

Kindergarten Parents' Capabilities, Roles, and Challenges in Home Supported Learning in Bodega Elementary School

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Abstract

This study examined kindergarten parents' capabilities, perceived roles, challenges, resources, and experiences in home-supported learning at Bodega Elementary School, Claveria, Masbate, during School Year 2023–2024. Anchored in the overlapping spheres of influence, social cognitive theory, social development theory, and hierarchy of needs, the study employed a descriptive survey design involving 36 kindergarten parents selected through census sampling. Data were gathered using a structured questionnaire containing closed-ended and open-ended questions and analyzed using weighted mean and percentage. Findings revealed that parents generally perceived themselves as capable of supporting home-based learning ($M = 3.86$) and recognized their educational responsibilities ($M = 4.26$). However, they encountered challenges ($M = 3.71$), particularly in balancing work and household responsibilities, managing time, maintaining children's attention, and accessing appropriate learning resources. Parents sometimes utilized the identified educational resources overall ($M = 3.34$), relying primarily on school-provided materials, books, and digital platforms. They positively perceived the effectiveness of home-supported learning ($M = 3.99$) but experienced difficulties balancing work and family responsibilities ($M = 3.75$). The study concluded that parental commitment and perceived capabilities require sustained institutional support to address practical barriers to home-supported learning. It recommended regular parental training, accessible educational resources, improved home–school communication, flexible arrangements, and community-based support initiatives. The study aligns with Sustainable Development Goal (SDG) 4, Quality Education, and SDG 17, Partnerships for the Goals, by emphasizing early childhood learning and collaboration among educational stakeholders. Its potential contribution to educational, institutional, and community sustainability lies in providing localized evidence to guide continuing parental support and strengthen home–school partnerships.

Keywords: Early Childhood Education; Educational Resources; Home–School Collaboration; Home-Supported Learning; Parental Capabilities; Parental Involvement; Sustainable Education

1. Introduction

Home-supported learning extends children's educational experiences beyond the classroom through parental guidance, learning activities, access to resources, and communication with teachers. In kindergarten, the effectiveness of this support depends not only on parents' willingness to participate but also on their capabilities, available time, resources, and relationships with the school. Recent Philippine and international studies emphasize the importance of understanding these factors within the circumstances of individual families and communities (Manuel & Vargas, 2022; Ramirez et al., 2022; Nag et al., 2024). The present study examined kindergarten parents' capabilities, perceived roles, challenges, resources, perceptions of home-supported learning, and strategies for balancing educational, work, and family responsibilities at Bodega Elementary School, Claveria,

Masbate. Its purpose was to generate school-specific evidence for strengthening parental support and home-school collaboration.

Parents contribute to early learning by providing guidance, encouraging participation, organizing learning activities, and responding to children's academic and emotional needs. Nevertheless, parental involvement differs according to family circumstances. In a Philippine study involving 441 kindergarten parents from 45 elementary schools in the Division of San Jose City, Manuel and Vargas (2022) examined parents' capabilities, roles, and challenges in home-supported learning and reported associations between family characteristics and the level of support parents provided. Parental commitment does not necessarily eliminate difficulties in facilitating learning. Ramirez et al. (2022), through interviews with 12 kindergarten parents, identified experiences involving new instructional responsibilities, learning-related challenges, and coping strategies during the use of self-learning modules. Similarly, Naquila (2023) examined the challenges and coping mechanisms of 264 kindergarten parents in Tagbilaran City, highlighting the need to consider the practical demands placed on families. These findings support examining parental capability alongside the conditions that enable or constrain its application. At Bodega Elementary School, the study focused on 36 kindergarten parents during School Year 2023–2024. This specific setting provided an opportunity to document parents' experiences and identify support needs relevant to the school rather than assuming that findings from other districts automatically applied to its families.

