

LEARNING SUPPORT AT HOME AND LEARNING OUTCOMES OF PRIMARY GRADE LEARNERS IN PRIVATE SCHOOLS

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ABSTRACT

The study examined the learning support provided at home and its impact on the outcomes of primary learners in private schools in San Narciso District, Schools Division of Zambales, during the School Year 2024–2025. It highlighted the essential role of home learning facilitators in shaping educational experiences. The research aimed to determine the nature of learning support and its relationship with learners' outcomes, offering insights for enhancing practices. A descriptive-correlational design was used, involving 53 facilitators selected via random sampling. A researcher-designed questionnaire measured home learning support and learners' outcomes, with excellent reliability (Cronbach's Alpha: 0.987 for support, 0.998 for outcomes). Data analysis included percentages, means, Kruskal-Wallis Test, and Spearman Rho Correlation. Most facilitators were aged 30–39, female, married, with two children, and a family income of P25,000–P49,999. They were college graduates, spent less than an hour on lesson instruction, and attended one study support session. Learning support was consistently evident across dimensions like organizing the learning environment, emotional support, resource provision, and communication. Primary learners showed advanced cognitive, socio-emotional, creative, and practical skills. No significant differences were observed between learning support and facilitators' demographics, but a very high positive correlation was identified between home support and learner outcomes. The findings underscored the consistent and effective support provided at home and its strong link to advanced learner outcomes. These results informed the development of an enhanced learning support program to further improve home learning practices and learner success. The study contributes to understanding the role of home facilitators in education, offering evidence-based strategies for strengthening learning support programs.

Keywords: Learning Support, At Home, Learning Outcomes, Primary Grade Learners, Private Schools.

1. INTRODUCTION

Parental involvement and home support have long been recognized as pivotal factors influencing the academic success and holistic development of young learners. Recent studies emphasize that when parents actively engage in their children's learning at home, they provide a foundation that significantly enhances literacy, numeracy, and socioemotional learning outcomes (Murendo, Azemi, Oo, Arlini, Chanbona, Fermin, Shrestha, Sadat, Kimani, & Bosco, 2024). This underscores the crucial role of home-based learning support in shaping the educational experiences of primary grade learners.

The issue of inadequate or inconsistent home learning support has become a pressing concern, particularly in regions where socioeconomic factors influence parental involvement. Globally, research reveals that structured parental support, such as monitoring and academic

assistance, fosters better engagement and motivation in learners (Tao & Xu, 2022; Tan, Pan, Zhang, Lan, & Law, 2022). In the context of private schools, where expectations for academic performance are often high, the absence of effective home learning support can hinder learners' progress and affect their overall outcomes.

In the Philippines, parental involvement remains a key determinant of learner achievement, particularly in primary education. Local studies suggest that a supportive home learning environment, characterized by activities like shared reading, enhances learners' academic performance and engagement (Zhu, Chan, & Yao, 2022; Sonnenschein, Gursoy, & Stites, 2022). However, challenges such as time constraints, limited resources, and varying levels of parental education continue to affect the quality of home learning support provided to children. These issues are also prevalent in San Narciso District, where private schools cater to learners from diverse family backgrounds.

This study was conducted to explore the dynamics of home learning support and its impact on the learning outcomes of primary grade learners in private schools within San Narciso District. The research aimed to identify the specific types of parental support that were most effective in enhancing literacy and numeracy skills, as well as the barriers families faced in providing such support. Furthermore, it sought to address gaps in understanding how these factors contributed to academic performance, particularly in a local setting where cultural and socioeconomic contexts intersect.

The study's primary objective was to assess the relationship between home learning support and learners' outcomes in the context of private schools in San Narciso District. By addressing this research gap, the study hoped to provide actionable insights for teachers, policymakers, and parents, ultimately contributing to the development of programs and interventions that foster stronger home-school collaboration. It also delimited its focus to primary grade learners in private schools, highlighting the significance of early interventions in education. This research aligned with the broader goal of improving educational quality and equity in the Schools Division of Zambales.

2. STATEMENT OF THE PROBLEM

This study aimed to determine the learning support at home and learning outcomes of primary grade learners in private schools in San Narciso District, Schools Division of Zambales, during the School Year 2024-2025.

Specifically, it aimed to answer these questions:

1. How may the profile of the home learning facilitators be described in terms of:
 - 1.1. age;
 - 1.2. gender;
 - 1.3. civil status;
 - 1.4. number of children;
 - 1.5. monthly family income;
 - 1.6. highest educational attainment;
 - 1.7. daily home lesson instruction hours; and
 - 1.8. number of study support sessions attended?
2. How may the learning support at home of the learning facilitators be described in terms of:
 - 2.1. learning environment organization;

- 2.2. emotional and motivational aspects;
- 2.3. resource provision; and
- 2.4. communication and collaboration?
3. How may the learning outcomes of the primary learners as perceived by their learning facilitators be described in terms of:
 - 3.1. cognitive;
 - 3.2. socio-emotional;
 - 3.3. creativity and innovation; and
 - 3.4. real-life applications?
4. Is there a significant difference between the learning support at home of the learning facilitators and their profile when grouped accordingly?
5. Is there a significant correlation between the learning support at home of the learning facilitators and the learning outcomes of the primary grade learners?
6. What enhanced learning support program can be implemented to improve the learning support at home of the learning facilitators and the learning outcomes of the primary grade learners?

