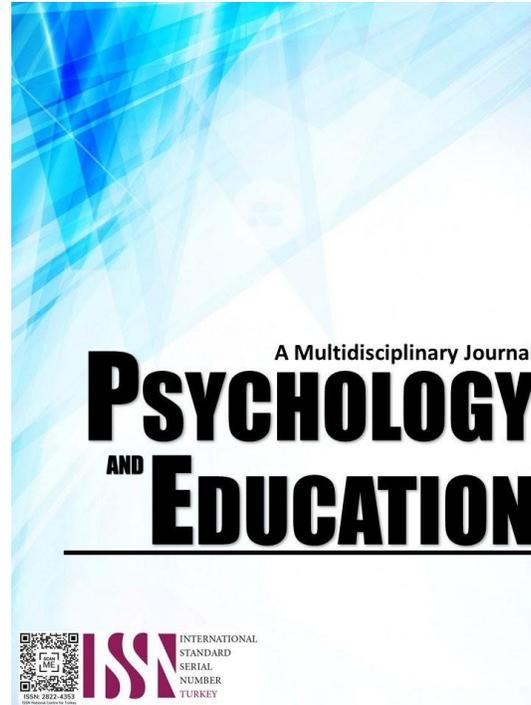


PARENTAL AWARENESS AND SUPPORT IN THE IMPLEMENTATION OF THE MATATAG CURRICULUM



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 51

Issue 2

Pages: 157-163

Document ID: 2025PEMJ4948

DOI: 10.70838/pemj.510202

Manuscript Accepted: 12-15-2025

Parental Awareness and Support in the Implementation of the MATATAG Curriculum

Marian R. Zara,* Melchor B. Espiritu

For affiliations and correspondence, see the last page.

Abstract

This study explored parents' awareness and support for the implementation of the MATATAG Curriculum. Using a qualitative-descriptive research design, semi-structured interviews were conducted with selected parent participants to gather in-depth insights into their understanding, concerns, and suggestions. Findings revealed that while some parents—especially those with teaching backgrounds—demonstrated awareness of the curriculum's goals, many remained unaware of its core purpose and features. Participants expressed a strong willingness to support its implementation, provided they receive adequate resources such as brochures, seminars, and instructional materials. The study underscores the need for more effective communication strategies and greater stakeholder engagement to foster collaborative support between home and school. It concludes with recommendations to enhance parental involvement through accessible information dissemination and parent-focused learning initiatives.

Keywords: *MATATAG curriculum, parental awareness, implementation*

Introduction

This section consists of a research introduction, a statement of the problem, and the research objectives. It also includes a theoretical framework, a conceptual framework, a hypothesis, and a discussion of the study's significance. Scope, delimitation, and definitions of terms are also stated to add further detail to the study.

Curriculum is the backbone of education; it is where learning areas are carefully chosen for implementation in the teaching and learning process and for teacher assessment, providing high-quality education in line with societal trends. A well-designed curriculum not only imparts essential knowledge and skills but also reflects the cultural, social, and developmental needs of students in a given context. In the Philippines, curriculum reforms are periodically introduced to address the evolving demands of education, society, and the global landscape. The school year 2024-2025 has started implementing the MATATAG Curriculum, which aims to produce globally competitive students who possess the intellectual and technical aspects of learning.

MATATAG stands for “Make the curriculum relevant, Take steps to accelerate education service, Take good care of learners, and Give support for teachers” (DepEd, 2024). The acronym itself can easily determine the goal of the new curriculum for Filipino learners, as well as for teachers' welfare. The MATATAG Curriculum, introduced as part of the Philippine education reform, aims to enhance learning quality by addressing key challenges in basic education. This curriculum emphasizes foundational skills, values formation, and competency-based learning to improve learners' outcomes. The key feature of the MATATAG Curriculum is to narrow the learning areas to focus on what really matters. Subject areas are decreased from seven to five, highlighting the most vital areas such as Language and Reading, Mathematics, and Character Development. It emphasizes reading, writing, and arithmetic to address academic gaps across rural, urban, and international education. MATATAG Curriculum ensures that core values are infused in learners, including nationalism and good morality (Balansag et.al, 2024).