Recent literature identifies several interconnected themes in home-supported learning: parental capabilities and instructional roles, learning resources, home-school communication, competing responsibilities, and support strategies. Parental capabilities and roles. Manuel and Vargas (2022) found that kindergarten parents generally recognized their responsibilities in supporting home learning, although the extent of their participation differed across family circumstances. Ramirez et al. (2022) likewise documented how parents assumed learning-facilitation responsibilities while adapting to unfamiliar instructional tasks. Together, these studies indicate that parental involvement should be examined in terms of both perceived responsibility and the ability to provide learning support. Learning activities and resources. In a meta-analysis covering studies from 43 low- and middle-income countries, Nag et al. (2024) found a small positive association between the home language and literacy environment and children's language and literacy skills. Adult literacy practices and the availability of books showed stronger associations than home tutoring. These findings suggest the relevance of accessible materials and everyday literacy activities, although the reported associations do not establish causation or determine outcomes at Bodega Elementary School. Timperley et al. (2022) also evaluated a parent-mediated shared-reading intervention involving 69 parents of preschool children. Their findings indicate that structured guidance and learning materials can support specific parent-child reading practices beyond the initial intervention period. Such evidence provides a basis for considering practical parent-training activities while recognizing differences between the intervention setting and the present study. Challenges and home-school collaboration. Agorilla (2023) examined the experiences of kindergarten parents and teachers during modular distance learning and identified the importance of communication, appropriate learning environments, and flexibility in responding to parents' work and household responsibilities. Naquila (2023) similarly investigated the challenges faced by kindergarten parents and the mechanisms they used to cope. These studies demonstrate that instructional expectations must be considered alongside parents' available time and resources. Wildmon et al. (2024) further discussed barriers to parental involvement and practical approaches to strengthening school-family partnerships. Across these studies, support for parents emerges as a shared responsibility requiring accessible guidance, suitable materials, and sustained communication rather than reliance on parental effort alone.

At the local level, Bodega Elementary School is situated in Barangay Pasig, Claveria, Masbate. The study addressed the experiences of its kindergarten parents, particularly their instructional capabilities, resources, competing responsibilities, and perceived effectiveness of home-supported learning. These circumstances require school-specific assessment before appropriate interventions can be identified. Research elsewhere in Masbate provides related, but not directly equivalent, evidence. Danao (2023) examined stakeholders' experiences with modular distance learning in Milagros East District and identified concerns involving learning materials, parental capability, motivation, and instructional support. Because that study covered a different district and a broader stakeholder population, its findings offer regional context rather than direct evidence about kindergarten parents at Bodega Elementary School. At the national level, Philippine studies document substantial parental participation alongside difficulties associated with instructional responsibilities and learning arrangements (Manuel & Vargas, 2022; Ramirez et al., 2022; Naquila, 2023). The Department of Education launched the MATATAG Curriculum in August 2023, with phased implementation beginning in School Year 2024–2025. This reform is relevant as subsequent educational context, but it should not be presented as a curriculum already implemented during the study's School Year 2023–2024 data collection. At the global level, UNESCO and UNICEF (2024) emphasized an integrated early childhood care and education approach involving parents, families, educators, communities, and public support systems. Nag et al. (2024) further demonstrated the importance of examining home-learning environments within their socioeconomic and cultural contexts. These perspectives support locally responsive approaches to family engagement rather than applying a uniform model across communities.

