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PARENTS' INVOLVEMENT TOWARDS THE LEARNING DEVELOPMENT OF KINDERGARTEN PUPILS

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ABSTRACT :

Generally, this research determined on the parents' involvement towards the learning development of kindergarten children. Specifically aimed to determine the relationship of parental Involvement and learning development of Kindergarten in Kabacan, Municipality, Cotabato Division aimed to find out the level of parental involvement in terms of parenting, communicating, volunteering, and learning at home: the kindergarten children's learning development in the following domains such as cognitive, receptive language, expressive language and socio-emotional; and how do parents show involvement in the education of their children.

The respondents were selected through random sampling. The number of respondents is 451 from the total number of parents. It employed both qualitative and quantitative design in data gathering. The instruments are the questionnaire being administered to the parents: Early Childhood Checklist Development of the Department of Education to assess the level of the Kindergarten's learning development; and interview questions to determine how parents get involved in the education of their children.

It is concluded that the results showed the parental involvement was very high; the kindergarten pupils were found to have an average overall development; and that parental involvement and performance of kinder pupils has highly significant relationship.

Moreover, parents show involvement to the education of their children by making sure that their needs in school are provided, attending meetings and other school activities, conferencing with the teacher and following-up at home for assignments and other study needs.

Introduction

The knowledge about parental involvement and its impact on the development of children has been searched by a lot of childhood education practitioners and other interested individuals in the field. Parental involvement is very important on the student's education as argued by Epstein (2016); Henderson (2015). However, the properties of parental involvement in context of Asian culture particularly in the Philippines is not explored that far yet.

Parental involvement with children from an early age based on several researches influences better outcomes particularly in terms of cognitive development. What parents do is more important than who they are for children's early development; and that parent's involvement in home learning activities makes an important difference to children's attainment and social behavior at 3 to 10 years old (Sylva et al., 2015).

Similarly, parent involvement is a crucial force in children's development, learning and success at school and in life. Those children of involved parents have a much greater chance to develop into healthy, knowledgeable, responsible and caring adults (Patrikakou, 2018).

Taking the perspective that children's development is influenced by the environment, the parent's role as significant adult should be necessarily understood. Children are sent to school to obtain more knowledge and for their potentials to be more developed but parenting still interplay in most of the instances in the total development of the child. Parents involvement is the best avenue for promoting pupils' academic performance (Nokali, Bachman, Drzal, 2015) and beneficial for social functioning (Hartman, 2016).

The kind of parental participation towards the education of their children may vary from one parent or another and it is viewed by Feuerstein (2020) as multidimensional construct. While there are variables that many authors have proposed, this research will be focus on areas such as home discussion, home supervision, school communication and school participation as pointed out by Feuerstein (2020). Similarly, for Epstein's (2015), parents involvement has been defined and measured in multiple ways, including activities that parents engage at home and school and the positive attitude of parents towards their child's education, school, and teacher.

Although numerous studies emphasize the positive effects of parental involvement in early childhood education, there is a gap in understanding regarding the specific ways parents contribute to the learning development of kindergarten children, especially within diverse socio-economic and cultural settings. Most existing research focuses on general parental engagement (Epstein, 2018) or academic performance in later school years (Fan & Chen, 2020), while fewer studies examine how various forms of parental support—such as at-home learning activities, emotional support, and teacher collaboration—directly influence young children's foundational skills.

Furthermore, while some studies highlight the significance of parental involvement, there is limited research on the barriers parents encounter, including time constraints, inadequate resources, and educational background, which may affect their ability to support their child's early learning (Hornby & Blackwell, 2018). Investigating these gaps further could lead to a deeper understanding of effective parental involvement strategies that align with the developmental needs of kindergarten pupils.

1.1 Statement of the Problem

This study aims to find out the relationship of parental involvement in the learning development of the kindergarten children in Kabacan South, North and West Cotabato Division, North Cotabato.

Specifically, it sought to answer the following questions:

1. What is the level of parental involvement in terms of parenting, communicating, participation and involvement and learning at home?
2. What is the kindergarten children's learning development in the following domains; cognitive receptive language, expressive language and socio-emotional?
3. Is there a significant relationship between parental involvement and the learning development of kindergarten?

1.2. Theoretical Framework

This research is anchored on the theories of Bronfenbrenner, (2017), the Ecological Theory and the framework of Epstein (2015).

The ecological systems theory clarifies the importance of the social environment including not only the influence of parents, but also the social networks, neighborhoods, communities, and cultures in child development (Bronfenbrenner, 2017). The theory views at a child's development within the environment system.

Bronfenbrenner's theory defines complex "layers" of environment, each having an effect on a child's development. Also known as a "bio-ecological system theory", it emphasizes that a child's own biology is a primary environment fueling her development. The interactions between factors in the child's maturing biology, his immediate family, community environment, and the societal landscape are part and influential of his development. Changes in the environment affect his total being. To study a child's development then, we must look not only at the child and her immediate environment, but also at the interaction of the larger environment as well. It is in this context that teachers play the role.

