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Parental Involvement in Early Childhood Education in The Division of Northern Samar

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About Article

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ABSTRACT

This study aimed to examine the extent of parental involvement in early childhood education and its correlation with the educational development of kindergarten students. Parental engagement is essential for optimal child development during the formative years. The Philippines has a robust familial relationship, with education regarded as a pathway to enhanced chances. In this setting, there is a growing emphasis on positioning parents as significant figures in their children's early education, as their involvement extends beyond mere caregiving to encompass assistance for educational development. The research examined the correlation between parental engagement in early childhood education and the academic progress of kindergarten students in the Philippines. The researchers investigated school and home learning activities and the influence of parental involvement on children's academic performance. The study identified parents' work schedules, time constraints, and their understanding of child development as impediments to active parental engagement. The study discovered that while parents wanted to help with their kids' education, several barriers prevented them from doing so consistently. Elements including demanding work schedules, insufficient time, and a lack of understanding of child development were seen as significant obstacles. The research emphasized the necessity of tailored therapy and support at distinct developmental stages to enhance children's learning results. It underscored the necessity of augmenting school and home-based learning activities to improve children's educational outcomes substantially. Enhancing the execution of high-quality, evidence-based parenting interventions worldwide is essential to realize the complete developmental potential of children. The study advocates that, alongside individualized support, advanced learners should be afforded enrichment opportunities to enhance their development. Implementing structured coaching and focused interventions for parents is crucial for cultivating an environment that enhances children's educational growth in their formative years.

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1. INTRODUCTION

Early Childhood Education (ECE) encompasses the critical period of a child's development, which extends from birth to eight years. During this age, children undergo fast cognitive, emotional, social, and physical development—a vital period of learning and growth. Early education enables children to engage in activities that enhance their intellectual and social abilities, laying the foundation for lifetime learning and achievement.

DepEd Order No. 47, series of 2016, emphasizes the importance of engaging, creative, and child-centered kindergarten education programs. It promotes equal opportunities for physical, social, cultural, emotional, and intellectual development and values formation. The DepEd order emphasizes the long-term benefits of quality early education, urging investment in ECE programs. Family plays a crucial role in a child's development, complementing each other and improving weaknesses.

Hill's (2022) special issue explores the impact of parental involvement on children's education, focusing on the interaction between families, children, teachers, and schools. It highlights the importance of parental involvement in parenting philosophy and the nonlinear relationships between parental involvement and developmental outcomes despite school-based conceptions focusing on academic achievements.

Wilder (2023) highlights the positive correlation between parental involvement and academic achievement, regardless of the definition or measure of parental involvement. The relationship is most potent when parental expectations for their children's academic performance are considered, while the impact is less significant when parental participation is defined as assignment support.

The researcher observed that a study is necessary to examine the extent of parental involvement in early childhood education in Northern Samar. This study aims to strengthen the relationship between the school and parents to promote young learners' development with the complete support of both parties. The researcher envisions a perpetual learning vision that underscores the significance of the parent-child relationship to preserve young learners' focus and establish a solid educational foundation.

1.1. Statement of the problem

i. Is there a significant difference in the assessment of the teacher-respondents and parent-respondents on parental involvement in early childhood education concerning the frequency of involvement in school-related activities, involvement in learning activities at home, and emotional and motivational support?

ii. According to their profiles, is there a significant difference in the assessment of the parent-respondents on their parental involvement in early childhood education?

iii. Is there a significant relationship between the level of parental involvement in early childhood education and the educational development of their children?

2. LITERATURE REVIEW

2.1. Parental involvement in early childhood education

Barnett *et al.*'s (2020) research shows that early childhood education practices include engaging parents, participating

in school activities, and engaging in home learning activities associated with children's kindergarten academic readiness. These practices are more valuable for low-income families as they promote parent engagement and increase home learning activities.

Bartolome and Bin Mamat's (2020) study emphasizes that policy is required to increase parental involvement in early childhood education in the Philippines. It focuses on the elements that indicate meaningful home-school interaction, collective in-school engagement, structured at-home learning support, and refining stakeholders' capacity.

The article by Sobri *et al.* (2022) highlights the need for parental involvement in children's education. The Malaysian government termed this partnership a partnership between parents, schools, and teachers. It indicates that parents are conscious of their role in their children's learning process.

2.2. Parental involvement in school-related activities

Alfara *et al.* (2021) study on parents' perspectives in a state-run primary school in Cebu, Philippines, identified five key themes: education is essential, parent support is crucial, socioeconomic obligations are important, school activities are timely, opportunities are available, and the school should empower parents to participate more actively.

