings show how contrast to what teachers believes; parents view involvement as effective to their children's learning experiences in kindergarten. It is apparent from the findings that parents care has concrete ideas of as to why they should be involved and what kind of involvement can have merit. Included in the activities that have merit is having a closer relationship with the teacher to stay updated with their children's learning and development. It is recommended that teachers recognize the desire and want of parents to have better parent/teacher relationships. Engage more communication with the parents and provide them with more opportunities and ideas to help their children at home, not just in reading. If teachers recognize the desire of the parents, they should also help the school find new and improved ways to let these happen.

According to Heath et al. (2014) Parents claimed that being involved is part of their parenting role, and that although their degree of involvement may change, all these changes are for their children's best interests.

6. Discussion

This study looked into parental involvement towards management of learning development among primary learners through online survey questionnaire.

The study utilized a descriptive correlational design. The researcher-made online survey questionnaire which was employed in gathering the data needed. The data were analyzed using Mean and Pearson Product Moment Correlation Coefficient.

In parent-respondents, data revealed that the level of parental involvement in terms of communicating and decision-making parents are always involved while as to volunteering and collaborating they are often involved. In teacher-perception, parents are often involved in parental involvement in terms of communicating, volunteering, decision-making and collaborating.

Parents well-manage their children based on the perception of parent-respondents in terms of physical well-being and motor development, mental and emotional development, academic performance, reading skills and numeracy skills. However, teacher-respondents observed parents moderately manage their children in all management of learning development.

7. Conclusion

From the salient findings of the study, this conclusion was drawn.

From the correlation test results, there is a highly positive significant relationship between behavioral parental involvement toward management of learning development among primary learners in District. This leads to the conclusion that the null hypothesis is rejected.

8. Recommendations

In considering the findings and conclusions of this study, the following recommendation was given:

1. To ensure effective parental involvement, schools may have partnership in different places that continually develop, implement, evaluate, improve, plans and practice encouraging family and community involvement.
2. Schools may encourage involvement in several areas including parenting, learning at home, communication, volunteering, decision-making, and community collaboration.
3. Parents and teachers may share ideas. Teachers may provide guidance on how parents may help with certain assignments and parents may provide feedback on areas where their child may need extra help.
4. Strengthen communication using social media platforms like Facebook and Messenger. Social media provides excellent ways to connect parents to school's website and begin engaging them.
5. A related study may be conducted by future researchers to support or disagree to the findings of this study. This study may also be used as a basis in exploring topics related to parental involvement support which is indeed important in education.

9. References

- Abulencia, Arthur S. (2015). "School-Based Management: A Structural Reform Intervention", Center for Linkages and Extension Philippine Normal University, June 2015
https://www.researchgate.net/publication/277957224_SchoolBased_Management_A_Structural_Reform_Intervention
- Aytac, P., Demirbas-Celik, N. & Kiracioglu, D. (2019). "Effectiveness of family involvement activities in pre-school education. Global Journal of Guidance and Counseling in Schools: Current Perspectives", 9(3), 131–137. <https://doi.org/10.18844/gjgc.v9i3.4489>
- Bartolome, Melissa T., Nordin Mamat, Abdul Halim Masnan, 2017, Parental involvement in the Philippines: a Review of Literatures
https://www.google.com/search?rlz=1C1GIGM_enPH744PH745&lei=SOwPYNrFDtTbhWPI3KwCQ&q=local%20studies%20about%20parental%20involvement&ved=2ahUKewjaiYW5r7nuAhXU7WEKHUjuC5YQsKwBKAB6BAgrEAE&biw=1366&bih=657
- Cabardo, Jimmy Rey Opong, (2021). "Participation of Stakeholders and School-Based Management", Hagonoy National High School, January 2021
https://www.researchgate.net/publication/348814510_Participation_of_Stakeholders_and_School-Based_Management
- Cabardo, Jimmy Rey Opong (2016). "Levels of Participation of the School Stakeholders to the Different School-Initiated Activities and the Implementation of School-Based Management", Hagonoy National High School, 2016 <https://files.eric.ed.gov/fulltext/EJ1133596.pdf>
- Cerezo, Jonalyn H. 2021. "Stakeholders' involvement in school intervention Programs and pupil's performance: basis for enhancing academic school programs" Laguna State Polytechnic University, Graduate School San Pablo, Laguna.
- Clerkin, A., & Gilligan, K. (2018). Pre-school numeracy play as a predictor of children's attitudes towards mathematics at age 10. Journal of Early Childhood Research
https://www.researchgate.net/publication/323788030_Pre-school_numeracy_play_as_a_predictor_of_children%27s_attitudes_towards_mathematics_at_age_10
- Daniela Porumbu, 15 April 2013, Relationship between Parental Involvement/Attitude and Children's School Achievements (Journal and Books) <https://www.sciencedirect.com/science/article/pii/S1877042813007349>
- Escarda, Celeste C. 2014. Involvement of Internal Stakeholders and School Development of Selected Elementary Schools in Mauban, Quezon. Laguna State Polytechnic University, Graduate School San Pablo, Laguna.

