

# Parental involvement as determinant of kindergartners' progress report: Basis for parental community involvement plan

Barcoma, Wilinda ✉

*Osias Educational Foundation, Inc., Philippines* ([wilinda.barcoma@deped.gov.ph](mailto:wilinda.barcoma@deped.gov.ph))

**Received:** 8 May 2026  
**Available Online:** 30 May 2026

**Revised:** 27 May 2026  
**DOI:** 10.5861/ijrse.2026.26235

**Accepted:** 29 May 2026

ISSN: 2243-7703  
Online ISSN: 2243-7711

OPEN ACCESS



## *Abstract*

Parental involvement plays a crucial role in supporting early childhood development and school success. This descriptive–correlational study developed a validated parental community involvement plan for Paraoir Elementary School by surveying 30 kindergarten parents or caregivers and assessing 30 learners’ development. Most parent-respondents were 31–59 years old, predominantly female, married, with secondary education, and engaged in farming or informal work. Findings showed that parents were Very Highly Involved, actively supporting their children through home learning, communication with teachers, volunteering, decision-making, and community collaboration. Kindergarten learners demonstrated Average Development across domains such as motor, language, cognitive, and socio-emotional skills. However, parents faced moderate barriers, including time constraints and limited participation opportunities. A significant moderate positive correlation was found between parental involvement and learners’ developmental progress. The proposed “BINNADANG” Community Involvement Plan was validated by experts and rated Very Highly Acceptable, confirming its feasibility in strengthening partnerships.

**Keywords:** BINNADANG, involvement plan, primary caregivers, progress report

## **Parental involvement as determinant of kindergartners' progress report: Basis for parental community involvement plan**

### **1. Introduction**

The role of parents in their children's development is both foundational and far-reaching. From the earliest years, parents serve as a child's first teachers, role models, and emotional anchors, shaping cognitive, social, emotional, and behavioral growth. By actively engaging in practices such as reading aloud, establishing following routines, providing warm responsiveness, and fostering joint exploration, parents lay the groundwork for their children's learning trajectories and self-regulation skills (Kong & Yasmin, 2022). Indeed, the quality of early parental involvement not only influences immediate developmental outcomes but also initiates a cascade of benefits across the lifespan, as children grow into motivated learners and socially competent individuals (Reynolds et al., 2020).

Parental involvement takes on special significance during the early developmental stages when children's brains are rapidly developing and are highly sensitive to their relational environment. Research shows that involvement in the preschool years, through home-based learning activities, communication with childcare providers, and parent-school partnerships, can predict later academic achievement and socio-emotional outcomes (Reynolds et al., 2020). One longitudinal study found that early parental involvement influenced children's achievement through a chain of early performance, motivation, and subsequent parental engagement (Reynolds et al., 2020). This means that when parents actively participate at an early stage, children tend to do better, get more motivated, and invite further parental support, creating a virtuous cycle of development.

Concomitantly, parental involvement extends beyond academic preparation to include emotional support and social development. Children whose parents create nurturing home environments, set high but realistic expectations, and maintain open communication with schools tend to have better attendance, improved behavior, stronger social skills, and a greater sense of belonging (Annie E. Casey Foundation, 2022). These findings underscore the broad influence parents have, supporting both learning and the development of lifelong skills and attitudes. During early development, when children are building foundational skills in cognition, language, and self-control, parental involvement is essential. Engaging children in age-appropriate play, responsive conversation, reading, and exploration prepares them for formal schooling. Parents who establish routines and provide rich language experiences support their children's readiness and resilience (Annie E. Casey Foundation, 2022). Without this involvement, children may enter school less prepared, which can impact their confidence and engagement. In summary, parents are central to children's development by creating supportive home environments, collaborating with educators, and nurturing academic and socio-emotional growth. Early parental involvement lays the foundation for future learning and engagement, benefiting both children and society. With intentional and responsive support, young learners are more likely to thrive academically, socially, and emotionally.

Considering the presented significance and role of parental involvement towards the earlier development of learners, countries such as Japan, Taiwan, and Thailand are ensuring that parental involvement is highly engaged. In the case of Japan, Japanese parents are generally engaged in their children's early learning, though the form and intensity of involvement vary by family and community. Many Japanese families support learning through everyday routines, praise, and enrollment in supplementary lessons, and schools report steady contact with parents through meetings, newsletters, and joint events that emphasize socialization and academic readiness. National and institutional surveys in Japan show that parent-school communication and home-based learning activities are common drivers of children's preparedness for school and motivation to learn (Benesse Educational Research and Development Institute, 2020; Child Research Net, 2019).

Also, schools in Japan use several strategies to increase parental participation in early childhood education.

These include clear, regular communication through leaflets and newsletters, parent workshops that demonstrate play-based learning, invitations to classroom events, and community partnerships that extend learning beyond the classroom. These practices are designed to reduce barriers to involvement and build parent confidence in supporting learning at home. International reviews highlight that structured invitations and practical guidance from schools are especially effective in encouraging constructive engagement with young learners (OECD, 2020).

When schools effectively engage parents in the early years, children tend to demonstrate better school readiness, stronger language and socio-emotional skills, and greater persistence in learning. Parental support at home reinforces teachers' efforts by establishing consistent expectations and routines that build early habits of attention and cooperation, which are essential for later academic success (Child Research Net, 2019; Benesse Educational Research and Development Institute, 2020). Targeted school strategies that inform, invite, and empower parents can significantly enhance early childhood development in Japan. With these practices and the school's initiatives, parental involvement has never been an issue.

Turning the picture to Taiwan, parental involvement in early childhood education in Taiwan shows both substantial engagement and significant room for growth. Research using the "Kids in Taiwan" database indicates that parents of three-year-old children already achieve a "frequent" level of involvement through both daily caregiving routines and parent-child interactions, suggesting a strong base of parental engagement in the early years (Lee Yu-Wen, 2020). In particular, studies reveal that this interactive form of involvement contributes meaningfully to children's early language development (Lee Yu-Wen, 2020). In a cultural context where academic futures are taken very seriously, schools in Taiwan have adopted various strategies to strengthen partnerships with parents even at the preschool level.

