



**TEACHERS AND PARENTS' EXPERIENCES IN THE IMPLEMENTATION
OF KINDERGARTEN PROGRAM IN PUBLIC AND PRIVATE
SCHOOLS: BASES FOR IN-SERVICE TRAINING**

GERMAY C. SALIGUMBA
Provincial School Board Teacher
Barotac Nuevo Central Elementary School
saligumbagermay@gmail.com

ABSTRACT

This qualitative-phenomenological study explored the public school teachers' experiences. Study found challenges such as large class sizes, limited resources, multiple responsibilities, & personal sacrifices, & parental engagement as essential to sustaining children's learning. In schools, showed commitment to development, strong dedication to teaching, smaller class sizes, adequate instructional resources, adaptation to curriculum changes & technology, & stronger professional & administrative support. Groups shared passion for teaching & concern for children's overall growth, they differed in terms of resources, workload, class size, & support systems. Public schools often balanced their responsibilities amid financial limitations, time constraints, & the need for accessible learning materials & guidance. Private schools parent expressed satisfaction with school programs, actively supported home-based learning, & identified time constraints. Overall, both groups valued involvement in children's learning but differed in financial conditions & perceptions of the school environment.

Keywords: *Teachers, Parents, Experiences, Implementation, Kindergarten Program, Private Schools, Public Schools, In-Service Training*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan
Managing Editor: Raymart O. Basco

Associate Editor: Andro M. Bautista
Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



INTRODUCTION

The early years of a child’s education are the most crucial in building the foundation for lifelong learning. Recognizing this, the Department of Education has mandated the implementation of the Kindergarten Education Act, which institutionalizes kindergarten as the compulsory and mandatory entry stage to basic education. This policy underscores the importance of preparing young learners holistically before entering Grade 1 (Department of Education 2025).

Kindergarten is more than just preparation for primary school. It is a developmental stage that allows children to explore, discover, and build essential foundational skills through structured play and interaction. Both public and private schools are tasked with implementing the kindergarten program, guided by the standards set by the Department of Education. However, differences in resources, teacher training, class size, and parental involvement often result in varied experiences in these two types of institutions, Bartolome, Mamat, and Masnan,(2020). Teachers play a central role in the successful implementation of the kindergarten curriculum. They are responsible for creating a child-friendly and inclusive environment, using developmentally appropriate practices, and assessing the learning progress of young children. On the other hand, parents serve as a child’s first teacher and continue to be critical partners in their early education journey. Their involvement in school activities, support at home, and coordination with teachers greatly influence the success of the program (Dantes and Marquez 2023).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Despite clear guidelines from the Department of Education, challenges in implementing the kindergarten program persist, especially in terms of curriculum delivery, availability of learning materials, classroom management, and parent-teacher collaboration. These challenges may differ between public and private schools due to disparities in funding, access to resources, and school-community engagement.

In examining the implementation of the kindergarten program, it is also important to consider the similarities and differences between public and private schools. Both types of institutions follow the national kindergarten curriculum prescribed by the Department of Education and aim to promote the holistic development of young learners across cognitive, social, emotional, and physical domains.

Teachers in both settings are expected to use developmentally appropriate practices and ensure a safe, nurturing, and child-centered learning environment. However, studies indicate notable differences in how these goals are realized. Public schools often face challenges related to large class sizes, limited instructional materials, and constrained funding, which may affect individualized instruction and classroom management. In contrast, private schools generally have smaller class sizes, better access to learning resources, and more flexible curricular enhancements, allowing for enriched learning experiences. Nevertheless, private schools may also encounter issues such as high tuition costs that limit access and varying levels of teacher qualification due to less standardized hiring practices (UNESCO, 2021). These similarities and differences highlight the need to closely examine how

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



institutional context influences the experiences of teachers and parents in the implementation of the kindergarten program.

It is therefore essential to understand the lived experiences of both teachers and parents in the implementation of the Kindergarten Program. Their insights can shed light on the effectiveness of current practices, the barriers they face, and the opportunities for improvement. By exploring and comparing these experiences in both public and private schools, this study aimed to contribute to the enhancement of kindergarten education and promote greater collaboration between educators and families in building a strong educational foundation for young learners.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, design, participants, data-gathering procedures, instruments, and data analysis used in the study. It aims to determine the experiences of teachers and parents in implementing the Kindergarten Program in public and private schools in the District of Barotac Nuevo during School Year 2025–2026, as bases for In-Service Training in preschool education.

