



PARENTING CHALLENGES OF KINDERGARTEN PARENTS: BASIS FOR SCHOOL-INITIATED SUPPORT PROGRAMS

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Abstract: This study aims to explore the challenges faced by parents of kindergarten learners in their exercise of child parenting and the impact of these challenges on the development of their children. Specifically, it focuses on the parents' educational attainment, occupation, and monthly family income and their relationship to the parenting practices employed within the context of the child's development program. The study further investigates the significant relationship between these parental factors and the level of involvement in parenting, focusing on personal, social, emotional, mental, and spiritual development of children. A descriptive correlational research design was employed. Data were collected through a survey questionnaire that assessed parental involvement and the problems encountered by parents, along with their demographic profiles. The findings revealed that the highest educational attainment of both father and mother had a moderate negative correlation with the level of exercise of child parenting, indicating that higher educational attainment was associated with a lower level of difficulty in parenting practices. Conversely, the monthly family income showed a strong negative correlation, suggesting that higher income was associated with more effective and involved parenting. Problems such as lack of time, guidance, and discipline were also identified as significant challenges faced by parents. The study concludes that parental education and income levels are pivotal factors influencing child development, with implications for creating school-initiated programs to address parenting challenges.

Keywords: parental involvement, early childhood development, parenting challenges, socioeconomic factors

I. INTRODUCTION

Parenting is a critical factor in shaping children's development, particularly in the early years. At the international level, the importance of early childhood care and education has been widely recognized, with various studies emphasizing how parenting practices influence children's cognitive, emotional, and social development. The United Nations Children's Fund (UNICEF) (2021) highlights that children's early years are crucial for brain development, and parenting plays an essential role in providing the nurturing environment needed for optimal growth. Moreover, the World Health Organization (WHO) underscores that positive parenting practices can significantly affect a child's health outcomes, particularly in preventing the development of mental health issues later in life (WHO, 2022).

In the global context, many countries have implemented policies aimed at enhancing parenting education and support programs. For example, countries such as Finland, Sweden, and Singapore offer extensive parental education initiatives aimed at enhancing the skills and knowledge of parents, particularly those with children under the age of six (Gertler et al., 2020). These programs emphasize the need for a collaborative approach between parents, schools, and communities to ensure that children have the best start in life. As such, the role of kindergarten teachers in partnering with parents is vital in these international contexts, as they provide both educational support for the child and guidance for the parents.

On a national level, parenting has been identified as a key determinant of early childhood outcomes in many countries, including the Philippines. A study by Reyes et al. (2022) revealed that Filipino parents are increasingly aware of the importance of early childhood education and are becoming more involved in their children's schooling. This involvement is evident in many households, as parents attend school meetings, participate in educational activities, and monitor their children's progress. However, despite this awareness, many parents still face challenges in providing effective parenting due to socioeconomic constraints and limited access to quality educational resources. The Philippines has adopted various measures to address these issues, including the implementation of the Kindergarten Education Act, which mandates the inclusion of kindergarten education in the basic education system (Republic Act No. 10157, 2012).

Despite these efforts, challenges persist in ensuring that parenting in kindergarten settings is optimal. Local studies have found that many parents still struggle to navigate the educational and developmental needs of their children, particularly in rural areas (Santos et al., 2023). In these areas, traditional parenting practices and a lack of access to modern parenting strategies hinder children's readiness for school. According to a recent study by Del Mundo (2023), Filipino parents often rely on cultural norms and practices passed down through generations, which may not always align with contemporary pedagogical strategies. This creates a gap in the effective integration of parenting practices and early childhood education, thus affecting children's academic success.

At the local level, the concept of parent-teacher collaboration in kindergarten is becoming increasingly recognized as an essential component of the child's educational journey. In a study conducted by Gonzales and Ramos (2023), teachers noted that parent involvement in children's education significantly improved children's motivation, emotional development, and academic performance. This suggests that when parents and teachers work together, children benefit from a more holistic educational experience that integrates the home environment with the school setting. This study also revealed that despite the recognized importance of collaboration, many teachers encounter barriers such as parents' lack of time, differing educational values, and insufficient communication between home and school.

In this context, the study of child parenting in kindergarten is essential to better understand how parental involvement can be optimized. Understanding how parents approach their role in their children's early education, and how they interact with teachers, is crucial for improving educational outcomes. Research by Castillo et al. (2024) highlights that parental involvement is not just about physical presence at school but also about actively participating in the learning process at home. This study revealed that children whose parents engaged in home-based learning activities showed higher cognitive and social-emotional development compared to those whose parents were less involved.

Moreover, the importance of the quality of parent-teacher relationships cannot be overstated. Studies conducted in various countries have shown that effective communication between parents and teachers leads to better outcomes for children (Hughes & Kwok, 2020). For example, in Australia, parent-teacher conferences and regular communication via digital platforms have been shown to foster a collaborative relationship that benefits children's learning experiences. This approach is being increasingly adopted in the Philippines, with many schools providing platforms for regular communication with parents. However, research by Magno and Lopez (2022) suggests that many parents are still not fully aware of the benefits of such communication, and schools need to do more to educate them on how to engage with teachers effectively.

The challenges associated with parenting in kindergarten settings are multifaceted. In addition to the barriers of socioeconomic status and traditional parenting practices, there is also the issue of parents' limited understanding of child development. A study by Dela Cruz (2021) revealed that many parents are unaware of the developmental milestones their children should reach at certain ages, which can affect their ability to support their children's learning and growth. This lack of awareness often leads to frustration and confusion, which in turn affects the parent-child relationship. A similar study by Tan and Garcia (2024) found that many parents were unsure of how to support their children's early literacy and numeracy skills, which are crucial for school readiness.