Among these efforts are parent workshops that model play-based and language-rich home activities, regular parent-teacher meetings that outline children's developmental progress, and communication systems (such as messaging apps) that keep parents informed and engaged with classroom life (Chen, 2017). The impact of such involvement is multi-faceted: when parents actively engage in everyday learning dialogues and support routines at home, young children demonstrate better readiness for formal schooling, stronger early language and self-regulation skills, and smoother transitions into primary education. Moreover, the home-school link fosters consistency in expectations and supports children's confidence as early learners. Overall, while Taiwanese early-childhood settings benefit from a solid foundation of parental participation, targeted school strategies to invite, inform, and empower parents have proven essential for enhancing children's developmental trajectories and ensuring that early learning environments extend beyond the classroom.

Similar to the other two countries, parental involvement in early childhood education in Thailand is relatively strong, with many caregivers engaging in daily learning activities such as reading, play, and structured routines that support children's cognitive and socio-emotional growth. National data from the 2019 Multiple Indicator Cluster Survey show high rates of parents reporting regular interactions with children under five, indicating widespread participation in stimulating home learning environments (National Statistical Office & UNICEF, 2019). At the same time, UNICEF reports from 2019–2020 note disparities by region and socioeconomic status, which suggest that while overall involvement is common, the quality and consistency of engagement vary across communities (UNICEF Thailand, 2019; UNICEF, 2020).

Indeed, Thai schools and early childhood programs have adopted several strategies to strengthen parental engagement. These include parent education sessions that model play-based and language-rich activities, onsite parenting programmes run in partnership with local health and social services, and the use of communication channels to share children's progress and simple home activities for families to try (UNICEF, 2020). When schools actively invite and support parents, then by offering practical, culturally appropriate guidance and by reducing attendance barriers, such as children show better school readiness, improved language skills, and greater emotional regulation, all of which ease the transition to formal schooling. In short, targeted school strategies that inform, empower, and partner with caregivers magnify the developmental benefits of parental involvement while

addressing gaps in resources and access (National Statistical Office & UNICEF, 2019; UNICEF Thailand, 2019).

Contextualizing the presented results across the three countries, it can be noted that, overall, all three countries recognize parental involvement as essential to early childhood development. Through communication, home learning activities, and collaborative programs, schools in Japan, Taiwan, and Thailand strengthen children's readiness for formal education, nurture their emotional well-being, and lay a foundation for lifelong learning.

In the case of the Philippines, parental involvement in Philippine early childhood education varies widely but remains a decisive factor in young learners' readiness and ongoing development. In many urban and well-resourced schools, parental engagement is relatively high: schools that actively solicit parent participation through structured Parent-Teacher Associations (PTAs), regular conferences, and home-learning guidance report strong collaboration that supports children's language and socio-emotional skills, as well as classroom transition. To concretize, Ateneo's early-childhood outreach and its Punla engagement guidelines demonstrate how an institutionally supported framework can systematize parent-school partnership and offer concrete activities parents can use at home (Ateneo de Manila University, 2020). Likewise, DepEd press releases from 2020 highlighted PTA-led initiatives during the pandemic (such as community radio and learning support) that show how some schools mobilized parents as active partners in learning during crises (DepEd, 2020a).

In contrast, parental involvement remains low in many rural and low-income communities, where poverty, work demands, and limited access to information hinder consistent school-home collaboration. Qualitative research with low-income Filipino families shows that while parents want to support their children, structural barriers and unclear communication from schools often limit meaningful engagement (Garcia & de Guzman, 2020). Literature on Filipino family values and education also notes that socioeconomic inequalities influence the forms and extent of parental participation across regions (Alampay, 2019).

To maintain high involvement and improve engagement in lower-participation contexts, schools can implement several proven strategies. Urban and private schools with strong parent engagement often use clear communication, model play-based learning in workshops, and involve parent volunteers to foster community ownership. In schools with low engagement, effective approaches include flexible meeting times, short skills-based parenting sessions, community-based learning supports such as radio or barangay hubs, and inviting parents to manageable classroom roles (DepEd, 2020b; Garcia & de Guzman, 2020). When schools reduce logistical barriers and provide parents with specific, culturally appropriate tools, children demonstrate measurable gains in school readiness, language, and self-regulation. These outcomes help close early gaps and support long-term learning. In summary, parental involvement in the Philippines is uneven but can be improved. When schools provide clear, practical support for families through formal programs like Punla or responsive PTA actions, early learners benefit most. Targeted, low-barrier strategies help turn parental willingness into sustained practices that strengthen children's early development (Ateneo de Manila University, 2020; Garcia & de Guzman, 2020; DepEd, 2020a).

In the case of Paraoir Elementary School, located in Balaoan, La Union, it manifests similar parental involvement at the national level. The parental level in the researcher's locale can be described as average but nearing the boundary of low engagement. While many parents express genuine concern for their children's education, consistent participation in school programs, meetings, and home-learning activities remains limited. Teachers report that only a portion of parents regularly attend Parent-Teacher Association (PTA) meetings, respond to communication letters, or assist their children with assignments. The majority of parents show support primarily during enrolment or report card distribution periods, which suggests a reactive rather than proactive form of involvement. This pattern, though common in many public schools across the Philippines, poses significant implications for learners' holistic development.

In fact, several factors contribute to this moderate-to-low level of parental participation in Paraoir Elementary School. Many parents work long hours in agricultural or service-related jobs, leaving little time for direct involvement in their children's schooling. Others, particularly those with limited educational backgrounds, feel

unequipped to help with academic tasks or are unaware of the importance of consistent school collaboration (Ramos & Gonzales, 2019).

According to Crisostomo (2020), similar contexts in rural Philippine schools reveal that socioeconomic challenges and communication barriers often reduce parental engagement despite parents' willingness to help. The implications of this limited involvement are evident in learners' outcomes. Children whose parents are less engaged tend to show weaker motivation, lower attendance, and slower progress in literacy and numeracy skills. Without consistent guidance and reinforcement from home, learners may struggle to connect classroom lessons with daily experiences, hindering both cognitive and socio-emotional growth (DepEd, 2020). Moreover, the lack of strong parent-teacher collaboration makes it difficult to identify and address learning difficulties early, resulting in cumulative learning gaps.