- Jeynes , William H. 2011, Parental Involvement Research: Moving to the Next Level retrieved from https://scholar.google.com/scholar?hl=en&as_sdt=0.5&qsp=1&q=education+development+parental+involvement&qst=br
- Kehinde Clement Lawrence (2021). "Parental involvement, learning participation and online learning commitment of adolescent learners during the COVID-19 lockdown", University of Zululand, April 2021 <https://journal.alt.ac.uk/index.php/rlt/article/view/2544>
- Larocque, Michelle, Ira Kleiman, and Sharon M. Darling, 2011, Parental Involvement: The Missing Link in School Achievement, 2011, https://scholar.google.com/scholar?hl=en&as_sdt=0.5&qsp=10&q=school+achievement+parental+involvement&qst=br
- Laura Lara and Mahia Saracostti, (2019) Effect of Parental Involvement on Children's Academic Achievement in Chile, Published: 27 June 2019 <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01464/full>
- Love, H. R., Zagona, A., Kurth, J. A., & Miller, A. L. (2017). Parents' experiences in education decision-making for children and youth with disabilities. <https://kuscholarworks.ku.edu/bitstream/handle/1808/29941/Parent%20decision%20making%20for%20posting.pdf?sequence=1&isAllowed=y>
- Maca, Mark Norman A. (2020). "School-based Management in the Philippines: Fostering Innovations in the Public Education System", Project Management Service-Project Development Division (PMS-PDD) Department of Education Central Office, November 2020 https://www.researchgate.net/publication/345341415_School-based_Management_in_the_Philippines_fostering_innovations_in_the_public_education_system
- Nala Zafirah et. al (2021). "Family Support and Learning Achievement in Junior High School Students During the Covid-19 Pandemic", International Conference on Economics, Business, Social, and Humanities (ICEBSH 2021) January 2021 https://www.researchgate.net/publication/353925702_Family_Support_and_Learning_Achievement_in_Junior_High_School_Students_During_the_Covid-19_Pandemic
- Okeke, Chinedu I. South Africa , 2014, Effective home-school partnership: Some strategies to help strengthen parental involvement, South Africa, August 2014, https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=parental+involvement+in+pupil%27s+achievements+during+pandemic&btnG=
- Sannadan Delio B. et. al, (2021). "Analysis of School Conflicts Involving Parents: Experiences and Resolution", Philippine Normal University, February 2021 <http://jurnal.fkip.unila.ac.id/index.php/JIIP/article/view/21817>
- Sarkar, D., & Sarkar, D. (2022). Holistic development for Students: Meaning & Importance. Retrieved 10 February 2022, from <https://idreamcareer.com/blog/holistic-development>
- Tamboto, Heidy (2021). "The Involvement of Students' Parents in Organizing the Learning from Home at Elementary Schools in Tomohon City", March 2021 <http://www.ejournal.aibpm.org/index.php/APJME/article/view/1044>
- Wong, D. L. S., & Tan, K. H. (2021). Parents as Multidimensional Reading Partners for Young Children's Reading Development: A Scoping Review. International Journal of Academic Research in Progressive Education and Development, https://hrmars.com/papers_submitted/9790/parents-as-multidimensional-reading-partners-for-young-childrens-reading-development-a-scoping-review.pdf
- World Bank Group. (2016). "Assessing School-Based Management in the Philippines", Philippines education note, no. 5. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/24743> License: CC BY 3.0 IGO."