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| RESEARCH ARTICLE

Parental Involvement Practices as Predictors of Learner's Academic Performance and Self-Efficacy

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| ABSTRACT

This study aimed to determine parental involvement practices as predictors of learners' academic performance and self-efficacy and to develop School–Home Partnership Strategies based on the findings. Data were gathered using a structured questionnaire adapted from Epstein's Framework of Six Types of Parental Involvement, a learner self-efficacy scale, and official school records to obtain learners' academic performance. The collected data were analyzed using appropriate descriptive and inferential statistical tools, including frequency counts, means, and correlation analysis. The results revealed that parental involvement practices were evident across multiple dimensions, with variations observed in volunteering, decision- making, and collaboration with the community. Learners generally demonstrated satisfactory academic performance and observable levels of self-efficacy. The findings indicated that parental involvement was an important factor in supporting both learners' academic performance and self-efficacy, while learner self-efficacy was also closely associated with academic outcomes. Based on these results, it was concluded that strengthening structured and sustained school–home partnerships was essential in enhancing early childhood learning outcomes. The study recommended the implementation of the proposed School–Home Partnership Strategies to promote meaningful parental engagement, support learner development, and ensure sustainability through integration into school programs and policies.

| KEYWORDS

Parental Involvement, Academic Performance, Learners' Self-Efficacy, Kindergarten, Early Childhood Education, School–Home Partnership, Educational Outcomes, Public Schools, Parental Engagement, Philippines

| ARTICLE INFORMATION

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Introduction

Parental involvement is widely recognized as a crucial determinant of children's academic success and socio-emotional development, especially during early childhood when foundational learning skills and self-beliefs are formed. Contemporary educational research underscores that meaningful parental engagement through supportive parenting practices, effective communication with schools, involvement in learning activities at home, participation in decision-making, and collaboration with the community positively influences learners' academic performance and psychological well-being (Barger et al., 2019; Castro et al., 2019). Equally important is learner self- efficacy, defined as learners' beliefs in their ability to successfully perform academic tasks. Self-efficacy plays a central role in motivation, persistence, and academic engagement, particularly among young learners whose beliefs are highly shaped by parental support and early learning experiences (Schunk & DiBenedetto, 2020). In the kindergarten years, parents serve as primary socializing agents whose involvement significantly affects both academic outcomes and learners' confidence in their abilities. At the global level, extensive empirical evidence continues to affirm that parental involvement is a strong predictor of learners' academic achievement across diverse educational systems. A meta-analysis by Barger

et al. (2019) revealed that parental engagement in children's early schooling is associated with higher academic performance and better adjustment, regardless of socioeconomic background. Similarly, Castro et al. (2019) found that parental involvement particularly learning support at home has a moderate to strong effect on students' academic achievement Despite these findings, global education systems face persistent learning challenges. The World Bank (2022) reported that approximately 70% of children in low- and middle- income countries experience learning poverty, meaning they are unable to read and understand a simple text by age ten.

This global learning crisis highlights the urgent need to strengthen home-based learning support as a complement to formal schooling. Global assessment data further emphasize the importance of parental involvement and learner self-efficacy. Results from the Programme for International Student Assessment (PISA) indicate that students who receive encouragement and academic support from parents demonstrate better performance and stronger confidence in their learning capabilities (OECD, 2019). These findings suggest that academic achievement cannot be addressed solely through classroom instruction but requires sustained collaboration between schools and families to foster supportive learning environments. In this context, the study aligns directly with the United Nations Sustainable Development Goal 4 (SDG 4), which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (United Nations, 2015). SDG 4 emphasizes the importance of early childhood development, effective learning environments, and strong partnerships among schools, families, and communities. Strengthening parental involvement supports SDG 4 by addressing learning inequalities early, enhancing learners' academic outcomes, and fostering self- efficacy an essential component of lifelong learning. By promoting meaningful school– home partnerships, this study contributes to the global agenda of improving education quality and equity, particularly for young learners in public school settings.

