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Teachers' and Parents' Perception on Collaborative Engagement and Its Influence on School Improvement and Performance at Peñafrancia Elementary School

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Abstract

This study examined how teachers and parents perceived collaborative engagement and whether those perceptions were associated with perceived school improvement and school performance at Peñafrancia Elementary School in Claveria, Masbate, Philippines. Using a quantitative descriptive design, the researcher purposively selected 14 teachers and 46 parents who actively participated in school programs and collaborative activities. Participants completed a researcher-developed questionnaire with a four-point Likert scale. Responses were analyzed using descriptive statistics and Pearson's correlation. Communication and coordination received the highest weighted mean among the engagement dimensions (3.57), while school facilities and the learning environment ranked highest among the school improvement dimensions (3.59). Parental participation in monitoring school programs received the lowest rating within program implementation (3.37). Collaborative engagement was moderately and positively correlated with both perceived school improvement and perceived school performance (Pearson's r of 0.54 for each), with both relationships significant at the 0.05 level. Respondents who rated collaborative engagement more favorably also tended to rate both school outcomes more favorably. School administrators should sustain regular communication and give parents a more active role in planning and monitoring school programs through regular consultations and forums. Teachers can support these efforts by guiding families in reinforcing classroom learning at home. The purposive sample from one school and reliance on respondents' perceptions limit the applicability of the findings to other settings. The findings provide a basis for the proposed School–Home Collaborative Engagement Framework. The framework can help school leaders sustain family participation in school improvement and coordinate learning support across home and school, in line with Sustainable Development Goal 4 (Quality Education).

Keywords: Collaborative Engagement, Elementary Education, Parental Involvement, School Improvement, School Performance, Teacher–Parent Partnerships

1. Introduction

Collaborative engagement involves working together in planning, decision-making, and carrying out shared school activities (Department of Education, 2022). Research links family involvement with academic and social-emotional outcomes (Cosso et al., 2022; Kim, 2022). A Philippine elementary school study examined teacher–parent collaboration in relation to student behavioral outcomes (Platino et al., 2025). Family involvement can connect home and school learning, while parental practices also have implications for children's emotional

regulation (De Raeymaecker & Dhar, 2022; Luna & Del Valle, 2023). Parents' beliefs about their educational responsibilities shape how they support their children (Garcia & De Guzman, 2020). Their participation may include home learning support, volunteering, communication with teachers, and school decisions (Luna & Del Valle, 2023). Philippine teachers have also reported on parental engagement practices and barriers (Urbina & Cacharo, 2025). When schools involve families in setting priorities, they can share responsibility for decisions that affect learners (Mbonimana & Muyambere, 2021). The study treats collaborative engagement as sustained cooperation between school and home and recognizes that barriers may constrain families' participation (Epstein, 2001; Hornby & Lafaele, 2011). Parental involvement includes home- and school-based support (Kim, 2022). Parents' beliefs about their role and capacity to help shape their involvement (Hoover-Dempsey & Sandler, 1997). Relationship-building interventions can strengthen communication and collaboration between parents and teachers (Smith et al., 2022). In this study, school improvement covers teaching and learning processes, facilities and the learning environment, and the implementation of school programs and projects. The indicators are consistent with the study's emphasis on school effectiveness and improvement planning (Agra, 2023; Balindong et al., 2024; Scheerens, 2016). School performance is operationalized through perceived learner achievement, attendance and retention, and participation in school activities and programs.