Another concern in the study of child parenting in kindergarten is the evolving nature of family structures. In recent years, there has been a rise in non-traditional family structures, such as single-parent households and households where both parents work full-time. This shift has implications for parenting practices, as parents may face challenges in balancing work, home responsibilities, and engagement with their children's education. A study by Salazar and Razon (2022) found that working parents in the Philippines often rely on extended family members or domestic helpers to assist with their children's education. While this can provide some support, it can also lead to a disconnect between the parent and child, affecting the quality of parenting.

The role of teachers in supporting parents is also vital, as teachers serve as a bridge between the school and home environments. Recent studies have shown that teachers who take an active role in guiding parents can have a significant impact on children's development (Sison et al., 2023). In their study, the authors found that when teachers regularly communicated with parents about children's progress and provided suggestions for home-based activities, children showed more positive behaviors and better academic performance. This highlights the importance of ongoing professional development for kindergarten teachers to equip them with the skills necessary for effective parent engagement.

In the context of this study, the right to education is particularly pertinent. The study emphasizes that children, especially those at the kindergarten level, should have access to an environment where their developmental needs are prioritized, both at school and at home. The parental involvement in the educational process is integral, as parents not only support their children's learning but also influence their overall growth and readiness for school. The study also connects the Child's Bill of Rights to the various developmental domains—personal, social-emotional, mental, and spiritual-moral—highlighting how parenting practices, guided by these rights, can foster holistic development in young learners.

Additionally, the right to protection and right to participation are vital components of the Child's Bill of Rights that are addressed through the study's exploration of parenting practices. Parents are responsible for ensuring that their children are not exposed to harm, and that they are raised in environments that respect their voice and choices, particularly when it comes to their emotional and moral development. In this sense, the study advocates for empowering parents with the knowledge and tools to foster environments of care, respect, and active engagement with their children's development.

Finally, the right to be heard and the right to be nurtured are critical in understanding the role of parents in child development. By assessing the parenting practices of the parents of Kindergarten learners, this study aims to support parents in their critical role in realizing these rights in their children's lives. The proposed child parenting training program, which is one of the outcomes of the study, seeks to provide parents with strategies to enhance their engagement with their children, ensuring that the children's voices are heard and their developmental needs are met with the utmost care.

In conclusion, child parenting in kindergarten is a critical area of research that has far-reaching implications for children's development and educational success. The research shows that while parental involvement can have a positive impact on children's learning, various challenges—such as socioeconomic factors, traditional parenting practices, and limited teacher support—can hinder its effectiveness. Addressing these challenges requires a multi-faceted approach that includes strengthening parent-teacher partnerships, providing parents with the tools they need to support their children's development, and promoting policies that enhance parental involvement in early childhood education. By exploring the nuances of child parenting in kindergarten through a case study

approach, this research aims to provide valuable insights into how parents and teachers can work together to create a supportive environment for children's growth and learning.

Statement of the Problem

This study sought to assess the level of exercise of child parenting by the parents of the Kindergarten learners in San Clemente District, Schools Division Office of Tarlac Province during the School Year 2024-2025.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the Kindergarten parents in terms of the following:
 - a. highest educational attainment;
 - b. occupation; and
 - c. monthly family income?
2. What is the level of exercise of child parenting by the parents of the Kindergarten learners relative to the child's development in terms of the following:
 - a. personal development;
 - b. social and emotional development;
 - c. mental development; and
 - d. spiritual and moral development?
3. Is there a significant relationship between the level of exercise of child parenting by the parents of the Kindergarten learners relative to the child's development and their profile variables?
4. What are the problems being met by the parents of the Kindergarten learners in their exercise of child parenting?
5. Based on the findings, what school-initiated support programs for the parents of the Kindergarten learners can be proposed to address the problems being met?

METHODOLOGY

This chapter presents the research design, sources of data, instrumentation and data collection and tools for data analysis.

Research Design

Based on the statement of the problem, the research design used in this study is a descriptive-correlational research design. This design is appropriate because the study aims to describe the current situation regarding child parenting among the parents of Kindergarten learners in the San Clemente District, Schools Division Office of Tarlac Province. The descriptive aspect of the study focuses on gathering detailed information about the parents' profiles, including their highest educational attainment, occupation, and monthly family income. Additionally, it aims to assess the level of exercise of child parenting by these parents in relation to the child's development, specifically in areas such as personal, social-emotional, mental, and spiritual-moral growth. By collecting this information, the study provides a clear picture of the existing parenting practices and challenges faced by parents in the district.

The correlational aspect of the study is focused on examining the relationships between the parents' profiles and their parenting practices. Specifically, the study seeks to determine if there are significant differences in the level of exercise of child parenting based on factors such as educational attainment, occupation, and family income. This approach allows the study to explore how these demographic variables might influence the ways in which parents engage with their children's development. By analyzing these relationships, the study can identify patterns or trends that may help in understanding how different parental characteristics impact child-rearing practices.

The research design also incorporates a quantitative approach, as it involves measuring various aspects of parenting and child development through surveys or structured questionnaires. These tools will collect numerical data that can be analyzed statistically, allowing the study to make conclusions about the level of exercise of child parenting and its relationship with parental profiles. Overall, the descriptive-correlational research design is well-suited for this study, as it aims to describe existing conditions and explore potential correlations between different variables, offering valuable insights into the factors that influence child parenting practices in the Kindergarten setting.

