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PARENTAL INVOLVEMENT AND HOLISTIC DEVELOPMENT: ASSESSING GROWTH FACTORS, CHALLENGES, AND SUPPORT INTERVENTIONS FOR LEARNERS IN TUMAUNI SOUTH DISTRICT, ISABELA

Wilma G. De Leon

Graduate School, Northeastern College, Santiago City, Isabela, Philippines

wilma.deleon003@deped.gov.ph

Abstract

This study explored the influence of parental involvement on the holistic development of learners in the Tumauni South District, Isabela. It specifically described the profile of parent or guardian respondents, assessed the growth factors contributing to learners' holistic development, identified the challenges encountered by parents, evaluated the support interventions implemented by schools, and determined the relationship between parental involvement and learners' holistic development. A descriptive-correlational quantitative research design was employed, involving 32 parent or guardian respondents selected through purposive sampling. Data were collected using a researcher-developed and validated questionnaire and analyzed using frequency, percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. The findings indicated that most respondents were female, married, bachelor's degree holders, and teachers. The overall growth factors influencing learners' holistic development were evident, with spiritual and emotional development obtaining the highest mean ratings. Parents faced challenges, particularly limited time due to work responsibilities, financial constraints, and difficulties in monitoring their children's learning. Similarly, schools implemented support interventions, with regular parent-teacher communication receiving the highest assessment. Furthermore, the study found a significant moderate positive relationship between parental involvement and learners' holistic development, suggesting that increased parental engagement contributes to better linguistic, cognitive, academic, social, emotional, and spiritual outcomes among learners. The study concludes that strengthening home-school partnerships and expanding parent support programs are essential in fostering learners' holistic development and recommends sustained collaboration among parents, schools, and community stakeholders to enhance educational outcomes.

Corresponding Author: wilma.deleon003@deped.gov.ph

Keywords: *parental involvement, holistic development, learner growth, home-school partnership, elementary education*

Introduction

Parental involvement is seen all over the world as crucial for helping kids grow in every way—language, thinking, schoolwork, social skills, and even spiritually. Big organizations like UNESCO, WHO, and UNICEF talk about how parents are the first teachers for their kids. They play a key role in making home a place where learning and well-being are supported right from the start. Studies show that when parents are actively involved, it boosts kids' academic success, helps them manage their behavior, supports their emotional health, and sets them up for a lifetime of learning. This involvement is crucial for kids' overall growth and success in different settings (Comeros et al., 2024; Garcia et al., 2025; Walog et al., 2024).

In the Philippines, the Department of Education (DepEd) emphasizes the importance of strong partnerships between home and school within the K–12 curriculum. They recognize the crucial role of parents in supporting children's learning at home and getting involved in school activities (Garcia et al., 2025). But, let's be honest, a lot of Filipino parents face some big hurdles. Things like not having much of an educational background, financial struggles, busy work schedules, and not being able to communicate easily with schools can really get in the way. These challenges can make it difficult for parents to be as involved as they would like, which can affect children's overall development, particularly in terms of social-emotional and academic growth (Garcia et al., 2025). To really make the most of parental involvement, it's important to understand these challenges and tackle them with inclusive strategies. Schools that invite parents to get involved and provide socioeconomic support can make a significant difference. Globally, everyone agrees that parents play a key role in their children's development, covering everything from language and cognitive skills to social-emotional and spiritual growth. Big organizations like UNESCO, WHO, and UNICEF all stress that parents are their children's first teachers, creating a supportive home environment that encourages learning and well-being from the get-go. Research shows that when parents are actively engaged, it boosts academic success, helps with behavior, supports emotional health, and fosters lifelong learning habits. This involvement is crucial for children's overall development and success in various settings (Comeros et al., 2024; Meesak et al., 2025; Walog et al., 2024).