Rizwan (2023) conducted a study on parental involvement in children's education, focusing on its impact on academic performance. Using Joyce Epstein's revised Framework, the study found a positive association between parental involvement and student success but limited applicability in developing countries like Pakistan.

Biswas's (2021) study revealed that parents, teachers, and an education officer face challenges in parental involvement due to a lack of understanding, effective practices, and academic incompetence. The study recommends that schools introduce context-specific programs and policymakers formulate specific policies to boost parental involvement.

2.3. Parental involvement in learning activities at home

Garcia and de Guzman's (2020) research highlights the importance of parental involvement in children's education, particularly in non-Western societies. They highlight the cultural context of traditional parenting and extreme poverty in the Philippines, influencing academic socialization, communication with teachers, and volunteering. This study can inform educators and school programmers about culturally grounded support for low-income parents.

Wildmon *et al.* (2024) research highlights the significant impact of parental involvement on children's academic, socio-emotional, and behavioral outcomes in early childhood education. However, barriers exist, necessitating strategies to enhance home-school partnerships.

Busalla and Mendoza's study (2024) found that parents' engagement in home-based activities and teachers' emotional availability significantly influenced kindergartners' learning skills. Parents' engagement had the highest influence, emphasizing the importance of parental involvement and caring teacher-student relationships in fostering early academic success. The study suggests strengthening home-



school partnerships and promoting caring relationships in early childhood education.

2.4. Parental involvement through emotional and motivational support

Guillena *et al.* (2023) reported a significant positive association between the impact of parenting style, parental involvement, and parents’ self-efficacy on learning motivation in elementary school students in Iligan City. They recommended that parental involvement, self-efficacy, and parental involvement are important factors for learning motivation. Educators should design programs and activities that would support parental participation.

Lerner *et al.* (2022) reveal that parental involvement in children’s schooling correlates with academic success. However, hardly any research study has investigated how parents perform academic involvement activities autonomously or controllingly. The study showed that controlling parental involvement led to less autonomy-supportive home and personal involvement. In contrast, more autonomy-supportive involvement was related to lower school worry, higher perceived competence, autonomous motivation, and grades. This emphasizes the need to understand parents’ involvement in their children’s education.

Saputri *et al.* (2022) highlighted the importance of parental support in children’s education, which includes emotional, instrumental, and informative support to generate learning motivation. Parents, however, omit instrumental support like taking children to school and meeting learning demands due to financial constraints and lack of knowledge about particular material.

3. METHODOLOGY

The study adopted a descriptive correlational research design

to investigate the relationship between parental involvement and educational development in early childhood education. Descriptive research describes the situation without manipulating variables, while correlational research quantifies the relationship between variables.

The survey method was used to collect data, aiming to clarify the nature and intensity of this relationship. A questionnaire was used on 250 kindergarten teachers and their parents from among the 522 public elementary schools in Northern Samar. It was selected using random sampling, plus the availability of Grade 1 or former kindergarten learners.

To assess the phonemic awareness influence of play-based learning on kindergarten learners, the results had to be created into an action plan for playing-based learning implemented through a Tagalog-translated questionnaire for ease of understanding.

The researcher secured permission to conduct a study in northern Samar, distributed a validated questionnaire, and obtained consent from selected elementary school heads. The data was analyzed, and recommendations were drawn for an action plan for parental involvement in early childhood education.

The study analyzed data using statistical treatments, which included frequency and percentage distributions to determine parent-respondent profiles, weighted mean to assess parental involvement, paired t-tests to compare teacher and parent assessments, and Pearson r to determine relationships.

The researcher ensured ethical standards in research through information security, proper citation, and confidentiality. The researcher gained permission from a school’s superintendent, distributed consent letters, and ensured anonymity and confidentiality of data.

4. RESULTS AND DISCUSSION

Table 1. Test of significant difference in the assessment of the teacher-respondents and parent-respondents on parental involvement in early childhood education.

	t	df	Sig. (2-tailed)	Decision	Remark
Frequency of Involvement in School-Related Activities -Respondent	49.264	239	0.000	Reject	Significant
Involvement in Learning Activities at Home - Respondent	45.209	239	0.000	Reject	Significant
Emotional and Motivational Support - Respondent	47.108	239	0.000	Reject	Significant

Teachers and parents have different perceptions of parental involvement in school activities, home learning, and emotional support. Teachers perceive parental involvement as less frequent than parents’ self-assessments, indicating a communication gap. This suggests a need for more collaboration and communication between educators and parents. Addressing this gap involves providing clear instructions, frequent parent-teacher conferences, and specific tools to improve parental participation and strengthen the bond between school and parent, ultimately benefiting the child’s development.