Sources of Data

Instrumentation and Data Collection

In this study, the instrumentation used for data collection consisted of surveys and questionnaires designed to gather relevant information from the parents of Kindergarten learners in the San Clemente District, Schools Division Office of Tarlac Province. The survey instruments were developed to address the specific objectives of the study, including gathering data on the parents' profiles, such as their highest educational attainment, occupation, and monthly family income. Additionally, the questionnaires contained items aimed at assessing the level of exercise of child parenting by the parents, particularly in relation to the child's personal, social-emotional, mental, and spiritual-moral development. The items were structured to capture both quantitative and qualitative data, with Likert scale questions used to measure the level of parenting practices and open-ended questions used to identify the challenges faced by parents in their child-rearing roles.

The data collection process involved administering the survey to the parents of Kindergarten learners during the 2024-2025 school year. The surveys were distributed to the parents through the assistance of the teachers and school heads in the San Clemente District. Teachers facilitated the distribution of the questionnaires, ensuring that each parent had the opportunity to respond. The participants were informed about the purpose of the study, and their consent was obtained prior to completing the survey. The data collection process was carried out in a manner that ensured confidentiality and ethical considerations were upheld, with responses being anonymized to protect the privacy of the participants.

The collected data were then compiled and analyzed to identify trends and relationships between the variables, such as the parents' socio-economic background and their child-rearing practices. The use of structured questionnaires allowed for a systematic and efficient method of collecting data from a large group of parents, while open-ended questions provided the opportunity for parents to express any challenges or concerns they encountered in their role as caregivers. By employing these data collection methods, the study was able to gather a comprehensive set of information that addressed the research questions and provided valuable insights into the parenting practices within the San Clemente District.

Tools for Data Analysis

For the analysis of data in this study, various tools and statistical methods were employed to address each sub-problem effectively.

For the first sub-problem, which focused on the profile of the Kindergarten learners' parents, descriptive statistics were used. Specifically, frequencies and percentages were applied to categorize and summarize the parents' highest educational attainment, occupation, and monthly family income. These tools allowed for the presentation of the distribution of these variables in a clear, quantifiable format. Additionally, bar graphs and pie charts were employed to visually represent the data, making it easier to interpret and compare the profiles of parents across different categories.

In the second sub-problem, which dealt with assessing the level of exercise of child parenting by parents, descriptive statistics were again the primary tool for analysis. The mean was calculated to determine the average level of parenting practices in various domains of child development, including personal, social-emotional, mental, and spiritual-moral development. The standard deviation was also used to measure the variability or consistency of parenting practices across the sample. Furthermore, frequency distributions were employed to examine the spread of responses within each developmental domain, providing insight into how parents rated their involvement in each area of their children's growth.

Point Values	Statistical Limit Range	Descriptive Equivalent (DE)
5	4.21 – 5.00	Highly Exercised (HE)
4	3.41 – 4.20	Exercised (E)
3	2.61 – 3.40	Moderately Exercised (ME)
2	1.81 – 2.60	Slightly Exercise (SE)
1	1.00 – 1.80	Not Exercise (NE)

For the third sub-problem, which sought to examine the relationship between the level of exercise of child parenting and parent profile variables, inferential statistics were used. Pearson's correlation coefficient was applied to determine the strength and direction of relationships between continuous variables, such as family income and the level of child parenting practices.

In addressing the fourth sub-problem, which focused on identifying the problems faced by parents in their exercise of child parenting, qualitative analysis was employed. Thematic analysis was used to analyze the open-ended responses provided by parents about the challenges they encountered in child parenting. Common themes were identified and categorized, allowing for a deeper understanding of the recurring issues that parents faced. Additionally, **frequency counts** were used to quantify how often specific problems or challenges were mentioned by parents, helping to highlight the most prevalent issues.

Point Values	Statistical Limit Range	Descriptive Equivalent (DE)
5	4.21 – 5.00	Very Serious (VS)
4	3.41 – 4.20	Serious (S)
3	2.61 – 3.40	Moderately Serious (MS)
2	1.81 – 2.60	Slightly Serious (SS)
1	1.00 – 1.80	Not a Problem (NA)

By employing these various tools for data analysis, the study was able to provide comprehensive insights into the factors influencing child parenting practices in the San Clemente District. These statistical and qualitative methods allowed for a nuanced understanding of the relationships between parent profiles and their child-rearing practices, as well as the challenges they face in fulfilling their roles.

RESULTS AND DISCUSSION

This chapter deals in the presentation, analysis and interpretation of the data gathered relative to sub-problems in the study.

I. Profile of the Kindergarten Parents

The profile of the Kindergarten parents in terms of parents' highest educational attainment is presented in Table 1.

Table 1
Highest Educational Attainment of Parents of Kindergarten Learners

Father's Educational Attainment	Frequency	Percentage
College Graduate	6	12
College Level	8	16
High School Graduate	17	34
High School Level	10	20
Elementary Graduate	7	14
Elementary Level	2	4
Total	50	100
Mother's Educational Attainment	Frequency	Percentage
College Graduate	7	14
College Level	6	12
High School Graduate	26	52
High School Level	8	16
Elementary Graduate	3	6
Total	50	100

Table 1 presents the distribution of the highest educational attainment of the parents of Kindergarten learners in the San Clemente District, Schools Division Office of Tarlac Province. For fathers, the data reveals that the majority, 34% (17 fathers), have completed high school, while 20% (10 fathers) attended high school but did not graduate. A smaller proportion, 14% (7 fathers), have completed elementary education, and only 4% (2 fathers) attended elementary school without finishing it. A total of

16% (8 fathers) attended college but did not complete their degree, while 12% (6 fathers) are college graduates. In contrast, for mothers, the majority (52%) have completed high school, while 16% (8 mothers) attended high school but did not graduate. Only 6% (3 mothers) completed elementary school, and 12% (6 mothers) attended some college but did not finish their degree. A slightly higher percentage of mothers, 14% (7 mothers), hold a college degree.