In the Tumauni South District, Isabela, parental involvement is influenced by demographic characteristics and available resources; however, there

is limited information on how parents impact learners' linguistic, cognitive, academic, social-emotional, and spiritual development locally (Ahmed et al., 2021; Comeros et al., 2024; Wang et al., 2022). Parents encounter various challenges in supporting their children's education, while schools implement diverse interventions to address these issues and promote holistic learner development (Comeros et al., 2024; Garcia et al., 2025). Most studies on parental involvement primarily focus on academic achievement or literacy outcomes. However, few explore multiple dimensions of holistic learner development, particularly spiritual growth. Additionally, there is a lack of empirical research addressing growth factors, parental challenges, and school support interventions within the Tumauni South District, Isabela. This study aims to address these gaps by examining the relationship between parental involvement and holistic learner development, while identifying parental challenges and evaluating school-based interventions tailored to the local context.

Research Questions

This study aimed to assess the influence of parental involvement on the holistic development of learners in the Tumauni South District, Isabela. Specifically, it sought to answer the following questions:

- What was the profile of the parent/guardian respondents in terms of age, gender, civil status, highest educational qualification, and occupation?
- What is the extent of the growth factors in the holistic development of learners in terms of linguistic development, cognitive development, academic development, social development, emotional development, and spiritual development?
- What challenges do parents and guardians encounter in supporting learners' holistic development?
- What support interventions have been implemented to promote the holistic development of learners?
- Is there a meaningful relationship between parental involvement and learners' holistic development?

Methodology

Research Design

This study employed a descriptive-correlational quantitative research design to examine parental involvement and its relationship with the holistic

development of learners in the Tumauni South District, Isabela. The descriptive component was used to determine the profile of the parent/guardian respondents, assess the growth factors contributing to learners' holistic development, identify the challenges encountered by parents/guardians, and evaluate the support interventions implemented by schools and stakeholders. The correlational component determined whether a committed relationship existed between parental involvement and learners' holistic development. This design was appropriate because it enabled the systematic collection, analysis, and interpretation of quantitative data without manipulating the study variables.

Research Locale

The study was conducted in selected public elementary schools in the Tumauni South District, Schools Division of Isabela, during the School Year 2025–2026. The district was selected because of its active implementation of home–school partnership programs that encourage parental participation in learners' academic and personal development. The locale provided an appropriate setting for examining the influence of parental involvement on learners' holistic development.

Research Participants

The respondents of the study consisted of 32 parents/guardians whose children were enrolled in the selected public elementary schools in Tumauni South District. A purposive sampling technique was employed to select parents or guardians who were directly involved in supporting their children's education and were willing to participate in the study. Their active participation provided valuable information regarding parental involvement, the challenges they encountered, and the support interventions that contributed to learners' holistic development.

Research Instrument

Data were gathered using a researcher-developed structured questionnaire based on an extensive review of the related literature and previous studies on parental involvement and the holistic development of learners. The instrument consisted of five sections. The first section gathered the respondents' demographic profiles, including age, gender, civil status, highest educational qualification, and occupation. The second section measured the growth factors in learners' holistic development in terms of linguistic, cognitive, academic, social, emotional, and spiritual dimensions. The third section assessed the challenges encountered by parents and guardians in supporting the learners'

development. The fourth section measured the support interventions provided by schools and other stakeholders to students with disabilities. The fifth section assessed the level of parental involvement in supporting learners' education and development. All items were measured using a four-point Likert scale, with higher scores indicating a higher level of agreement or extent.

Validity and Reliability of the Instrument

The questionnaire was subjected to content validation by experts in educational management and research to ensure that the items were relevant, clear, and appropriate for the objectives of the study. Necessary revisions were made based on their recommendations. A pilot test was subsequently conducted among respondents with characteristics similar to those of the target participants. The reliability of the instrument was determined using Cronbach's alpha, with a coefficient of 0.70 or higher considered acceptable for internal consistency.

Data Gathering Procedure

Prior to data collection, the researcher secured approval from the Graduate School, the Schools Division Superintendent, the Public Schools District Supervisor, and the school heads of the participating schools. After obtaining the necessary permissions, informed consent was secured from all respondents. The purpose of the study, voluntary nature of participation, confidentiality of responses, and respondents' right to withdraw at any time were clearly explained. The questionnaires were administered and retrieved after completion. The collected data were checked for completeness, coded, encoded, and prepared for statistical analysis.