Eleftheriadou and Vlachou (2023) investigated parents’ participation in students with learning disabilities’ education in Greece. It was revealed in the study that both teachers and parents identified engagement as vital, but they differed in

the nature and frequency of engagement as seen from their respective perspectives. While parents focused on parenting behavior, teachers pointed out decision-making activities. Such difference may create conflicts and provide poor support for the students.

The study found that demographic characteristics, such as age, gender, employment position, and parental involvement, significantly differed in parental engagement. Older parents tend to be more engaged because of their life experience and awareness of the value of education. Mothers also tend to be more involved, reflecting traditional gender roles. Gender inequalities and financial stressors also influenced parental involvement. Increased parental participation correlates with higher educational attainment, suggesting that parents

Table 2. Test of significant difference in the assessment of the parent-respondents on their parental involvement in early childhood education according to their profile

	t	df	Sig. (2-tailed)	Decision	Remark
AGE - Level of Parental Involvement in Early Childhood Education (Parent Assessment)	-12.139	119	0.000	Reject	Significant
SEX - Level of Parental Involvement in Early Childhood Education (Parent Assessment)	-43.127	119	0.000	Reject	Significant
EMPLOYMENT STATUS - Level of Parental Involvement in Early Childhood Education (Parent Assessment)	-24.057	119	0.000	Reject	Significant
HIGHEST EDUCATIONAL ATTAINMENT - Level of Parental Involvement in Early Childhood Education (Parent Assessment)	9.979	119	0.000	Reject	Significant
FAMILY STRUCTURE - Level of Parental Involvement in Early Childhood Education (Parent Assessment)	-21.125	119	0.000	Reject	Significant
PARENTING STYLE - Level of Parental Involvement in Early Childhood Education (Parent Assessment)	-38.519	119	0.000	Reject	Significant

who value education are more likely to participate actively. Family structure and parenting style also influence parental engagement.

The text stresses the need for targeted assistance programs to address the differences in parental involvement across demographic groups. Educational institutions should provide materials and workshops tailored to family structures and work schedules. Policymakers should advocate policies that provide resources or financial aid to support families and encourage increased parental involvement in education, especially for

those with less education.

Domina (2020) underlines the impact of demographic characteristics on parents' involvement in their children's education, emphasizing the importance of socioeconomic status, educational achievement, and family structure. Baker *et al.* (2021) also examined the relationship between parents' work position and early childhood education involvement. According to the study, working parents report lower levels of involvement than jobless or parents with flexible work arrangements, especially those with rigid employment.

Table 3. Test of a significant relationship between parental involvement in early childhood education and educational development of their children.

Level of Parental Involvement in Early Childhood Education (Parent Assessment)		
Level of Educational Development of the Learners	Pearson Correlation	-0.023
	Sig. (2-tailed)	0.799
	N	120

The Pearson correlation coefficient of $r = -0.023$ between parental participation and educational growth was a weak link. This implies a nonlinear relationship with a significance level of 0.799, far above the accepted alpha threshold 0.05. It is suggested that raising parental engagement does not always result in better educational outcomes. Instead, strategies should be more about quality than quantity. Other factors influencing a child's educational development include socioeconomic status, parental education, home environment, and intrinsic motivation. There is also the recommendation for student-centered support. Future studies must look into psychological support and academic support, along with moderating factors such as teacher quality and school setting.

According to Tamis-LeMonda *et al.* (2017), early home learning environments that are marked by rich language interactions and attentive parenting are excellent indicators of children's academic performance in subsequent grades.

5. CONCLUSIONS

The study reveals that most children are in the initial stages of educational development, as more than half of them fall into the "Beginning" category and a considerable fraction into the "Developing" category. Inadequate knowledge, busy work schedules, and limited time are some factors that can inhibit parental involvement. Increasing parental involvement in school and home learning activities is important to improve the outcomes of children's education. There is a potential communication gap or mismatch in expectations between teachers and parents that calls for more effective communication and cooperation. Parenting styles and family types also affect participation, as authoritative parenting styles encourage greater participation. The findings suggest that parental involvement may not have as much influence as thought and that socioeconomic status, school quality, and child individuality play a more significant role.



This study emphasizes that different parental backgrounds must be targeted in an intervention program because their needs and issues are distinct. This implies that children still at the “Beginning” stage require basic literacy and numeracy skills, whereas those at the “Consistent” stage need differentiated instruction. Parental involvement is necessary to enhance education results. Schools must remain open and transparent with the parents, take the help of digital resources, and inform them precisely how they can assist their child’s education. Gender equality policies, culturally appropriate education, and policies must ensure that all parents feel included. Other alternatives include developing schools’ facilities, offering personalized support, and narrowing socioeconomic disparities. All programs should be reviewed regularly to improve upon.

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