
| RESEARCH ARTICLE

Parental Involvement and the Perceived Academic and Psychosocial Readiness of Grade One Learners

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| ABSTRACT

This study examined the relationship between parental involvement and the perceived academic and psychosocial readiness of Grade One learners in Tabok Elementary School II, Division of Mandaue City, School Year 2025–2026. Using a descriptive–correlational design guided by the Input–Process–Output (IPO) model, quantitative data were collected from 100 parents selected through convenience sampling. A researcher-made questionnaire measured parental involvement across five dimensions: autonomy-supportive involvement, controlling involvement, structure, responsiveness, and involvement. Parents also rated their child’s academic readiness, while psychosocial development was assessed through a researcher-adapted instrument based on Kadesjö et al. (2017) and psychosocial development theories covering emotional regulation, self-concept and confidence, social interaction, and moral/prosocial behavior. Instruments underwent content validation by three guidance counselors, pilot testing for item clarity, and reliability checking via internal consistency. Results showed parents generally practiced supportive involvement and learners were perceived as ready academically and psychosocially. Correlation tests indicated that only involvement was significantly related to academic readiness, while parental involvement was significantly related to self-concept and confidence in psychosocial development. An action plan is recommended to strengthen home-based learning support and confidence-building practices.

| KEYWORDS

parental involvement, academic readiness, psychosocial readiness, Grade One learners

| ARTICLE INFORMATION

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Introduction

Grade One is a pivotal “consolidation year” in which children’s early literacy and numeracy skills begin to stabilize into learning habits that shape later achievement. In the post-pandemic context, this gateway has become even more consequential because many young learners entered primary school with interrupted preschool exposure and uneven home learning support. Large-scale recovery frameworks consistently identify families as essential partners in rebuilding foundational skills: when caregivers are enabled to support routines, attendance, and home practice, early learning gaps are less likely to widen into persistent low performance (UNICEF, UNESCO & World Bank, 2021). Likewise, international monitoring of student outcomes highlights that parental support for learning such as encouragement, structured study time, and engagement with school expectations is associated with better academic performance and stronger learning dispositions, underscoring why school-based recovery programs should intentionally include family-facing components (OECD, 2023). These findings justify examining how parental involvement can strengthen both the academic and socio-emotional readiness of Grade One learners in public schools implementing targeted interventions.

Moreover, grade one level is a gateway to learning: the point at which emerging literacy, numeracy, and self-regulation either consolidate or falter. Neuroscientific and developmental literature show that children at this age can already focus on several aspects of a problem at a time, and have improved short- and long-term memory. In terms of their social skills, at this age, children are able to view themselves based on how they perform in school, capacity to make friends, and their physical appearance (ACT, 2017). When parents help children develop a sense of competence, teach problem solving, reinforce prosocial skills, and provide opportunities to develop understanding of rules, then the academic and emotional development would be reinforced (ACT, 2017). Conversely, if parents are not involved in their child's education, children would likely to experience academic struggles and social and emotional difficulties (Motshusi et al., 2024).

Parental involvement has been widely recognized as a foundational determinant of learning and socio-emotional growth. It is the parents' active participation in all aspects of their child's social, emotional, and academic readiness (Castro et al., 2015). Plethora of research has shown the importance of parental involvement in the multiple dimensions of children's education including academic achievement and emotional adjustment (Barger et al., 2019). As a result, countries have acknowledged the importance of parental involvement. For instance, the United States had passed several legislations and implemented parental involvement policies (Zinth, 2005). European countries like the Netherlands have also promoted parental involvement in the children's education through educational policies and have viewed the parents as partners to ensure academic achievement and develop the social skills of the learners thereby reducing dropout and truancy (Denessen, 2019). Similarly, the Australian government and territories have recognized the role of parents in student learning including adolescent learners (Commonwealth of Australia, 2006).

The Philippines also has similar government programs to ensure parental involvement in schools (e.g. Parent Teacher Association, RA 11908 or the Parent Effectiveness Service Program Act). Recently, the Department of Education under the leadership of Secretary Sonny Angara has recently launched DepEd Academic Recovery and Accessible Learning (ARAL) Program in response to the ARAL Program Act (Republic Act No. 12028) to address the persistent learning loss exacerbated by the COVID-19 pandemic. The ARAL Program is a strategic, data-driven intervention to address learning gaps in reading, mathematics, and science. It aims to build foundational skills for kindergarten learners while enhancing literacy and numeracy competencies for Grades 1 to 10 (DepEd, 2025).