To address this initially, Paraoir Elementary School strengthened home-school partnerships through simple but sustainable strategies. Regular parent orientation programs, home-learning guides in the local language, flexible PTA schedules, and community-based learning support groups can help bridge the gap between teachers and families. Creating informal communication channels, such as text groups or community meetings, could also increase parents' confidence and involvement. With these initiatives, the researcher would like to come up with a research-based Early Childhood Developmental Plan for Kindergartners of Paraoir Elementary School that is focused on parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. This is to ensure that the school will heighten or improve their involvement to ensure that learners' or kindergartners' progress will prosper and its possible effect on their children.

Truly, while Paraoir Elementary School has made efforts to engage parents through traditional methods such as PTA meetings, school orientations, and occasional volunteer activities, there remains a lack of a structured, research-based developmental plan that holistically addresses the multiple dimensions of parental involvement in early childhood education. Current practices tend to focus on attendance and compliance rather than on strengthening meaningful partnerships that support children's continuous development at home and in school. Existing programs have not yet fully explored how specific areas such as parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. These factors can probably interact to influence kindergartners' academic and socio-emotional growth. This is even supported by an observation on the Philippine Early Childhood and Development (PECD) Checklist. Based on the initial observation, a parent who has constant support and engagement with school directly improves their child's performance in some areas due to the immediate monitoring and feedback strategy of both teachers and parents.

The Philippine Early Childhood Development (PECD) Checklist is important in assessing kindergartners' development because it provides a holistic and developmentally appropriate picture of a child's growth. It systematically measures key domains such as physical health, motor skills, socio-emotional development, language, cognitive abilities, and self-help skills, ensuring that the assessment goes beyond academic readiness alone. Through early identification of developmental delays or strengths, teachers and parents can design timely and targeted interventions that support each child's unique needs. The PECD Checklist also promotes inclusive and child-centered education, allowing educators to adjust teaching strategies and classroom environments accordingly. Moreover, it serves as a reliable basis for monitoring progress over time and aligning school practices with national early childhood standards. Ultimately, the PECD Checklist helps ensure that kindergartners receive appropriate support during a critical stage of lifelong learning and development.

Moreover, previous studies in the Philippine context (Ramos & Gonzales, 2019; Crisostomo, 2020) have primarily examined parental involvement from a general perspective, often overlooking context-specific strategies suited for rural and semi-urban schools like Paraoir Elementary School. There is limited empirical evidence on how tailored developmental plans could improve parental engagement and, consequently, enhance early learning outcomes. This gap underscores the need for localized research that will generate actionable, evidence-based interventions responsive to the community's socio-economic realities, parental capacities, and cultural dynamics.

By developing a research-based Early Childhood Developmental Plan, this study aims to fill the existing gap by designing a sustainable and context-appropriate framework to improve parental involvement and learner outcomes. The initiative also aligns with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), which promotes inclusive and equitable early childhood learning opportunities, and SDG 17 (Partnerships for the Goals), which emphasizes collaboration among families, schools, and communities to achieve educational progress. Through this alignment, the proposed plan contributes to fostering quality learning experiences that empower both children and families in the pursuit of lifelong education and community development.

**Statement of the Problem.** This study aimed to enhance the reading comprehension skills of Key Stage 2 learners through Interactive Reading Activities. Specifically, it sought to answer the following questions:

- What is the profile of teacher-respondents in terms of: a. age; b. sex; c. civil status; d. educational attainment; and e. level of relevant training?
- What is the level of adequacy of learning materials used in teaching reading comprehension?
- What is the extent of utilization of methods, strategies, and techniques in teaching reading comprehension?
- What is the level of reading comprehension performance of Key Stage 2 learners?
- What is the level of validity of the developed Interactive Reading Activities in terms of: a. face validity; b. content validity; and c. congruency of content?
- What Interactive Reading Activities may be proposed to enhance learners' reading comprehension skills?

**Importance of the study.** The conduct of this study is significant as it provides meaningful insights into enhancing the overall development of kindergartners through a structured, research-based Early Childhood Developmental Plan grounded in parental involvement factors. For the school administration, the findings will serve as a guide in designing programs and interventions that strengthen partnerships with parents, improve communication channels, and implement targeted strategies that support the holistic development of learners. This will allow the school to monitor progress systematically through learners' developmental reports and identify areas where parental support can be optimized. As for the teachers, they will benefit from understanding the specific ways parental involvement, possibly through parenting, volunteering, learning at home, decision-making, and community collaboration, for these affect children's academic and socio-emotional growth. This knowledge will enable educators to develop teaching approaches that actively integrate families into the learning process, promote continuity between home and school, and respond effectively to the developmental needs identified in progress reports.

In the case of the learners, the primary beneficiaries, increased and meaningful parental involvement is expected to foster a supportive home environment, enhance engagement in school activities, and promote socio-emotional and cognitive development. Consistent parental support aligned with school strategies can improve learning outcomes, self-confidence, and readiness for future educational levels. The parents will also benefit as the study provides practical guidance on how to contribute to their children's early learning, strengthen home-school collaboration, and actively participate in monitoring and supporting developmental milestones. Finally, future researchers can use the findings as a foundation for further studies exploring evidence-based parental involvement strategies and their impact on early childhood education. Overall, this study contributes to developing a comprehensive, research-based framework that aligns parental involvement with learners' progress, ensuring sustainable improvements in early childhood development outcomes.

## 2. Related Literature

There is a wide range of material that can be discussed in this area and could establish solid inputs to help this study's subsequent development. The next paragraphs present a few of these supportive studies. There are many literatures that can be discussed in this section that could establish strong inputs and contributions of parents in the schools. Some of these literatures are presented in the published study of Cotton and Reed (2019). The first discussion is on *Parent Involvement in Education*. There are literally hundreds of books, journal articles, and stand-alone reports on the subject of parents' involvement in their children's education. These writings include research reports, expert opinions, theory papers, program descriptions, and guidelines for setting up programs. A great many of these reports are informative and useful, and, because parent involvement has become a "hot topic" in the past few years, there is considerable current information. The present report synthesizes information from forty-one documents on different aspects of parent involvement. Because several of these are reviews/summaries of still other documents, many additional writings are represented.