In implementing this new curriculum, it is necessary to properly introduce its components to educators, learners, and parents. School heads and teachers are equipped with training and seminars on implementing the MATATAG Curriculum; they are also provided with teaching techniques that incorporate technology skills (Saro, 2024). Meanwhile, learners are provided with updated learning materials, a new set of subjects, and the ability to use technologies in learning. Parents' awareness of changes in education is vital to learning starting at home. A study shows that parental involvement benefits learners' academic performance (Lirio et al., 2022).

When parents understand the objectives, structure, and expected outcomes, they can better support their child's learning process at home. Awareness enables parents to align their guidance with the curriculum's goals, fostering a more conducive learning environment. Additionally, informed parents are more likely to collaborate with teachers and school administrators, ensuring that their child receives the necessary support to thrive academically (Escol & Alcopra, 2024). Therefore, parents should also be informed about the aims of the new curriculum for their child and the reasons behind the recent curriculum amendments (K-12 Curriculum).

However, there are limited studies on parental awareness and support in implementing the MATATAG Curriculum, which may lead to confusion and unsuccessful implementation. Therefore, this study explores the parental awareness regarding the MATATAG Curriculum, its impact on learning, and the challenges parents face in understanding and supporting its implementation. Examining these factors, this research aims to provide insights into strategies that can enhance parental involvement and ultimately contribute to the curriculum's success in achieving its educational objectives.

Research Questions

This study aimed to assess parental awareness and involvement in implementing the MATATAG Curriculum. Specifically, it sought

to answer the following questions:

1. What extent of parental awareness about the various programs of the MATATAG Curriculum?
2. How do the parents get involved in their children's education given the changes introduced by the MATATAG Curriculum?
3. What are the challenges encountered by the parents in the implementation of MATATAG Curriculum?
4. Why is parental awareness and involvement essential for their child/children's educational success under the DepEd's new MATATAG Curriculum in terms of the parent's perspective?
5. What enhancement program or activities can be based on the result of the study?

Literature Review

K-12 Curriculum Challenges

The K-12 curriculum is designed to address the skills gap in the Filipino education system, where students often graduate without the skills employers require. According to the Philippine Business for Education (2016), there is a significant mismatch between the skills learned in schools and those needed by the workforce. This challenge has been particularly evident in technical and vocational fields. As highlighted by Race (2023), adding senior high school levels with a strong focus on vocational education, business management, and information technology aims to bridge this gap and equip students with practical, job-ready skills immediately after graduation.

In line with this, Quijano (2023) notes that the inclusion of various tracks such as Academic (STEM, ABM, HUMSS), Technical-Vocational, and Sports in the senior high school curriculum allows students to specialize according to their interests and career aspirations. This flexible curriculum is designed to produce graduates who are not only academically proficient but also equipped with practical skills for specific industries. However, Quijano (2023) notes that the success of these academic outcomes largely depends on the quality of teaching and the adequacy of school resources.

One of the most significant challenges in implementing the K-12 curriculum is teachers' preparedness to adopt the new curriculum and teaching methods. As discussed by Cruz and Ramos (2020), the lack of adequate teaching materials and resources, as well as infrastructure constraints, has posed additional challenges in implementing the K-12 curriculum. The rapid transition to K-12 has highlighted gaps in teacher readiness, particularly in adapting to new pedagogical approaches, instructional materials, and assessment methods. Teacher professional development programs have been a focal point to ensure that educators can effectively deliver the amended curriculum.