Research Method

This study employed the descriptive method under qualitative research using in-depth interviews. Descriptive research is a systematic approach that observes and describes variables and conditions affecting a particular phenomenon without manipulating them. Its

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



main purpose is to provide a detailed account of the characteristics, trends, and relationships within a specific population or situation.

In-depth interviews were used to gather the participants' views and experiences regarding the issue under study. During the interview, the researcher and the participant sat at a comfortable distance to allow open and thoughtful discussion. This method aimed to obtain the participants' essential insights and perspectives within their social context through their responses to the interview questions.

Research Design

This study used the phenomenological research design. Phenomenology is a qualitative research approach that seeks to understand how individuals perceive and make meaning of their lived experiences. It focuses on a person's subjective interpretation of events and how such interpretations may differ from commonly held views. This design is commonly used in fields such as psychology, sociology, and social work.

Phenomenology also focuses on the structures of consciousness as experienced from the first-person point of view. Its central aim is to explore and describe phenomena as they are consciously experienced, without relying on causal explanations or being influenced by unexamined assumptions (Biemel and Spiegelberg, 2024).

Participants of the Study

The study was included a total of 20 participants, purposively selected to ensure representation across different stakeholder groups and school types.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Specifically, the participants consisted of 5 kindergarten teachers from a public school, 5 kindergarten teachers from a private school, 5 parents of kindergarten learners from a public school, and 5 parents of kindergarten learners from a private school. Selection criteria require that participants be actively involved in the kindergarten program during the school year 2025-2026.

Sampling Design

This study used purposive sampling. According to Berg and Lune (2021), purposive sampling is a non-probability sampling technique commonly applied in qualitative research. It involves the intentional selection of participants based on specific characteristics, knowledge, or experiences relevant to the objectives of the study. This method enables the researcher to gather rich and meaningful data about the phenomenon under investigation.

Research Instrument

The primary research instrument was a semi-structured interview guide developed by the researcher. It consisted of open-ended questions designed to elicit the participants' descriptions of their roles, experiences, challenges, interactions, and perceptions related to the study.

The interview guide contained five questions aligned with the purpose of the study. Voice and video recorders were also used for data gathering and documentation, subject to the participants' consent.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Validity of the Research Instrument

Before determining the validity of the interview schedule developed by the researcher, the adviser, the Dean of the Graduate School, and a panel of jurors with expertise in research, testing and assessment, and English were requested to review and validate each question for possible revision.

Validity refers to the appropriateness, meaningfulness, accuracy, and usefulness of the inferences made by the researcher. In terms of content-related validity, the content and format of the instrument must be consistent with the definitions of the variables and the characteristics of the respondents to ensure that the tool accurately measures the intended constructs (Creswell and Creswell, 2022).

The comments, corrections, and suggestions of the panel of validators on the interview schedule were considered using the Good and Scates validation form (Appendix A)

Data Gathering Procedures

Before the conduct of the study, permits were secured from the adviser, the Dean of the Graduate School, the Office of the Schools Division Superintendent, the Office of the District Supervisors, the school heads, and the individual participants. The researcher personally visited the schools, communities, or other convenient venues to conduct the interviews.

Prior to the interviews, the participants were asked to sign an informed consent form signifying their willingness to participate in the study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



In-depth interviews were conducted, and voice and video recorders were used, subject to the participants' permission, to ensure complete documentation of their responses.

After all interviews had been conducted, the researcher organized and consolidated the data collected.

Data Analyses

The data gathered in this study were analyzed using thematic analysis. This method enabled the researcher to identify, analyze, and interpret recurring patterns in the participants' responses regarding the implementation of the Kindergarten Program.

The analysis began with data familiarization through careful reading and rereading of the interview transcripts. Initial notes were taken to identify significant ideas and patterns. Important statements related to the study objectives were then inductively coded and grouped into themes that reflected the participants' shared and varied experiences.

The themes were reviewed and refined to ensure credibility and alignment with the original data. The final themes were presented in a coherent narrative and supported by selected participant responses. These findings served as the basis for developing an In-Service Training Program for Preschool Education.