This educational attainment distribution indicates that a significant number of parents, particularly mothers, have completed high school but did not pursue higher education. The relatively lower educational attainment of some parents may have implications for their involvement in their child's education. These findings align with recent studies, such as Gonzalez and Bautista (2023), which found that higher parental education levels are linked to more active involvement in children's development and better academic outcomes. Similarly, Chavez and Villanueva (2022) highlighted how parents' educational attainment affects their engagement in early childhood education, with higher educational levels correlating with increased parental support for their children's learning. Ramos and Francisco (2024) also noted that parents with higher education levels tend to foster a more enriched learning environment at home, which positively impacts early childhood development.

Table 2
Occupation of Parents of Kindergarten Learners

Father's Occupation	Frequency	Percentage
Government Employee	5	10
Private Employee	23	46
Self-Employed	15	30
Overseas Filipino Worker	7	14
Total	50	100
Mother's Occupation	Frequency	Percentage
Government Employee	8	16
Private Employee	13	26
Self-Employed	21	42
Overseas Filipino Worker	8	16
Total	50	100

Table 2 provides an overview of the occupations of the parents of Kindergarten learners in the San Clemente District, Schools Division Office of Tarlac Province. The data reveals the distribution of parents' employment status and types of work for both fathers and mothers.

For fathers, the largest group of parents are **private employees**, comprising 46% (23 fathers) of the sample. Self-employed fathers account for 30% (15 fathers), while government employees represent 10% (5 fathers). The smallest group is Overseas Filipino Workers (OFWs), comprising 14% (7 fathers). These figures show that the majority of fathers are either employed in the private sector or are self-employed, which may reflect the common economic conditions and opportunities available in the local area.

For mothers, the distribution is slightly different. A larger percentage of mothers, 42% (21 mothers), are self-employed, followed by private employees, which account for 26% (13 mothers). Government employees make up 16% (8 mothers), and another 16% (8 mothers) are Overseas Filipino Workers (OFWs). The notable difference between the fathers and mothers is the higher percentage of self-employed mothers. This could indicate that many mothers in the district may be engaged in small businesses or independent ventures, which often provide flexibility to balance work and family responsibilities.

This study discussed the balance between work and family life among Filipino parents, noting that self-employment and being an OFW often make it harder for parents to engage actively in their children's education. However, parents in government and private sector jobs were found to have more structured schedules, which allowed for better involvement in their children's schooling.

These recent studies emphasize the importance of parental employment in shaping family dynamics and the level of involvement in children's early education. The work status of parents—whether they are self-employed, employed in the private or public sectors, or working overseas—can significantly influence their ability to support their children's academic and emotional development.

Table 3
Monthly Family Income of Parents of Kindergarten Learners

Monthly Family Income	Frequency	Percentage
Php10,000 and below	13	26
Php10,001-Php20,000	24	46
Php20,001-Php30,000	14	28
Total	50	100

Table 3 presents the distribution of the monthly family income of parents of Kindergarten learners in the San Clemente District, Schools Division Office of Tarlac Province. The data reveals how the family income is distributed across different income brackets, with a total of 50 families included in the sample.

The largest group of families, 46% (24 families), falls within the income bracket of Php10,001-Php20,000, indicating that nearly half of the families earn between Php10,001 and Php20,000 monthly. This suggests that a significant portion of parents in the district have moderate family incomes, which may influence their capacity to provide resources for their children's education and extracurricular activities.

The second largest group, 28% (14 families), earns between Php20,001-Php30,000 per month, showing that a smaller portion of families earn higher incomes. This may allow for better access to education-related resources, healthcare, and other opportunities for their children.

Finally, 26% (13 families) have a monthly family income of Php10,000 and below, indicating that one-quarter of families are in the lower-income category. This group may face financial constraints that could limit their ability to support their children's education through resources such as tutoring, extracurricular programs, or educational materials.

Level of Exercise of Child Parenting by the Parents of the Kindergarten Learners Relative to Child's Development Program

Table 4
Personal Development

Indicators	Mean	Descriptive Equivalent
1. Brings positive attitude in the child's way of thinking and living.	4.38	Always
2. Prioritizes and making it a point to spend more time with your child.	4.13	Often
3. Allows your child to express his own personality.	3.97	Often
4. Encourages him to excel at what he's best at.	3.89	Often
5. Establishes a healthy communication system with your child.	3.88	Often
6. Improves communication skills of the child.	3.75	Often
7. Sets a good example for your child has many benefits, and most of them are good for you as well.	3.75	Often
8. Keeps realistic expectations from your child.	3.63	Often
9. Listens to your child's concerns.	3.38	Often
10. Boosts the self-confidence of the child.	3.13	Sometimes
AWM	3.79	Often

Legend Limits

Descriptive Equivalent

4.21 - 5.00	Always (A)
3.41 - 4.20	Often (O)
2.61 - 3.40	Sometimes (S)
1.81 - 2.60	Almost Never (AN)
1.00 - 1.80	Never (N)

Table 4 provides an overview of the level of exercise of child parenting by parents of Kindergarten learners in terms of their child's personal development. The table includes ten indicators, each assessed based on a Likert scale, with the weighted mean (WM) representing the average frequency of each behavior and the descriptive equivalent (DE) categorizing the frequency as "Always," "Often," or "Sometimes."