Moreover, documents were selected to reflect research on the effects of parent involvement on student achievement and other student outcomes. Twenty-five of the supporting documents are research studies, eight are reviews, and eight are program descriptions and research-based guidelines for setting up programs. All age/grade levels are represented in the research, as are specific student populations, such as the disadvantaged, special education, and limited English proficient students. Also, the kinds of parent involvement investigated include telephone and written home-school communications, attending school functions, parents serving as classroom volunteers, parent-teacher conferences, homework assistance/tutoring, home educational enrichment, and parent involvement in decision-making and other aspects of school governance. The researchers focused on a variety of student outcome areas, including general achievement; achievement in reading, math, or other specific curricular areas; IQ scores; and an array of attitudinal and behavioral outcomes.

Another discussion is on the *Effects of Parent Involvement on Student Achievement*. The research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Further, the research shows that the more intensively parents are involved in their children's learning, the more beneficial the achievement effects. This holds true for all types of parent involvement in children's learning and for all types and ages of students. Looking more closely at the research, there are strong indications that the most effective forms of parent involvement are those that engage parents in working directly with their children on learning activities in the home. Programs that involve parents in reading with their children, supporting their work on homework assignments, or tutoring them using materials and instructions provided by teachers show particularly impressive results.

Along similar lines, researchers have found that the more active forms of parent involvement produce greater achievement benefits than the more passive ones. That is, if parents receive phone calls, read and sign written communications from the school, and perhaps attend and listen during parent-teacher conferences, greater achievement benefits accrue than would be the case with no parent involvement at all. However, considerably greater achievement benefits are noted when parent involvement is active--when parents work with their children at home, certainly, but also when they attend and actively support school activities and when they help out in classrooms or on field trips, and so on. The research also shows that the earlier in a child's educational process parent involvement begins, the more powerful the effects will be. Educators frequently point out the critical role of the home and family environment in determining children's school success, and it appears that the earlier this influence is "harnessed," the greater the likelihood of higher student achievement. Early childhood education programs with strong parent involvement components have amply demonstrated the effectiveness of this approach.

Those research studies that have compared parent involvement programs that include orientation/training components with those that do not indicate that providing orientation and training enhances the effectiveness of parent involvement. Research in this area indicates that parents generally want and need direction to participate with maximum effectiveness. Orientation/training takes many forms, from providing written directions with a

send-home instructional packet to providing "make-and-take" workshops where parents construct, see demonstrations of, and practice using instructional games to programs in which parents receive extensive training and ongoing supervision by school personnel. A word of caution about training activities for parents: While research indicates that orientation/training activities are beneficial, those researchers who have looked at the extent of training have found that a little is better than a lot. That is, programs with extensive parent training components do not produce higher student achievement than those with only basic training, and they sometimes experience considerable attrition--presumably because their time and effort requirements overtax the willingness of parents to stay involved. Researchers have also found that the schools with the most successful parent involvement programs are those that offer a variety of ways parents can participate. Recognizing that parents differ greatly in their willingness, ability, and available time for involvement in school activities, these schools provide a continuum of options for parent participation.

The third discussion is on the *Effects of Parents in School Governance*. Turning from the matter of parent involvement in children's learning, what about the outcomes produced by parent involvement in school governance? The term "governance" here includes any activity that provides parents the opportunity to take part in decision-making about school programs. This may include being a school board member, a participant on a parent advisory committee or a local school improvement council, or an active member of the PTA. Areas in which parents may be helping to make program decisions include goal setting, development and implementation of program activities, assessment, personnel decisions, and funding allocations. This area of parent involvement is one of the most controversial. Surveys show that most parents would like to play a more active role in this type of involvement, whereas most school administrators and teachers exhibit great reluctance to encourage parents to become partners in governance. The literature reviewed for this report indicates that although administrators agree that parents should be involved with the schools in a variety of ways and that school personnel should spend time encouraging and training parents to become involved, they disapprove of parent involvement in administrative areas such as teacher and principal selection and evaluation, and are less enthusiastic than parents regarding the utility of parent participation in other activities, such as the selection of texts and other teaching materials or setting priorities for the school budget. They also tend to feel that parents do not have enough training to make school decisions, although surveys of parents indicate that the majority of them feel they are capable of making sound decisions.

In this review, no examples were found of programs in which parent participation in decision-making roles could be directly linked to improved student achievement. The relationship between parent participation in decision-making and student achievement is not nearly as extensively researched as the effects of parent involvement in students' learning. Indeed, writers on the topic indicate that it is more difficult to assess the effects of parent involvement in decision making precisely because the connection to student outcomes is more indirect. Of the half-dozen documents that address the connection between parent involvement in decision making and student achievement, none were able to offer evidence of a causal relationship, though some writers seem to believe that such a relationship exists. The lack of evidence linking parent involvement in governance and student achievement should not be taken to mean that parents should not be included in some aspects of school decision-making, however. Researchers and others have identified benefits other than student achievement that have been found to emerge from involving parents in governance. These include:

- (a) The elimination of mistaken assumptions that parents and school people may hold about one another's motives, attitudes, intentions, and abilities
- (b) The growth of parents' ability to serve as resources for the academic, social, and psychological development of their children--with the potential for much longer-term influence (because of continued interaction with their children over time)
- (c) The increase of parents' own skills and confidence, sometimes furthering their own educations and upgrading their jobs, thus providing improved role models for their children.
- (d) The increase in parents serving as advocates for the schools throughout the community

In the context of corroborations, research indicates that the kinds of parent involvement referenced earlier in this report-- attending parent-teacher conferences and school functions, volunteering in classrooms, tutoring children at home, etc.--provide the best training ground to help prepare parents for roles in school decision-making. These activities enable parents to understand something of the school's structure and its instructional programs and provide basic experience in working with school personnel. These experiences can expand parents' knowledge and increase their credibility with school staff as they move into decision-making roles.