The role of parental involvement in the successful implementation of the K-12 curriculum cannot be understated. Studies by Cruz and Ramos (2020) suggest that parents' awareness and support are vital to the transition process, especially in understanding the value of the additional two years in senior high school. In their research, they found that communities with more engaged parents tended to have better implementation experiences, particularly in areas where the local government supported education initiatives.

MATATAG Curriculum Analysis

According to Balansag et al. (2024), the MATATAG Curriculum was introduced to address challenges in the K-12 education system after it led to various educational issues. The purpose of the MATATAG Curriculum is to provide relevant education that will strengthen learners' knowledge. Reducing the learning areas will help learners focus on the core subjects they need to master. The curriculum places a strong emphasis on foundational skills, particularly literacy and numeracy, aiming to improve learning competencies in these critical areas (Uy et al., 2024). By focusing on essential skills and reducing content overload, the MATATAG Curriculum promotes a more student-centered approach, fostering better engagement and understanding among learners.

Studies have identified that teachers face challenges in implementing curriculum reforms, including the need for adequate training and resources. Addressing these concerns is crucial for the successful adoption of the MATATAG Curriculum (Magallanes, Chung & Lee, 2022). School heads and teachers must be provided with learning materials and training to address the significant gaps in the K-12 curriculum. Balansag et al. (2024) stated that the effective rollout of the MATATAG Curriculum requires addressing resource disparities among schools to ensure equitable learning opportunities for all learners.

Comparative studies suggest that the MATATAG Curriculum aligns with global educational standards, aiming to make Filipino students more competitive internationally. This alignment is crucial for preparing learners for future challenges in a globalized context (Barrot, 2023). Therefore, minimizing the learning areas in this curriculum is essential to further focus on the competencies learners must have. Providing them with good values and intense patriotism and nationalism through specified learning areas. Also, inculcating technological skills that the learners can use for their future success.

In conclusion, the MATATAG Curriculum represents a significant advancement in the Philippine educational system. Although it has the potential to improve educational outcomes, resolving implementation issues—particularly those related to resource allocation and teacher support—is crucial to its success.

Level of Awareness in MATATAG Curriculum

According to Gafoor KA (2012), there are three dimensions of awareness. First is public awareness, where information is disseminated

through national televisions, radios, newspapers, social media, posters, and billboards. It is the common understanding of the people about community issues, including educational practices. People can be aware of the implementation of the MATATAG Curriculum by watching the news or reading articles on social media. Another dimension is awareness as self-perception, which means an individual's understanding of a particular concept is shaped by their personal interpretation and perspective. Teachers, parents, and learners may form their own interpretations based on the information they encounter in news articles or media coverage related to the MATATAG Curriculum. Moreover, the ability to deal with an individual demonstrates the ability to effectively cope with or manage a specific circumstance using one's own skills and understanding. Such instances arise when an individual can internalize and translate information they have read or heard into meaningful actions or behavior.

Parental Involvement in a child's academic performance

According to Epstein et al. (2002), there are six types of parental involvement in learners' academic performance. According to the study by Griffin & Steen (2018), these types of parental involvement promote greater parent-teacher collaboration, reveal new partnership interactions with the community and the school administration, and enhance learners' educational attainment. In this regard, exploring these forms of parental involvement might be a significant contribution to the successful implementation of the MATATAG Curriculum.

Schools should provide workshops, guides, and resources to help parents understand the goals and structure of the MATATAG Curriculum. These initiatives can focus on supporting learning at home, creating a conducive study environment, and reinforcing values integrated into the curriculum (Balansag et al., 2024).

Establishing effective communication channels, such as regular parent meetings, digital platforms, newsletters, and text updates, to keep parents informed about curriculum changes, learners' progress, and upcoming activities (Li et al., 2024).

Schools should plan activities that allow parents to actively participate in the MATATAG Curriculum, such as curriculum orientation seminars, school events, and school-based projects, which can strengthen their role in supporting their child's learning journey (Chen et al., 2023).