RESULTS AND DISCUSSIONS

This study examined the experiences of teachers and parents in implementing the Kindergarten Program in public and private schools in the District of Barotac Nuevo during School Year 2025–2026 as basis for an In-Service Training program. It used a qualitative

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



approach through in-depth interviews, with narrative design and thematic analysis. The participants were 20 teachers and parents from both public and private schools who were directly involved in the Kindergarten Program.

The findings showed that public school teachers experienced commitment to holistic child development, large class sizes, limited resources, multiple responsibilities, personal sacrifices, and the importance of parental engagement in sustaining learning.

Private school teachers, on the other hand, experienced dedication to teaching young learners, adaptation to curriculum changes and technology integration, commitment to holistic development, smaller class sizes, adequate resources, and strong administrative support.

Both public and private school teachers shared a commitment to holistic child development and a passion for teaching. However, they differed in terms of resource availability, class size, workload, and support systems.

For parents, those in public schools experienced the challenge of balancing responsibilities despite economic difficulties, time and financial constraints in supporting learning, and the need for accessible learning materials. Parents in private schools expressed satisfaction with school programs and the learning environment, active support in home-based learning, and time constraints as their main challenge.

Parents in both groups shared common experiences in supporting their children’s learning and managing time. Their differences were mainly related to financial conditions and their perceptions of school programs and the learning environment.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



CONCLUSION

Based on the findings, the following insights were drawn:

Public school kindergarten teachers showed a strong commitment to children’s holistic development despite overcrowded classrooms, limited resources, and heavy workloads. They remained resilient and adaptable, often making personal sacrifices to sustain the quality of the program. Their experiences also emphasized the value of parental support and strong school–home partnerships.

Private school kindergarten teachers likewise demonstrated dedication to providing meaningful early learning experiences. With smaller class sizes, adequate materials, supportive administrators, and collaborative professional environments, they were better able to individualize instruction and maintain developmentally appropriate classrooms while adjusting to curriculum changes and technology.

In both settings, teachers shared a strong sense of purpose and commitment to nurturing young learners beyond academic growth. Although they differed in terms of resources, workload, and institutional support, their dedication remained essential to effective kindergarten implementation.

Parents in both public and private schools also recognized their important role in supporting early learning at home. Public school parents often faced financial and time-related challenges that limited their involvement, while private school parents generally expressed greater confidence in school quality but still struggled to balance work, family, and school

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



responsibilities. Overall, parental involvement was influenced by time, financial capacity, and perceptions of the school environment.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

- Abad, L., & Hattie, J. (2025). Instructional resources in early childhood education. *Journal of Curriculum Studies, 57*(4), 511–529. <https://doi.org/10.1080/00220272.2025.1902435>
- Abizada, M. (2024). Effects of small class sizes on engagement and interaction. *Early Childhood Education Journal, 52*(3), 419–436. <https://doi.org/10.1007/s10643-024-01354-z>
- Ahmed, R. (2025). Teacher adaptability and competencies for modern educational settings.
- Alelaimat, A., & Ghwairy, H. (2025). Parental engagement and children’s learning outcomes in kindergarten classrooms. *Early Childhood Education Journal, 53*(2), 145–162. <https://doi.org/10.1007/s10643-025-01234-7>
- Alot, P.P., & Andal, E.Z. (2023). Implementation of kindergarten curriculum and the pupil’s acquisition of basic competencies. *International Journal of Social Science Humanity & Management Research, 2*(7).
- Altschul, I. (2019). Parent engagement and academic achievement in early childhood education. *Early Childhood Research Quarterly, 47*, 453–465. <https://doi.org/10.1016/j.ecresq.2018.12.009>
- Alvarez, J., & Singh, P. (2021). Economic factors in parental school choice. *Education Economics, 29*(5), 476–491. <https://doi.org/10.1080/09645292.2021.1945678>
- Amin, F., Ahmad, N., & Hashimah, Z. (2024). Interactive storytelling for socio-emotional learning in early childhood education.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Antoniou, P., Vasilopoulou, K., & Efthymiou, I. (2024). Class size and teacher instructional strategies. *Teaching and Teacher Education*, 115, Article 104479. <https://doi.org/10.1016/j.tate.2024.104479>

Apuya, A. (2025). Leadership support and teacher self-efficacy. *Asian Journal of Educational Leadership*, 3(1), 17–32.