Despite strong enabling laws and extensive international evidence, there remains limited Philippine-based empirical research on how parents support both the academic readiness (e.g., early reading and numeracy) and socio-emotional readiness (e.g., self-regulation, peer relations) of Grade One learners, and on how school-based initiatives such as the ARAL Program can systematically strengthen and leverage this support. In response to this gap, the present study will examine the role of parental involvement in the academic and social development of Grade One learners in selected public schools implementing ARAL. Using a quantitative research design, the study will: (1) describe the multidimensional profile of parental involvement among parents of Grade One learners; (2) test the extent to which parental involvement predicts learners' reading performance, mathematics performance, and socio-emotional outcomes; and (3) develop an evidence-based Action Plan to promote more effective and sustained parental involvement aligned with the needs of Grade One learners and the goals of ARAL.

Literature Review

Parental involvement is increasingly discussed not only in terms of *amount* (e.g., helping with schoolwork, attending meetings) but also in terms of *quality and style* of support, because children's motivation and self-regulation are shaped by how adults guide learning. Contemporary work grounded in Self-Determination Theory and family-process models emphasizes that autonomy-supportive practices (e.g., acknowledging feelings, offering meaningful choices) are generally linked with healthier motivation and engagement, whereas controlling practices (e.g., pressure, guilt induction) can heighten stress and reduce adaptive self-regulation processes that are central to psychosocial readiness for school demands (Prime et al., 2020). In the post-COVID education context, scholars differentiate "emergency remote teaching" from well-designed learning supports and highlight how home environments and caregiver guidance became more influential during disruptions, strengthening the case for examining parental involvement patterns as experienced by families (Hodges et al., 2020). Complementing this, global education reporting continues to stress that learning outcomes are strongly conditioned by home learning conditions and the extent to which families can scaffold children's learning and routines especially in the foundational years when early literacy and numeracy are most malleable (UNESCO, 2024; UNESCO, 2022).

Research on children's transition to primary school also underscores that academic readiness and psychosocial readiness are interdependent: early literacy/numeracy skills develop alongside executive functions, emotional regulation, and peer adjustment. Large multi-country evidence indicates that early learning gaps can become persistent without coordinated, targeted supports that involve families as partners, while early detection and support can reduce longer-term underachievement (UNESCO, 2022; World Bank, 2020). Parenting and home learning environment studies further show that consistent routines and cognitively stimulating activities (e.g., shared reading, guided practice) relate to early skill growth, while caregiver stress and household

instability can disrupt children’s attention, emotion regulation, and behavior—core elements in psychosocial readiness (Prime et al., 2020; UNESCO, 2024). These strands of literature support the present study’s decision to quantify parents perceived involvement by style (autonomy supportive, controlling, structure, responsiveness, involvement) and relate these to parents’ perceptions of Grade One learners’ academic and psychosocial readiness, aligning measurement with the multidimensional ways families shape early school adjustment (Hodges et al., 2020; World Bank, 2020).

Methodology

This study employed a descriptive–correlational research design to determine the relationship between parental involvement and the academic and psychosocial readiness of Grade One learners at Tabok Elementary School II, Division of Mandaue City, during School Year 2025–2026. The design was appropriate because it examined variables as they naturally occurred without manipulation, while describing levels of parental involvement and learners’ readiness and testing the association between them. Anchored on the Input–Process–Output (IPO) model, the study treated parental involvement dimensions as inputs, the data-gathering and analysis procedures as processes, and the proposed enhancement plan as the output. The respondents were 100 parents of Grade One learners, selected through convenience sampling. Data were gathered using a structured survey questionnaire with three sections: (1) Parental involvement (26 items) grouped into Autonomy-Supportive Involvement, Controlling Involvement, Structured Involvement, Responsiveness, and Involvement, rated on a 5-point Likert scale from 1 (Never) to 5 (Always); (2) Academic readiness (10 items), also rated from 1 (Never) to 5 (Always); and (3) Psychosocial readiness, a researcher-made scale adapted from Kadesjö et al. (2017) and psychosocial development theories, covering emotional regulation, self-concept and confidence, social interaction, and moral/prosocial behavior, rated using the same scale. As the instruments were researcher-made and adapted, they underwent content validation by three guidance counselors and were pilot tested with Grade One teachers to ensure clarity and appropriateness of items; following pilot administration, internal consistency reliability was computed to establish the instruments’ acceptability for the main study.