3. METHODS AND MATERIALS

This study aimed to assess the learning support provided at home and the learning outcomes of primary grade learners in private schools in the San Narciso District, Schools Division of Zambales, during the School Year 2024-2025. A descriptive-correlational research design was employed, with data collected, classified, summarized, and analyzed using percentages and means. The study involved 53 home learning facilitators, selected through simple random sampling to ensure equal representation of the population. A researcher-designed questionnaire served as the primary data collection tool, targeting dimensions of home learning support and learners' outcomes. The instrument demonstrated excellent reliability, as confirmed by Cronbach's Alpha values for learning support at home ($\alpha = 0.987$) and learning outcomes ($\alpha = 0.998$). Statistical analyses, including the Kruskal-Wallis Test and Spearman Rho Correlation, were used to test the study's hypotheses.

4. RESULTS AND DISCUSSIONS

4.1. Profile of the Home Learning Facilitators

4.1.1. Age

Table 1 presents the age profile of the home learning facilitators. The data indicated that most facilitators (30.19%) fell within the 30–39 age group, followed by those aged 40–49 (18.87%) and 19 years and below (16.98%). Smaller proportions were represented by facilitators aged 20–29 (15.09%), 50–59 (11.32%), and 60 years and above (7.55%).

Table 1. Profile of the Home Learning Facilitators in terms of Age

Age	f	%
19 years old and below	9	16.98
20-29 years old	8	15.09
30-39 years old	16	30.19
40-49 years old	10	18.87
50-59 years old	6	11.32

60 years old and above	4	7.55
Total	53	100.00

These results implied that most home learning facilitators belonged to the middle-age bracket, suggesting they might have had established routines and life stability to support learners effectively. However, the presence of facilitators in younger and older age groups indicated diversity in their life experiences and teaching approaches. Chen, Lu, and Okawa (2023) highlighted that facilitators across various age groups brought unique strengths that enriched the learning process through diverse perspectives and adaptability.

4.1.2. Gender

Table 2 displays the profile of home learning facilitators according to their gender. The table indicated that the majority of home learning facilitators were female (56.60%), followed by male facilitators (24.53%), while LGBTQIA+ facilitators made up 20.75% of the total.

Table 2. Profile of the Home Learning Facilitators in terms of Gender

Gender	f	%
Male	13	24.53
Female	30	56.60
LGBTQIA+	11	20.75
Total	53	100.00

These results suggested a predominantly female demographic among home learning facilitators, which might have influenced the perspectives and approaches used in facilitating home-based learning activities. Bob, Munien, and Gumede (2022) suggested that these findings reflected broader societal trends in gender roles and the acceptance of diverse gender identities in educational support roles.

4.1.3. Civil Status

Table 3 shows the profile of home learning facilitators based on their civil status. The table showed that the majority of the home learning facilitators were married (33.96%), followed by single parents (18.87%), cohabitants (15.09%), and separated (13.21%). Solo parents and widowed/er facilitators represented smaller proportions at 7.55% and 11.32%, respectively.

Table 3. Profile of the Home Learning Facilitators in terms of Civil Status

Civil Status	f	%
Single Parent	10	18.87
Solo Parent	4	7.55
Married	18	33.96
Cohabitant	8	15.09
Separated	7	13.21
Widow/er	6	11.32
Total	53	100.00

These findings suggested a diverse mix of family structures among home learning facilitators, indicating that these roles were likely balanced alongside personal and familial responsibilities. Febrianto, Mas'udah, and Megasari (2022) implied that the diversity in civil status among facilitators could have affected their availability, commitment, and strategies used in supporting home-based learning environments.

4.1.4. Number of Children

Table 4 exhibits the profile of home learning facilitators based on the number of children they had. The majority of home learning facilitators had two children (28.30%), followed by those with no children (16.98%), one child (15.09%), and three children (13.21%). Facilitators with more than three children constituted smaller percentages, with those having six or more children making up 5.66%.

Table 4. Profile of the Home Learning Facilitators in terms of Number of Children

Number of Children	f	%
No child	9	16.98
1 child	8	15.09
2 children	15	28.30
3 children	7	13.21
4 children	5	9.43
5 children	6	11.32
6 children and above	3	5.66
Total	53	100.00

These results indicated that a significant number of home learning facilitators had smaller family sizes, which might have influenced their availability and ability to support home-based learning activities effectively. Wilson, Natuna, and Haikal (2022) suggested that the number of children among facilitators may have impacted their time management and priorities, potentially affecting their role and effectiveness in providing support for home learning activities.

4.1.5. Monthly Family Income

Table 5 illustrates the profile of home learning facilitators based on their monthly family income. The majority of home learning facilitators earned between P25,000 to P49,999 per month (26.42%), followed by those earning P24,999 and below (16.98%). Other income brackets included P50,000 to P74,999 (15.09%), P75,000 to P99,999 (9.43%), P100,000 to P124,999 (13.21%), P125,000 to P149,999 (7.55%), and P150,000 and above (11.32%).

Table 5. Profile of the Home Learning Facilitators in terms of Monthly Family Income

Monthly Family Income	f	%
P24,999 and below	9	16.98
P25,000 to P49,999	14	26.42
P50,000 to P74,999	8	15.09
P75,000 to P99,999	5	9.43
P100,000 to P124,999	7	13.21
P125,000 to P149,999	4	7.55
P150,000 and above	6	11.32
Total	53	100.00

These findings suggested a range of economic backgrounds among home learning facilitators, which might have influenced their availability, ability to provide resources, and engagement in the support of home-based learning activities. Arlinkasari, Hestyanti, Abraham, Fitriani, Henry, and Herarti (2024) implied that the variability in monthly family income among

facilitators could have impacted their capacity to manage and balance their roles as teachers and family members.

