

Influence of Parental Support and Cultural Factors on the Development of Learners with Manifestations: A Diagnostic Research Design

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Abstract

Learners with developmental manifestations in mainstream classrooms often face delays. The influence of parental support and cultural factors on the development of learners with manifestations was examined. Diagnostic research design, universal sampling involving 116 receiving teachers, survey, and multiple linear regression were the method used. The results, showed parental support and cultural factors were high and related to learner's development, but only cultural factors significantly influenced it. The findings partly support Bronfenbrenner's Ecological Systems Theory. Future research may explore additional variables such as environment, teacher support, and resources to explain the remaining 61.2% of the variance in learner development; while school leaders may foster culturally responsive programs to enhance better outcomes for learners with manifestations.

Keywords: Influence of parental support, cultural factors, development of learners with manifestations, diagnostic research design

1. Introduction

Learners with developmental manifestations in mainstream classrooms often experience persistent delays in social, emotional, and interpersonal growth despite ongoing educational efforts. The issue is particularly evident among learners who exhibit developmental manifestations, as their progress does not align with expected milestones (Alampay, 2024). In mainstream education, limited developmental progress has been observed among these learners (Hornby, 2014). Many continue to show delays in social and emotional growth, as well as in interpersonal development (Desforges & Abouchaar, 2020).

In Spain, learners with manifestations continued to show limited development (Fernández Cerero et al., 2024). In the United States, a survey found that many children with learning difficulties made slow progress in meeting developmental milestones (Patel & Singh, 2023). Similarly, in Japan, learners with manifestations experienced persistent challenges in adapting to mainstream education (Saito & Kobayashi, 2022).

In the Philippines, Filipino learners with developmental manifestations in urban centers often show uneven progress across cognitive and emotional domains (Marasigan-Pagkalinawan & Cordova, 2024). Similarly, research in Cebu and Davao reported that learners with developmental needs experience ongoing challenges in reaching expected levels of learning growth and adaptation (Alampay, 2024; Fernández Cerero et al., 2024).

The interaction between parental practices, cultural beliefs, and learner development remains largely unexplored in local studies, despite its potential influence on how learners cope, grow, and engage in school, which represents a research gap. In particular, no existing research within Region XII has yet examined. If this problem remains unaddressed, learners with manifestations may continue to experience developmental delays

without targeted support informed by familial and cultural contexts. Thus, this study is urgent, as it addresses a critical gap by examining the influence of parental and cultural factors on the development of learners with manifestations, thereby informing more inclusive, culturally grounded, and family-responsive educational practices.

Statement of the Problem

This study investigated the level of influence of parental support and cultural influence on the academic and social development of learners with manifestations. Specifically, it focused on the following objectives:

1. To determine the levels of influence in parental support in terms of guidance and emotional support; cultural factors in terms of values and traditions; and development of learners with manifestations in terms of academic and social skills.
2. To determine the significant relationship of parental support and cultural factors on the development of learners with manifestations.
3. To determine the significance of the individual and combined influence of parental support and cultural factors on the development of learners with manifestations.

Hypotheses

This research study had the following null hypotheses tested at the 0.05 level of significance:

H_01 : Parental support does not significantly correlate with learner development with manifestations.

H_02 : Cultural factors do not significantly correlate with learner development with manifestations.

H_03 : Parental support does not significantly influence with learner development with manifestations.

H_04 : Cultural factors do not significantly influence with learner development with manifestations.

H_05 : Parental support and cultural factors when combined together do not significantly influence the development of learners with manifestation

Theoretical and Conceptual Framework

This study is anchored in Bronfenbrenner's Ecological Systems Theory (1979), which holds that human development is shaped by the progressive, mutually interactive relationship between an active, growing individual and the multiple environmental systems in which they are embedded. This foundational statement highlights the importance of nested systems, microsystem, mesosystem, exosystem, macrosystem, and chronosystem in influencing human growth and development.

In this study, the parental support variable, as identified by Ashfaq et al. (2024) as guidance and emotional support, represents the microsystem of the theory. Likewise, cultural factors, as described by Schwartz (1992) in terms of values and traditions, are associated with the ecological systems theory. Moreover, the learners' development, as indicated by academic and social skills, is based on the work of DuPaul, G. et al. (1991). Three ecological systems in the theory are excluded from the study: mesosystem, exosystem, and chronosystem. Hence, the study is partly anchored to Ecological Systems Theory.

2. METHODS

This chapter presents research design, sample and sampling, data gathering technique, data analysis and ethical considerations.