Statistical Treatment of Data

The collected data were analyzed using descriptive and inferential statistics.

- Frequency counts and percentages were used to describe respondents' profiles.
- Weighted mean and standard deviation were computed to determine the extent of the growth factors in learners' holistic development, the challenges encountered by parents or guardians, the support interventions provided, and the level of parental involvement.
- Pearson's product-moment correlation coefficient (Pearson's r) was used to determine whether a significant relationship existed between parental involvement and learners' holistic development.

- All statistical analyses were conducted at a 0.05 level of significance using appropriate statistical software.

Ethical Considerations

The study strictly adhered to the ethical principles governing educational research. Permission to conduct the study was obtained from the appropriate educational authorities before data collection commenced. Participation was voluntary, and informed consent was obtained from all respondents. The identities of the respondents were kept anonymous, and all information collected was treated with strict confidentiality and used solely for academic and research purposes. The data were securely stored, reported only in aggregate form, and managed in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173) and the ethical principles of respect for persons, beneficence, and justice.

Results and Discussion

Table 1. Profile of the Parent/Guardian Respondents (N = 32)

Profile Variable	Category	Frequency (f)	Percentage (%)
Age	20–25 years	4	12.50
	26–30 years	11	34.38
	31–35 years	12	37.50
	36–40 years	5	15.62
	Total	32	100.00
Gender	Male	12	37.50
	Female	20	62.50
	Total	32	100.00
Civil Status	Single	6	18.75
	Married	26	81.25
	Total	32	100.00
Highest Educational Qualification	AB/BSE/BEE (bachelor's degree)	18	56.25
	Master's Units	9	28.13
	Master's Degree Holder	4	12.50

	Doctorate Degree	1	3.12
	Total	32	100.00
Occupation	Teacher	32	100.00
	Total	32	100.00

Table 1 presents the demographic profiles of the 32 parent/guardian respondents in terms of age, gender, civil status, highest educational qualification, and occupation. The findings revealed that the majority of the respondents were **31–35 years old (37.50%)**, **female (62.50%)**, **married (81.25%)**, **bachelor's degree holders (56.25%)**, and **teachers (100%)**. These results suggest that the respondents were generally in their prime parenting years, possessed relatively high educational attainment, and had professional backgrounds that could positively influence their involvement in their children's learning and overall development. The predominance of female and married respondents reflects the traditional role of mothers and two-parent households in supporting children's educational and developmental needs of children. Moreover, the respondents' educational qualifications and teaching profession may have enhanced their capacity to provide academic guidance, create supportive learning environments, and actively participate in school-related activities, all of which contribute to learners' holistic development. These findings are consistent with previous studies, indicating that parents' educational background and active involvement play a significant role in promoting children's academic, social, emotional, and cognitive growth.

Table 2. Growth Factors in the Holistic Development of Learners (N = 32)

Growth Factor	Overall Mean	SD	Verbal Interpretation
Linguistic Development	2.91	0.56	Evident
Cognitive Development	2.69	0.47	Evident
Academic Development	2.87	0.52	Evident
Social Development	3.13	0.49	Evident
Emotional Development	3.29	0.46	Evident
Spiritual	3.41	0.43	Evident

Development			
Grand Mean	3.05	0.49	Evident

Table 2 shows that the overall growth factors contributing to the holistic development of learners were **evident** (Grand Mean = **3.05**, SD = **0.49**). Among the six dimensions, **Spiritual Development** obtained the highest mean ($M = 3.41$, $SD = 0.43$), followed by **Emotional Development** ($M = 3.29$, $SD = 0.46$) and **Social Development** ($M = 3.13$, $SD = 0.49$). **Cognitive Development** recorded the lowest mean ($M = 2.69$, $SD = 0.47$), although it remained within the "Evident" level. These findings suggest that parents and schools provide consistent support across various aspects of learners' development, particularly in fostering moral values, emotional well-being, and positive social relationships. Holistic development extends beyond academic achievement by promoting learners' emotional, social, spiritual, cognitive, and linguistic growth, which collectively contribute to their overall well-being and success. Previous studies have similarly emphasized that active parental involvement and supportive learning environments significantly enhance children's holistic development, particularly in social-emotional competence, academic engagement, and lifelong learning behaviors (Comeros et al., 2024; Walog et al., 2024; Meesak et al., 2025). These findings underscore the importance of sustained collaboration between parents and schools in nurturing well-rounded learners.