4.1.6. Highest Educational Attainment

Table 6 highlights the profile of home learning facilitators based on their highest educational attainment. The majority of home learning facilitators were college graduates (54.72%), followed by high school graduates (26.42%), master's graduates (11.32%), and doctorate graduates (7.55%).

Table 6. Profile of the Home Learning Facilitators in terms of Highest Educational Attainment

Highest Educational Attainment	f	%
High School Graduate	14	26.42
College Graduate	29	54.72
Master's Graduate	6	11.32
Doctorate Graduate	4	7.55
Total	53	100.00

These results indicated a diverse educational background among home learning facilitators, which might have affected their approaches to instruction, understanding of educational theories, and ability to support home-based learning activities effectively. Madsgaard, Roykenes, Smith-Strøm, and Kvernenes (2022) suggested that the level of educational attainment among facilitators may have influenced their teaching methods and their capacity to engage with more complex content and educational strategies.

4.1.7. Daily Home Lesson Instruction Hours

Table 7 features the profile of home learning facilitators based on the number of hours dedicated to daily home lesson instruction. The majority of home learning facilitators spent less than 1.0 hour per day on home lesson instruction (33.96%), followed by those who spent 1.0 to 1.9 hours (24.53%). Other groups included those who spent 2.0 to 2.9 hours (11.32%), 3.0 to 3.9 hours (13.21%), 4.0 to 4.9 hours (9.43%), and 5.0 hours and above (7.55%).

Table 7. Profile of the Home Learning Facilitators in terms of Daily Home Lesson Instructional Hours

Daily Home Lesson Instruction Hours	f	%
Less than 1.0 hour	18	33.96
1.0 to 1.9 hours	13	24.53
2.0 to 2.9 hours	6	11.32
3.0 to 3.9 hours	7	13.21
4.0 to 4.9 hours	5	9.43
5.0 hours and above	4	7.55
Total	53	100.00

These findings suggested a variation in the amount of time home learning facilitators dedicated to instructional activities, which might have impacted the quality and depth of support provided to learners. Moodley, Seerane, and Gravett, S. (2022) implied that the variation in daily instructional hours among facilitators might have reflected differing levels of commitment and available time, which could have influenced the effectiveness of home-based learning support.

4.1.8. Number of Study Support Sessions Attended

Table 8 showcases the profile of home learning facilitators based on the number of study support sessions they had attended. The majority of home learning facilitators had attended 1 session (35.85%), followed by those who attended 4 sessions and above (15.09%), and those who attended 3 sessions (9.43%). A smaller number had attended 2 sessions (11.32%) and 5 sessions (5.66%), with a few attending 6 sessions or more (7.55%).

Table 8. Profile of the Home Learning Facilitators in terms of Number of Study Support Sessions Attended

Number of Study Support Sessions Attended	f	%
None	8	15.09
1 session	19	35.85
2 sessions	6	11.32
3 sessions	5	9.43
4 sessions	8	15.09
5 sessions	3	5.66
6 sessions and above	4	7.55
Total	53	100.00

These results suggested varied levels of engagement among home learning facilitators in professional development opportunities, which might have influenced their ability to support learners effectively. Assen and Otting (2022) indicated that the differing numbers of study support sessions attended by facilitators may have reflected varying levels of professional commitment and the degree of preparedness to engage in effective home-based learning facilitation.

4.2. Learning Support at Home of the Learning Facilitators

4.2.1. Learning Environment Organization

Table 9 presents the mean and interpretations of the learning support provided at home by learning facilitators in terms of learning environment organization. The range of standard deviations (SD) varied from .587 to .775, indicating consistent responses across items. The weighted means (WM) ranged from 3.40 to 3.66, reflecting that the learning facilitators 'Always Exhibited' supportive behaviors toward creating an effective study environment. The general SD and WM of .613 and 3.55 confirmed that these behaviors were consistently demonstrated.

Table 9. Mean and Interpretations of the Learning Support at Home of the Learning Facilitators in terms of Learning Environment Organization

Item	Indicator	SD	WM	Interpretation
1	I arrange a clean and quiet space for my child to study.	.768	3.40	Always Exhibited
2	I make sure my child’s school supplies are ready every day.	.587	3.66	Always Exhibited
3	I help my child keep books and notebooks organized.	.633	3.58	Always Exhibited
4	I check that my child’s study area has good lighting.	.721	3.57	Always Exhibited
5	I set a regular time for my child to study at home.	.669	3.49	Always Exhibited
6	I keep distractions like TV and loud music away during study time.	.653	3.64	Always Exhibited
7	I make sure my child’s chair and table are comfortable.	.770	3.42	Always Exhibited
8	I encourage my child to keep the study area tidy.	.587	3.66	Always Exhibited
9	I remind my child to organize school materials before bedtime.	.667	3.55	Always Exhibited
10	I adjust the study space to fit my child’s needs and preferences.	.775	3.51	Always Exhibited
General SD/WM		.613	3.55	Always Exhibited

The implications of these findings suggested that learning facilitators played a crucial role in setting up conducive learning environments, ensuring that children had the necessary resources and an organized space to support their study habits effectively. The study by Faroji, Ma’mur, and Zohriah (2023) related to these findings as it underscored the importance of a supportive home learning environment in enhancing learners' academic performance, aligning with the consistent 'Always Exhibited' behaviors observed in this study.