Research Design

This study utilized a diagnostic research design. It is a quantitative approach used to examine the relationships among variables and to identify the factors that influence a particular outcome (Fischer et al., 2023). Through this design, the study examined both the combined and individual influences of the independent variables on the dependent variable, thereby offering clear empirical evidence of which factors significantly contributed to learners' development and its manifestations.

Locale of the Study

The study was conducted in both private and public elementary schools of Pikit District 1, under the Department of Education–Schools Division of Cotabato, Philippines. These schools served diverse learners from different cultural and socioeconomic backgrounds. Conducting the study across all elementary schools in Pikit provided a comprehensive understanding of how parental and cultural factors influence the development of learners with manifestations in this locality.

Sample and Sampling Technique

In this study, the respondents were 116 elementary receiving teachers from public and private schools in Pikit, Cotabato, officially employed for the school year 2025–2026. To ensure balanced representation, stratified random sampling was employed. This method was chosen because it proportionally represents subgroups within the population, thereby improving the accuracy and reliability of results. Within each stratum, respondents were randomly selected to form the final sample. Stratified random sampling is particularly useful in heterogeneous populations, as it reduces sampling error, increases the precision of estimates, and enhances representativeness compared to simple random sampling. Recent studies affirm its efficiency in survey sampling and its ability to produce more accurate results by accounting for subgroup differences (Triveni et al., 2024; Cohen, 2025; Research.com, 2023).

Data Gathering Technique

In this study, a survey was used as the data-gathering technique. A survey is a systematic method of collecting data through structured questionnaires or interviews, offering cost-effectiveness, scalability, and versatility in capturing both numerical and descriptive insights (Groves & Peytcheva, 2023).

Three adapted and modified questionnaires were used to measure parental support, cultural factors, and learners' development. The Parental Support scale was adapted from Ashfaq et al.'s (2024) Parental Support and Guidance in Learners' Development (13 items, $\alpha = 0.916$). The Cultural Factors scale was based on Schwartz's (1992) work, Universals in the Content and Structure of Values (16 items, $\alpha = 0.945$). Meanwhile, learners' academic and social development was measured using an adapted version of DuPaul et al.'s (1991), ADHD Rating Scale-IV: School Version (10 items, $\alpha = 0.893$).

Data Analysis

In this study, three data analysis techniques were employed, namely: descriptive analysis, correlation analysis, and multiple linear regression. Descriptive analysis was primarily employed, utilizing the mean and standard deviation to summarize parental support (guidance and emotional support), cultural factors (values and traditions), and learner development (academic and social skills). This provided a clear understanding of patterns and trends within the dataset (Anderson et al., 2023). To examine relationships among the variables, the Pearson Product-Moment Correlation Coefficient was applied to determine the strength and direction of associations. Additionally, Multiple Linear Regression Analysis was used to identify the extent to which parental support and cultural influence predict learner development. A 0.05 level of significance was set, and all analyses were processed using computerized statistical software to ensure accuracy and reliability. In terms of the scale of Beta coefficient strength, standardized beta values indicate the magnitude and direction of the relationship between variables, with higher absolute values reflecting stronger predictive influence (Hayes, 2023).

The following is the basis for the interpretation of the descriptive level of variables:

SCALE	PARENTAL SUPPORT	CULTURAL SUPPORT	DEVELOPMENT OF LEARNERS WITH MANIFESTATIONS
3.26 – 4.00	Very High	Very High	Very High
2.51 – 3.25	High	High	High
1.76 – 2.50	Low	Low	Low
1.00 – 1.75	Very Low	Very Low	Very Low

The standard deviation value is based on the following standard interpretation:

Range	Description	Interpretation
SD ≤ 0.50	High Consistent Responses	Strong and uniform perception
SD = 0.51 – 1.00	Moderate Consistent Responses	Acceptable consistency
SD = 1.01 – 1.50	Low Consistent Responses	Differing views or experiences
SD > 1.50	Very Low Consistent Responses	High variability and lack of consensus

In this study, the significance of the correlation is tested at a 0.05 confidence level. The following standard measure for the interpretation scale of r-value was used:

Computed r	Descriptive Interpretation
+ / -1.00	Perfect correlation
Between + / - 0.75 - + / - 0.99	High correlation
Between + / - 0.51 - + / - 0.74	Moderately high correlation
Between + / - 0.31 - + / - 0.50	Moderately low correlation
Between + / - 0.01 - + / - 0.30	Low correlation
0.00	No correlation