The study identified Epstein's overlapping spheres of influence, Bandura's social cognitive theory, Vygotsky's social development theory, and Maslow's hierarchy of needs as theoretical foundations. It also proposed a Parent Empowerment and Adaptation Model linking parental capabilities, resources, changing responsibilities, and support mechanisms. These are retained here as the study's original conceptual foundations without assigning inaccurate post-2021 dates to their foundational theories. The overlapping-spheres perspective explains the relevance of coordinated family, school, and community support. The social cognitive perspective draws attention to parents' perceptions of their capabilities and confidence in fulfilling educational responsibilities. The social development perspective emphasizes guided interaction between parents and children, while the needs-based perspective highlights the importance of sufficient resources and supportive family conditions. Recent findings concerning home-school partnerships, parental roles, and learning support are consistent with the relevance of these conceptual perspectives (Agorilla, 2023; Wildmon et al., 2024). Operationally, the study followed an input–process–output framework. The inputs comprised parents' capabilities and roles, challenges, resources, perceptions of home-supported learning, work–family balance, and support strategies. The process involved collecting, presenting, analyzing, and interpreting parental responses. The resulting information served as the basis for identifying support needs and proposing improvements in parental training, resource access, and school communication.

Existing Philippine research has already examined kindergarten parents' capabilities, roles, and challenges. Most notably, Manuel and Vargas (2022) investigated these same principal dimensions among 441 parents across 45 schools in San Jose City. Consequently, the present study should not claim that combining these variables is an entirely unexplored research approach. Its contribution instead lies in providing evidence specific to Bodega Elementary School. Studies conducted in San Jose City, Tagbilaran City, and other settings establish relevant patterns but do not directly describe the resources, responsibilities, perceptions, and support needs of Bodega's kindergarten parents. The present study also considered parents' views of the school's home-supported learning model and their proposed strategies for addressing identified challenges. The research therefore addresses a contextual and practical gap by examining these dimensions among 36 parents in one school during School Year 2023–2024. Its findings can inform locally appropriate interventions but should not be generalized to all Philippine kindergarten parents or interpreted as evidence that particular interventions caused improvements in children's learning outcomes.

The study aligns most directly with SDG 4: Quality Education, particularly Target 4.2, which concerns access to quality early childhood development, care, and pre-primary education. By examining the support that kindergarten children receive at home, the research provides information that may help the school identify parental guidance and resource needs relevant to early learning. The United Nations (2024) identified continuing challenges in expanding equitable pre-primary education, reinforcing the importance of attention to the conditions affecting young learners. The study also has relevance to SDG 10: Reduced Inequalities insofar as it identifies differences in parents' access to learning resources and support. Its proposed emphasis on collaboration among parents, teachers, school administrators, and community organizations is consistent with SDG 17: Partnerships for the Goals. These are areas of potential alignment, not demonstrated SDG impacts: the study did not directly measure changes in inequality, national early childhood indicators, or partnership outcomes.

The study contributes primarily to educational, socioeconomic, community, and institutional sustainability. Educational sustainability is addressed through the identification of parental capabilities and support needs that may inform continuing home-learning assistance. Socioeconomic sustainability is relevant because parents' work obligations and access to educational resources can affect the consistency of their involvement. Community sustainability is reflected in the potential value of peer support and cooperation between families and local stakeholders. Institutional sustainability concerns the school's capacity to maintain responsive communication and develop support initiatives based on identified parental needs rather than assumptions. Research on parental engagement and early childhood systems supports the relevance of coordinated, accessible, and context-sensitive approaches (Wildmon et al., 2024; UNESCO & UNICEF, 2024). The study's contribution is therefore the provision of localized evidence that may guide future educational planning; it does not establish that long-term sustainability outcomes have already been achieved.

2. Material and methods

2.1 Research Design

The study employed a descriptive survey research design to systematically examine parents' capabilities, roles, perceptions, resources, and challenges in facilitating home-supported learning. This design enabled the collection and quantitative analysis of parental responses without manipulating the variables. It was used to identify patterns, strengths, limitations, and areas for improvement in parental involvement and educational support.

2.2 Locale of the Study

The study was conducted at Bodega Elementary School, located in Purok 4, Sitio Bodega, Barangay Pasig, Claveria, Masbate, Philippines. The school is situated in a coastal community within Claveria North District and had approximately 290 learners during School Year 2023–2024. The research focused specifically on the parents of kindergarten learners enrolled in the school during the specified academic year.