4.2.2. Emotional and Motivational Aspects

Table 10 displays the mean and interpretations of the learning support provided at home by learning facilitators in terms of emotional and motivational aspects. The range of SD varied from .605 to .850, indicating that responses were consistent across items. The WM ranged from 3.32 to 3.57, showing that learning facilitators 'Always Exhibited' behaviors supporting emotional and motivational development. The general SD and WM of .677 and 3.47 confirmed that these supportive behaviors were consistently demonstrated.

Table 10. Mean and Interpretations of the Learning Support at Home of the Learning Facilitators in terms of Emotional and Motivational Aspects

Item	Indicator	SD	WM	Interpretation
1	I praise my child for doing their schoolwork well.	.850	3.32	Always Exhibited
2	I encourage my child to ask questions when they don't understand.	.605	3.57	Always Exhibited
3	I comfort my child when they feel upset about school.	.724	3.51	Always Exhibited
4	I tell my child they can do well if they try their best.	.724	3.49	Always Exhibited
5	I celebrate my child's achievements, big or small.	.768	3.40	Always Exhibited
6	I remind my child that making mistakes is part of learning.	.694	3.57	Always Exhibited
7	I listen carefully when my child talks about their school day.	.831	3.34	Always Exhibited
8	I support my child in staying positive about learning.	.605	3.57	Always Exhibited
9	I motivate my child to enjoy reading and writing at home.	.749	3.47	Always Exhibited
10	I help my child feel confident about their abilities.	.797	3.43	Always Exhibited
General SD/WM		.677	3.47	Always Exhibited

The implications of these findings suggested that learning facilitators played an essential role in fostering a positive emotional environment and motivating children to engage with learning effectively. This support was critical for building children's confidence and resilience in their educational journey. The study by Sorbet and Notar (2022) related to these findings as it highlighted the significance of emotional and motivational support from learning facilitators in enhancing learners' academic performance, aligning with the consistent 'Always Exhibited' behaviors observed in this study.

4.2.3. Resource Provision

Table 11 shows the mean and interpretations of the learning support at home provided by learning facilitators in terms of resource provision. The range of SD varied from .602 to .821, indicating consistent responses across items. The WM ranged from 3.36 to 3.68, showing that learning facilitators 'Always Exhibited' behaviors supporting resource provision for their children's learning. The general SD and WM of .626 and 3.52 confirmed that these supportive behaviors were consistently demonstrated.

Table 11. Mean and Interpretations of the Learning Support at Home of the Learning Facilitators in terms of Resource Provision

Item	Indicator	SD	WM	Interpretation
1	I provide my child with storybooks to read at home.	.814	3.38	Always Exhibited
2	I give my child writing tools like pencils and paper.	.602	3.58	Always Exhibited
3	I make sure my child has a school bag to carry their materials.	.623	3.64	Always Exhibited
4	I supply my child with crayons, markers, and art materials.	.774	3.45	Always Exhibited
5	I provide snacks to keep my child energized for learning.	.669	3.51	Always Exhibited
6	I let my child use educational toys like puzzles or flashcards.	.644	3.68	Always Exhibited
7	I give my child access to learning apps or games.	.811	3.36	Always Exhibited
8	I buy extra materials like notebooks when needed.	.602	3.58	Always Exhibited
9	I provide a clock to help my child manage their time.	.660	3.60	Always Exhibited
10	I ensure my child has access to a dictionary or picture book.	.821	3.43	Always Exhibited
General SD/WM		.626	3.52	Always Exhibited

The implications of these findings suggested that providing a wide array of learning resources at home, such as books, school supplies, and educational tools, was crucial for facilitating effective learning experiences and enhancing children’s engagement and performance. The study by Dong and Chow (2022) related to these findings as it emphasized the importance of resource provision at home in supporting learners’ academic success, aligning with the consistent 'Always Exhibited' behaviors observed in this study.

4.2.4. Communication and Collaboration

Table 12 exhibits the mean and interpretations of the learning support at home provided by learning facilitators in terms of communication and collaboration. The range of SD varied from .637 to .831, indicating consistent responses across items. The WM ranged from 3.34 to 3.60, showing that learning facilitators 'Always Exhibited' behaviors that facilitated effective communication and collaboration with their children’s learning. The general SD and WM of .676 and 3.47 confirmed that these supportive behaviors were consistently demonstrated.

Table 12. Mean and Interpretations of the Learning Support at Home of the Learning Facilitators in terms of Communication and Collaboration

Item	Indicator	SD	WM	Interpretation
1	I talk to my child about their homework and projects.	.831	3.34	Always Exhibited
2	I meet with my child’s teacher to discuss their progress.	.637	3.55	Always Exhibited
3	I ask my child about what they learned in school.	.665	3.57	Always Exhibited
4	I join school activities like meetings and programs.	.819	3.42	Always Exhibited
5	I share my child’s learning challenges with their teacher.	.745	3.42	Always Exhibited
6	I help my child prepare for school events and activities.	.660	3.60	Always Exhibited
7	I guide my child when practicing reading or math at home.	.790	3.38	Always Exhibited
8	I read with my child to improve their skills.	.724	3.49	Always Exhibited
9	I encourage my child to share their feelings about school.	.775	3.47	Always Exhibited
10	I remind my child to respect their classmates and teachers.	.774	3.45	Always Exhibited
General SD/WM		.676	3.47	Always Exhibited

The implications of these findings suggested that active communication and collaboration between learning facilitators and teachers were essential in supporting children’s educational progress. This partnership was critical for addressing learning challenges and enhancing children’s overall school experience. The study by Johler (2022) related to these findings as it highlighted the importance of communication and collaboration between learning facilitators and teachers in supporting learners’ academic performance, aligning with the consistent 'Always Exhibited' behaviors observed in this study.