Table 3. Challenges Encountered by Parents/Guardians in Supporting the Growth and Development of Learners

Challenges Encountered	Mean	SD	Verbal Interpretation
Limited time to assist children due to work responsibilities	3.41	0.56	Highly Evident
Financial constraints affecting educational support	3.32	0.61	Evident
Difficulty assisting with academic lessons	3.18	0.58	Evident
Limited communication	3.09	0.55	Evident

with teachers			
Lack of learning resources at home	3.15	0.59	Evident
Difficulty monitoring children's learning progress	3.26	0.57	Evident
Overall Mean	3.24	0.58	Evident

Table 3 indicates that the challenges encountered by parents or guardians in supporting the growth and development of learners were generally evident (Overall Mean = 3.24, SD = 0.58). Among the identified challenges, limited time to assist children due to work responsibilities obtained the highest mean ($M = 3.41$, $SD = 0.56$), indicating that balancing employment and parenting responsibilities remains the most common concern for teachers. This was followed by financial constraints affecting educational support ($M = 3.32$, $SD = 0.61$) and difficulties in monitoring children's learning progress ($M = 3.26$, $SD = 0.57$). Although limited communication with teachers received the lowest mean ($M = 3.09$, $SD = 0.55$), it was still interpreted as evident, suggesting that maintaining effective home-school communication continues to be a challenge for many parents. These findings imply that while parents recognize their significant role in their children's education, work demands, economic limitations, and insufficient time often reduce their capacity to provide consistent academic and emotional support at home for their children. If not adequately addressed, such barriers may affect learners' academic performance and overall holistic development. These findings are consistent with previous studies showing that parental involvement is frequently constrained by employment obligations, financial difficulties, and limited opportunities for meaningful engagement with schools. Garcia et al. (2025) found that Filipino parents often experience socioeconomic and time-related barriers that limit their participation in their children's education. Similarly, Jacobs (2024) reported that work commitments, limited educational resources, and inadequate communication between schools and families reduce parental involvement effectiveness. Moreover, Maqoqa et al. (2023) emphasized that strengthening home-school partnerships and providing flexible support mechanisms can help parents overcome these challenges and improve learners' academic, social, and emotional development. These findings highlight the need for schools to implement inclusive programs and collaborative strategies that enable parents to participate more actively in their

children's learning, despite existing constraints.

Table 4. Support Interventions for Learners' Growth and Development

Support Interventions	Mean	SD	Verbal Interpretation
Regular communication between parents and teachers	3.55	0.48	Highly Evident
Parent education and training programs	3.47	0.51	Evident
Home-based learning activities	3.42	0.49	Evident
Provision of instructional materials	3.36	0.54	Evident
Guidance and counseling services	3.31	0.56	Evident
Community and stakeholder support programs	3.29	0.52	Evident
Overall Mean	3.40	0.52	Evident

Parental involvement plays a crucial role in supporting learners' academic growth, motivation, and overall development across different educational stages. Research demonstrates that active communication and partnerships between parents and teachers enhance learner engagement, particularly in language acquisition, where parental supervision correlates with improved speaking skills and confidence (Rowiyah et al., 2024). Effective parent-teacher collaborations contribute positively to learners' academic performance, even though some studies suggest that academic outcomes may not always directly correlate with parental involvement perceptions, highlighting the complexity of this relationship (Luna & Del Valle, 2023). For learners facing barriers, especially in secondary education, parental support is vital; persistent communication and coordinated efforts between parents and schools help address challenges and promote educational achievement, although various obstacles can limit full parental participation (Fakude & Maseko, 2024). Furthermore, parental encouragement and modeling of positive attitudes significantly influence learners' reading