2.3 Respondents of the Study

The respondents consisted of 36 parents of kindergarten learners enrolled at Bodega Elementary School during School Year 2023–2024. They provided information regarding their capabilities, perceived responsibilities, challenges, available resources, perceptions of home-supported learning, and strategies for balancing educational support with work and family responsibilities.

2.4 Sample and Sampling Procedure

The researcher employed census sampling, which involved including the entire population of 36 kindergarten parents at Bodega Elementary School. This method was selected because the population was manageable and accessible, eliminating the need to select a smaller sample (Creswell, 2014). The approach enabled the researcher to obtain information from the complete target population and develop a school-specific understanding of parental capabilities, roles, and challenges.

2.5 Research Instrument

The study utilized a structured questionnaire consisting of closed-ended and open-ended questions designed to assess parents' capabilities, roles, challenges, resources, perceptions, and experiences in supporting home-based learning. The instrument was developed based on the research questions and reviewed by experts to establish its validity and clarity. It was administered personally or through online platforms according to respondents' availability and preferences. The questionnaire employed a five-point rating scale to assess agreement, perceived challenges, and frequency of experiences. Mean scores were interpreted using the following ranges: 4.50–5.00, 3.50–4.49, 2.50–3.49, 1.50–2.49, and 1.00–1.49. These ranges corresponded to the appropriate adjectival descriptions for each response category. The instrument facilitated the assessment of parental involvement, perceived challenges, and resources used in supporting kindergarten learning.

2.6 Data Gathering Procedure

The researcher initially reviewed relevant literature and studies to establish the research foundation and formulate the research questions. A structured questionnaire was subsequently developed and reviewed by experts. Permission to conduct the study was secured from the school principal and relevant authorities of Bodega Elementary School. Following approval, questionnaires were distributed personally or through online platforms, and respondents were given sufficient time to complete them. The researcher supervised the collection of completed questionnaires to promote response accuracy and completeness. The collected data were tabulated, coded, analyzed, and interpreted in relation to the reviewed literature. The results subsequently served as the basis for drawing conclusions and formulating recommendations to strengthen parental support in home learning.

2.7 Data Analysis Techniques

The collected data were organized, tabulated, coded, and analyzed using descriptive statistical techniques, particularly weighted mean and percentage. Weighted mean was employed to determine the overall responses to indicators measuring parental capabilities, perceived roles, challenges, and other dimensions of home-supported learning. It was calculated by dividing the sum of the products of response frequencies and corresponding rating values by the total response frequency. Percentage was also employed to present the respondents' results in proportional terms. The weighted mean scores were interpreted using the predetermined five-point rating scale and corresponding adjectival descriptions. The analyzed data were used to identify patterns, strengths, challenges, and areas requiring additional support in facilitating kindergarten learning at home.

3. Results and Discussion

3.1 Kindergarten Parents' Capabilities, Roles, and Experiences in Home-Supported Learning

3.1.1 Capabilities of Kindergarten Parents in Supporting Home-Based Learning

The findings revealed that kindergarten parents generally perceived themselves as capable of supporting home-based learning, with an overall weighted mean of 3.86, interpreted as Agree. The highest mean was recorded for creating a structured learning environment at home (4.28), followed by using technological tools (4.06). Parents also expressed confidence in selecting appropriate educational materials (3.83), integrating learning into daily routines (3.81), and communicating with teachers (3.83). However, active participation in educational play (3.50) and seeking external guidance (3.67) received comparatively lower ratings. These findings indicate that parents recognized their ability to provide structured educational support but may require additional assistance in interactive learning and collaboration. Manuel and Vargas (2022) similarly found that kindergarten parents demonstrated capabilities in home-supported learning, although family characteristics influenced their level of

involvement. Ramirez et al. (2022) further identified the need for parental capacity-building to address difficulties in facilitating children's learning. These studies provide a basis for strengthening parents' instructional skills and access to professional guidance.