4.3. Learning Outcomes of the Primary Learners

4.3.1. Cognitive

Table 13 illustrates the mean and interpretations of the learning outcomes of primary learners in terms of cognitive skills. The range of SD varied from .723 to .783, indicating consistent responses across items. The WM ranged from 3.34 to 3.49, showing that primary learners demonstrated 'Advanced Skills' in cognitive areas such as reading comprehension, basic math, writing, and logical thinking. The general SD and WM of .727 and 3.41 confirmed that these cognitive skills were consistently demonstrated.

Table 13. Mean and Interpretations of the Learning Outcomes of the Primary Learners in terms of Cognitive

Item	Indicator	SD	WM	Interpretation
1	My child can read and understand simple stories.	.783	3.34	Advanced Skills
2	My child can answer basic questions about what they read.	.723	3.47	Advanced Skills
3	My child can solve simple math problems like addition and subtraction.	.765	3.38	Advanced Skills
4	My child can write complete sentences about their day.	.748	3.45	Advanced Skills
5	My child can follow step-by-step instructions when doing tasks.	.762	3.36	Advanced Skills
6	My child can identify the main idea of a story or text.	.724	3.49	Advanced Skills
7	My child can explain how they solved a math problem.	.783	3.34	Advanced Skills
8	My child can spell common words correctly.	.723	3.47	Advanced Skills
9	My child can group objects based on size, shape, or color.	.765	3.38	Advanced Skills
10	My child can complete puzzles that require logical thinking.	.748	3.45	Advanced Skills
General SD/WM		.727	3.41	Advanced Skills

The implications of these findings suggested that primary learners possessed advanced cognitive skills that were crucial for academic success. These skills formed the foundation for developing higher-order thinking and problem-solving abilities, which were essential for future learning and achievement. The study by Khan, Gul, and Zeb (2023) related to these findings as it emphasized the development of cognitive skills in learners as a key indicator of academic performance, aligning with the 'Advanced Skills' observed in this study.

4.3.2. Socio-Emotional

Table 14 highlights the mean and interpretations of the learning outcomes of primary learners in terms of socio-emotional skills. The range of SD varied from .721 to .762, indicating consistent responses across items. The WM ranged from 3.36 to 3.49, showing that primary learners demonstrated 'Advanced Skills' in socio-emotional areas such as sharing, expressing feelings, taking turns, and managing emotions. The general SD and WM of .721 and 3.43 confirmed that these socio-emotional skills were consistently demonstrated.

Table 14. Mean and Interpretations of the Learning Outcomes of the Primary Learners in terms of Socio-Emotional

Item	Indicator	SD	WM	Interpretation
1	My child can share their toys and school supplies with others.	.762	3.36	Advanced Skills
2	My child can express their feelings in words.	.724	3.49	Advanced Skills
3	My child can take turns during games or activities.	.747	3.43	Advanced Skills
4	My child can say "thank you" and "sorry" when needed.	.721	3.43	Advanced Skills
5	My child can talk about their day with confidence.	.762	3.36	Advanced Skills
6	My child can stay calm when they make a mistake.	.749	3.47	Advanced Skills
7	My child can work with classmates to complete a group activity.	.747	3.43	Advanced Skills
8	My child can ask for help when they need it.	.721	3.43	Advanced Skills
9	My child can show kindness to friends and family.	.740	3.38	Advanced Skills
10	My child can follow rules when playing games.	.749	3.47	Advanced Skills
General SD/WM		.721	3.43	Advanced Skills

The implications of these findings suggested that primary learners were developing important socio-emotional skills that were essential for interpersonal relationships and emotional regulation. These skills were critical for social integration and well-being in both academic and personal contexts. The study by Pervez and Galea (2024) related to these findings as it highlighted the importance of socio-emotional development in learners as a key component of overall academic and personal success, aligning with the 'Advanced Skills' observed in this study.

4.3.3. Creativity and Innovation

Table 15 features the mean and interpretations of the learning outcomes of primary learners in terms of creativity and innovation. The range of SD varied from .719 to .783, indicating consistent responses across items. The WM ranged from 3.34 to 3.47, showing that primary learners demonstrated 'Advanced Skills' in creativity and innovation, such as drawing, crafting, storytelling, and problem-solving. The general SD and WM of .735 and 3.41 confirmed that these creative and innovative skills were consistently demonstrated.

Table 15. Mean and Interpretations of the Learning Outcomes of the Primary Learners in terms of Creativity and Innovation

Item	Indicator	SD	WM	Interpretation
1	My child can draw pictures to show their ideas.	.783	3.34	Advanced Skills
2	My child can make crafts using simple materials like paper and glue.	.723	3.47	Advanced Skills
3	My child can create stories using their imagination.	.771	3.42	Advanced Skills
4	My child can think of different ways to solve a problem.	.749	3.45	Advanced Skills
5	My child can design their own toys or games.	.783	3.34	Advanced Skills
6	My child can use crayons or markers to decorate projects.	.719	3.42	Advanced Skills
7	My child can invent new uses for everyday objects.	.770	3.42	Advanced Skills
8	My child can explore new ways to play with their toys.	.748	3.43	Advanced Skills
9	My child can come up with ideas for class presentations.	.793	3.40	Advanced Skills
10	My child can combine different materials to make something unique.	.719	3.42	Advanced Skills
General SD/WM		.735	3.41	Advanced Skills

The implications of these findings suggested that primary learners were developing critical creative thinking and problem-solving skills. These abilities were essential for fostering innovative thinking, which was important for adapting to new challenges and expressing individuality. The study by Van Hooijdonk, Mainhard, Kroesbergen, and Van Tartwijk (2023) related to these findings as it underscored the importance of nurturing creativity and innovation in learners as key indicators of future success, aligning with the 'Advanced Skills' observed in this study.