The highest-rated indicator, "Brings positive attitude in the child's way of thinking and living", received the highest weighted mean (WM = 4.38) and was categorized as "Always." This suggests that parents frequently engage in actions that foster a positive mindset in their children. They encourage optimism, resilience, and constructive thinking, which are foundational for developing healthy coping mechanisms and emotional well-being. Such behavior aligns with findings in the study by Gonzalez and Tan (2023), who found that parents who model positive attitudes help children build emotional intelligence and the capacity to face challenges effectively. Encouraging positive thinking is also critical for building a growth mindset, a concept that helps children develop confidence in their abilities and overcome obstacles.

On the other hand, the lowest-rated behavior, "Boosts the self-confidence of the child" (WM = 3.13), received a rating of "Sometimes," indicating that while parents occasionally take steps to boost their child's self-confidence, it is not as frequent or consistent as other behaviors. This lower frequency may point to a gap in consistent reinforcement of positive self-image, which is crucial for developing emotional resilience and confidence. **Gonzalez and Tan (2023)** highlighted that consistent reinforcement of self-confidence is vital for children to face challenges and build independence, but it is an area that parents sometimes overlook, especially in the early stages of development.

Table 5
Social and Emotional Development

Indicators	Mean	Descriptive Equivalent
1. Encourages children to develop personal qualities, e.g. thoughtfulness, honesty and respect	4.22	Always
2. Fosters a sense of community with common, inclusive values.	4.12	Often
3. Encourages respect for people, living things, property and the environment.	3.75	Often
4. Enables them to share views and opinions with others and work towards a consensus.	3.67	Often
5. Helps pupils to resolve tensions and conflicts.	3.63	Often
6. Provides opportunities for children to work in a variety of social groupings, within the class and sometimes across the school.	3.56	Often
7. Develops the appreciation of others' rights and responsibilities.	3.54	Often
8. Encourages children to think of others and understand the value of supporting charities	3.37	Often
9. Listens to children and providing, through the School Council, a forum for decision making	3.34	Often
10. Develops an understanding of the structures of society, e.g. the family, school, and local community	3.00	Sometimes
AWM	3.57	Often

**Legend
Limits**

Descriptive Equivalent

4.21 - 5.00	Always (A)
3.41 - 4.20	Often (O)
2.61 - 3.40	Sometimes (S)
1.81 - 2.60	Almost Never (AN)
1.00 - 1.80	Never (N)

Table 5 presents the results on the level of exercise of child parenting by parents of Kindergarten learners, specifically focusing on social and emotional development. The table includes ten indicators reflecting various social and emotional behaviors that parents exhibit to support the development of these qualities in their children.

The highest-rated indicator, "Encourages children to develop personal qualities, e.g., thoughtfulness, honesty, and respect" (WM = 4.22), was rated as "Always." This suggests that parents consistently emphasize the development of core social and emotional qualities such as thoughtfulness, honesty, and respect in their children. This behavior supports the child's moral and ethical development, which is crucial for building strong interpersonal relationships and for understanding the values that guide social interactions. Parents are actively involved in modeling these qualities, making it a central part of their parenting approach. Research by Gonzalez and Tan (2023) highlights that children who are encouraged to develop moral qualities like honesty and respect demonstrate higher levels of empathy and interpersonal effectiveness. These qualities also contribute to better peer relationships, which are important in the child's social development.

The second-highest-rated behavior, "Fosters a sense of community with common, inclusive values" (WM = 4.12), indicates that parents often encourage their children to develop a sense of belonging and shared values with others. This sense of community helps children build positive social relationships and work collaboratively. Martinez and Hernandez (2022) found that children whose parents foster a sense of community and inclusivity tend to have stronger social skills and demonstrate an increased ability to work with others in various settings, from school to extracurricular activities.

The lowest-rated indicator, "Develops an understanding of the structures of society, e.g., the family, school, and local community" (WM = 3.00), received a rating of "Sometimes," suggesting that parents only occasionally focus on teaching their children about societal structures. While this is an important aspect of social development, it appears that parents may not emphasize it as regularly as other behaviors. The concept of societal structures includes understanding roles in the family, school, and community, which forms a foundation for the child to understand their place in the larger social world. Diaz and Lopez (2024) emphasized the importance of children understanding societal roles as it allows them to navigate social dynamics more effectively, fostering both emotional intelligence and social competence. However, the lower frequency of this behavior may indicate that some parents are not fully aware of its significance in early childhood development, possibly due to competing priorities or lack of awareness of how to engage in such discussions with young children.

The overall average weighted mean (AWM) for the social and emotional development indicators was 3.57, categorized as "Often." This suggests that while parents frequently engage in behaviors that support social and emotional growth, certain behaviors, particularly those related to understanding societal structures and fostering charity, occur less consistently. Parents could benefit from additional guidance in integrating these behaviors into their daily routines, particularly in fostering a comprehensive understanding of the social world and nurturing empathy.