Results

Table 1. Manner of Parental Involvement Scale

S/N	Indicators	WM	Verbal Description
Autonomy Supportive Involvement			
1	I encourage my child to try solving academic tasks on their own before helping	4.12	Often
2	I listen to my child’s opinions when we talk about schoolwork.	4.21	Always
3	I give my child the freedom to choose how or when to do their homework	3.67	Often
4	I support my child’s learning interests even outside school activities	3.84	Often
5	I help only when my child asks or when truly needed.	3.84	Often
Controlling Involvement			
6	I pressure my child to perform well to avoid failure or punishment.	2.03	Rarely
7	I offer rewards only when my child gets high scores.	2.64	Sometimes
8	I insist my child follow my exact steps when doing school tasks.	2.47	Rarely
9	I frequently compare my child’s performance with others.	1.88	Often
10	I become upset when my child doesn’t meet my academic expectations.	1.87	Rarely
Structure			
11	I provide a consistent routine for study and homework.	3.69	Often
12	I explain clearly what is expected in school related tasks.	3.70	Often
13	I set realistic and age appropriate goals for my child’s schoolwork.	3.30	Sometimes
14	I help my child break down complex tasks into manageable steps.	3.88	Often
15	I offer guidance when my child seems confused about schoolwork.	4.14	Often
Responsiveness			
16	I talk to my child regularly about what happens in school.	4.15	Often
17	I show interest in my child’s academic efforts and struggles	4.05	Often
18	I celebrate my child’s small achievements in school.	3.56	Often
19	I comfort my child when school becomes overwhelming.	4.00	Often
20	I enjoy spending time with my child when we study together.	3.93	Often
Involvement			
21	I help my child with homework regularly	3.81	Often
22	I talk with my child about school topics.	4.04	Often

23	I read with my child at home.	3.86	Often
24	I attend parent teacher conferences.	3.76	Often
25	I volunteer at school when possible.	2.93	Sometimes
26	I participate in school events or activities	3.54	Often
Aggregate Weighted Mean		3.50	Often
Standard Deviation		0.72	

Viewed from a pattern-of-strengths perspective, the results suggest that parents’ involvement is anchored on supportive home practices rather than pressure-based strategies or heavy school-based participation. The overall mean of 3.50 (Often) indicates that parental involvement is generally present and consistent, but the SD of 0.72 implies that not all parents practice these behaviors at the same level. The highest-scoring behaviors cluster around communication and emotional attunement, such as listening to the child’s opinions (WM = 4.21) and regularly talking about school experiences (WM = 4.15), showing that many parents position themselves as approachable partners in learning. Likewise, the strong ratings in structure (e.g., offering guidance when confused, WM = 4.14) indicate that parents frequently provide scaffolding and routines that can support study habits and task completion. In contrast, the consistently low means under controlling involvement imply that most parents do not rely on coercion, comparisons, or emotional reactions to drive performance; instead, they appear to favor encouragement and guidance. However, the relatively lower scores on school-centered engagement particularly volunteering (WM = 2.93) suggest that involvement is concentrated at home and may be constrained by time, work demands, or limited opportunities to participate in school activities. Overall, the data portray a parent group that is “often involved,” primarily through responsive communication, structured support, and shared learning routines, while participation that requires presence in school occurs less frequently.

Table 2. Grade One Learners’ Level of Academic readiness

S/N	Indicators	WM	Verbal Description
1	My child can read simple words and short sentences independently	3.58	Often
2	My child recognizes and writes the letters of the alphabet correctly.	3.96	Often
3	My child recognizes and writes the letters of the alphabet correctly.	3.87	Often
4	My child demonstrates understanding of basic addition and subtraction.	3.73	Often
5	My child can follow multi step instructions related to academic tasks.	4.01	Often
6	My child completes assignments and homework with minimal supervision.	4.02	Often
7	My child shows interest and curiosity in learning new academic concepts.	4.21	Always
8	My child listens attentively during lessons and academic activities.	4.22	Always
9	My child can retell or explain stories or lessons in their own words.	3.84	Often
10	My child demonstrates age appropriate writing skills.	3.75	Often
Aggregate Weighted Mean		3.92	
Standard Deviation		0.21	Often