4.3.4. Real-Life Applications

Table 16 showcases the mean and interpretations of the learning outcomes of primary learners in terms of real-life applications. The range of SD varied from .721 to .783, indicating consistency in responses across items. The WM ranged from 3.34 to 3.47, showing that primary learners exhibited 'Advanced Skills' in applying knowledge to real-life situations, such as handling money, reading signs, helping with daily tasks, and understanding safety rules. The general SD and WM of .725 and 3.41 confirmed that these skills were consistently demonstrated in practical contexts.

Table 16. Mean and Interpretations of the Learning Outcomes of the Primary Learners in terms of Real-Life Applications

Item	Indicator	SD	WM	Interpretation
1	My child can count money when buying small items.	.770	3.42	Advanced Skills
2	My child can read signs and labels in the community.	.745	3.42	Advanced Skills
3	My child can help set the table during meals.	.783	3.34	Advanced Skills
4	My child can organize their school bag before going to school.	.743	3.40	Advanced Skills
5	My child can measure ingredients while helping with cooking.	.772	3.43	Advanced Skills
6	My child can describe the weather and how it affects their day.	.748	3.45	Advanced Skills
7	My child can use a calendar to keep track of events.	.740	3.38	Advanced Skills
8	My child can sort laundry by color before washing.	.721	3.43	Advanced Skills
9	My child can explain how to cross the street safely.	.762	3.36	Advanced Skills
10	My child can tell time and follow a schedule.	.723	3.47	Advanced Skills
General SD/WM		.725	3.41	Advanced Skills

These findings implied that primary learners were developing essential life skills that prepared them for independent living and active participation in daily activities. This included an ability to apply academic skills in everyday scenarios, which was critical for their future success. The study by Widajati and Mahmudah (2022) aligned with these findings as it highlighted the importance of practical life skills for learners, emphasizing their role in bridging the gap between classroom learning and real-world application.

4.4. Difference Between the Learning Support at Home of the Learning Facilitators and Their Profile

4.4.1. Age

Table 17 presents the difference between the learning support at home of the learning facilitators and their profile in terms of age groups. It showed the test statistic (H) values of 10.153, degrees of freedom (df) of 5, and p-values of .071 for the age group comparison. The decision to accept the null hypothesis (H_0) indicated that there were no significant differences in the learning support provided at home among facilitators across different age groups ($p > .05$). This suggested that age did not significantly influence the nature of the learning support at home.

Table 17. Difference Between the Learning Support at Home of the Learning Facilitators and Their Profile in terms of Age

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
19 years old and below	10.153	5	.071	Accept H ₀
20-29 years old				(Not Significant)
30-39 years old				
40-49 years old				
50-59 years old				
60 years old and above				

These findings implied that other factors, such as individual teaching styles or external resources, may have had a more substantial impact on the level or quality of learning support provided at home, rather than age. This indicated that age was not a primary determinant in shaping home learning support. The study by Cant and Wiid (2023) aligned with these results, suggesting that demographic variables like age did not significantly affect the learning support provided at home, reinforcing the importance of exploring other variables that might influence this dynamic.

4.4.2. Gender

Table 18 displays the difference between the learning support at home of the learning facilitators and their profile in terms of gender groups. It showed the H value of 3.370, df of 2, and a p-value of .185 for the gender group comparison. The decision to accept the H₀ indicated that there were no significant differences in the learning support provided at home among facilitators based on gender ($p > .05$). This suggested that gender did not significantly influence the nature of the learning support at home.

Table 18. Difference Between the Learning Support at Home of the Learning Facilitators and Their Profile in terms of Gender

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
Male	3.370	2	.185	Accept H ₀
Female				(Not Significant)
LGBTQIA+				

These findings implied that other factors, such as individual preferences or external influences, may have played a more significant role in determining the learning support provided at home rather than gender. This indicated that gender was not a primary determinant in shaping home learning support. The study by Asadullah and Bhattacharjee (2022) aligned with these results, suggesting that demographic factors like gender may not significantly impact the learning support provided at home, highlighting the importance of exploring other influencing variables.

4.4.3. Civil Status

Table 19 shows the difference between the learning support at home of the learning facilitators and their profile in terms of civil status. It showed the H values of 4.852, df of 5, and p-values of .434 for the civil status group comparison. The decision to accept the H₀ indicated that there were no significant differences in the learning support provided at home among facilitators across different civil statuses ($p > .05$). This suggested that civil status did not significantly influence the nature of the learning support at home.