Clear and consistent teacher–parent communication helps families stay informed and contribute to their children's learning (Chatzinikola, 2022; Vukašinović et al., 2025). Teachers and school leaders can encourage participation through guidance and support (Yulianti et al., 2022). Schools can adapt communication as children progress through school (Australian Institute for Teaching and School Leadership Limited, 2024). Working with parents on learning plans and feedback connects classroom efforts with learning at home (Arifin & Tumin, 2025). Time constraints and differences in family circumstances can restrict participation. Syomwene (2022) identified time constraints and limited parental cooperation as challenges to literacy support. Understanding barriers from parents' perspectives can inform communication and arrangements for homework support and school participation (Barce, 2025). Research links regular family–school communication and opportunities for contact with family involvement and satisfaction with collaboration (Milosavljević Đukić et al., 2022; Paccaud et al., 2021; Vukašinović et al., 2025). Rural schools can support parents by making expectations clear and using accessible forms of communication (Myende & Nhlumayo, 2022). School self-evaluation can also incorporate the perspectives of families and community partners (Giampietro & Romiti, 2025). Parents contribute to implementing educational practices (Garbacz et al., 2022). Teachers and parents may agree on some forms of involvement while differing in how they view home learning and decision-making (VanValkenburgh et al., 2021). Communication practices, participation opportunities, and institutional conditions shape collaboration (Mirosavljević et al., 2025). Structured engagement interventions can strengthen parent–teacher relationships (Smith et al., 2022). Parents can participate in school decisions and assist with schoolwork (George & Amos, 2025). In the Philippines, guidance on parent–teacher associations recognizes families' roles in developing and implementing school programs (Department of Education, 2022). Parent groups can also support implementation and home learning (Perdana et al., 2023). Parental involvement is associated with academic achievement, although the relationship varies by the type of involvement (Kim, 2022). Support for learner autonomy is associated with motivation and achievement (Lerner et al., 2022). Meetings and regular communication can help coordinate family participation (Chatzinikola, 2022), and clear communication with families about absences can support attendance (Lasky-Fink et al., 2021).

Peñafrancia Elementary School is a public school in the Claveria South District of Masbate, on Burias Island. Claveria recorded 40,733 residents in the 2024 census (Philippine Statistics Authority, 2025) and comprises 22 barangays, including Peñafrancia (Philippine Statistics Authority, n.d.). Its remote location and reliance on motorboat travel make access to administrative offices and outside services sensitive to sea conditions. The local government, the School Parents and Teachers Association, and community organizations help provide materials and support school programs. Philippine elementary school studies have examined teacher–parent collaboration in reading support (Cruz et al., 2023; Yapao-Alcantara & Ducot, 2025). Evidence on parental involvement and achievement varies across settings. For example, Pantao-o and Baldonado (2025) reported high parental involvement but found no significant association with academic performance for most participation dimensions. Wider stakeholder participation can support school programs (Cabriga & Ching, 2024; Paraiso, 2022). School leadership and teacher collaboration help organize family engagement and improvement planning (Balindong et al., 2024; De Guzman, 2024). Philippine kindergarten teachers' perspectives also inform the design of family involvement initiatives (Bartolome et al., 2020). School facilities and a safe, healthy learning environment help support learner welfare and participation (Bandao, 2023; Maslang et al., 2022). Stakeholder input can help schools plan and implement improvements (Agra, 2023; Balindong et al., 2024). Family communication and attention to learner welfare are relevant to school participation, and collaboration with stakeholders can support school activities (De Torres, 2021; Nkosi & Adebayo, 2021). Teacher characteristics provide context for examining professional participation and school performance (Oplas, 2024). In primary education, teaching styles and teacher–student relationships are relevant to academic achievement (Díaz Santana et al., 2025). Philippine studies have examined family involvement in relation to reading and overall academic achievement (Escol & Alcopra, 2024; Maagad & Oco, 2025) and parental support in relation to pupils' values (de Leon & Oco, 2024). Studies

have also considered respondent characteristics in accounts of family support and schooling (Catipay, 2023; Pitonang, 2025; Tabigne, 2025). Educational and socioeconomic circumstances provide context for how families support learners (Desengaño & Bautista, 2025; Garcia & De Guzman, 2020), including in Philippine multigrade settings (Anguluan, 2025). Philippine studies illustrate several forms of teacher–parent collaboration. Collaborative reading strategies include communication, planning, and support (Yapao-Alcantara & Ducot, 2025). A structured partnership program in modular distance learning coordinated teacher and family support (Surara, 2022). A case study in South Cotabato described academic and broader practical and emotional support through cooperation among families, teachers, and stakeholders (Susbilla & Rollo, 2025). International research highlights school participation and cooperation with community partners (Giampietro & Romiti, 2025). In China, parents reported a willingness to collaborate and a need for guidance on how to take part (Chan et al., 2021). In Jamaica, Archer-Howell (2022) examined how frequent communication, shared responsibility, and technology could support school–home relationships. Structured interventions can also strengthen parent–teacher relationships (Smith et al., 2022). Family participation takes several forms. A school improvement project proposed greater family and community involvement through structured activities and communication (Freking, 2024). Falayi (2023) examined whether parental involvement predicted academic performance in an elementary school sample. In an attendance experiment, revised notifications to families reduced subsequent absences relative to standard notices (Lasky-Fink et al., 2021). School–home partnerships can give parents a role in decisions and program implementation (Department of Education, 2022; George & Amos, 2025; Perdana et al., 2023). Parents' perspectives also provide insight into the support they can offer for student achievement (Nigussie, 2021).