Below is the interpretation of standardized coefficients as indicators of relative strength and contribution among predictors as grounded in classical econometrics and regression analysis by Gujarati and Porter (2009):

B Value Range	Strength of Influence
$\pm 0.00 - \pm 0.09$	Very Weak
$\pm 0.10 - \pm 0.29$	Weak
$\pm 0.30 - \pm 0.49$	Moderate
$\pm 0.50 - \pm 0.69$	Strong
± 0.70 and above	Very Strong

Ethical Consideration

The study observed strict ethical standards in conducting research involving receiving teachers handling learners with manifestations. collection, informed consent was obtained from all Prior to data respondents to ensure their voluntary participation and the confidentiality of their responses. The research instruments were validated to ensure the accuracy and reliability of the data collected. Permission to conduct the study was formally secured from the Department of Education, the Schools Division of Cotabato, and the principals of the participating schools. Furthermore, the research proposal was reviewed and approved by the Society of Moral Integrity and Legal Ethics (SMILE) of Holy Cross of Davao College, to ensure adherence to ethical, legal, and moral research standards

3. RESULTS

Presented in this chapter are the results of the descriptive, correlation, and mediation analyses. The summary of findings is also presented.

Descriptive Results

Shown in Table 1 are the descriptive statistical results of the study. Contained in the table are the variables involved namely, parental support (IV), cultural factors (IV), and development of learners with manifestations (DV) with their respective indicators; and the number of samples, standard deviation, mean and descriptive level specifically corresponding with each of the variables.

Table 1: Descriptive Statistics (N = 116)

Variables	N	SD	Mean	Descriptive Level
<i>Parental Support (IV₁)</i>	<i>116</i>	<i>0.518</i>	<i>3.14</i>	<i>High</i>
Guidance		0.559	3.00	High
Emotional		0.539	3.28	Very High
<i>Cultural Factors (IV₂)</i>	<i>116</i>	<i>0.438</i>	<i>3.25</i>	<i>High</i>

Values	0.488	3.22	High	
Traditions	0.462	3.28	Very High	
<i>Development of Learners with Manifestations (DV)</i>	<i>116</i>	<i>0.510</i>	<i>2.94</i>	<i>High</i>
Academic	0.520	2.90	High	
Social Skills	0.549	2.98	High	

Specifically, the table shows that the parental support variable obtained a mean of 3.14 described as high. It indicates that parents are consistently perceived as providing strong involvement in learners' development. The sub-dimension of guidance is high, reflecting a solid level of parental direction; while emotional support is very high, showing that parents' emotional presence, is particularly valued. The corresponding standard deviation 0.518 is described as moderately consistent, indicating acceptable consistency. Furthermore, cultural factors variable obtained a mean of 3.25, described as high, which denotes that the respondents' cultural factors is often good, with traditions viewed very high is more influential than values which obtained high in shaping learners' identity and experiences, reflecting a slightly stronger emphasis on cultural practices. The corresponding standard deviation 0.438, described as highly consistent, signifies strong and uniform perception. Finally, development of learner's manifestation variable obtained a mean of 2.94 interpreted as high. It indicates that learners' development is not perceived as strongly as the external supports they receive. All indicators were rated high. The standard deviation 0.510 described as moderate consistent response indicates acceptable consistency among respondents.

Parents are perceived as playing a strong role in learners' growth, with guidance and emotional support both valued, especially the latter. Cultural influences also emerge as significant, with traditions exerting a slightly stronger impact than values in shaping identity and experiences. Learner development is consistently seen as well-supported, reflecting steady progress and generally uniform perceptions among respondents.

Correlation Result

Table 2 is a correlation table. It presents the predictors and criterion variables. It shows the r-value, the decision on the null hypothesis, and the corresponding interpretation.

Table 2: Correlation Table (n=116)

	<i>Development of Learners with Manifestations (DV)</i>				Interpretation
	N	r	p-value	Decision on Ho @ 0.05 level of significance	
<i>Parental Support (IV₁)</i>	116	0.537	0.000	Reject Ho	Moderately high positive significant correlation

<i>Cultural Factors (IV₂)</i>	116	0.616	0.000	Reject Ho	Moderately high positive significant correlation
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Level of Significance: 0.05

Decision Rule: Reject H₀ if $p < 0.05$

Specifically, the table shows the correlation between the parental support and learner development obtained a p-value of 0.000 which is lower level than the 0.05 level of significance; hence, the null hypothesis is rejected, indicating that the correlation is statistically significant. The r- value of 0.537 reflects a moderately high positive correlation between parental support and learner development. This finding implies that as learner development improves, the parental support becomes more positive. Similarly, cultural factors yielded a p-value of 0.000 which is also lower than the 0.05 level of significance; hence, the null hypothesis was rejected, indicating that the correlation is statistically significant. The r- value of 0.616 shows a moderately high positive correlation between cultural factors and learner development. These findings indicate that both parental involvement and cultural influences are significantly associated with the development of learners, although cultural factors demonstrate a stronger relationship.