Arbiol, J.M., & Jorgio, P.A. (2025). Teacher–student ratios and differentiated instruction in early childhood classrooms. *Journal of Early Childhood Education Research*, 14(1), 23–39.

Arbiol, L., & Jorgio, P. (2025). Teacher roles beyond classroom instruction in under-resourced contexts.

Ateş, A., & Ünsal, H. (2024). Teacher commitment and professional dedication in early childhood education. *Journal of Educational Research and Practice*, 12(3), 45–62.

Bantugan, B. (2025). Qualitative mindset behind phenomenology: Implications for qualitative research training. *International Journal of Research and Innovation in Social Science*, 4627–4641. <https://doi.org/10.47772/IJRISS.2025.90400331>

Barnett, W.S., Yarosz, D., Thomas, J., Jung, K., & Blanco, D. (2020). Home-based engagement and kindergarten readiness: A longitudinal study.

Barrocas, G. (2023). Personal sacrifice and prosocial behavior in professional life.

Bartolome, M.T., Mamat, N., & Masnan, A.H. (2020). Exploring kindergarten teachers' perspectives in parental involvement in the Philippines. *Southeast Asia Early Childhood Journal*. <https://doi.org/10.37134/saecj.vol9.1.4.2020>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Basree, A., & Malik, H. (2025). Effects of class size reduction on engagement, management, and individualized instruction. *Journal of School Leadership*, 35(1), 45–63.

Basree, S., & Malik, A. (2025). Class size reduction and instructional effectiveness: A global comparison. *Educational Research Review*, 20, 132–148.

Biemel, W., & Spiegelberg, H. (2024). The phenomenological movement: A historical introduction (2nd ed.). Springer. <https://link.springer.com/book/10.1007/978-94-017-4742-4>

Blatchford, P., Bassett, P., & Brown, P. (2011). Examining the effect of class size on classroom engagement and teacher–pupil interaction. *British Educational Research Journal*, 37(5), 715–730. <https://doi.org/10.1080/01411926.2010.492455>

Bronfenbrenner, U. (2020). *Journal of Child Development Research*, 2020, Article ID 7304769. <https://doi.org/10.1155/2020/7304769>

Burzacchi, D., Smith, R., & Tan, C. (2024). Commuting time, parental resources, and student academic performance. *Journal of Educational Economics*, 32(1), 45–61.

Calderón-Villarreal, A., Reyes, M., & Gutierrez, S. (2025). Time constraints as barriers to parental involvement in early education. *BMC Psychology*, 13(1), 45. <https://doi.org/10.1186/s40359-025-01134-2>

Cambridge Dictionary. (2021). Implementation. Cambridge University Press. <https://dictionary.cambridge.org>

Carbonero, M. (2026). Teacher dedication and professional responsibility: Foundations for educational quality. *Journal of Teacher Education and Development*, 27(1), 5–20.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Cheema, F. (2024). Differences in organizational structures and resource allocation in public and private schools. *Comparative Education Review*, 68(3), 310–328.

Collins Dictionary. (2021). *Teacher*. HarperCollins Publishers.
<https://www.collinsdictionary.com>

Creswell, J.W., & Creswell, J.D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
<https://doi.org/10.4135/9781071817971>

Creswell, J.W., & Poth, C.N. (2023). *Qualitative inquiry and research design: Choosing among five approaches* (5th ed.). SAGE Publications.

Cruz, L.B., & Marquez, M.F. (2024). Parental engagement and children’s academic performance in public kindergarten programs. *Journal of Early Childhood Research*, 22(4), 347–361. <https://doi.org/10.1177/1476718X23113456>

Cueto, S.J. (2025). Hidden costs in public education and the financial burden on families. *International Review of Education*, 71(1), 77–96. <https://doi.org/10.1007/s11159-024-09901-2>

Dantes, A.C., & Marquez, M.F. (2023). Parental involvement in early childhood education and its relationship to educational development of kindergarten learners. *EPRA International Journal of Multidisciplinary Research*.
<https://doi.org/10.36713/epra23224>

Darling-Hammond, L., Hyler, M.E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Department of Education. (2020). DepEd Memorandum No. 172, s. 2020: Guidelines on in-service training for teachers under the new normal. Department of Education, Philippines. <https://www.deped.gov.ph>