3.1.2 Parents' Perceptions of Their Roles in Facilitating Home-Supported Learning

Parents demonstrated positive perceptions of their educational responsibilities, obtaining an overall weighted mean of 4.26, interpreted as Agree. The highest-rated indicator was their responsibility to actively participate in their children's learning (4.69), followed by their belief that parental involvement positively contributes to educational success (4.50). Parents also expressed confidence in supporting learning outside the classroom (4.44), recognized themselves as essential educational partners (4.42), and valued regular communication with teachers (4.11). The findings demonstrate that respondents recognized parental involvement as an important component of early education. This is consistent with Manuel and Vargas (2022), who reported positive parental perceptions of home-supported learning and recognition of their educational responsibilities. Agorilla (2023) likewise emphasized the importance of strengthening partnerships between kindergarten parents and teachers to support learning activities at home. These findings reinforce the relevance of sustained home-school communication and parental participation.

3.1.3 Challenges Encountered by Kindergarten Parents

The respondents experienced challenges in facilitating home-supported learning, obtaining an overall weighted mean of 3.71, interpreted as Challenging. Balancing work and household responsibilities received the highest mean (4.03). Finding sufficient time for learning activities and maintaining children's attention both obtained a mean of 3.94. Additional difficulties included limited educational resources (3.59), inadequate school guidance (3.61), and insufficient knowledge of effective learning strategies (3.69). Language barriers received the lowest mean of 3.06, interpreted as Moderately Challenging. These results indicate that parental involvement was constrained primarily by competing responsibilities, limited time, and resource availability. Naquila (2023) similarly identified difficulties involving parental responsibilities, learner motivation, and accessibility among kindergarten parents engaged in modular distance learning. Agorilla (2023) also documented the need for flexibility in accommodating parents' employment and household responsibilities. These studies support the importance of accessible instructional guidance and flexible learning arrangements.

3.1.4 Resources Utilized by Parents to Support Children's Learning

The findings showed that parents sometimes utilized the learning resources identified in the questionnaire, with an overall weighted mean of 3.34. School- or teacher-provided learning materials received the highest mean of 4.50, interpreted as Always, followed by educational books and workbooks (4.31) and online educational websites or applications (4.11), both interpreted as Often. In contrast, educational workshops and seminars (1.94) and community resources such as libraries and museums (1.56) were rarely utilized. These findings suggest that parents relied primarily on accessible materials directly provided by schools and teachers, while participation in organized training and community-based learning opportunities was limited. Nag et al. (2024), in a meta-analysis involving studies from 43 low- and middle-income countries, reported positive associations between home literacy environments and children's language and literacy skills, particularly for adult literacy practices and books available at home. Timperley et al. (2022) also demonstrated how structured parent guidance and reading materials could support parent-child literacy activities. These findings highlight the relevance of accessible educational resources and practical guidance, although the present study did not directly measure children's literacy gains.

3.1.5 Parents' Perceptions of the Effectiveness of Home-Supported Learning

The respondents generally perceived the home-supported learning model as effective, with an overall weighted mean of 3.99, interpreted as Agree. The highest mean was recorded for engaging children in learning activities (4.11), followed by improving children's understanding of important concepts and skills (4.08). Parents also expressed satisfaction with the model (4.00) and positively assessed the communication of learning objectives (3.94). The adequacy of learning materials obtained the lowest mean of 3.83, although it remained within the Agree category. The findings suggest that parents valued the learning model but identified opportunities to strengthen resource provision and communication. Ramirez et al. (2022) documented how parents experienced both difficulties and rewarding aspects of facilitating kindergarten learning through self-learning modules. Agorilla (2023) also emphasized continued communication between teachers and parents to address instructional difficulties. These studies support the relevance of school guidance in maintaining parental engagement. However, the present findings reflect parents' perceptions rather than independently measured improvements in children's academic performance.