The study draws on the Theory of Overlapping Spheres of Influence by Joyce Epstein (2001), Constructivist theory by Jean Piaget (1973), and Ecological Systems Theory by Urie Bronfenbrenner (1979). The Theory of Overlapping Spheres of Influence by Joyce Epstein (2001) explains how families, schools, and communities share responsibility for learning through parenting, communication, volunteering, home learning, decision-making, and community collaboration (Epstein, 2001; Epstein et al., 2009). This theory helps explain how shared goals and clear roles can strengthen the relationship between teachers and families. Constructivist theory by Jean Piaget (1973) explains how learners build understanding by integrating new experiences and revising existing knowledge (Piaget, 1973). Consistent guidance and learning activities across home and school can give children more opportunities to apply what they learn. Ecological Systems Theory by Urie Bronfenbrenner (1979) places children's development within interconnected environments (Bronfenbrenner, 1979). The mesosystem, which includes the links between home and school, helps explain the relevance of teacher–parent communication, shared responsibilities, and coordinated learning support. The study's systems approach organizes the respondent profiles, perceptions of collaborative engagement, and indicators of school improvement and performance as inputs. Structured survey data and statistical analysis are used to examine the relationships among the study variables and inform the proposed framework. Findings provide feedback for school planning, instructional practices, and future inquiry.

The reviewed studies often examine parental involvement, teacher competence, or communication separately. This leaves a question about how teachers' and parents' perceptions of collaborative engagement relate to both school improvement and school performance within the same Philippine elementary school. The literature also identifies differences in expectations about responsibilities and school decisions, making it relevant to include both groups when examining how engagement is understood. The study covers 60 purposively selected respondents, comprising 14 teachers and 46 parents. It describes respondents by age, sex, civil status, educational attainment, and role in the school. It assesses participation in planning and decision-making, support for activities, and communication and coordination with school personnel. It then examines separately whether perceptions of collaborative engagement are significantly associated with school improvement and with school performance. The analysis is bounded by the selected respondents, the school setting, and the indicators assessed.

SDG 4 – Quality Education aligns with the study's focus on improving teaching and learning processes, strengthening the learning environment, and supporting attendance, retention, achievement, and participation. Examining how families and teachers coordinate support can inform practices that respond to learners' needs across home and school. SDG 17 – Partnerships for the Goals aligns with the proposed framework's emphasis on cooperation among teachers, parents, administrators, local government, and community organizations. The study's focus on shared planning, communication, and support for school programs reflects how these partners can contribute to common educational goals.

The study contributes to educational sustainability by examining how teachers and families can sustain learning support and learner participation over time. It contributes to institutional sustainability by identifying where communication, shared planning, and participation can help the school carry out and refine its programs. Its relevance to community sustainability comes from the role of families, parent associations, and local government in maintaining support for a geographically remote school. The proposed framework gives these groups a basis for coordinating their responsibilities around the school's learning and improvement priorities.

2. Material and methods

2.1 Research Design
The study employed a quantitative descriptive design to gather numerical ratings of existing perceptions and school conditions without manipulating variables (Lim, 2025).

2.2 Locale of the Study
The study was conducted at Peñafrancia Elementary School, a public elementary school in the Claveria South District, Municipality of Claveria, Masbate.

2.3 Respondents of the Study
The respondents were 14 teachers and 46 parents from Peñafrancia Elementary School, for a total of 60 participants.

2.4 Sample and Sampling Procedure
The researcher used purposive sampling, a nonprobability method, to select teachers and parents who actively participated in school programs and collaborative activities. The selection criteria focused on respondents with direct experience of the activities under study (Andrade, 2021).

2.5 Research Instrument
A researcher-developed questionnaire collected demographic information and assessed respondents' perceptions of collaborative engagement, school improvement, and school performance. The perception items used a four-point Likert scale to measure agreement or disagreement. Academic experts and colleagues who were outside the respondent group reviewed the items for clarity, relevance, and alignment with the study objectives to establish content validity.