Table 2 indicates that, as perceived by parent respondents, Grade One learners demonstrate a generally strong academic readiness level, reflected by an aggregate weighted mean of 3.92 (Often) and a low standard deviation of 0.21, suggesting that parents’ ratings are fairly consistent across items. The highest-rated indicators relate to learning disposition and classroom engagement: learners “listen attentively during lessons and academic activities” (WM = 4.22, Always) and “show interest and curiosity in learning new academic concepts” (WM = 4.21, Always). These results imply that many children already possess positive learning behaviors that support classroom success. Functional learning skills that reflect independence are also rated high, such as completing homework with minimal supervision (WM = 4.02, Often) and following multi-step academic instructions (WM = 4.01, Often), indicating developing self-management and task persistence. Foundational literacy and numeracy skills are likewise “often” evident, including letter recognition and writing (WM = 3.96 and WM = 3.87) and basic addition and subtraction (WM = 3.73). The comparatively lower, though still “often,” rating for reading simple words and short sentences independently (WM = 3.58) suggests that early reading fluency may be a relative area for continued strengthening compared with attention, interest, and task-following behaviors. Overall, the results show that parents perceive learners as frequently demonstrating key readiness skills, with particularly strong engagement and learning motivation, while some foundational literacy skills especially independent reading may still need reinforcement.

Table 3. Psychosocial Development Questionnaire for Grade One Learners

S/N	Indicators	WM	Verbal Description
Emotional Regulation			
1	The child expresses emotions in appropriate ways.	3.99	Often
2	The child recovers quickly when upset or frustrated.	3.88	Often
3	The child remains calm when routines change.	3.62	Often
4	The child seeks help or comfort from adults when distressed.	3.92	Often
5	The child can name or describe their feelings.	4.09	Often
Self-Concept and Confidence			
6	The child believes they can accomplish school tasks.	3.92	Often
7	The child takes pride in their work and achievements.	3.84	Often
8	The child shows willingness to try new things or answer questions.	4.06	Often
9	The child bounces back after making mistakes	3.70	Often
10	The child sees themselves as a good friend and classmate.	4.03	Often
Social Interaction			
11	The child plays cooperatively with classmates.	4.17	Often
12	The child shares, takes turns, and follows group rules.	4.00	Often
13	The child resolves conflicts without much adult help	3.37	Sometimes
14	The child listens when others speak.	3.84	Often
15	The child initiates and maintains friendships.	4.15	Often
Moral and Prosocial Behavior			
16	The child shows empathy to those who are sad or hurt.	4.12	Often
17	The child understands right from wrong.	4.18	Often
18	The child apologizes or takes responsibility for misbehavior.	4.02	Often
19	The child helps classmates or family even without being asked.	3.85	Often
20	The child respects adults and follows classroom rules.	4.15	Often
Aggregate Weighted Mean		3.95	
Standard Deviation		0.21	Often

Table 3 shows that Grade One learners, as perceived by their parents, demonstrate a generally healthy level of psychosocial development, reflected in an aggregate weighted mean of 3.95 (Often) and a standard deviation of 0.21, indicating fairly consistent perceptions among respondents. Across domains, parents rated children highly in skills that support school adjustment and relationships. In emotional regulation, learners were often able to express emotions appropriately (WM = 3.99) and describe their feelings (WM = 4.09), suggesting growing emotional awareness and self-control, although remaining calm when routines change received a comparatively lower rating (WM = 3.62), implying that flexibility during unexpected changes may still be developing. In self-concept and confidence, children were generally perceived as capable and willing, particularly in trying new things or answering questions (WM = 4.06) and viewing themselves positively as friends/classmates (WM = 4.03), reflecting a stable sense of belonging and confidence. For social interaction, cooperative play (WM = 4.17) and maintaining friendships (WM = 4.15) were rated strong, showing that many learners can engage positively with peers; however, resolving conflicts without adult help was the lowest indicator (WM = 3.37, Sometimes), indicating that peer problem-solving and independent conflict resolution remain areas for improvement. Finally, moral and prosocial behavior emerged as a notable strength, with high ratings for understanding right from wrong (WM = 4.18) and respecting adults and classroom rules (WM = 4.15), suggesting that learners frequently display values and behaviors that promote a positive classroom climate. Overall, the results indicate that learners often exhibit emotional competence, confidence, positive peer engagement, and prosocial tendencies, while adaptability to change and independent conflict resolution may need further support.