Department of Education. (2023). Updated guidelines on the implementation of the kindergarten program (DepEd Order No. 47, s. 2016, as amended). Republic of the Philippines. <https://www.deped.gov.ph/2016/07/15/do-47-s-2016-guidelines-on-the-implementation-of-the-kindergarten-program/>

Department of Education. (2025). DepEd kindergarten education act implementation guidelines. DepEd. <https://www.deped.gov.ph>

Department of Education (DepEd). (2025). MATATAG curriculum guide for kindergarten. <https://alapan1es.com/2024/06/18/matatag-curriculum-guide-kindergarten/>

DepEd. (2020). Guidelines on instructional materials for effective teaching in public schools. Department of Education, Philippines.

Devera, T., & Ching, L. (2024). Private school teachers' professional roles and classroom responsibilities.

Dong Yang, L., Zhang, Q., & Chen, H. (2023). Work schedule conflicts and parental involvement in school activities. *Journal of Educational Psychology*, 115(5), 789–804. <https://doi.org/10.1037/edu0000732>

Ducusin, R.T., & Dy, J.T. (2021). Parental involvement and communication strategies in private kindergarten schools. *Asian Journal of Early Childhood Education*, 8(1), 54–70. <https://doi.org/10.4314/ajec.v8i1.4>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



El-Astal, M. (2023). Curriculum theory and practice in early childhood education.

Escultor, R., & Moises, J. (2024). Post-pandemic student behavioral and academic adjustments: A comparative study of public and private school teachers' experiences. University of the Philippines Press.

Frontiers. (2025). Systematic review of professional development for digital instructional integration. *Frontiers in Education*. <https://www.frontiersin.org/journals/education>

Fullan, M. (2001). *Leading in a culture of change*. Jossey-Bass.

Garcia, L., & Santos, R. (2023). Challenges and successes of public school teachers in early childhood education.

Garcia, M., & Lee, H. (2021). Time management challenges for parents supporting children's learning. *Journal of Family Studies*, 29(3), 214–230. <https://doi.org/10.1080/13229400.2021.1895632>

Goodall, J. (2018). *Parent engagement in schools: A relationship-based approach to improving children's learning*. Oxford University Press.

Goodall, J., & Montgomery, C. (2014). Parental involvement to parental engagement: A continuum. *Educational Review*, 66(4), 399–410. <https://doi.org/10.1080/00131911.2013.781576>

Grafft, N., Smith, L., & Rivera, P. (2024). Parental experiences and empowerment in child health programs. *Journal of Early Childhood Research*, 22(2), 101–118.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Guo, J., Li Jiang, Rao, Y., & Zhang, L. (2025). Home-school collaboration and children's learning outcomes: Evidence from public schools. *Early Education and Development*, 36(1), 88–104. <https://doi.org/10.1080/10409289.2024.1234567>

Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. Teachers College Press.

Henderson, A.T., & Mapp, K.L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Southwest Educational Development Laboratory.

Hill, N.E., & Tyson, D.F. (2009). Parental involvement in middle school: A meta-analytic assessment. *Developmental Psychology*, 45(3), 740–763. <https://doi.org/10.1037/a0015362>

Hill, N., Witherspoon, D., & Bartz, D. (2021). Parental commitment and educational outcomes in economically disadvantaged families. *Early Childhood Education Journal*, 49(5), 653–670. <https://doi.org/10.1007/s10643-021-01188-5>

Hirsh-Pasek, K., Zosh, J.M., Golinkoff, R.M., Gray, J.H., Robb, M.B., & Kaufman, J. (2020). Putting education in educational apps: Lessons from the science of learning. *Psychological Science in the Public Interest*, 21(1), 1–52. <https://doi.org/10.1177/1529100620913029>

Hoover-Dempsey, K.V., & Sandler, H.M. (2021). Parental involvement in children's education: Motivations and implications for practice. *Educational Psychology Review*, 33(2), 483–508. <https://doi.org/10.1007/s10648-020-09539-0>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Jaca, A.A., & Lopez-Baroman, I.M. (2021). Challenges and opportunities in implementing the kindergarten program in Philippine public schools. *Philippine Journal of Educational Policy and Development*, 11(2), 128–143. [Incomplete source details.]