2.6 Data Gathering Procedure
After the thesis adviser and the officer in charge of Research, Development, and Extension approved the proposal, the researcher obtained a formal authorization letter from the Office of the Schools Division Superintendent of DepEd Masbate Province upon the recommendation of the Senior Education Program Specialist for Planning and Research. The thesis adviser signed and noted the letter. The researcher coordinated the survey schedule with the respondents, explained the study purpose and questionnaire instructions, and personally distributed and collected the questionnaires. All questionnaires were retrieved, yielding a 100% retrieval rate.

2.7 Data Analysis Techniques
The researcher recorded, coded, and tabulated the completed responses. Frequency counts and percentages summarized demographic characteristics, while weighted means summarized questionnaire ratings. Pearson's correlation coefficient measured the direction and strength of the linear relationship between perceived collaborative engagement and each school outcome (Papageorgiou, 2022).

2.8 Ethical Considerations
The researcher secured written permission from the relevant authorities and designed the questionnaire to avoid offensive, discriminatory, or inappropriate content. Participation was voluntary, disclosure of names and other private information was optional, and respondents could withdraw at any time without penalty. The researcher acknowledged all cited sources in the references.

3. Results and Discussion

3.1 Respondent Profile

3.1.1 Age
The largest age group was 25–32 years (18 respondents, 30.00%), followed by 41–48 years (16, 26.67%), 33–40 years (14, 23.33%), 57 years and above (7, 11.67%), and 49–56 years (5, 8.33%). No respondent was 24 years old or younger. The age distribution brought together younger and older adults whose experiences may shape how they engage with the school. The study's age profile provides context for the survey responses. Prior research indicates that rural schools can make expectations and opportunities for parental involvement clearer (Myende & Nhlumayo, 2022).

3.1.2 Sex
Of the 60 respondents, 43 (71.67%) were female and 17 (28.33%) were male. The higher representation of women provides context for interpreting the responses. A Philippine study likewise reported that most public elementary school teachers in its sample were women (Oplas, 2024).

3.1.3 Civil Status

Most respondents were married (45, 75.00%). The remaining respondents were single (10, 16.67%), widowed (3, 5.00%), or separated (2, 3.33%). The predominance of married respondents describes the composition of the sample. The analysis focused on collaborative engagement and its relationships with school improvement and school performance.

3.1.4 Educational Attainment

High school graduates formed the largest group (25, 41.67%), followed by respondents with incomplete high school education (12, 20.00%) and elementary graduates (7, 11.67%). Six (10.00%) had completed academic requirements for a master's degree, four (6.67%) held a bachelor's degree, and three (5.00%) held a bachelor's degree with master's units. One respondent each (1.67%) held a doctorate, had completed academic requirements for a doctorate, or held a master's degree with doctoral units. No respondent was classified under incomplete elementary education or under the standalone master's degree category. Respondents' educational backgrounds provide context for interpreting school participation and support for learning at home. Research with Filipino families indicates that the circumstances in which parents support children's schooling can shape how they understand and practice involvement (Desengaño & Bautista, 2025; Garcia & De Guzman, 2020).

3.1.5 Role in School

The sample comprised 46 parents (76.67%) and 14 teachers (23.33%). The combined ratings reflect more parent responses than teacher responses. The two groups offer complementary perspectives because parents continue to support learning after children enter school (Anguluan, 2025), while teachers guide classroom activities and structure the learning environment (Díaz Santana et al., 2025).

3.2 Perceptions of Teacher–Parent Collaborative Engagement

3.2.1 Participation in School Planning and Decision-Making

Respondents strongly agreed with all indicators, yielding an overall weighted mean of 3.52. They gave the highest rating to the consideration of teachers' and parents' opinions in school decisions (3.57), followed by encouragement to share suggestions (3.55), consultation with parents on program decisions (3.48), and direct involvement in school planning (3.47). The ratings suggest that respondents viewed consultation favorably and saw room for more direct participation in planning. With guidance, parents can take a more active planning role (Chan et al., 2021) and help implement school programs (Perdana et al., 2023). Teachers' perspectives can guide the design of family participation initiatives (Bartolome et al., 2020), while parental participation in school decisions can support student learning (George & Amos, 2025).