Providing learning modules, online resources, and activity guides aligned with the MATATAG Curriculum will help parents support their child's education outside of school. Schools can also conduct training sessions to equip parents with practical strategies to assist with homework and skill development (Saro et al., 2024).

Methodology

Research Design

This study employed a qualitative research methodology to effectively capture and interpret parents' views on the implementation of the MATATAG Curriculum. Through this approach, the researcher gained rich, in-depth insights into the lived experiences and awareness levels of the parent participants.

In line with the study's objectives, a descriptive research design was also employed. This design was deemed appropriate as it seeks to document and describe the current state of parental involvement and understanding of the curriculum. Descriptive qualitative research enables a comprehensive exploration of parents' roles, perspectives, and suggestions in the context of an educational shift.

The selected approach ensured that parents' voices were not only heard but also critically analyzed to inform future policy and practice improvements. By focusing on descriptive narratives, the study aimed to present an authentic reflection of how the MATATAG Curriculum is received and supported at the household level.

Participants

Data were collected from parents of Grade 4 learners who are currently implementing the MATATAG Curriculum. The researcher chose these respondents as they are the first batch to encounter the implementation of the MATATAG Curriculum. Five selected parents of learners enrolled at Parochial School of Catanauan, Inc., and another five enrolled at Manuel S. Enverga University Foundation, Inc., during the school year 2024-2025. The researcher used purposive sampling to ensure representation of parents involved in their child's academic activities.

Instrument

Qualitative data were collected through semi-structured, open-ended interviews with parents, using an interview guide designed to explore their level of awareness and parental support for the implementation of the MATATAG Curriculum. The interview guide was carefully developed to align with the study's objectives. To establish content validity, expert feedback was sought and incorporated during the development of the interview questionnaire.

Procedure

The researcher sought and obtained permission to collect participants' personal information, such as the school where the student was

enrolled and the student's grade level, which provided relevant background for the study. All responses were recorded and transcribed for subsequent data analysis. Throughout the research process, strict adherence to ethical standards was observed. Informed consent was secured from each participant, with clear communication of their right to decline or withdraw from the study at any time. Furthermore, all collected data were treated with utmost confidentiality and care."

Data Analysis

The interview data were analyzed using thematic and narrative analysis. Thematic analysis is a qualitative research method that offers flexibility across various research disciplines. It is used to identify, analyze, and interpret patterns (themes) within data (Braun & Clarke, 2006). It is categorized into four: similarity of response, coding, theme identification, and interpretation of data, which ensure that data are well-determined and contain no bias. At the same time, narrative analysis focuses on participants' deep perceptions and other experiences. It is used to examine and interpret stories people tell about their experiences, which underscores the importance of the study (Wang & Geale, 2015).

Ethical Considerations

This study complied with ethical research guidelines by obtaining participants' informed consent, maintaining confidentiality, and ensuring that data were used for academic purposes only. This research will provide a comprehensive understanding of parental awareness in the MATATAG Curriculum and identify areas where schools and policymakers can enhance parental involvement for better educational outcomes.

Results and Discussion

Through interviews and participants' responses, they offered valuable insights that enabled this study to assess Parental awareness in the implementation of the MATATAG Curriculum. The responses gathered from the participants were subjected to thematic analysis, resulting in patterns of similar answers reflected in the data that follows. The analysis of the data was anchored on Epstein's (1987) model of parental involvement and Gafoor's (2012) measurement of awareness.

Awareness in the MATATAG Curriculum

The implementation of the MATATAG Curriculum introduced changes in students' lessons and subject areas. Interview data from parents revealed expressions of astonishment and uncertainty, leading to a classification of their awareness into three distinct categories: public awareness, self-perception, and ability to deal with (Gafoor, 2012).