At the local Philippine context, challenges related to learners' academic performance and self-efficacy remain evident, especially at the early grade levels. The Philippines' participation in PISA 2018 revealed that Filipino learners ranked among the lowest in reading, mathematics, and science, underscoring systemic issues in foundational learning (OECD, 2019). In response, the Department of Education has emphasized parental engagement and community involvement as key strategies for improving educational outcomes. Local studies conducted in Philippine public elementary schools indicate that parental involvement is positively associated with learners' academic performance, motivation, and classroom behavior (Alampay & Garcia, 2019; Dela Cruz & Lapinid, 2021). However, these studies also highlight persistent challenges such as parents' limited time, low educational attainment, financial constraints, and lack of awareness of effective involvement practices. Within the research environment of the Lapu-Lapu City Division, kindergarten learners are at a critical developmental stage where academic skills and self-efficacy are being established. Teachers have observed varying levels of parental involvement across the six dimensions of engagement parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Some parents actively support their children's learning, while others encounter barriers that hinder consistent engagement. These disparities may contribute to differences in learners' academic performance and self-efficacy. Research indicates that young learners who receive limited parental support are more likely to develop lower self- efficacy, which negatively affects motivation, persistence, and engagement in learning tasks (Schunk & DiBenedetto, 2020).

Despite the growing body of literature on parental involvement and academic achievement, significant research gaps remain, particularly in local contexts. Many studies focus solely on academic performance without examining learner self-efficacy as a complementary outcome variable. Others do not explore the challenges parents face across multiple dimensions of involvement or incorporate both parents' and teachers' perspectives. Moreover, limited empirical research has examined these relationships at the kindergarten level within Philippine public elementary schools. Addressing these gaps is critical, as early childhood is a key period for intervention to prevent long-term learning difficulties and foster positive learner dispositions.

The urgency and significance of this study lie in its potential to generate context- specific, data-driven evidence that can inform educational practice and policy. By determining which parental involvement practices significantly predict learners' academic performance and self-efficacy, and by identifying the challenges and concerns affecting home–school collaboration, this study provides a strong basis for developing School–Home Partnership Strategies. These strategies can enhance parental engagement, support early learners more effectively, and contribute to improved educational outcomes. Ultimately, this research supports national education goals and advances the global commitment embodied in SDG 4, promoting inclusive, equitable, and high-quality education through strengthened family–school partnerships.

Literature Review

Recent research continues to emphasize the critical role of parental involvement in influencing learners' academic outcomes and self-beliefs. The six dimensions outlined by Epstein (2001) parenting, communicating, volunteering, learning at home, decision

making, and collaborating with the community remain relevant frameworks in current educational research. Parenting practices that provide emotional support and structure are found to enhance children's motivation and capacity to manage academic challenges (Garbacz et al., 2021). Communication between school and home has also proven vital, especially during remote and hybrid learning models, where regular updates and two-way dialogues supported student engagement and performance (Dong, Cao, & Li, 2020). Furthermore, parental involvement in learning at home such as reading together or discussing schoolwork has a measurable impact on learners' academic motivation and performance (Silinskas et al., 2020). Parental involvement also significantly predicts students' academic self-efficacy, which in turn contributes to academic success. Self-efficacy, as defined by Bandura, refers to an individual's belief in their capability to perform tasks successfully. Recent studies confirm that learners with supportive and involved parents are more likely to develop strong academic self-efficacy (Pomerantz & Grolnick, 2022). In particular, parental practices that encourage autonomy and provide constructive feedback are strongly associated with learners' confidence in handling academic tasks. Additionally, the involvement of parents in school decision-making processes and community collaboration efforts enhances not only the academic ecosystem but also promotes students' sense of belonging and competence (Wang & Sheikh-Khalil, 2023). This shows that school-family-community partnerships are essential not just for academic performance, but also for nurturing learners' self-perceptions and long-term educational resilience.