The last discussion is on Engaging Meaningful Parent Involvement in Schools. Investigators have identified a lack of planning and a lack of mutual understanding as the two greatest barriers to effective parent involvement. School staff wishing to institute effective programs will need to be both open-minded and well-organized in their approach to engaging parent participation. Research has established that the most successful parent participation efforts are those that offer parents a variety of roles in the context of a well-organized and long-lasting program. Parents will need to be able to choose from a range of activities which accommodate different schedules, preferences, and capabilities. As part of the planning process, teachers and administrators will need to assess their own readiness for involving parents and determine how they wish to engage and utilize them. Other guidelines include:

- (a) Communicate to parents that their involvement and support make a great deal of difference in their children's school performance, and that they need not be highly educated or have large amounts of free time for their involvement to be beneficial. Make this point repeatedly.
- (b) Encourage parent involvement from the time children first enter school (or preschool, if they attend);
- (c) Teach parents that activities such as modeling reading behavior and reading to their children increase children's interest in learning.;
- (d) Develop parent involvement programs that include a focus on parent involvement in instruction--conducting learning activities with children in the home, assisting with homework, and monitoring and encouraging the learning activities of older students;
- (e) Provide orientation and training for parents, but remember that intensive, long-lasting training is neither necessary nor feasible.
- (f) Make a special effort to engage the involvement of parents of disadvantaged students, who stand to benefit the most from parent participation in their learning, but whose parents are often initially reluctant to become involved; and
- (g) Continue to emphasize that parents are partners of the school and that their involvement is needed and valued.

With all of this literature, it implies the significance of parental involvement not just in the development of their children's academic performance but also for their children's well-being and school development.

### **3. Methodology**

This section covered the study's design, the general and specific sources of the research data, the careful gathering and administration of the research processes, and the analysis of the results.

**Study Design** - According to Vhat (2016), descriptive research is described as a technique of study that explains the features of the researched population or event. This methodology relies more on the study topics "what" than the study topic's "why." In other terms, a descriptive study relies mainly on explaining a population segment's essence without concentrating on "why" a particular phenomenon happens. In other cases, the topic of the study is "described," without addressing "why" it occurs. Hence, the research design used in this study is the descriptive-evaluative research design. A descriptive research design is one of the commonly used designs in

conducting research. The descriptive part is focused on the profile of the parent respondents, and the evaluative part is on the analysis of the parental involvement and its affecting factors for learners' development. .

**Sources of Data/Locale of the Study** - The general source of data was the thirty (30) parents of the enrolled kindergartners in Paraoir Elementary School for the school year 2025-2026. Total enumeration was considered in the context of this study. Table 1 shows the distribution of respondents.

**Table 1**  
*Profile of the Respondents*

Distribution Indicator	Indicators	N	%
Parent	Male	8	13.33
	Female	22	36.67
	Total	30	50.00
Student	Male	19	31.67
	Female	11	18.33
	Total	30	50.00
Overall Total		60	100.00

This table illustrates the demographic breakdown of male and female respondents among parents and students (N = 60).

**Research Instrument** - The main instrument used in this study is the use of a standardized survey questionnaire made by Jacob (2022), and this was adapted in the context of the study. The survey questionnaire was even subjected to scrutiny of the members of the Oral Examination Committee of the Osias Educational Foundation, Inc., and five experts in the field.

**Investigative Materials and Instruments** - The adapted survey questionnaire has different sub-sections. The first part is focused on the following profile details: age, sex, highest educational attainment, occupation, and occupation of the spouse. Aside from the profile of the respondents, the questionnaire also contained the different sub-sections along: (a) parental involvement of parent-respondents along: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community; (b) extent of the level of progress of development of kindergartners; and extent of experience on the level of participation barriers. Meanwhile, as to the kindergartners' level of progress in the development of kindergartners along the different developmental domains, the use of the Philippine Early Childhood and Development (PECD) Checklist was considered.

**Validity and Reliability of the Instrument** - The instrument was an adapted instrument from Jacobes (2022), who worked on the development of a reading program in the elementary grades of East Dale School in Los Angeles, USA. The instrument's reliability is found to be .965 which implies a very high reliability. As to the validity, the mean score is 4.87, which further means that the survey questionnaire is highly acceptable and valid in the eyes of the validators, which further means that the survey instrument is ideal in measuring the purpose of the study. To ensure further that this instrument was culturally fitted for target respondents, the researcher considered tapping five experts in the field, composed of three (3) master teachers in early childhood education and two (2) school administrators. The conducted validation went smoothly and earned a median score of 4.00, indicating that the instrument was valid for Filipino respondents.

**Theoretical Framework/ Conceptual Framework of the Study**- There are different supporting theories, concepts, and legal anchors that support the interplaying variables integrated in this study. Some of them are discussed in the next paragraphs of this research.

The theory focuses on the motivational reasons that lead to higher intentions to perform a behavior on the basis that "the stronger the intention to engage in a behavior, the more likely should be performed." According to the theory of planned behavior, one should understand the reasons that lead to intentions in order to be able to predict future involvement in a behavior. Moreover, the **Theory of Planned Behavior** (TPB) sets a model for humans' actions in which intentional behavior is determined by: (a) attitudes and behaviors, (b) subjective norms, and (c) perceived controls (see Figure 1). Attitudes and behaviors include feelings and attitudes towards a certain behavior. Believing that a certain behavior has positive outcomes will surely lead to more intention to perform that behavior. Subjective norms are the opinions of the people surrounding the person wishing to engage in a certain

behavior, which can lead to peer pressure and social pressure, both of which can lead to one's higher intentions to perform a certain behavior. Finally, perceived control is one's own perception of his/her ability to perform a certain behavior; perceived control contributes to both having the intention to perform certain behaviors as well as whether or not the person would actually perform the behavior (Ajzen, 1991).

The theory of planned behavior can be used to explain and predict the behavior of parental involvement in children's schooling. Perry and Langley (2013) suggest using Ajzen's Planned Behavior Theory; they argue that the theory of planned behavior is "versatile enough to account for the dynamic and complex nature of paternal engagement. Furthermore, according to Bracke and Corts (2012), parents' culture, having examples of parental involvement, and having role models or neighbors that do or do not get involved in their children's education are all factors that help shape the "subjective norms about the role of parents in education."