Lack of information about the MATATAG Curriculum

Based on the interview, most parents admitted they do not know the MATATAG Curriculum. Parent A, Parent F, Parent G and Parent I quoted "Teacher I am not aware to MATATAG Curriculum". There is also curiosity about why the MATATAG Curriculum is being implemented and what objectives it seeks to achieve. They are confused about the changes happening in the Philippine educational system. One of them mentioned that they still can't get over the K-12 Curriculum, and yet another one. These data show that the parents are completely unaware of the curriculum changes, which may significantly affect the successful implementation of the MATATAG Curriculum. Meanwhile, some parents acknowledge the implementation of the MATATAG Curriculum; however, they lack a clear understanding of its significance and objectives. Parent C and Parent D said, "I only heard from the news that the MATATAG Curriculum will soon be implemented." According to these parents, there is no clear orientation and in-depth dissemination of information on the reasons behind the implementation of the MATATAG Curriculum. Parent D emphasized that "I have only observed the word 'MATATAG' printed on the back of their uniforms, yet it is never discussed during meetings". The information from the news and social media was helpful for awareness of the implementation of the MATATAG Curriculum, but not enough for them to understand its key features.

Few parents have a clear understanding of the MATATAG Curriculum, grounded in their personal understanding. Parent B stated, "Through the MATATAG Curriculum, our children are encouraged to become more self-reliant while building a solid academic foundation." At the same time, Parent J mentioned that the MATATAG Curriculum is the primary framework for teaching her child. They noticed that the MATATAG Curriculum is far different from the recent curricula they encountered. However, two parents demonstrated full awareness of the MATATAG Curriculum, including its purpose and specific objectives. Being educators themselves contributed to their deeper comprehension of the reasons for the curriculum reform.

Being oriented in the implementation of the new curriculum

One out of five participants from Manuel S. Enverga University Foundation - Catanauan Branch said the implementation of the MATATAG Curriculum was mentioned during their parents' meeting. However, they boldly stated it was not appropriately discussed. While four parents stated that "There's no any formal orientation at the school concerning the MATATAG Curriculum". On the other hand, participants from the Parochial School of Catanauan asserted that an orientation regarding the MATATAG Curriculum was conducted at the school. However, the discussion did not provide a deeper understanding. Such factors contribute to parents' limited understanding of how the MATATAG Curriculum is implemented and the reasons underlying the shift in curriculum.

Parental Involvement in a child's education

According to Epstein's (2002) study, parental involvement in their child's education is vital to their success. Interviewed participants are actively involved in their child's academic progress, meeting their children's needs by providing tutoring, words of encouragement, and rewards.

Academic support

These parents demonstrate consistent support for their children's education. Most participants indicated that they help meet their children's academic needs by assisting with assignments, projects, and tasks completed at home. One parent mentioned, "I assist my child with his assignments, school activities, and projects." This instance clearly reflected the parents' strong willingness to assist their child. Other parent said "I let my child use phone when she needs it for her study".

Giving motivations

They also support their child emotionally by offering words of encouragement such as "Wow, Very Good" "It's fine, Better luck next time," and "Do your best in your studies." Some parents also give rewards when their child is excelling academically. Like Parent F who let her children order the foods they want or toys they like in an online store. These encouragements help their children feel motivated and excel academically.

Challenges encountered in the implementation of the MATATAG Curriculum

Different factors emerged as challenges for parents in supporting their children under the new curriculum. Parents are noticing a significant increase in the complexity of today's lessons. Some parents mentioned distractions from gadgets, and most mentioned financial issues and work-related barriers in supporting their child's education.

Issues in supporting the child's education

Some parents said that they noticed changes in the curriculum based on the lessons their child is studying. According to Parent A, "The educational materials being released nowadays are quite challenging; at times, I find it necessary to study them for myself in order to effectively support my child's learning". Parent B, on the other hand, expressed difficulty in managing her son's behavior, describing the child as highly energetic and often hard to handle. Meanwhile, Parents F and H mentioned the influence of gadgets as a distraction to their children's learning.