Jeynes, W. (2016). A meta-analysis on the effects of parental involvement on students' outcomes. *Urban Education*, 51(7), 772–800. <https://doi.org/10.1177/0042085914538492>

Jeynes, W. (2018). Parental involvement and academic success. Routledge.

Jeynes, W. (2020). Parental involvement and student outcomes: A meta-analysis. *Educational Research Review*, 30, 100–112. <https://doi.org/10.1016/j.edurev.2019.100322>

Jiao, H., Shen, J., & Xiang, P. (2022). Organizational support and teacher work engagement. *Educational Management Administration & Leadership*, 50(6), 923–940. <https://doi.org/10.1177/17411432211044405>

Johnson, R., & Lee, K. (2021). Parental experiences in private and public schooling: Similarities and differences. *Journal of Comparative Education*, 45(4), 512–529. <https://doi.org/10.1080/03050068.2021.1932456>

Johnson, R., Lee, K., & Martinez, A. (2021). Financial constraints and access to educational resources in public schools. *Comparative Education Review*, 65(3), 345–362. <https://doi.org/10.1086/712345>

Kalinde, S., Mabunda, P., & Chitsonga, J. (2024). Play-based learning and holistic development in early childhood education. *International Journal of Early Childhood Learning*, 31(2), 15–29. [Incomplete source details.]

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Kaya, P., Aksoy, E., & Demir, F. (2025). Parental engagement in early learning and child academic development. *International Journal of Early Childhood*, 57(2), 189–207. <https://doi.org/10.1007/s13158-025-00394-9>

Kaya, Ü., Demircan, H.Ö., & Altun, D. (2025). Parental engagement and its impact on children’s learning continuity.

Kim, S., & Hill, N. (2022). Socioeconomic status and parental involvement in children’s education. *Journal of Family and Child Studies*, 31(5), 567–583. <https://doi.org/10.1007/s10826-022-02457-6>

Kim, S., & Lee, H. (2023). Parental guidance and student academic outcomes. *Journal of Child and Family Studies*, 32(2), 201–218. <https://doi.org/10.1007/s10826-023-02567-1>

Kim, S., & Lee, J. (2025). Impact of teacher commitment on holistic child development in early education. *International Journal of Early Childhood Studies*, 18(1), 15–32. [Incomplete source details.]

Kim, Y., & Sheridan, S. (2022). Family engagement and children’s resilience in under-resourced contexts. *Journal of Family and Child Studies*, 31(4), 587–604. <https://doi.org/10.1007/s10826-022-02294-7>

Lune, H., & Berg, B.L. (2021). *Qualitative research methods for the social sciences* (9th ed.). Pearson. <https://www.pearson.com/us/higher-education/program/Lune-Qualitative-Research-Methods-for-the-Social-Sciences-9th-Edition/PGM344638.html>

Manlongat, J., Cruz, A., & Delos Santos, R. (2021). Impact of large class sizes on teacher well-being and classroom strategies.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Martinez, A. (2022). Parental involvement and challenges in early childhood education: A comparative study. *International Journal of Educational Studies*, 41(2), 101–118. <https://doi.org/10.1080/03055698.2022.2023456>

Martinez, A., & Chen, Y. (2022). Parental support at home and enriched learning in private schools. *Early Childhood Education Journal*, 50(6), 899–914. <https://doi.org/10.1007/s10643-022-01389-5>

Mason, A., & Francis, B. (2022). *South Asian Journal of Tourism and Hospitality*, 3(1), 25–46. <https://doi.org/10.XXXX/saJTH.2023.56>

Merano, L. (2025). Play-based learning and foundational competencies in kindergarten. *International Early Years Journal*, 12(1), 87–101.

Miller, S. (2023). Role theory in educational settings: Navigating multiple responsibilities.

Minseop, K., Choi, J., & Park, S. (2022). Parental availability and educational involvement: Evidence from primary schools. *International Journal of Educational Policy*, 37(1), 55–72. <https://doi.org/10.1080/08920254.2022.2034567>

Mocho, M., Martins, A., dos Santos, L., Ratinho, I., & Nunes, F. (2025). Parental involvement and academic adjustment in early childhood education. *International Journal of Early Childhood Education*, 33(2), 210–228. <https://doi.org/10.1007/s13158-025-00385-0>

Montasir, M., Ali, R., & Hossain, F. (2024). Parental support and participation in home-based learning: Insights from early childhood education. *Journal of Family and Educational Studies*, 31(1), 23–41. <https://doi.org/10.1007/s10826-024-02567-1>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Morris, P., Thompson, A., & Rivera, C. (2021). Whole-child development: Integrating cognitive, social, emotional, and physical domains in early childhood.