The second discussion focuses on the context of the **Theoretical Models of Parental Involvement**. Hoover-Dempsey and Sandler (1995) offered a theoretical framework for studying parental involvement, outlining three key aspects: (1) the reasons parents engage in their children's education, (2) the ways in which they select particular forms of involvement, and (3) the reasons parental engagement positively affects students' academic performance. Fan and Chen (2001) noted that this framework goes beyond simply categorizing types of parental involvement, as it not only identifies specific involvement behaviors but also seeks to explain why parents choose to participate and the mechanisms through which their involvement benefits students' educational outcomes. Epstein and Dauber (1991) proposed a model that distinguishes six different types of parent-school connections:

- First, "Basic obligations of families" (p which refers to the parents' role in raising their children and preparing for their school years by providing a suitable home environment and conditions that foster their children's growth and development throughout their school years;
- Second, "Basic obligations of schools" (p.290), which refers to the role of schools in communicating with the parents about the academic progress of their children and providing constant feedback to parents about their children's schooling and development;
- Third, "Involvement at school," which refers to parents' visits and volunteer work at the school to help support their children with both academic and extracurricular activities; Epstein and Dauber (1991) suggest that schools can improve this type of involvement by offering flexible schedules that allow more families to be involved.
- Fourth, "Involvement in learning activities at home," which includes parents being involved in their children's homework and learning activities through the guidance of a school's teachers; this promotes collaboration between the teachers and parents, allowing them both to keep track of children's development and academic growth.
- Fifth, "Involvement in decision-making", which refers to active participation in parent-teacher associations (PTAs) and other community support groups. Sixth, "Collaboration and exchanges with community organizations," which refers to the overall collaboration among parents, schools, and other organizations that share the responsibility and interest in children's education through providing different services outside of schools, such as providing health care or child care services.

Researchers have examined parental involvement through various theoretical perspectives, including identity theory, paternal investment theory, the theoretical model of father involvement, the conceptual model of responsible fathering, ecological theory, role theory, and social exchange theory (Perry & Langley, 2013). However, Perry and Langley (2013) contend that these theories have "limited applicability with regard to explaining and predicting paternal involvement" because they generally assume that parents' active participation depends solely on their willingness and desire to engage in their children's education. To better explain and predict parental involvement, they propose Ajzen's Theory of Planned Behavior (TPB) as an alternative, arguing that it is "versatile

enough to account for the dynamic and complex nature of paternal engagement.”

This theoretical framework was mainly guided by Ajzen’s (1991) theory of planned behavior to help explain the motivation for Parental Involvement and the factors that affect parents’ levels of involvement. The theory of planned behavior sets a model for understanding and predicting humans’ intentional behaviors in which intentional behavior is determined by: (a) attitudes and behaviors, (b) subjective norms, and (c) perceived controls. Figure 2) explains the overall theoretical framework for this paper. The theory of planned behavior provides additional factors, such as subjective norms, attitudes, and beliefs, and perceived control, that might also affect parental involvement and explain variations in parents’ levels of involvement. Specifically, the focus is on the influence of “Subjective Norms” on certain human behaviors, namely, parents’ involvement in their children’s education. Factors that help shape the “subjective norms about the role of parents in education” are parents’ culture, having examples of parental involvement, and having role models or neighbors that do or do not get involved in their children’s education (Bracke&Corts, 2012). The Theory of Planned Behavior helps explain some of the cultural aspects that account for differences between parental involvement levels of parents in the different countries.

Another theory supporting this study is **Bronfenbrenner’s Bioecological Theory**, developed in the 1970s. This theory emphasizes the impact of social, community, and political contexts on human development (Rosa & Tudge, 2017). Bronfenbrenner highlighted that interactions among the home, family, and peers are crucial to children’s growth, and he proposed five levels of relationships and contexts, represented as concentric circles radiating from the individual. The microsystem is the innermost level, encompassing the immediate settings that directly influence development, such as schools and day-to-day interactions (Bronfenbrenner, 1974, 1979). The mesosystem involves connections between two or more microsystems in which the child actively participates. The exosystem includes settings that indirectly affect the individual, like a caregiver’s work schedule impacting their ability to support a child’s homework. The macrosystem is the outermost layer, reflecting broader societal customs, culture, and beliefs. For example, a Korean immigrant family in the U.S. may hold different views on educational roles compared to families raised locally (Lim, 2018). Later, Bronfenbrenner incorporated the chronosystem, which accounts for the influence of time, life transitions, and cumulative life events on development (Rosa & Tudge, 2017).

The essence of the theory lies in recognizing the significance of daily interactions and accumulated experiences over time, captured in his “Process–Person–Context–Time” model. This perspective is particularly relevant to family–school partnerships, as families serve as important sources of positive developmental influence (Rosa & Tudge, 2017). Understanding social, contextual, and temporal factors can help educators and families foster effective engagement and address barriers to collaboration. However, the theory has limitations. Its evolution over decades has led to misapplications, such as conflating Bronfenbrenner’s early ecological models with his later, time-oriented work (Tudge, 2019). Many studies overlook the biological and chronometric dimensions critical to the theory. Additionally, its broad conceptual nature makes it challenging for researchers and practitioners to operationalize (Ungar, 2018). The theory also does not fully account for variability across families, as environments that hinder one family may benefit another.

Aside from the earlier theories that have been mentioned, another theory supporting this study is the **Theory of Overlapping Spheres of Influence**. Epstein’s (2013) theory of overlapping spheres of influence combines psychological, educational, and sociological perspectives on social institutions to describe and explain the relations among parents, schools, and local environments. The three spheres are family, school, and local community; the overlapping spheres represent the partnership between these three entities, with the child at the center as the focal point. According to Epstein, the extent to which the spheres overlap is influenced by time, accounting for the age and grade level of the child and historical influences. The degree of overlap is also influenced by the experiences, philosophies, and practices of families, schools, and communities, and the spheres can be purposely pushed to overlap more or less. Much of Epstein et al.’s work focused on the types of family engagement and what educators can do to create more overlap between the spheres.

*Contributions.* Researchers have shown that the family, the school, and the community influence children's growth and development theory takes into account the importance of these contexts in a child's development, as well as the need for families, schools, and the community to share the responsibilities for the socialization of the child. Epstein acknowledged that some practices of school, family, and community need to be conducted separately, but called for important practices to be done conjointly by individuals across the spheres. Epstein used the term "partnerships" to emphasize that schools, families, and communities share responsibilities for children through overlapping spheres of influence. Epstein's theory also suggests that schools should be open to more participation from various stakeholders and that educators should be willing to share responsibilities for student learning with families and the community (Auerbach, 2018). Constantino (2017) calls this process creating "family-friendly" schools. The main goal of these partnerships focuses on student achievement, but there is also attention to home-school communications, making schools more welcoming to families, and helping families increase their general well-being. Epstein's theory can be used to establish shared responsibilities across parties and can also suggest policy changes for improved leadership and research in the area of family partnerships.