Table 4. Test of relationship between the Level of Parental Involvement and the Learners' Level of Academic Readiness

Variables	r value	Strength of Correlation	p value	Decision	Remarks
Autonomy Support	.136	Weak Positive	.129	Do not reject Ho	Not Significant
Controlling Involvement	.128	Weak Positive	.129	Do not reject Ho	Not Significant

Structure	.051	Negligible Positive	.597	Do not reject Ho	Not Significant
Responsiveness	-.007	Negligible Negative	.950	Do not reject Ho	Not Significant
Involvement	.414	Moderate Positive	.000	Reject Ho	Significant

*significant at $p < 0.05$ (two tailed)

Table 4 indicates that among the five dimensions of parental involvement, only Involvement shows a statistically significant relationship with learners' academic readiness. The correlation between Involvement and academic readiness is moderate and positive ($r = .414$) with a p value of .000, leading to the decision to reject H_0 and conclude that higher parental participation in learning-related activities is associated with higher academic readiness. In contrast, Autonomy Support ($r = .136$, $p = .129$) and Controlling Involvement ($r = .128$, $p = .129$) show weak positive but non-significant relationships. Structure shows a negligible positive association ($r = .051$, $p = .597$), while Responsiveness shows an almost zero negligible negative association ($r = -.007$, $p = .950$). Overall, direct parental involvement is most related.

Table 5. Test of relationship between the Learners' Level of Psychosocial Development and Level of Parental Involvement

Variables	r value	Strength of Correlation	p value	Decision	Remarks
Emotional Regulation	.051	Negligible Positive	.723	Do not Reject Ho	Not Significant
Self-Concept and Confidence	.330	Moderate Positive	.016	Reject Ho	Significant
Social Interaction	.225	Weak Positive	.111	Do not Reject Ho	Not Significant
Moral and Prosocial Behavior	-.121	Negligible Negative	.394	Do not Reject Ho	Not Significant

*significant at $p < 0.05$ (two tailed)

Table 5 shows that parental involvement is significantly related only to learners' self-concept and confidence. This domain yielded a moderate positive correlation ($r = .330$) with a p value of .016, leading to the decision to reject the null hypothesis and conclude that higher parental involvement is associated with stronger self-belief, willingness to try, and confidence as perceived by parents. In contrast, the relationships for emotional regulation ($r = .051$, $p = .723$) and social interaction ($r = .225$, $p = .111$) are positive but not significant, indicating that parental involvement did not show a reliable association with these psychosocial areas in this sample. Moral and prosocial behavior shows a negligible negative and non-significant relationship ($r = -.121$, $p = .394$), suggesting no meaningful link based on the data. Overall, the findings imply that parental involvement may be most influential in shaping children's confidence and self-perceptions rather than their emotional control, peer skills, or prosocial behavior.

Discussion

The results suggest that parents generally demonstrate frequent involvement in their children's schooling, with a clear pattern favoring supportive and facilitative practices over pressure-based approaches. Parents commonly reported listening to their child's views about schoolwork, maintaining regular conversations about school experiences, and providing guidance when a child is confused behaviors that reflect responsiveness, structure, and encouragement. Controlling practices such as pressuring performance, comparing the child with others, or reacting strongly to unmet expectations were reported less often, implying that most parents tend to motivate through support rather than coercion. In terms of learner outcomes, parents generally perceived Grade One learners to be ready for school demands, particularly in learning engagement (e.g., attentiveness and curiosity), cooperative peer behavior, and prosocial tendencies. However, some areas appeared less developed, including independent reading of simple texts, adapting calmly to changes in routine, and resolving peer conflict without adult help suggesting that while readiness is broadly present, certain foundational literacy and self-management skills still need strengthening. The relationship tests indicate that not all dimensions of parental involvement are equally linked to children's readiness outcomes. For academic readiness, only the Involvement dimension showed a significant, moderate positive relationship, implying that direct participation in learning activities (such as helping with homework, reading at home, and engaging with school-related tasks) is

the form of parental involvement most associated with stronger academic preparedness. Other dimensions autonomy support, structure, responsiveness, and controlling involvement did not show significant relationships, which may mean that these styles influence learning in more indirect ways or are less detectable through parent-perception measures. For psychosocial development, parental involvement was significantly related only to self-concept and confidence, indicating that children whose parents are more engaged tend to be perceived as more confident, willing to try, and more resilient after mistakes. The lack of significant relationships with emotional regulation, social interaction, and moral/prosocial behavior may suggest that these domains are shaped by multiple influences beyond parental involvement alone.

Conclusion

The study concludes that Grade One parents generally practice supportive involvement and that learners are perceived as academically and psychosocially ready, though independent reading, adaptability to routine changes, and conflict resolution need further support. Correlation results show that only direct parental involvement in learning activities is significantly associated with academic readiness, indicating that hands-on support at home relates most to school preparedness. Parental involvement is also significantly related to learners' self-concept and confidence, highlighting its role in strengthening children's self-belief and resilience.

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