Both parental support and cultural factors have a significant positive relationship with learner development, with culture showing a slightly stronger influence. This suggests that strengthening both home-based support and cultural values may contribute to the holistic growth and improved development of learners with manifestations.

Regression Results

Table 3 presents the results of the multiple regression analysis examining the predictive influence of parental support and cultural factors on the development of learners with manifestations.

Table 3: Regression Table (n=116)

	Development of Learners with Manifestations (DV)						
	Unstandardized Coefficients		Standardized Coefficients		t	p value	Decision on Ho
	B	Std. Error	Beta				
Constant	0.593	0.281			2.110	0.037	
Parental Support (IV₁)	0.148	0.115	0.150		1.291	0.199	Failed to Reject Ho
Cultural Factors (IV₂)	0.580	0.135	0.499		4.282	0.000	Reject Ho

Model Summary:

$R = 0.623$ | $R^2 = 0.388$ | $Adjusted\ R^2 = 0.377$ | $F\text{-value} = 35.820$ | $p = 0.000$

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

Specifically, the influence of parental support on learner development obtained an unstandardized beta coefficient value of 0.148, indicating that parental does not significantly predict learner development ($\beta = 0.150$, $p = 0.199$). The corresponding p value is 0.199 which is greater 0.05 level of significance; thus, the null hypothesis is not rejected, indicating that parental support does not significantly contribute to influencing learner development when other variables are considered. In contrast, the influence of cultural factors on the development of learners obtained an unstandardized beta coefficient value of 0.580 indicating a strong influence. The corresponding p value is 0.000 which is below 0.05 the level of significance; hence, the null hypothesis is rejected, confirming that cultural values and traditions have a significant influence on learners' academic and social development. The overall regression model shows a multiple correlation coefficient of $R = 0.623$, with $R^2 = 0.388$ and $Adjusted\ R^2 = 0.377$, indicating that 38.8% of the variance in learner development is explained by parental support and cultural factors combined. The F-value of 35.82 with a p-value of 0.000 indicates that the regression model is statistically significant.

The results indicate that parental support does not have a significant direct effect on learner development, suggesting that its influence is not strong enough to predict outcomes when combined with other factors. In contrast, cultural factors have a significant effect and serve as the key determinant, contributing substantially to the overall explanation of learner development, with both variables together showing a meaningful combined influence on learners' academic and social outcomes.

4. DISCUSSION

Discussed in this chapter are the descriptive, correlational, and regression analysis results of the study. The discussions highlight how the study's findings relate to and support previous research. Included as well are the interpretations that explain the relationships among parental support, cultural factors, and the development of learners with manifestations.

Parental Support and Development of Learners with Manifestations Correlation

In this study, the finding that parental support significantly correlates with the development of learners with manifestations affirms Yang and Chen (2023), who found that parental involvement has a strong positive effect on learners' academic-related outcomes, particularly in improving learning performance and literacy skills, indicating that learners with higher parental engagement tend to achieve better developmental outcomes. Likewise, the finding that parental support is significantly related to students' academic performance affirms the study by Candel and Escote (2024), which reveals that learners who receive consistent parental guidance and emotional support demonstrate higher achievement across different subject areas. These findings collectively reinforce that stronger parental involvement contributes to improved learner development and academic success. On the contrary, this current finding contradicts Villegas (2023), who found that parental involvement was not significantly correlated with students' academic achievement, despite learners demonstrating high performance in core subjects. This challenges the assumption that parental support consistently predicts better developmental outcomes.