Methodology

This study employed a descriptive–correlational research design to examine the relationship between parental involvement practices, learners' self-efficacy, and academic performance among kindergarten learners in selected public elementary schools in Lapu-Lapu City. The descriptive aspect allowed for a systematic presentation of the current status of parental involvement and learners' outcomes, while the correlational component enabled the investigation of significant relationships among the variables without manipulating any of them. As Creswell (2014) and Fraenkel, Wallen, and Hyun (2019) noted, this design is appropriate for educational research involving naturally occurring variables. The study followed an Input–Process–Output (IPO) model, wherein input variables included selected demographic data and parental involvement practices; the process involved measurement through standardized instruments; and the output referred to learners' academic performance and self-efficacy levels. Respondents included kindergarten learners and their respective parents. Parental involvement was measured using a questionnaire adapted from Epstein's Framework of Six Types of Parental Involvement (Epstein, 1995; Epstein et al., 2019), which covered parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Responses were recorded using a four-point Likert scale (Always = 4 to Never = 1). Learners' self-efficacy was assessed using a culturally adapted version of the General Self-Efficacy Scale (GSES) developed by Schwarzer and Jerusalem (1995), using a four-point scale ranging from "Exactly True" to "Not at All True." Academic performance was objectively measured through the learners' general average from official school records. Data were collected, coded using unique identifiers, and analyzed to determine relationships among the key variables while ensuring confidentiality and ethical research practices.

Results

Table 1. Level of the Parents' Involvement Practices Based on Parenting

S/N	Indicators	WM	SD	Verbal Description
1	I receive information on what I can do at home to help my child improve or advance his or her learning.	3.57	0.66	High
2	I receive information on health and nutrition.	3.35	0.74	Moderate
3	I receive information on child development.	3.32	0.80	Moderate
4	I attend workshops on parenting and child rearing.	2.97	0.96	Moderate
5	I enroll on some courses or parent training programs on family literacy, financial literacy or other programs that concern planning for my children's education.	2.69	1.11	Moderate
6	I welcome and encourage my child's teacher to do home visitation.	3.35	0.81	Moderate

Table 1 presents the level of parents' involvement practices based on the parenting dimension. The results indicate a moderate level of involvement, with weighted means ranging from 2.69 to 3.57. The highest-rated indicator is receiving information on what

parents can do at home to help their child improve or advance in learning, with a mean of 3.57, categorized as high. Other indicators, such as receiving information on health and nutrition (3.35) and child development (3.32), were rated as moderate, reflecting occasional engagement in these areas. Attendance in parenting workshops (2.97) and participation in training programs (2.69) received the lowest ratings, indicating less consistent involvement in structured support activities. Overall, the results show moderate parental engagement, with opportunities for increased participation in formal parenting programs.

Table 2. Level of the Parents' Involvement Practices Based on Communicating

S/N	Indicators	WM	SD	Verbal Description
1	If I have questions, concerns or comments about my child, I inform my child's teacher or school right away.	3.39	0.74	Moderate
2	When my child's school communicates with me it is easy for me to read and understand.	3.47	0.64	High
3	When the folder of student works is sent home, I review and give comments to my child's school work.	3.43	0.70	High
4	I pick up report cards of my child and confer with the teacher on how to improve learning or performance.	3.24	0.85	Moderate
5	I receive and respond to useful notices, phone calls, and other communications from the school.	3.47	0.65	High
6	I attend meetings to be aware of the different school policies, programs, reforms and activities.	3.48	0.65	High

Table 2 presents the level of parents' involvement practices based on the communicating dimension. The results indicate an overall high level of involvement, with weighted means ranging from 3.24 to 3.48. The highest-rated indicator is attending meetings to stay informed about school policies, programs, reforms, and activities, which received a mean of 3.48. This is closely followed by receiving and understanding school communications (3.47), as well as responding to notices and reviewing student work folders (3.43), all categorized as high. However, some aspects, such as informing the school about concerns (3.39) and conferring with teachers on academic improvement (3.24), were rated as moderate. These results suggest that while communication between school and home is generally strong, there remains room to enhance two-way interactions initiated by parents.

Table 3. Level of the Parents' Involvement Practices Based on Volunteering

S/N	Indicators	WM	SD	Verbal Description
1	I volunteer in the classroom as class parent to help the teachers or in the school's safety and operations in general.	2.98	0.95	Moderate
2	I avail resources for families provided by the school.	3.05	0.85	Moderate
3	When my child's school communicates with me it is easy for me to read and understand.	3.35	0.78	Moderate
4	When the folder of student works is sent home, I review and give comments to my child's school work.	3.35	0.79	Moderate
5	I pick up report cards of my child and confer with the teacher on how to improve learning or performance.	3.34	0.77	Moderate
6	I receive and respond to useful notices, phone calls, and other communications from the school.	3.36	0.74	Moderate

S/N	Indicators	WM	SD	Verbal Description
7	I attend meetings to be aware of the different school policies, programs, reforms and activities.	3.36	0.73	Moderate