Hindrances for actively supporting child's education

Based on the interview, all of the participants were involved in their child's education, whether academically or emotionally. Thus, they were asked for their insights into the hindrances they believe prevent other parents from effectively supporting their children's education. Most of the participants answered that financial issues are such that other parents are very busy working just to provide the essentials. "I believe that no parent is unwilling to teach their child; it's just that many are busy with work," shared Parent F. Other parents also mentioned some parents may still be in the process of adapting to the changes introduced by the MATATAG curriculum, which could also contribute to the challenges they face in assisting their children's education.

Importance of parental support in the implementation of the MATATAG Curriculum

It is an indisputable fact that parental involvement is crucial to a child's academic success—something that various research studies have consistently backed. All parents agreed that their support for their child's education can significantly impact the success of implementing the MATATAG Curriculum. According to Parent H, "Parental knowledge and involvement are crucial because they are the child's first teachers". She also adds that when the parents understand the goals and changes brought about by the MATATAG Curriculum, they can provide more effective support in their child's learning. Even Parent F agrees, as she said, "In any aspect of a child's development, the involvement of parents truly makes a difference". These data show the importance of parental awareness in implementing the MATATAG Curriculum, so that they can provide accurate support for their child's academic needs.

Suggested enhancement program

The results presented above show that eight out of ten parents admitted they are unaware of the goals and key features of the MATATAG Curriculum. This significant lack of awareness may hinder their ability to support their children's learning at home effectively and to implement the MATATAG Curriculum successfully.

Several parents recommended that schools provide more precise, consistent orientation sessions on the MATATAG Curriculum. They emphasized the importance of regularly including discussions on curriculum goals and changes during parent meetings, as this would enhance their capacity to support their children's education effectively. Parent D and Parent F pointed out that "The MATATAG Curriculum should not be explained only to the students; it must also be clearly communicated to the parents".

Meanwhile, Parents J suggested providing printed informational materials—such as brochures or pamphlets—that clearly explain the goals, features, and benefits of the MATATAG Curriculum. These resources would serve as accessible references to help parents deepen their understanding and provide more effective support for their children's learning at home. Parent H recommended developing

user-friendly learning modules and video tutorials specifically designed for them. These materials would equip parents with accessible guidance on how to assist their children at home—particularly in strengthening foundational skills such as reading, numeracy, and basic comprehension. Such resources could help bridge learning gaps and foster a more collaborative approach between home and school.

In addition, parents agreed that organizing a seminar focused on the MATATAG Curriculum would significantly enhance their understanding of its goals and components. They indicated their willingness to attend such sessions, provided they are scheduled so as not to conflict with their work commitments.

The insights from parents in this study serve as an essential tool for understanding their perspectives on the MATATAG Curriculum. Their responses not only shed light on the challenges they face but also highlight areas that require attention. By taking their feedback into account, educational stakeholders can design more effective strategies and interventions that directly address parental concerns and improve the overall implementation of the curriculum.

Conclusions

The study's findings indicate that only 2 out of 10 parents are aware of the purpose of implementing the MATATAG Curriculum. These parents, who are also teachers, have gained awareness through their professional roles, which helps them better understand and navigate educational changes. This suggests that a significant number of parents remain unaware of the core objectives and goals of the MATATAG Curriculum, underscoring the need for improved dissemination of information and proper orientation. In terms of involvement in their child's academic performance, all respondents expressed their willingness to support their children's education. They actively participate in both academic and non-academic aspects of their child's learning. A common challenge they face with the MATATAG Curriculum is a lack of proper orientation, leaving them confused about the lessons and topics being taught. Some parents shared that the content is sometimes so difficult that they have to study it themselves in order to assist their child. It is essential that parents be thoroughly oriented on the rationale behind the curriculum shift to deepen their understanding of how a more aligned and updated educational framework can better prepare their children, not only for academic success but also for long-term career readiness. A clear understanding of these changes empowers parents to provide more effective support and reinforces the critical link between current learning and future opportunities. In conclusion, the feedback gathered from parents has provided valuable insights into their experiences and perceptions regarding the MATATAG Curriculum. Their voices reveal not only the challenges they face—such as limited awareness and time constraints—but also their strong willingness to be more involved when given the proper support. This highlights the importance of fostering clear communication, practical resources, and inclusive strategies to empower parents as partners in their children's learning journey.