3.2.2 Support for School Activities

Support for school activities received an overall weighted mean of 3.53, with strong agreement on all indicators. Respondents rated the contribution of collaboration to school activities highest (3.60), followed by joint work during school events (3.57) and active parental support for programs (3.53). Parents' contribution of time, effort, or resources received the lowest rating (3.40). Respondents valued joint work during school activities, while the lower rating for direct contributions suggests room to encourage that form of participation. Parental involvement can reinforce learning outside the classroom (Myende & Nhlumayo, 2022), and wider community partnerships can help schools respond to diverse learner needs (Giampietro & Romiti, 2025).

3.2.3 Communication and Coordination with School Personnel

Communication and coordination received an overall weighted mean of 3.57, with strong agreement on all indicators. Keeping parents informed about school plans and learner progress received the highest rating (3.62). Open, regular communication and prompt responses to parents' concerns both received 3.58. Coordination to address learners' needs received the lowest rating (3.50). The ratings point to clear information sharing and responsiveness, with comparatively more room for joint follow-through on learners' needs. Effective communication supports children's academic and personal development (Vukašinović et al., 2025) and has been examined alongside parental participation and elementary teacher performance (Hardiansyah & Zainuddin, 2022). Structured, ongoing interaction can help sustain coordination between families and schools (Paccaud et al., 2021).

3.3 Status of School Improvement

3.3.1 Teaching and Learning Processes

Teaching and learning processes received an overall weighted mean of 3.53, with strong agreement across indicators. Continuous improvement of teaching strategies received the highest rating (3.58). Appropriate materials and methods and the contribution of collaboration to teaching and learning both received 3.53. Parental support for learning activities at home received the lowest rating (3.47). Respondents viewed classroom practices favorably, while home learning support received comparatively lower agreement. Teachers' perspectives can inform the planning, implementation, and evaluation of family engagement initiatives that support instruction (Bartolome et al., 2020).

3.3.2 School Facilities and Learning Environment

School facilities and the learning environment had an overall weighted mean of 3.59, with strong agreement on all indicators. Parental help with maintenance and cleanliness received the highest rating (3.62), followed by collaboration to improve the environment (3.60) and the environment's support for learner development (3.58). Facility safety and suitability for learning received 3.55. The ratings reflect favorable perceptions of the learning environment, particularly of parents' role in maintaining it. Coordinated support from teachers and parents can help create a supportive school setting (Paccaud et al., 2021). The cited literature also relates the quality of facilities and the learning environment to learner welfare and educational outcomes (Bandao, 2023; Maslang et al., 2022).

3.3.3 Implementation of School Programs and Projects

Program and project implementation received an overall weighted mean of 3.50, with strong agreement on all indicators. Proper implementation and the perceived contribution of collaborative engagement to implementation shared the highest rating (3.55). Cooperation on school projects received 3.53, while parental participation in program monitoring received 3.37. Respondents viewed cooperation in carrying out school programs favorably, while the lower rating for monitoring identifies an area where parental participation could be strengthened. This finding relates to the role of parents in planning and implementing educational programs and reinforcing learning at home (Perdana et al., 2023).

3.4 Status of School Performance

3.4.1 Learners' Academic Achievement

Learners' academic achievement received an overall weighted mean of 3.48, with strong agreement on all indicators. Parental monitoring of academic progress received the highest rating (3.55), followed by the perceived contribution of collaboration to academic success (3.45) and perceived improvement in learners' academic performance (3.43). Respondents expressed the strongest agreement about parental monitoring. Archer-Howell (2022) identified open communication and shared responsibilities as features of relationships that support learning. Systematic evidence also links some forms of family involvement with academic achievement (Kim, 2022).

3.4.2 Attendance and Retention

Attendance and retention received an overall weighted mean of 3.53, with strong agreement across indicators. Regular class attendance and the perceived contribution of collaboration to reducing absenteeism and dropout both received 3.53. Parents' role in ensuring regular attendance received 3.52. The closely grouped ratings reflect favorable perceptions of attendance and family support. Research on notifications to parents shows that clear communication can support attendance (Lasky-Fink et al., 2021).