**Table 6
Mental Development**

Indicators	Mean	Descriptive Equivalent
1. Reads stories to him; listen to him read aloud to you.	3.58	Often
2. Limits his TV watching to less than one hour a day.	3.49	Often
3. Spends time playing with him; Play is the work of children.	3.46	Often
4. Be generous in your praise of his efforts and his accomplishments.	3.45	Often
5. Makes an effort to converse with him to help build his vocabulary.	3.45	Often
6. Introduces him to individuals who are different from you to expand his horizons.	3.44	Often
7. Takes field trips, travel, research a topic, plant a small garden, etc.	3.36	Sometimes
8. Encourages him to explore; the brain thrives on variety and new experiences.	3.33	Sometimes
9. Provides him with music lessons. Studies have shown that children who study music have increased spatial-temporal reasoning ability.	3.29	Sometimes
10. Admits own mistakes and help him to accept his, understanding that there's a big difference between making a mistake and being a mistake.	3.07	Sometimes
AWM	3.39	Sometimes

**Legend
Limits**

Descriptive Equivalent

4.21 - 5.00	Always (A)
3.41 - 4.20	Often (O)
2.61 - 3.40	Sometimes (S)
1.81 - 2.60	Almost Never (AN)
1.00 - 1.80	Never (N)

Table 6 presents the results on the level of exercise of child parenting by parents of Kindergarten learners, specifically regarding mental development. The table includes ten indicators reflecting different parenting behaviors that influence the mental development of children.

The highest-rated behavior, "Reads stories to him; listen to him read aloud to you" (WM = 3.58), was categorized as "Often." This indicates that parents frequently engage in reading activities, which play a critical role in cognitive development, language skills, and fostering a love for learning. Gonzalez and Tan (2023) emphasize that reading to children regularly enhances their vocabulary, comprehension skills, and overall mental development. Additionally, Martinez and Hernandez (2022) found that interactive reading, where parents listen to their children read aloud, has a strong positive impact on children's early literacy skills, which are foundational for cognitive growth. The high frequency of this behavior is consistent with research suggesting that reading is one of the most effective ways to stimulate mental development during early childhood.

Another commonly practiced behavior is "Limits his TV watching to less than one hour a day" (WM = 3.49), categorized as "Often." This suggests that parents are aware of the importance of limiting screen time, a behavior linked to better mental health and cognitive outcomes. Studies such as those by Diaz and Lopez (2024) have shown that excessive screen time can negatively impact cognitive development, particularly attention span and academic performance. The high frequency of limiting screen time suggests that parents understand the importance of engaging children in more interactive and mentally stimulating activities rather than passive consumption of media.

On the other hand, the lowest-rated indicator, "Admits own mistakes and helps him to accept his, understanding that there's a big difference between making a mistake and being a mistake" (WM = 3.07), was categorized as "Sometimes." This result suggests that parents occasionally model the acceptance of mistakes, but it is not as frequently practiced as other behaviors. Encouraging children to accept mistakes as a natural part of learning is crucial for developing resilience and a growth mindset, which are essential for mental development. Gonzalez and Tan (2023) emphasized that children who grow up in an environment where making mistakes is seen as part of the learning process are more likely to develop problem-solving skills and the ability to cope with setbacks. This relatively lower frequency may indicate that some parents may not fully appreciate the importance of fostering this attitude or may not consistently implement it in their daily interactions with their children.

Table 7
Spiritual and Moral Development
(N=50)

Indicators	Mean	Descriptive Equivalent
1. Encourages everyone in the school to behave in a respectful, courteous and positive manner towards one another.	3.72	Often
2. Helps children to develop a sense of empathy and show concern and compassion to others.	3.61	Often
3. Fosters high self-esteem by encouraging children to be proud of themselves and their achievements as well as developing an awareness and respect towards others and their beliefs.	3.56	Often
4. Listens to the child's needs, feelings, concerns and questions.	3.55	Often
5. Provides the opportunity for children to pose questions and consider issues related to the meaning and purpose of life showing that it is not always possible to provide an absolute answer.	3.47	Often
6. Trains children to understanding and take responsibility for the consequences of their actions.	3.47	Often
7. Makes time for stillness and reflection	3.46	Often
8. Encourages children to take risks or face challenges in their learning within a secure and positive environment.	3.45	Often
9. Provides a range of opportunities for children to develop their creativity and imagination and experience and appreciate art, music, dance, literature and the natural world.	3.42	Often
10. Develops the self- esteem of every child.	3.41	Often
AWM	3.51	Often

Legend

Limits

Descriptive Equivalent

4.21 - 5.00	Always (A)
3.41 - 4.20	Often (O)
2.61 - 3.40	Sometimes (S)
1.81 - 2.60	Almost Never (AN)
1.00 - 1.80	Never (N)

Table 7 presents the results on the level of exercise of child parenting by parents of Kindergarten learners with respect to spiritual and moral development. The table highlights ten indicators that reflect how parents encourage their children to develop moral values, empathy, self-esteem, and a sense of purpose in life.

The highest-rated behavior, "Encourages everyone in the school to behave in a respectful, courteous, and positive manner towards one another" (WM = 3.72), was rated as "Often." This suggests that parents frequently reinforce the importance of respect and positive behavior, not only within the family context but also in the school and social environments. Emphasizing respect and positive behavior is foundational for spiritual and moral development, as these values guide children's interactions with others and influence their character formation. Gonzalez and Tan (2023) found that teaching children the value of respect and courteous behavior promotes emotional intelligence and interpersonal skills, both of which are key components of spiritual and moral growth. These behaviors also foster a harmonious environment, where children feel safe and valued.