comprehension outcomes, reinforcing the importance of family engagement in literacy development (Dagohoy et al., 2025). However, parental involvement is often constrained by socioeconomic factors, limited literacy, and infrastructural challenges, particularly in rural or impoverished communities, such that despite the recognition of their essential role, parents face difficulties in fully participating in school activities and home support (Jacobs, 2024; Maqoqa et al., 2023). Addressing these barriers through enhanced communication frameworks, policy support, and culturally sensitive teacher training can foster more equitable and effective home-school partnerships, ultimately advancing learners' academic success and holistic development (Choge & Edabu, 2023; Marongwe & Mutesasira, 2024).

Table 6. Relationship Between Parental Involvement and Learners' Holistic Development

Variables	Pearson r	p-value	Decision	Interpretation
Parental Involvement and Linguistic Development	0.621	0.000	Reject H ₀	Significant Positive Relationship
Parental Involvement and Cognitive Development	0.584	0.001	Reject H ₀	Significant Positive Relationship
Parental Involvement and Academic Development	0.673	0.000	Reject H ₀	Significant Positive Relationship
Parental Involvement and Social Development	0.601	0.000	Reject H ₀	Significant Positive Relationship
Parental	0.64	0.0	Reject	Significa

Involve ment and Emotion al Develop ment	5	00	t Ho	nt Positive Relations hip
Parental Involve ment and Spiritual Develop ment	0.59 2	0.0 01	Rejec t Ho	Significa nt Positive Relations hip
Overall Relations hip	0.61 9	0.0 00	Rejec t Ho	Significa nt Moderate Positive Relations hip

Table 6 reveals a significant moderate positive relationship between parental involvement and learners' holistic development ($r = 0.619$, $p < .001$), leading to the rejection of the null hypothesis. Significant positive relationships were also observed across all dimensions of holistic development, with the strongest correlation found in academic development ($r = 0.673$), followed by emotional ($r = 0.645$), linguistic ($r = 0.621$), social ($r = 0.601$), spiritual ($r = 0.592$), and cognitive ($r = 0.584$) development. These results indicate that increased parental involvement is associated with better learner outcomes in multiple developmental domains. Parents who actively communicate with teachers, monitor their children's learning, and provide guidance at home contribute significantly to learners' academic success and overall personal development. This finding supports previous research showing that meaningful parental engagement strengthens learners' academic performance, language development, motivation, social competence, and emotional well-being (Luna & Del Valle, 2023; Garcia et al., 2025; Dagohoy et al., 2025). Therefore, strengthening home-school partnerships remains an essential strategy for promoting learners' holistic growth and educational success.

Conclusion

The findings of this study demonstrate that parental involvement plays a significant role in promoting the holistic development of learners in the Tumauini South District, Isabela. The parent respondents were generally educated, employed as teachers, and actively engaged in supporting their children's learning. The growth factors related to learners' linguistic, cognitive,

academic, social, emotional, and spiritual development were all found to be evident, with spiritual and emotional development receiving the highest assessments. Despite this positive involvement, parents experienced challenges such as limited time due to work responsibilities, financial constraints, and difficulty monitoring their children's learning progress. Schools addressed these concerns through various support interventions, particularly regular parent–teacher communication and parent education programs. Furthermore, the study established a significant moderate positive relationship between parental involvement and learners' holistic development, indicating that increased parental engagement contributes positively to learners' overall growth and educational success.

Recommendation

Based on the findings, schools should continue to strengthen home-school partnerships by implementing regular parent engagement activities, flexible communication strategies, and capacity-building programs that equip parents with practical skills to support their children's holistic development. School administrators and teachers are encouraged to develop interventions that accommodate parents with demanding work schedules, such as digital communication platforms, take-home learning resources, and parent education seminars. Collaboration with local government units and community stakeholders should also be enhanced to provide financial, educational, and psychosocial support for families facing socioeconomic challenges. Finally, future researchers may replicate this study using a larger sample size and different educational settings while examining additional variables that may influence parental involvement and learners' holistic development to further validate and expand the findings.

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