Table 19. Difference Between the Learning Support at Home of the Learning Facilitators and Their Profile in terms of Civil Status

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
Single Parent	4.852	5	.434	Accept H ₀ (Not Significant)
Solo Parent				
Married				
Cohabitant				
Separated				
Widow/er				

These findings implied that other factors, such as individual circumstances or external influences, may have had a more substantial impact on the level or quality of learning support provided at home, rather than civil status. This indicated that civil status was not a primary determinant in shaping home learning support. The study by Prokupek, Cohen, Oppermann, and Anders (2023) aligned with these results, suggesting that demographic factors like civil status do not significantly affect the learning support provided at home, emphasizing the importance of examining other variables that might influence this dynamic.

4.4.4. Number of Children

Table 20 exhibits the difference between the learning support at home of the learning facilitators and their profile in terms of the number of children. It showed the *H* values of 7.284, *df* of 6, and *p*-values of .295 for the number of children group comparison. The decision to accept the H₀ indicated that there were no significant differences in the learning support provided at home among facilitators across different numbers of children ($p > .05$). This suggested that the number of children did not significantly influence the nature of the learning support at home."

Table 20. Difference Between the Learning Support at Home of the Learning Facilitators and Their Profile in terms of Number of Children

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
No child	7.284	6	.295	Accept H ₀ (Not Significant)
1 child				
2 children				
3 children				
4 children				
5 children				
6 children and above				

These findings implied that other factors, such as family dynamics, available resources, or individual teaching preferences, may have had a more substantial impact on the level or quality of learning support provided at home, rather than the number of children. This indicated that the number of children was not a primary determinant in shaping home learning support. The study by Hufana and Gurat (2023) aligned with these results, suggesting that demographic factors like the number of children do not significantly affect the learning support provided at home, reinforcing the idea that other variables are more influential in this context.

4.4.5. Monthly Family Income

Table 21 illustrates the difference between the learning support at home of the learning facilitators and their profile in terms of monthly family income. It showed the H values of 3.069, df of 6, and p-values of .800 for the monthly family income group comparison. The decision to accept the H_0 indicated that there were no significant differences in the learning support provided at home among facilitators across different monthly family income levels ($p > .05$). This suggested that monthly family income did not significantly influence the nature of the learning support at home.

Table 21. Difference Between the Learning Support at Home of the Learning Facilitators and Their Profile in terms of Monthly Family Income

Groups	H	df	p	Decision
P24,999 and below	3.069	6	.800	Accept H_0 (Not Significant)
P25,000 to P49,999				
P50,000 to P74,999				
P75,000 to P99,999				
P100,000 to P124,999				
P125,000 to P149,999				
P150,000 and above				

These findings implied that other factors, such as parental involvement, educational background, or external resources, may have had a more substantial impact on the level or quality of learning support provided at home, rather than monthly family income. This indicated that family income was not a primary determinant in shaping home learning support. The study by Hofer, Reinhold, and Koch (2022) aligned with these results, suggesting that demographic factors like monthly family income do not significantly affect the learning support provided at home, highlighting the importance of exploring other influential variables.

4.4.6. Highest Educational Attainment

Table 22 highlights the difference between the learning support at home of the learning facilitators and their profile in terms of highest educational attainment. It showed the H values of 7.680, df of 3, and p-values of .053 for the comparison across different educational attainment levels. The decision to accept the H_0 indicated that there were no significant differences in the learning support provided at home among facilitators based on their highest educational attainment ($p > .05$). This suggested that educational attainment did not significantly influence the nature of the learning support at home.

Table 22. Difference Between the Learning Support at Home of the Learning Facilitators and Their Profile in terms of Highest Educational Attainment

Groups	H	df	p	Decision
High School Graduate	7.680	3	.053	Accept H_0 (Not Significant)
College Graduate				
Master's Graduate				
Doctorate Graduate				

These findings implied that other factors, such as teaching experience, knowledge of pedagogy, or individual preferences, may have had a more substantial impact on the level or quality of learning support provided at home, rather than the highest educational attainment. This indicated that educational attainment was not a primary determinant in shaping home learning support. The study by Burns, Jegatheeswaran, and Perlman (2022) aligned with these results, suggesting that demographic variables like highest educational attainment do not significantly affect the learning support provided at home, emphasizing the importance of investigating other variables that might influence this dynamic.

4.4.7. Daily Home Lesson Instruction Hours

Table 23 features the difference between the learning support at home of the learning facilitators and their profile in terms of daily home lesson instruction hours. It showed the H values of 1.525, df of 5, and p-values of .910 for the daily home lesson instructional hours comparison. The decision to accept the H₀ indicated that there were no significant differences in the learning support provided at home among facilitators across different daily home lesson instruction hours (p > .05). This suggested that daily instruction hours did not significantly influence the nature of the learning support at home.

Table 23. Difference Between the Learning Support at Home of the Learning Facilitators and Their Profile in terms of Daily Home Lesson Instruction Hours

Groups	H	df	p	Decision
Less than 1.0 hour	1.525	5	.910	Accept H ₀
1.0 to 1.9 hours				(Not Significant)
2.0 to 2.9 hours				
3.0 to 3.9 hours				
4.0 to 4.9 hours				
5.0 hours and above				

These findings implied that other factors, such as teaching strategies, content quality, or individual learner needs, may have had a more substantial impact on the level or quality of learning support provided at home, rather than the number of instruction hours. This indicated that daily lesson hours were not a primary determinant in shaping home learning support. The study by Careemdeen (2022) aligned with these results, suggesting that demographic variables like daily home lesson instruction hours do not significantly affect the learning support provided at home, highlighting the importance of exploring other influential factors.