Cultural Factors and the Development of Learners with Manifestations Correlation

The present finding that cultural factors significantly correlate with the development of learners with manifestations is supported by previous literature emphasizing the strong influence of sociocultural environments on learner development. The finding that cultural values, beliefs, and parental educational involvement significantly shape students' learning engagement and developmental outcomes affirms the study of Zang and Chen (2026), which highlighted that family cultural capital plays a crucial role in predicting students' engagement and overall learning development. This suggests that learners exposed to supportive, value-rich cultural environments tend to achieve better cognitive and behavioral outcomes. Likewise, the finding that sociocultural contexts significantly influence learners' academic experiences affirms the work of Brown et al. (2025), which revealed that cultural norms, beliefs, and social structures are key determinants of students' educational engagement and achievement. This further implies that school-based factors do not solely shape learners' development but are also strongly anchored in cultural expectations and family practices. Overall, these findings align with sociocultural perspectives, which emphasize that learning and development are deeply embedded within cultural and social contexts. On the contrary, this current finding contradicts Georgiou et al. (2023), who explained that academic achievement is more influenced by personal attributes, psychological aspects, and institutional factors than by cultural values or family practices.

Parental support does not significantly influence the development of learners with manifestations when analyzed in cultural factors

The present finding that parental support does not significantly influence the development of learners with manifestations, when analyzed alongside cultural factors, suggests that its predictive power is weaker in the presence of broader sociocultural influences. This finding affirms the study by Nunes and Andrade (2024), which found that cultural capital has a stronger, more dominant effect on students' academic performance than other family-related variables, suggesting that cultural resources and practices may better explain learner development than parental support alone. This implies that when cultural context is taken into account, the direct effect of parental involvement becomes less pronounced. Similarly, the finding supports the work of Djekourmane et al. (2025), which showed that family cultural capital significantly predicts student cognitive performance, while the direct influence of parental support becomes indirect or non-significant when mediated by academic engagement and self-efficacy. This suggests that cultural and contextual factors may serve as stronger explanatory variables in understanding learner development. Overall, these findings align with sociocultural and ecological perspectives, which emphasize that learner development is shaped more strongly by interconnected environmental and cultural systems than by isolated parental factors.

Cultural factors significantly influence the development of learners with manifestations

The present finding that cultural factors significantly influence the development of learners with manifestations suggests that culture plays a vital role in shaping both academic and social growth. This finding affirms the study of Morales et al. (2023), which revealed that sociocultural factors are strongly associated with students' academic performance, emphasizing that learners' development is shaped by their cultural background, family traditions, and social environment. This implies that students immersed in supportive, value driven cultural contexts tend to exhibit greater engagement and overall development in school. Similarly, the finding supports the review of Brown et al. (2025), which highlighted that cultural values, beliefs, and behaviors significantly influence educational engagement and outcomes, stressing that cultural capital and sociocultural conditions are deeply embedded in learners' cognitive, emotional, and social development. Overall, these findings align with sociocultural and ecological theoretical perspectives, which emphasize that learner development is a product of continuous interaction between individuals and their cultural and social

environments. On the contrary, this current finding contradicts Alsubaie (2023), who explained that while cultural influences exist, they are not decisive in shaping academic outcomes compared to structural and institutional variables.

Parental support and cultural factors, significantly influence the development of learners with manifestations

The present finding that parental support and cultural factors, when combined, significantly influence the development of learners with manifestations indicates that both variables jointly contribute to explaining learner development more effectively than when considered separately. This finding affirms the study by Ciftci et al. (2023), which revealed that parental support and family cultural capital together significantly predict academic success, underscoring that their interaction exerts a stronger influence on learners' educational outcomes than either variable alone. This suggests that parental involvement becomes more effective when embedded within a culturally rich and supportive home environment. Similarly, the finding supports the study of Xiang et al. (2025), which demonstrated that parental educational involvement significantly predicts students' learning engagement when combined with broader environmental and contextual influences. The study highlighted that learner development is best understood through an integrated framework in which parental and cultural factors interact to shape academic engagement and growth. Overall, these findings align with ecological and sociocultural theoretical perspectives, which emphasize that learner development is a product of interacting family, cultural, and environmental systems rather than isolated influences. On the contrary, this current finding contradicts Candel and Escote (2024), who explained that parental engagement did not significantly influence academic performance in certain subjects (e.g., Mathematics), suggesting that other factors, such as student motivation, peer influence, and the learning environment, may play a more decisive role.

Conclusion

It was concluded that parental support and cultural factors have moderate (38.8%) and significant combined influence on learner development; however, parental support did not show a significant impact on the criterion. Thus, the Ecological Systems Theory, which emphasizes that a child's development is shaped not only by immediate family interactions but also by broader cultural and social environments that influence learning and behavior, was partly and partially affirmed.

Recommendations

Based on the conclusion, the following are recommended:

Future research may examine additional variables not covered in this study to explain the remaining 61.2% of the variance in learner development, including school environment, teacher support, and learning resources. Likewise, school leaders may foster culturally responsive school and community programs to enhance the development of learners with manifestations.

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