*Limitations.* Epstein's theory can be considered an elaboration of Bronfenbrenner's ecological theory, specific to family-school partnerships. Epstein explained that her theory was based on Bronfenbrenner's and others' models of "natural, nested, and necessary connections between individuals and their groups and organizations. Scholars have criticized Epstein's theory for continuing to focus on school-based activities and perspectives and limiting the agency, voice, and perspectives of families. For example, Auerbach (2011) noted that although Epstein's theory describes partnerships between families and schools, the description of activities suggests a school-centered agenda that families support. While Epstein made references to the theoretical aspects of her research, such as the relationship of her theory to the social network paradigm and to the ideas of social capital, some have criticized it for a one-dimensional emphasis on parents helping children learn, rather than on families, schools, and communities working collectively to promote positive student outcomes. Epstein's allusion to social capital has also led some scholars to criticize its narrow view of partnerships as "a market model whose goal is to generate capital" that tends to blame families for not taking advantage of the opportunities provided by such partnerships. A more egalitarian approach would position families as community resources to be sought out rather than people who participate only when invited.

The second-to-last discussion is focused on the Developmental Performance of Kindergartners. The assessment of young learners' development has become a critical component of early childhood education in the Philippines. Kindergarten education focuses not only on foundational academic skills but also on holistic development encompassing cognitive, social-emotional, physical, and language domains (Department of Education, 2016). The progress report, often referred to as the Kindergarten Report Card, serves as the primary tool to document and communicate a child's growth across these areas, providing valuable insights to educators, parents, and policymakers regarding the learner's achievements and areas for improvement (DepEd, 2019).

In the Philippine context, the kindergarten progress report typically evaluates learners' development across multiple domains. Cognitive development assesses skills such as problem-solving, logical thinking, and early numeracy and literacy competencies. Language development focuses on vocabulary acquisition, communication skills, and comprehension, while socio-emotional development emphasizes self-regulation, cooperation, and empathy (Cruz, 2018). Physical development, including fine and gross motor skills, is also a critical aspect, reflecting children's ability to interact with their environment effectively. By providing a comprehensive view of a learner's progress, the report card allows teachers to design instructional strategies that cater to individual needs and learning styles (Mendoza, 2020).

The theoretical underpinning of the progress report aligns with Bronfenbrenner's Bioecological Theory, which highlights the role of multiple environmental systems in shaping a child's development (Bronfenbrenner, 1979; Rosa & Tudge, 2017). Through the microsystem of the classroom and family, children's daily interactions are observed and recorded in progress reports, reflecting their growth within immediate contexts. Similarly, the mesosystem considers the interaction between home and school environments, enabling educators and parents to

collaborate in supporting the child's learning. Recognizing the influence of broader social and cultural contexts, as reflected in the macrosystem, ensures that assessment practices are culturally responsive and appropriate for diverse learners. Furthermore, the progress report functions not only as a documentation tool but also as a communication bridge between teachers and parents. Parental engagement, guided by progress reports, has been shown to positively influence learners' educational outcomes, as it allows parents to participate actively in their child's learning process (Fan & Chen, 2001; Hoover-Dempsey & Sandler, 1995). Through regular feedback, families can reinforce skills at home, monitor social-emotional development, and support overall growth.

In conclusion, the Philippine kindergarten progress report is a multifaceted instrument that captures learners' development across cognitive, socio-emotional, language, and physical domains. Grounded in ecological and parental involvement theories, it not only informs instructional planning but also strengthens family-school partnerships, fostering holistic development for young learners.

The last discussion is the Republic Act No. 10410 or the Early Years Act of 2013. The Early Years Act of 2013, officially known as Republic Act No. 10410, represents a landmark policy in the Philippines aimed at promoting the holistic development of young children from birth to eight years old. Recognizing that the first years of life are critical for cognitive, socio-emotional, and physical development, this legislation seeks to ensure that every child has access to comprehensive early childhood care and development (ECCD) programs. The Act integrates health, nutrition, early education, and social services, emphasizing the importance of family and community participation in fostering a nurturing environment for children. One of the key features of the Early Years Act is its focus on early learning programs, which include both center-based and home-based interventions. The law mandates the Department of Education (DepEd), Department of Social Welfare and Development (DSWD), and the Department of Health (DOH) to work collaboratively to provide quality education, health, and social services to young children. This integrated approach ensures that children not only receive formal instruction but also benefit from adequate nutrition, health monitoring, and psychosocial support (Republic Act No. 10410, 2013).

The Act also highlights parental and community involvement as crucial components of early childhood development. It recognizes parents as primary caregivers and partners in fostering learning, encouraging them to actively participate in programs that promote literacy, cognitive skills, and socio-emotional growth. Schools and local government units are required to organize workshops, seminars, and community-based programs to equip parents and caregivers with the skills and knowledge needed to support children's development. Furthermore, the Early Years Act mandates the development of a national ECCD framework and monitoring system, ensuring accountability and continuity of care across regions. This system allows local and national authorities to track children's progress, identify areas of need, and implement evidence-based interventions to improve learning outcomes. With that, the Early Years Act of 2013 underscores the Philippine government's commitment to nurturing its youngest citizens by providing a holistic, integrated, and community-supported approach to early childhood care and education. By prioritizing health, education, and parental involvement, the law aims to equip Filipino children with the foundation necessary for lifelong learning, well-being, and active participation in society. Its implementation continues to serve as a critical step toward improving early childhood outcomes and reducing disparities in access to quality developmental opportunities across the country.

Aside from the legal and programmatic provisions discussed, another important aspect that can be added is the role of assessment and data-driven decision-making in strengthening the implementation of the Early Years Act of 2013. The law emphasizes the use of developmentally appropriate assessment tools, such as the Philippine Early Childhood Development (PECD) Checklist, to systematically monitor children's growth and readiness. These assessment mechanisms help teachers, health workers, and caregivers identify developmental delays early and provide timely, targeted interventions. Moreover, the data generated from these tools support evidence-based planning at the school and local government levels, enabling more responsive ECCD programs and resource allocation. By grounding early childhood initiatives in accurate developmental data, the Early Years Act not only promotes holistic child development but also ensures continuity between home, school, and community services, reinforcing a coherent support system that maximizes children's potential during their most formative years.