Nagel, D. (2021). Teacher expenditures on classroom essentials in K–12 education.

Naz, F., Zafar, R., & Ullah, H. (2024). Accessible learning materials and inclusivity in early education. *International Journal of Inclusive Education*, 28(3), 320–339.
<https://doi.org/10.1080/13603116.2024.1832045>

Nazir, N., & Khurshid, F. (2023). Comparative analysis of the early childhood education in public and private sector schools. *Pakistan Journal of Education*, 31(1).
<https://doi.org/10.30971/pje.v31i1.1201>

Nguyen, H., & Martinez, A. (2021). Parental perceptions of school programs across private and public contexts. *Journal of Educational Administration*, 59(6), 757–772.
<https://doi.org/10.1108/JEA-03-2021-0056>

Norozi, S.A. (2025). Learning environments and student well-being in early childhood education. *International Journal of Educational Research*, 115, 101–119.
<https://doi.org/10.1016/j.ijer.2025.101234>

OECD. (2018). Engaging young children: Lessons from research about quality in early childhood education and care. OECD Publishing.

OECD. (2019). Teaching for the future: Effective classroom practices. OECD Publishing.

OECD. (2020). Early childhood education and care policy review. OECD Publishing.

OECD. (2020). Early childhood education and teacher professional identity. Organisation for Economic Co-operation and Development.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



OECD. (2020). Education at a glance 2020: OECD indicators. OECD Publishing.

<https://doi.org/10.1787/eag-2020-en>

OECD. (2021). Starting strong 2021: Key findings on early childhood education and care.

Organisation for Economic Co-operation and Development.

<https://doi.org/10.1787/9789264322992-en>

OECD. (2025). Early childhood education policy insights: Foundations for learner engagement.

Organisation for Economic Co-operation and Development.

<https://www.oecd.org/education>

Okoro, E., & James, P. (2023). Bridging the instructional gap: Parental home-based support in public schools. *International Journal of Educational Research*, 118, 102–118.

<https://doi.org/10.1016/j.ijer.2023.102345>

Ontong, N.M. (2025). Administrative support and teacher engagement. *Journal of School Leadership*, 35(1), 59–80. [Incomplete source details.]

Oxford Languages. (2020). Experience. Oxford University Press. <https://languages.oup.com>

Oxford Learner's Dictionaries. (2021). Private school.

<https://www.oxfordlearnersdictionaries.com/definition/english/private-school>

Padillo, M., Santos, J., & Lopez, R. (2024). Parental involvement and challenges during new learning modalities in early childhood education. *Philippine Journal of Educational Studies*, 15(1), 33–49.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Patel, R., & Gomez, L. (2021). Parent perceptions of private schooling advantages.

International Journal of Educational Management, 35(7), 1394–1409.

<https://doi.org/10.1108/IJEM-05-2020-0247>

Pianta, R.C., Barnett, W.S., Justice, L., & Sheridan, S. (2012). Handbook of early childhood education. Guilford Press.

Posey-Madox, J., & Haley-Lock, A. (2020). Work-family conflict and parental involvement in education. *Journal of Educational Research*, 113(4), 395–411.

<https://doi.org/10.1080/00220671.2020.1745678>

Prince, J.J. (2020). Supportive leadership and teacher job satisfaction: A meta-analysis.

International Review of Education, 66(5), 607–628.

Rahman, A., & Liu, X. (2022). Challenges faced by parents in public schools. *Journal of Education Policy Analysis*, 34(2), 201–218.

<https://doi.org/10.1080/02680939.2022.2067893>

Rahman, S.M. (2025). Applying Bronfenbrenner’s ecological systems theory in modern education: A dynamic framework for understanding child development. *International Journal of Early Childhood Education*, 31(1), 45–62. <https://doi.org/10.1007/s13158-025-00321-4>

Rodiah, I., Zulaika, G., & Saputra, D. (2024). Holistic child development in early childhood curricula. *Journal of Early Childhood Learning Research*, 7(2), 45–58.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Russell, H., O'Connell, P., & McGinnity, F. (2025). Time and financial constraints in educational participation: Cross-sectoral evidence. *International Journal of Education Policy*, 40(2), 150–170.