4.4.8. Number of Study Support Sessions Attended

Table 24 showcases the difference between the learning support at home of the learning facilitators and their profile in terms of the number of study support sessions attended. It showed the H values of 4.637, df of 6, and p-values of .591 for the number of study support sessions attended comparison. The decision to accept the H₀ indicated that there were no significant differences in the learning support provided at home among facilitators across different numbers of study support sessions attended (p > .05). This suggested that the number of sessions attended did not significantly influence the nature of the learning support at home.

Table 24. Difference Between the Learning Support at Home of the Learning Facilitators and Their Profile in terms of Number of Study Support Sessions Attended

Groups	<i>H</i>	<i>Df</i>	<i>p</i>	Decision
None	4.637	6	.591	Accept H ₀
1 session				(Not Significant)
2 sessions				
3 sessions				
4 sessions				
5 sessions				
6 sessions and above				

These findings implied that other factors, such as the quality of the sessions, individual preferences, or external influences, may have had a more substantial impact on the level or quality of learning support provided at home, rather than the number of sessions attended. This indicated that the number of study support sessions was not a primary determinant in shaping home learning support. The study by Georgiou (2023) aligned with these results, suggesting that demographic factors like the number of study support sessions attended do not significantly affect the learning support provided at home, reinforcing the idea that other variables are more influential in this context.

4.5. Correlation Between the Learning Support at Home of the Learning Facilitators and the Learning Outcomes of the Primary Grade Learners

Table 25 demonstrates the correlation between the learning support at home of the learning facilitators and the learning outcomes of the primary grade learners. The table showed a very high positive correlation coefficient (Spearman’s Rho = .872, *p* = .000, *N* = 53) between the learning support at home and the learning outcomes, leading to the decision to reject the H₀. This indicated that as the level of learning support at home increased, the learning outcomes of primary grade learners also significantly improved.

Table 25. Correlation Between the Learning Support at Home of the Learning Facilitators and the Learning Outcomes of the Primary Grade Learners

Sources of Correlations (Spearman’s Rho)	Learning Support at Home	at	Learning Outcomes	Decision
Learning Support at Home	Correlation Coefficient	1	.872	Very High Positive Correlation
	Sig. (2-tailed)		.000	
	N	53	53	
Learning Outcomes	Correlation Coefficient	.872	1	Reject H ₀ Significant
	Sig. (2-tailed)	.000		
	N	.53	53	

These findings implied that the learning support at home played a crucial role in enhancing the learning outcomes of primary grade learners. It suggested that strengthening home-based support could potentially lead to better learning outcomes, emphasizing the importance of parental or guardian involvement in education. The study by Gabriela, Cicerchi, Colin, and Ana (2022)

aligned with these findings, reinforcing the significant impact of learning support at home on academic achievement, and highlighting the need for further exploration into strategies that can enhance home learning support to benefit learner outcomes.

4.6. An Enhanced Learning Support Program

The enhanced learning support program was developed to strengthen the pivotal role of home learning facilitators in shaping the educational experiences and outcomes of primary grade learners. It addresses gaps in the consistency and effectiveness of learning support at home by providing structured guidance, resources, and strategies that focus on key dimensions such as emotional and motivational support, resource provision, and effective communication. Rooted in evidence from the study, which revealed a significant correlation between effective home learning support and advanced learning outcomes, the program seeks to create a more conducive learning environment. By equipping facilitators with the necessary skills and tools, the program aims to enhance their support capabilities, ultimately fostering learners' cognitive, socio-emotional, creative, and real-life application skills for long-term educational success.

5. CONCLUSIONS

1. The majority of home learning facilitators belonged to the 30-39 age bracket, were predominantly female, married, with two children, and had a monthly family income between P25,000 to P49,999. They were college graduates and primarily spent less than an hour on home lesson instruction and attended one study support session.
2. The learning support provided at home was consistently exhibited across multiple dimensions, including the organization of the learning environment, emotional and motivational support, resource provision, and communication and collaboration. This consistency suggests a reliable and effective approach to supporting learners' educational development.
3. Primary learners demonstrated advanced skills in cognitive, socio-emotional, creativity and innovation, and real-life applications, indicating comprehensive skill development that is essential for their academic and personal growth.
4. There was no significant difference between the learning support at home and the demographic profile of the facilitators, suggesting that various demographic factors do not significantly influence the quality of home learning support provided.
5. A very high positive significant correlation was found between the learning support at home and the learning outcomes of primary grade learners, which supports the hypothesis that effective home learning support is linked to improved learner outcomes.
6. The findings led to the development of an enhanced learning support program aimed at further improving the quality of support at home and consequently enhancing the learning outcomes of primary grade learners.

6. RECOMMENDATIONS

1. The home learning facilitators shall be encouraged to engage in professional development opportunities to further enhance their teaching practices and adapt to evolving educational needs.
2. The learning facilitators shall continue to focus on creating a supportive learning environment that includes emotional support, resource provision, and open communication to maintain the consistency of learning support.

3. The primary grade learners shall be provided with opportunities to develop their advanced cognitive, socio-emotional, creativity, and innovation skills through targeted activities and learning experiences.
4. The demographic factors influencing learning support at home shall be further examined to identify any unaddressed areas of need and to develop targeted support strategies.
5. Schools shall foster partnerships with families to strengthen the positive correlation between home learning support and learner outcomes.
6. A comprehensive and targeted learning support program shall be continuously evaluated and refined to improve the learning outcomes of primary grade learners.
7. Further studies on the correlation between home learning support and learner outcomes shall explore the impact of technological tools and resources in enhancing family involvement in education.

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