3.4.3 Participation in School Activities and Programs

Participation in school activities and programs received an overall weighted mean of 3.52, with strong agreement on all indicators. The perceived contribution of collaborative engagement to participation received the highest rating (3.57), followed by learners' active participation (3.52) and parental encouragement to join programs (3.47). Respondents viewed collaboration as supportive of learner participation. Falayi (2023) emphasized involving parents in school programs that directly support children's academic growth as a way to strengthen engagement.

3.5 Relationships Between Collaborative Engagement and School Outcomes

3.5.1 Collaborative Engagement and School Improvement

Perceived collaborative engagement and school improvement had a moderate positive correlation (Pearson's $r = 0.54$). The coefficient exceeded the reported two-tailed critical value of 0.2542 at the 0.05 significance level with 58 degrees of freedom. The null hypothesis was rejected. Higher ratings of collaborative engagement were associated with higher ratings of teaching and learning processes, the school environment, and program implementation as components of school improvement. Susbilla and Rollo (2025) emphasized that structured collaboration, clear communication, and mutual understanding can strengthen school–home partnerships and help address learners' needs.

3.5.2 Collaborative Engagement and School Performance

Perceived collaborative engagement and school performance also had a moderate positive correlation (Pearson's $r = 0.54$). The coefficient exceeded the reported two-tailed critical value of 0.2542 at the 0.05 significance level with 58 degrees of freedom. The null hypothesis was rejected. Higher collaborative engagement ratings were associated with higher ratings on the school performance measure, which covered academic achievement, attendance and retention, and participation in activities. Philippine studies have examined how teachers and parents collaborate to support reading and how parental involvement relates to achievement, with results varying by setting and form of involvement (Pantao-o & Baldonado, 2025; Yapao-Alcantara & Ducot, 2025).

4. Conclusion & Recommendations

Teachers and parents at Peñafrancia Elementary School rated collaborative engagement favorably across school planning and decision-making, support for school activities, and communication with school personnel. Communication and coordination received the strongest overall ratings among the engagement areas, particularly for keeping parents informed about school plans and learner progress. Respondents also rated school improvement and performance favorably, with school facilities and the learning environment receiving the highest rating among the improvement areas. Ratings of academic achievement, attendance and retention, and participation in school activities were similarly positive. Parental participation in monitoring school programs and supporting learning at home received comparatively lower ratings within their respective areas. Perceived collaborative engagement had moderate, statistically significant positive relationships with both perceived school improvement and perceived school performance. Together, these findings provide a basis for a School–Home Collaborative Engagement Framework that builds on existing communication practices and strengthens parents' roles in school programs and home learning.

School administrators should prioritize parental participation in planning and monitoring school programs. Regular consultations and school forums can give teachers and parents a consistent opportunity to help set priorities, review program progress, and discuss adjustments. The school should structure parent engagement initiatives so families can contribute to program evaluation as well as school activities. Teachers should use existing meetings and accessible communication channels to share learner progress, explain how parents can reinforce classroom activities at home, and respond to concerns that require joint action. Administrators should also sustain stakeholder participation in maintaining safe, clean, and supportive learning facilities. In collaboration with teachers, parents, and other stakeholders, the school administration may use the proposed School–Home Collaborative Engagement Framework to guide these efforts. Future studies may examine barriers to collaborative engagement and how school–home partnerships relate to learner achievement and school development over time.

The study involved 60 purposively selected respondents from one school, comprising 14 teachers and 46 parents who were actively involved in school programs and collaborative activities. The findings therefore reflect this group's experiences and may have limited applicability to less involved families or other schools. The researcher-developed questionnaire captured respondents' perceptions using selected indicators of engagement, improvement, and performance. The correlational analysis supports conclusions about associations. Factors outside the study's scope included school funding, government policies, and community resources. Future research may include additional schools and respondents with varying levels of involvement, and complement survey ratings with school records.

5. Compliance with ethical standards

Before data collection, the researcher obtained written authorization to conduct the study at Peñafrancia Elementary School from the Office of the Schools Division Superintendent of DepEd Masbate Province. Before administering the questionnaire, the researcher explained the purpose of the study and provided instructions for completing it. Participation was entirely voluntary, and respondents were informed that they could withdraw at any time without penalty. Disclosure of names and other private information was optional, allowing respondents to share only the personal details they were comfortable providing. The questionnaire was designed to use respectful, appropriate language and to avoid offensive or discriminatory content. To uphold academic integrity, the researcher credited all cited authors and sources in the reference list.

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