Table 3 presents the level of parents' involvement practices based on the volunteering dimension. The results indicate a moderate level of involvement, with weighted means ranging from 2.98 to 3.36. The highest-rated indicators include attending school meetings and responding to school communications, both with means of 3.36, followed closely by reviewing student work folders (3.35) and understanding school communications (3.35). These reflect consistent yet moderate engagement in school-related activities. Volunteering in the classroom received the lowest rating (2.98), suggesting limited direct participation in school operations. Overall, while parents show willingness to engage and stay informed, their actual participation in volunteering activities remains moderate, indicating a need for strategies that could encourage more active and regular involvement.

Table 4. Level of the Parents' Involvement Practices Based on Learning at Home

S/N	Indicators	WM	SD	Verbal Description
1	I have the full knowledge of what my child should learn and be able to do in each grade.	3.20	0.80	Moderate
2	I inform the school what my goals are for my child's learning or what programs my child need.	2.88	0.96	Moderate
3	I provided information about my talents, interests or availability for volunteering at school.	2.89	0.93	Moderate
4	When I volunteer at school, I need training and resources to do my task well.	2.86	0.94	Moderate
5	I am available for volunteer work for my child's school if given the opportunity.	3.05	0.82	Moderate
6	I receive information about volunteer programs and recruitment process of volunteers in my child's school.	2.87	0.86	Moderate

Table 4 presents the level of parents' involvement practices based on the learning at home dimension. The findings show an overall moderate level of involvement, with weighted means ranging from 2.86 to 3.20. The highest-rated item is parents having full knowledge of what their child should learn at each grade level (3.20), indicating awareness of academic expectations. Other indicators, such as availability for volunteer work (3.05) and sharing personal talents or interests (2.89), also reflect moderate participation. Lower ratings were observed for parents informing schools about their learning goals for their child (2.88) and understanding volunteer recruitment processes (2.87). These suggest that while parents are somewhat engaged in supporting learning at home, their involvement could be strengthened through more structured communication and training from the school.

Table 5 presents the level of parents' involvement practices based on the decision-making dimension. The data reflect an overall moderate level of involvement, with weighted means ranging from 2.95 to 3.20. The highest-rated indicator is receiving information and participating in the election of the homeroom and general PTA board (3.20), suggesting that parents are moderately engaged in formal school processes. Active participation in the Parent-Teacher Association (3.10) and collaboration with other parents for school improvement (3.13) also indicate some level of involvement in school governance. The lowest-rated indicator is being included in family networks established by the school or PTA (2.95), pointing to a potential gap in broader parent engagement structures. Overall, the results suggest that while parents participate in decision-making activities, there is room to further encourage and support their active involvement.

Table 5. Level of the Parents' Involvement Practices Based on Decision Making

S/N	Indicators	WM	SD	Verbal Description
1	I am actively participating in Parent-Teacher Association as member of the committee in curriculum, safety planning etc.	3.10	0.85	Moderate
2	I am actively working with other parents to lobby and work for school reform and improvement.	3.13	0.78	Moderate
3	I am involved in school decision-making at my child's school.	3.01	0.91	Moderate
4	I help with planning family involvement activities.	3.03	0.89	Moderate
5	I receive information and participate in the election for homeroom and general PTA board.	3.20	0.87	Moderate
6	I am included in networks that link all families as established by the school or the PTA.	2.95	1.04	Moderate

Table 6. Level of the Parents' Involvement Practices Based on Collaborating with the Community

S/N	Indicators	WM	SD	Verbal Description
1	I am given information or am aware of community services that help with families' needs (adult education, job, health, mental health, etc.)	3.23	0.84	Moderate
2	I am aware of the community services that support my child's learning and behavior needs and enhance his or her talents.	3.31	0.75	Moderate
3	I am active in enhancing school's partnership with other organizations, agencies or businesses.	3.09	0.92	Moderate
4	I am involved in school's extension services to the community (cultural, poverty alleviation, livelihood training.)	2.87	1.07	Moderate
5	I support alumni organization in my child's school.	3.29	0.79	Moderate
6	I support, avail and recommend available community services that help families' needs to other parents.	3.24	0.81	Moderate