Future studies should focus on identifying effective strategies for disseminating information about the implementation of the MATATAG Curriculum and its key components. Doing so will ensure that all stakeholders, particularly parents, are well-informed and empowered to support learners more effectively. The researcher highly recommends the following:

Schools and the Department of Education should provide user-friendly brochures, flyers, or digital pamphlets to explain the MATATAG Curriculum in simple terms, helping increase parental awareness and engagement; conduct regular seminars or orientation sessions tailored for parents at convenient times that do not conflict with work hours to help them understand the curriculum's purpose and how they can support their children more effectively; design video tutorials and simplified modules that guide parents in assisting with foundational skills such as literacy and numeracy to empower them to take an active role in their child's learning at home; utilize mainstream and social media platforms to regularly share information about the MATATAG Curriculum to help parents build their understanding based on reliable sources rather than incomplete or misleading narratives; and conduct further research on communication strategies to identify the most effective ways to communicate curriculum reforms to parents and other stakeholders, ensuring that important changes are understood, accepted, and supported.

References

- Balansag, E., Garcia, R. T., Tardio, A. F., Sintos, K., & Lázaro, B. L. (2024). A New Era of Learning: The Matatag Curriculum and its Impact on Fourth Grade Students' Academic Performance. *Deleted Journal*, 4(6), 1141–1152. <https://doi.org/10.62225/2583049x.2024.4.6.3565>
- Barrot, J. S. (2021). K to 12 curriculum reform in the Philippines: towards making students future ready. *AsiaPacific Journal of Education*, 43(4), 1193–1207. <https://doi.org/10.1080/02188791.2021.1973959>
- Bartolome, M. T., & Mamat, N. (2020). Exploring parental involvement in Early Childhood Education in Philippines: A case study. *The Normal Lights*, 14(2), 170 – 194.
- Budao, Denard, (January 13, 2022). Parenting Amidst the Pandemic: The Case of Parental Involvement in Adolescents' Reading Engagement and Modular Distance Learning IOER International Multidisciplinary Research Journal (IIMRJ), Volume 3, Issue 3, September 2021, Available at SSRN: <https://ssrn.com/abstract=4008403>
- Chen, W., Khan, S., Kanjanarat, K., & Puchatree, N. (2023). Epstein Framework of Parental Engagement: A Key to Student success



of Primary school students: A Case study of Yiwu Dongzhou, China. *Journal of Advances in Humanities Research*, 2(3), 113–134. <https://doi.org/10.56868/jadhur.v2i3.172>

Escol, E. M., & Alcopra, A. R. (2024). Parental involvement and learners' academic performance. *INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS*, 7(07). <https://doi.org/10.47191/ijmra/v7-i07-16>

Estorgio, M. A. S., & Rosil, C. B. (2024). Parental involvement: urban Elementary School in focus. *Asian Journal of Education and Social Studies*, 50(7), 371–385. <https://doi.org/10.9734/ajess/2024/v50i71470>

Gafoor, K. A. (2012). Considerations in the Measurement of Awareness. National Seminar on Emerging Trends in Education.

Griffin, D., & Steen, S. (2018). School-Family-Community Partnerships: Applying Epstein's theory of the six types of involvement to school counselor practice. *Professional School Counseling*, 13(4). <https://doi.org/10.1177/2156759x1001300402>

Affiliations and Corresponding Information

Marian R. Zara

Lipa City Colleges – Philippines

Melchor B. Espiritu, Ed.D

Lipa City Colleges – Philippines