3.1.6 Balancing Work and Family Responsibilities in Supporting Home Learning

Parents generally agreed that balancing work, household responsibilities, and home-supported learning was challenging, obtaining an overall weighted mean of 3.75. Difficulty finding time for educational activities received the highest mean of 4.00, followed by developing strategies to incorporate learning into daily routines (3.89). Respondents also acknowledged employer support (3.72) and experienced stress associated with competing

responsibilities (3.64). Confidence in balancing work and family obligations received the lowest mean of 3.50. These findings indicate that parents attempted to maintain educational involvement despite limitations associated with work and family responsibilities. Naquila (2023) similarly reported substantial challenges involving competing responsibilities among kindergarten parents. Agorilla (2023) emphasized flexible arrangements that accommodate parents' work and household obligations. The findings suggest that parental support initiatives should consider families' available time and existing responsibilities rather than assuming unrestricted parental participation.

3.2 Strategies and Interventions to Strengthen Home-Supported Learning

The respondents identified several strategies for addressing difficulties and improving parental capabilities. These included regular training sessions on effective teaching strategies, technology utilization, and resource management; provision of accessible and age-appropriate printed and digital learning materials; improved communication through regular updates and virtual meetings; establishment of parental peer support groups; and increased involvement of community organizations. These suggestions reflected parents' perceived need for instructional guidance, accessible resources, and collaborative support. These proposed strategies are consistent with Ramirez et al. (2022), who emphasized parental capacity-building to improve the facilitation of children's learning. Agorilla (2023) recommended stronger communication and flexible arrangements between kindergarten parents and teachers, while Wildmon et al. (2024) discussed practical approaches to addressing barriers to parental involvement through school–family partnerships. Timperley et al. (2022) further demonstrated the relevance of structured guidance and educational materials in supporting parent-mediated learning activities. Together, these studies provide a literature-based rationale for considering parental training, improved resource access, and sustained school–community collaboration. The effectiveness of the respondents' proposed interventions, however, was not tested in the present study.

4. Conclusion & Recommendations

The study concluded that kindergarten parents at Bodega Elementary School generally perceived themselves as capable and responsible for supporting their children's home-based learning. However, their effectiveness was constrained by limited time, inadequate educational resources, competing work and family responsibilities, and insufficient instructional guidance. Parents relied primarily on school-provided materials and expressed positive perceptions of the home-supported learning model, although opportunities remained to strengthen active engagement, resource accessibility, and home–school collaboration. These findings emphasize the importance of sustained parental support, flexible arrangements, and coordinated school–community initiatives in improving the conditions for home-supported learning.

Schools should conduct regular workshops and seminars to strengthen parents' instructional skills, resource management, and technology utilization. Educational institutions and local communities should collaborate to provide accessible, age-appropriate learning materials and digital resources while establishing regular communication channels, online meetings, and parent support groups to facilitate continued guidance and collaboration. Future researchers should examine the long-term effects of parental training, evaluate different resource delivery models and communication strategies, and investigate barriers experienced by different demographic groups to develop more responsive interventions for home-supported learning.

The study was limited to 36 kindergarten parents from Bodega Elementary School, Claveria, Masbate, during School Year 2023–2024. Its descriptive survey design focused on parents' self-reported capabilities, perceptions, and experiences. Consequently, the findings are specific to the participating school community and do not establish causal effects on children's learning outcomes or the long-term effectiveness of the proposed interventions.

5. Compliance with ethical standards

The study was conducted with due consideration for ethical principles in research involving human participants. Permission was obtained from the Schools Division Superintendent and relevant school authorities before administering the research questionnaire to the 36 kindergarten parents of Bodega Elementary School. The researcher assured that the information gathered would remain confidential and be used exclusively for academic purposes. Data were collected through structured questionnaires administered personally or online, then coded, analyzed, and reported to examine parents' capabilities, roles, and challenges in home-supported learning.

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