Another highly-rated behavior, "Helps children to develop a sense of empathy and show concern and compassion to others" (WM = 3.61), also received an "Often" rating, indicating that parents are actively helping their children build empathy, a core element of moral development. Empathy is crucial for understanding others' perspectives and for developing the moral compass that guides children's behavior towards others. Research by Martinez and Hernandez (2022) underscores the importance of teaching

empathy at an early age, as it has been linked to better social skills, kindness, and prosocial behavior. By fostering empathy, parents are laying the foundation for their children to become more compassionate and socially responsible individuals.

The lowest-rated indicator, "Develops the self-esteem of every child" (WM = 3.41), while still categorized as "Often," was the behavior with the least emphasis in terms of frequency. Building self-esteem is essential for children to develop a sense of worth and confidence, which in turn supports both moral and spiritual growth. However, the slightly lower frequency suggests that while parents understand the importance of self-esteem, they may not prioritize it as much as other behaviors, such as fostering respect and empathy. Gonzalez and Tan (2023) highlight that children with higher self-esteem are more likely to engage in positive social behaviors and handle challenges with resilience, making it a critical aspect of moral and spiritual development. The fact that this behavior was rated lower might indicate that some parents feel less confident in actively promoting self-esteem, or they may believe it is developed naturally through other parenting practices.

Table 8

Significant Relationship between the Level of Exercise of Child Parenting by the Parents of the Kindergarten Learners Relative to the Child’s Development and their Profile Variables

Profile Variables	Level of Exercise of Child Parenting by the Parents of the Kindergarten Learners		
	Correlation (r)	Level	p-value
Highest Educational Attainment of Father	-0.45	Moderate Negative	0.03*
Highest Educational Attainment of Mother	-0.5	Moderate Negative	0.02*
Occupation of Mother	-0.2	Weak Negative	0.06
Occupation of Father	-0.18	Weak Negative	0.07
Monthly Family Income	-0.6	Strong Negative	0.01**

*significant $\alpha=0.05$ (1-tail)

**significant 0.01 (2-tail)

Table 8 illustrates the significant relationships between various profile variables of parents and the level of exercise of child parenting by parents of Kindergarten learners in relation to their child’s development. The table presents correlation coefficients (r), which indicate the direction and strength of the relationship, as well as p-values, which show the statistical significance of these relationships. In this context, negative correlations suggest that as the value of a profile variable increases, the level of exercise of child parenting tends to decrease, or vice versa. The significance level is set at $\alpha = 0.05$ (1-tail) for most variables, while a more stringent $\alpha = 0.01$ (2-tail) is used for the monthly family income variable.

The highest educational attainment of the father shows a moderate negative correlation of -0.45, with a p-value of 0.03, indicating a statistically significant relationship at $\alpha = 0.05$. This suggests that as the father's level of education increases, the level of exercise of child parenting by the father tends to decrease moderately. One possible explanation for this finding is that fathers with higher educational attainment may have busier, more demanding professional roles, which leave them with less time and energy for hands-on parenting activities. This aligns with the study by Morales (2023), which found that parents with higher levels of education often prioritize career advancement, which can, in turn, limit their involvement in child-rearing tasks. Additionally, Javier et al. (2024) suggest that while higher educational levels provide economic stability, they may also lead to less direct parental involvement due to demanding work schedules.

Similarly, the highest educational attainment of the mother exhibits a moderate negative correlation of -0.5, with a p-value of 0.02, which is also statistically significant at $\alpha = 0.05$. This indicates that as the mother's educational attainment increases, her level of exercise of child parenting decreases. Like the father's educational attainment, this finding may suggest that mothers with higher education levels tend to have more demanding careers or professional obligations that reduce the time available for parenting activities. Ramos et al. (2023) discuss how mothers with advanced education might experience challenges in balancing work and family life, leading to a reduction in direct involvement in their children's daily development.

Problems Being Met By the Parents of the Kindergarten Learners in the Exercise of Child Parenting

Table 9

Problems Being Met By the Parents

Indicators	Mean	Descriptive Equivalent
1. No permanent job to support the needs of children.	3.25	Moderately Serious
2. No time to talk or solve problem the children’s problems because of work.	3.19	Moderately Serious
3. Lack of guidance given to children	3.16	Moderately Serious
4. Not strict in disciplining the children.	3.12	Moderately Serious
5. Lack of support to the activities of the child.	3.07	Moderately Serious
AWM	3.16	Moderately Serious

Legend Limits

Descriptive Equivalent

- 4.21 - 5.00 Very Serious (VS)
- 3.41 - 4.20 Serious (S)
- 2.61 - 3.40 Moderately Serious (MS)
- 1.81 - 2.60 Slightly Serious (SS)
- 1.00 - 1.80 Not Serious (NS)

Table 9 presents the problems experienced by parents of Kindergarten learners in the exercise of child parenting. The table lists five indicators, all of which reflect different aspects of challenges that parents face when it comes to fulfilling their responsibilities.

The highest-rated problem is "No permanent job to support the needs of children" (WM = 3.25), which was rated as "Moderately Serious." This indicates that parents are struggling with job insecurity, which affects their ability to provide for the children's needs. It is not uncommon for parents to face challenges related to employment stability, especially in developing countries where economic conditions fluctuate. Puno and Flores (2023) found that financial instability, particularly job insecurity, is a prevalent issue for many families and can lead to heightened stress for parents, which in turn negatively affects their parenting capacity. The inability to provide consistent financial support can impact the children's educational opportunities, health, and general well-being, which creates long-term challenges in child development. This finding underscores the importance of addressing job security and improving financial support programs for parents in such communities.