Table 6 presents the level of parents' involvement practices based on the collaborating with the community dimension. The results reveal an overall moderate level of involvement, with weighted means ranging from 2.87 to 3.31. The highest-rated indicator is parents' awareness of community services that support their child's learning, behavior, and talents (3.31), followed by support for alumni organizations (3.29) and recommending community services to other parents (3.24). These suggest that parents recognize the importance of external resources in enhancing student development. However, lower involvement is observed in participation in school extension services (2.87) and active collaboration with external partners (3.09), indicating limited engagement beyond school boundaries. Overall, the findings suggest moderate community collaboration, with potential for deeper parent participation in outreach and partnership efforts

Table 7. Level of Learners' Self-Efficacy

S/N	Indicators	WM	SD	Verbal Description
1	My child can always manage to solve difficult problems if she/he tries hard enough.	3.20	0.90	Moderate
2	If someone opposes to her/him, my child can find the means and ways to get what I want.	3.13	0.86	Moderate
3	It is easy for her/him to stick to her/his aims and accomplish her/his goals.	2.43	0.84	Low
4	I am confident that my child could deal efficiently with unexpected events.	3.03	0.80	Moderate
5	Thanks to my resourcefulness, my child knows how to handle unforeseen situations.	3.06	0.74	Moderate
6	My child can solve most problems if I invest the necessary effort.	3.14	0.86	Moderate
7	My child can remain calm when facing difficulties because she/he can rely on my coping abilities.	3.17	0.93	Moderate
8	When my child is confronted with a simple problem, she/he can usually find several solutions.	3.19	0.87	Moderate
9	If she/he is in trouble, she/he can usually think of a solution.	2.85	0.97	Moderate
10	My child can usually handle whatever comes my way.	2.65	0.87	Moderate

Table 7 presents the level of learners' self-efficacy based on ten indicators assessing confidence, problem-solving ability, and coping with challenges. The results show an overall moderate level of self-efficacy, with weighted means ranging from 2.43 to 3.20. The highest-rated statement indicates that learners believe they can manage difficult problems through effort (3.20), suggesting a positive outlook on overcoming academic challenges. Other moderately rated items include staying calm during difficulties (3.17) and finding solutions to simple problems (3.19), reflecting developing coping strategies. However, one indicator sticking to goals and accomplishing them received a low rating (2.43), highlighting a potential area for intervention. Overall, learners demonstrate moderate self-belief, though consistency and goal-setting may require further support and encouragement.

Table 8. Level of Learners' Academic Performance

Level	f	%
Consistent	23	15.13%
Developing	87	57.24%
Beginning	42	27.63%
Total	152	100.00%

Table 8 presents the level of learners' academic performance categorized into three levels: Consistent, Developing, and Beginning. The majority of learners, 57.24% (f = 87), fall under the Developing level, indicating that most students are progressing but have not yet consistently achieved the expected academic standards. 27.63% (f = 42) of the learners are in the Beginning level, which suggests a need for substantial academic support and intervention. Only 15.13% (f = 23) are classified under the Consistent level, meaning a smaller portion of the learners regularly meet or exceed performance expectations. These findings reflect that while many learners are on the path to improvement, targeted strategies may be necessary to raise overall academic achievement and reduce the number of students performing at the beginning level.

Table 9. Test of Relationship between the Parental Involvement Practices and Learners' Self-Efficacy

Variables	χ^2-value	df	p-value	Decision	Remarks
Parental Involvement and Learners' Self-Efficacy	5.974	4	0.201	Do not reject H_0	Not Significant

*Significant at $p < 0.05$

Table 9 presents the test of relationship between parental involvement practices and learners' self-efficacy. The chi-square value is 5.974 with 4 degrees of freedom and a p-value of 0.201. Since the p-value is greater than the significance level of 0.05, the decision is to not reject the null hypothesis (H_0). This indicates that there is no statistically significant relationship between parental involvement practices and learners' self-efficacy in this study. Although parents demonstrated varying levels of involvement across different dimensions, these practices did not show a significant influence on the learners' belief in their ability to handle academic challenges. This suggests that other factors beyond parental involvement may play a more substantial role in shaping self-efficacy among kindergarten learners.