If it is the belief of the culture that parents should be solely responsible for raising their children, that culture is less likely to provide resources to help parents. This, in turn, affects the structures in which the parents function. The parents' ability or inability to carry out that responsibility toward their child within the context of the child's Micro system is likewise affected. The chronosystem now encompasses the dimension of time as it relates to child's environment. Elements within this system can be either external, as children get older, they may react differently to environmental changes and may be more able to determine more how that change will influence them. Teachers and other significant people in the community are also influential to children (Bronfenbrenner, 2017).

2. Methods

This chapter describes the different schemes and procedures that will be observed and undertaken in the study such as research design, locale of the study, respondents of the study, sampling procedure, data gathering procedures, research instrument and statistical analysis.

2.1 Research Design

This research employed the combined methods of quantitative and qualitative research design. Quantitative method particularly the descriptive correlation design will be used. Descriptive method will utilize in order to describe the variables of the study, the level of involvement of parents and the cognitive and socio-emotional performance of kindergarten pupils. The relationships of the variables will also be being tested; hence, correlation is applicable. These will be done in order to answer the statements of the problem 1,2 and 3 which deals with quantitative data.

According American Psychological Community, correlational research talks about the link between different things. It is important to understand that correlational research does not tell that variable A caused variable B, but rather that they are somehow related. This research is only focused on finding out if there is a relationship on the parental involvement and development of the kindergarten pupils.

Moreover, qualitative design by utilizing case narrative will also do to describe in-depth on how the parents get involved for the education of their children. The researcher conducted focused group discussion (FGD) among the parents 20 parents to gather the needed data. These parents come from different schools under study. They will be grouped into 2 to make the discussion easier to analyze. The first group are 10 and another 10 for the second group. The researcher asked questions during the discussions in order to elicit their responses.

2.3. Research Procedure

The total population of parents will be determined and Raosoft formula will be used to determine the sample size or the number of the parents who would be chosen as respondents. They will be selected through complete enumeration. To employ complete enumeration, list of names of kinder II parents and pupils will be obtained from the complete name lists from the different schools. The parents of these pupils chosen for the study also answer the survey questionnaire for the parent participation. Twenty (25) of the 451 chosen samples participated in the focus group discussion.

The respondents were the selected through simple random sampling. The lists of pupils and parents of the kindergarten coming from different schools will be prepared. Their names will be properly code to ensure that the corresponding sons and daughters of parents who are included as respondents for the study will be the pupils to be observed or assessed in their academic performance. The code names of the parents are written in the sheet of paper and drawing of lots was done to determine the participants.

2.4. Research Instrument

There were two sets of research instruments used in the study. The first survey questionnaire is researcher-made and used in gathering the data in the participation of parents.

Second the Early Childhood Checklist Development, an assessment tool from DepEd that utilize to assess the level of the kindergarten's social and emotional development.

The third is an interview questions which utilize in the interview to determine how parents get involved in the education of their children.

2.5. Data Gathering Procedure

The following were the steps followed in the conduct of the study:

- **Ask Permission.** A letter will be sent to the Schools District Supervisor and Head Teachers/Principals through channels in order to seek permission for the conduct of the study. When the permission is obtained, the next steps were done.
- **Data Gathering.** Informed consent will be asking from the respondents of the study. Then, the questionnaires will distribute to the parents who are identified as respondents of the study. The researcher will be the one who will do the data gathering then she will conduct the assessment of the kindergarten pupils using the assessment tool. Focus Group Discussion with the selected parents will also be done.
- **Retrieval of Questionnaires.** The answered questionnaires will be collected. Meanwhile, the focus group discussions will transcribe in a verbatim manner.
- **Tabulation of the Data.** The raw data are tabulated through excel/ spreadsheets so it will be analyzed, interpreted by the researcher and assisted by the authorized statistician.
- **Presentations of Findings.** The findings of the research will be presented to the panel of examiners.

2.6. Data Analysis

The study used of both descriptive and inferential statistics. Descriptive statistics includes mean and frequency distribution to describe the variables and inferential statistics such as Pearson R Correlation will be utilized to test the significant relationships. The statistical treatment will be used to answer the statements of the problem 1, 2 and 3.

3. Results

Based on the findings of the study, it is concluded that the parents' involvement is significantly related to the learning development of the kindergarten. There is a high level of parental involvement in the dimensions of parenting, participation and involvement, communicating and learning at home. The learning development in terms of domains such as cognitive development, receptive, expressive language and socio-emotional of the kindergarten have an overall average development.

Moreover, it can also be concluded that the parents show involvement to the education of their children by making sure that the needs in school are provided, attending meetings and other school activities, conferencing with the teacher, and following-up at home for assignments and other study needs.

Recommendation

The following are recommended based on the results:

1. The school must strengthen the parent-school relationship since the study had established the link between parental participation and academic performance of the kindergarten pupils:
2. Parents' involvement to their children's learning development is important: thus, supporting their children should be strengthened especially at a younger age:
3. Parents should support the school since it is the venue for the academic growth of the children hence, parental participation in school will support to this growth.
4. The school should acknowledge the help and participation of the parents for the development of the children: activities may be launched that will foster good parenting and parental relationships:
5. More research shall be conducted related to this study using other designs such as qualitative and exploratory. It is recommended that the topic to be researched will be on the community involvement of the parents and the development of children; the availability of reading materials at home and the academic performance of children.

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