Following closely is the problem "No time to talk or solve the children's problems because of work" (WM = 3.19), which also falls under the "Moderately Serious" category. This suggests that many parents struggle to balance work and family responsibilities, leaving little time to engage in meaningful communication with their children. In today's fast-paced world, parents often face the pressure of providing financially, which can cause a lack of emotional and cognitive support for their children. Smith and Johnson (2024) highlighted in their study that work-life balance is one of the most significant stressors for working parents. Parents who work long hours or have demanding jobs often find it challenging to allocate enough time to nurture their children's emotional and social development. This lack of time to engage with children can affect their mental health, self-esteem, and emotional stability.

Summary

1. The educational attainment of both fathers and mothers in the study sample varies widely. A significant portion of fathers (34%) and mothers (52%) are high school graduates. Meanwhile, a relatively smaller proportion of both fathers (12%) and mothers (14%) hold college degrees. The results suggest that a substantial number of parents may have limited access to higher education, which could impact their ability to support their child's educational development.

2. In terms of occupation, most fathers (46%) are employed in private companies, while 42% of mothers are self-employed. Only a smaller percentage of both fathers (10%) and mothers (16%) work in government positions. Additionally, there is a noteworthy proportion of parents working overseas, especially fathers (14%) and mothers (16%). These findings reflect the socioeconomic dynamics of the area, where private employment and overseas work are common, which could influence both the time and resources available for parenting.

3. A significant number of families (46%) earn between Php 10,001 and Php 20,000 monthly, while 26% earn Php 10,000 or less. Only 28% of the families earn between Php 20,001 and Php 30,000. The relatively low income levels for most families highlight the financial challenges faced by parents, which may affect their ability to provide for their children's needs and participate in extracurricular activities.

4. The overall mean for personal development is 3.79, categorized as "Often." Parents most frequently engage in behaviors like bringing a positive attitude to their child's way of thinking (mean = 4.38), prioritizing time spent with their child (mean = 4.13), and allowing their child to express their personality (mean = 3.97). However, parents showed less consistency in listening to their child's concerns (mean = 3.38) and boosting their child's self-confidence (mean = 3.13). The results indicate that while parents generally engage in supportive activities, areas such as self-confidence building and active listening need improvement.

5. The overall mean for social and emotional development is 3.57, which is also categorized as "Often." The highest mean was observed in encouraging children to develop positive personal qualities (mean = 4.22), while the lowest mean was related to developing an understanding of societal structures (mean = 3.00). This suggests that parents are more focused on fostering qualities like thoughtfulness and honesty, but less engaged in teaching about broader societal concepts.

Conclusions

This study aimed to assess the exercise of child parenting by the parents of Kindergarten learners in San Clemente District, Schools Division Office of Tarlac Province, during the School Year 2024-2025, by addressing key factors such as parental profile, the level of exercise of child parenting, and the challenges parents face in their parenting practices.

1. In terms of the parents' profile, the findings revealed a diverse range of educational attainments, occupations, and income levels, with a significant portion of parents having lower levels of formal education and a moderate income. This suggests that while many parents are actively involved in their children's upbringing, financial constraints and educational limitations may pose challenges to providing enhanced support for their children's development.

2. The study also examined the level of exercise of child parenting across four major developmental domains: personal, social and emotional, mental, and spiritual and moral. Generally, parents demonstrated a positive approach in fostering personal and social development, as they actively encourage positive attitudes, respect, and communication. However, there were areas of less emphasis, such as mental development and spiritual and moral development, where more consistent engagement from parents could be beneficial.

3. Furthermore, the analysis of significant relationships between the level of exercise of child parenting and the parents' profile variables revealed negative correlations with educational attainment and income. Specifically, lower income levels and lower educational backgrounds were found to be associated with less effective parenting practices, which suggests that financial instability and limited education may hinder parents from providing optimal support for their children's holistic development.

Recommendations

On the basis of the forgoing findings and conclusions, the following policy statements are recommended

1. **Enhanced Parental Education and Training Programs.** Given the moderate educational levels of many parents, it is recommended that the Department of Education (DepEd) collaborate with local schools to provide accessible parental education and training programs. These programs should focus on equipping parents with effective child-rearing strategies that can promote the cognitive, emotional, and social development of their children. Workshops can be organized to address specific needs, such as communication techniques, building self-confidence in children, and improving parents' ability to manage behavioral challenges.

2. Financial Literacy and Economic Support Initiatives. Since a significant number of parents face financial constraints, it is crucial to offer financial literacy programs that help parents manage household income more effectively. Additionally, initiatives such as financial aid or resource-sharing networks could help families with limited income access tools and materials that support their children's development. Schools could also explore partnerships with local businesses or government agencies to provide financial assistance for educational activities and extracurricular programs.

3. Time Management and Work-Life Balance Support. Given the challenge of balancing work and parenting responsibilities, schools could develop flexible support systems for parents, such as offering evening or weekend parenting workshops or providing online resources. Schools could also explore initiatives that help parents maximize their time with their children, such as organizing family-centered school activities and creating awareness of the importance of quality family time in child development.

4. Development of a Holistic Parenting Program. Based on the finding that spiritual, moral, and mental development is an area of concern, it is recommended to design a holistic parenting program that addresses all aspects of child development, including cognitive, emotional, social, mental, and spiritual growth. These programs should encourage parents to actively engage with their children in diverse educational experiences, such as reading, exploring new activities, and discussing moral and ethical values. Collaboration with community leaders, child psychologists, and educators will be important to ensure that the program is comprehensive and effective.

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