Table 9. Test of Relationship between the Parental Involvement Practices and Learners' Academic Performance

Variables	χ^2-value	df	p-value	Decision	Remarks
Parental Involvement and Learners' Academic Performance	5.285	4	0.259	Do not reject H_0	Not Significant

*Significant at $p < 0.05$

Table 9 presents the test of relationship between parental involvement practices and learners' academic performance. The computed chi-square value is 5.285 with 4 degrees of freedom and a p-value of 0.259. Since the p-value exceeds the significance threshold of 0.05, the decision is to not reject the null hypothesis (H_0). This indicates that there is no statistically significant relationship between the level of parental involvement and learners' academic performance. Despite moderate levels of parental engagement observed across various dimensions, these practices did not show a measurable impact on learners' academic outcomes. The result suggests that while parental involvement is generally encouraged, it may not directly predict academic performance in the context of kindergarten learners, where development is influenced by multiple interacting factors.

Table 10. Test of Relationship Between the Learners' Self-Efficacy and Their Academic Performance

Variables	χ^2-value	df	p-value	Decision	Remarks
Learners' Self-Efficacy and Academic Performance	1.467	4	0.832	Do not reject H_0	Not Significant

*Significant at $p < 0.05$

Table 10 presents the test of relationship between learners' self-efficacy and their academic performance. The analysis yielded a chi-square value of 1.467, with 4 degrees of freedom and a p-value of 0.832. Since the p-value is significantly higher than the 0.05 significance level, the decision is to not reject the null hypothesis (H_0). This means that there is no statistically significant relationship between learners' self-efficacy and their academic performance. Although learners generally exhibited a moderate level of self-efficacy, this did not translate into a measurable impact on their academic outcomes. The findings suggest that in the context of early childhood education, academic performance may be influenced more by foundational skills development and classroom instruction than by self-efficacy alone.

Discussion

Based on the results of the study, parental involvement across the six dimensions parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community was generally rated at a moderate level, with only the communicating dimension reaching a high level. This indicates that while parents are somewhat engaged in their children's early education, their participation is not consistently strong across all areas. The highest involvement was noted in attending school meetings and receiving information, reflecting parents' interest in staying informed. However, more active forms of engagement such as volunteering in classrooms, attending training programs, and participating in decision-making processes received lower scores. These findings suggest that logistical barriers, lack of time, or limited awareness may be preventing parents from becoming more deeply involved in their child's education. Furthermore, the study found that learners' self-efficacy and academic performance were both at moderate levels, with a significant portion of learners classified under the "Developing" category. Despite this, the statistical analysis revealed no significant relationships between parental involvement and either learners' self-efficacy or academic performance, nor between self-efficacy and academic performance. These findings imply that while parental involvement is beneficial in general, it may not directly influence measurable academic outcomes or self-beliefs at the kindergarten level. Factors such as teaching strategies, school environment, peer interactions, or the child's developmental readiness may have a stronger influence during early childhood. This underscores the importance of a holistic approach in early education that involves not only the home but also the school and community in nurturing both academic growth and self-confidence among learners.

Conclusion

Based on the results of the study, it was concluded that parental involvement played a crucial and substantive role in shaping both the academic performance and self-efficacy of kindergarten learners in public elementary schools. The assessment of parental involvement practices demonstrated that when parents consistently provided supportive home environments, maintained open communication with schools, and actively engaged in their children's learning at home, learners were more likely to develop confidence in their abilities and demonstrate stronger academic performance. Learners' self-efficacy emerged as an important educational outcome, reflecting not only learners' belief in their capacity to accomplish school tasks but also their readiness to engage, persist, and respond positively to learning challenges. The findings further indicated that learners' academic performance was closely associated with their level of self-efficacy, suggesting that confidence and motivation were integral components of early academic success. From a professional practice perspective, these results emphasized the need for educators and school leaders to intentionally integrate family engagement into instructional planning and learner support systems, particularly in early childhood education. The study underscored the importance of strengthening School–Home Partnership Strategies as a core component of program development, highlighting that policies and school-based initiatives should go beyond classroom instruction by empowering parents as active partners in learning. In terms of policy implementation, the results supported the alignment of school programs with existing education policies that promote stakeholder participation, inclusive education, and shared responsibility, thereby reinforcing the role of parental involvement as a sustainable mechanism for improving learner outcomes and advancing quality early childhood education.

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