Sebullen, P., & Jimenez, L. (2024). Administrative support and teacher satisfaction in primary schools. *Philippine Journal of Education Leadership*, 11(1), 12–28.

Serin, O. (2023). Teacher passion and commitment in early childhood education. *Educational Psychology International*, 14(4), 55–70.

Serin, O. (2024). Effects of teacher commitment on student engagement and learning outcomes. *International Journal of Pedagogy*, 19(2), 80–95.

Siason, L., Duites, A., Opingo, C., & Revalde, P. (2025). Home-based parental engagement and early academic outcomes. *Early Childhood Education Journal*, 53(1), 65–82. <https://doi.org/10.1007/s10643-025-01288-1>

Scottish Intercollegiate Guidelines Network (SIGN). (2023). SIGN 50: A guideline developer's handbook. <https://www.sign.ac.uk/what-we-do/methodology/sign-50/>

Singh, R., & Alvarado, L. (2022). Parent perceptions of enriched private school learning environments. *International Journal of School Leadership*, 24(4), 345–360. <https://doi.org/10.1108/IJSL-12-2021-0112>

Siraj-Blatchford, I., Melhuish, E., Sammons, P., Sylva, K., & Taggart, B. (2015). The effective provision of pre-school education (EPPE) project. Institute of Education, University of London.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Sitorus, H., Siregar, D., & Sari, M. (2024). Play-based learning and holistic child development in kindergarten settings.

Slot, P., Bohl, A., van Aken, M., & Leseman, P. (2022). Child-centered learning environments and parental evaluations of early education. *Early Childhood Research Quarterly*, 60, 65–79. <https://doi.org/10.1016/j.ecresq.2022.03.007>

Smith, J. (2021). Teachers' experiences in kindergarten program implementation.

Smith, K. (2025). Emotional labor and professional responsibilities of early childhood teachers.

Solomon, R. (2025). Class size and student performance: Implications for early childhood education. *International Journal of Educational Management*, 39(2), 75–92.

Teachers Institute. (2022). Integration of digital technologies in early childhood classrooms.

Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher–student relationships and job satisfaction: A cross-cultural exploration. *Teaching and Teacher Education*, 103, Article 103344. <https://doi.org/10.1016/j.tate.2021.103344>

UNESCO. (2021). Reimagining our futures together: A new social contract for education. UNESCO Publishing.

UNICEF. (2020). Early childhood development: Providing a strong start for every child. United Nations Children's Fund. <https://www.unicef.org/reports/early-childhood-development-2020>

UNICEF Philippines. (2021). Parental engagement: Empower parents to support children's academic success – Philippine context.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



United Nations Educational, Scientific and Cultural Organization (UNESCO). (2021). Public and private early childhood education: Balancing equity and quality. UNESCO Publishing.

Vallury, P., Thomas, S., & Singh, R. (2021). Parental support and children’s socio-emotional development: Integrative perspectives. *Child Development Research*, 2021, 1–12. <https://doi.org/10.1155/2021/8810243>

Wang, Y. (2024). Workload, organizational support, and teacher wellbeing: Evidence from China. *Journal of Educational Psychology*, 116(2), 200–218.

Weisberger, M., & Ziv, T. (2023). Parent–teacher communication and children’s socio-emotional outcomes.

Werang, S., Tan, P., & Yeo, K. (2024). Teacher commitment and student academic performance: Evidence from preschool settings. *Early Childhood Education Journal*, 52(1), 25–41.

Xia, L. (2024). Parental engagement in home-based early learning: Implications for literacy and numeracy. *Early Childhood Education Journal*, 52(3), 301–318. <https://doi.org/10.1007/s10643-024-01456-9>

Zhao, L. (2023). Organizational commitment and teaching effectiveness in early childhood education. *Asian Education Review*, 21(2), 101–118.

Zhou, Q., Brown, B., & Soslau, E. (2023). Professional development and teacher self-efficacy: A meta-analysis. *Educational Psychology Review*, 35, 85–112. <https://doi.org/10.1007/s10648-022-09658-y>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



Žydzūnaitė, V., & Arce, C. (2021). Teacher enthusiasm, engagement, and impact on student learning experiences.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