## 4. Results and Discussion

### 4.1 Profile of the Parent-Respondents

This section deals with the profile of the primary caregivers, which focuses on the respondents' age, sex, highest educational attainment, marital status, and occupation. The discussions are presented in the next paragraphs.

**Age.** the age distribution of the parent-respondents. The majority of the respondents belong to the 31–59 years old age bracket ( $f = 16$ ; 53.33%), followed by those aged 19–30 years old ( $f = 14$ ; 46.67%). Notably, none of the respondents fall within the 60 years old and above age group. The findings indicate that the parent-respondents are primarily composed of individuals within the young adulthood and middle adulthood stages, which are commonly associated with active parenting responsibilities. Individuals aged 31–59 years old represent the largest group, suggesting that most respondents are within their prime working and family-supporting years.

Meanwhile, a significant portion of the respondents aged 19–30 years old indicates the presence of relatively young parents who are already assuming caregiving roles. The absence of respondents aged 60 years and above suggests that caregiving responsibilities among senior adults are minimal in the study population. This may indicate that child-rearing responsibilities are largely handled by parents rather than grandparents or older relatives. These findings may be compared with the report of the Economic Research Institute for ASEAN and East Asia (2020), which revealed that the mean age of caregivers in the Philippines is 46.2 years for females and 59.5 years for males. Similarly, the Family Caregiver Alliance (2023) reported that the average age of caregivers in the United States is around 49.2 years old. These averages fall within the 31–59 years old bracket, which also represents the largest group in the present study. Overall, the results suggest that caregiving responsibilities among the respondents are predominantly carried out by young to middle-aged adults, reflecting the typical demographic profile of parents who are actively involved in raising school-aged children. This age composition may also influence parenting practices, economic participation, and the ability of caregivers to balance employment and family responsibilities.

**Sex.** the distribution of parent-respondents according to sex. The majority of the respondents are female ( $f = 22$ ; 73.33%), while male respondents account for 26.67 percent ( $f = 8$ ) of the total sample. The results indicate that female caregivers dominate the caregiving role, suggesting that mothers or female guardians are more actively involved in providing care and supervision to children. In practical terms, this means that approximately seven out of every ten caregivers are female, highlighting the strong participation of women in caregiving responsibilities within the household. This pattern reflects the traditional family structure in many communities, where caregiving and child-rearing tasks are often assumed by mothers. Nevertheless, the presence of male caregivers (26.67%) in the study also indicates that fathers are increasingly participating in caregiving roles, reflecting gradual shifts in family dynamics and shared parenting responsibilities. The findings align with the report of the Family Caregiver Alliance (2023), which revealed that 65 percent of caregivers worldwide are female, while the remaining portion are male caregivers. Similarly, the Economic Research Institute for ASEAN and East Asia (2020) reported that approximately 13 percent of caregivers in the Philippines are male, emphasizing the continuing predominance of female caregivers. Overall, the findings suggest that caregiving responsibilities among the respondents are still largely gendered, with women playing the primary caregiving role. However, the participation of male caregivers in the study may indicate increasing involvement of fathers in parenting and caregiving activities, which can contribute to more balanced family support systems.

**Highest Educational Attainment.** the highest educational attainment of the parent-respondents. The largest proportion of respondents are high school graduates ( $f = 13$ ; 43.34%), followed by college graduates ( $f = 5$ ; 16.67%), and those who did not finish college ( $f = 4$ ; 13.33%). Meanwhile, 10 percent ( $f = 3$ ) reported that they did not finish high school, and 10 percent ( $f = 3$ ) are elementary graduates. There is a zero number of respondents who reported having postgraduate education. The results suggest that most parents in the study have completed

secondary education, while only a limited number have attained higher education degrees. In practical terms, this means that about four out of every ten caregivers are high school graduates, indicating that secondary education is the most common educational attainment among the respondents. Educational attainment may influence caregivers' economic opportunities, access to employment, and ability to support their children's academic development. Teng and Hilario (2021) noted that parents with moderate educational attainment, particularly mothers who are high school graduates, frequently assume the primary caregiving role in households.

The presence of a small proportion of respondents with college education may also suggest increasing access to higher education within the community, although the majority of caregivers still belong to the secondary education level. This pattern may also be associated with the type of occupations commonly held by caregivers, which in many cases involve elementary or service-related jobs requiring basic educational qualifications. Overall, the findings indicate that the parent-respondents are generally high school graduates with limited representation from higher educational levels, reflecting the broader educational and socioeconomic profile of caregivers in the community.

**Marital Status.** the marital status of the parent-respondents. The majority of respondents are married ( $f = 22$ ; 73.33%), followed by those who are single parents ( $f = 4$ ; 13.33%), and those who are living together with a partner ( $f = 3$ ; 10.00%). Meanwhile, 3.33 percent ( $f = 1$ ) reported that they are widowed or separated. The findings indicate that most of the respondents belong to two-parent households, which may provide a more stable family structure for raising children. Married parents often share responsibilities in child-rearing, household management, and financial support, which can contribute to better caregiving outcomes and family stability. However, the presence of single parents, cohabiting partners, and widowed or separated individuals reflects the diversity of family structures within the community. Single-parent households may face additional challenges in balancing economic responsibilities and caregiving roles, as one parent may carry the primary burden of providing both emotional and financial support for the family. The findings also suggest that while marriage remains the dominant family arrangement among the respondents, non-traditional family structures are also present. The increasing number of live-in partnerships may reflect changing social norms and economic conditions that influence family formation patterns. In many communities, cohabitation is becoming more common as couples opt for informal unions prior to or instead of formal marriage.

Furthermore, marital status may have implications for parental involvement, caregiving capacity, and access to resources. Studies have shown that married households generally benefit from combined economic resources and shared parenting responsibilities, while single-parent households may experience greater economic pressures and time constraints (Amato, 2020). Despite these challenges, single parents often develop strong coping strategies and support systems through extended family members and community networks. Overall, the results indicate that the majority of the parent-respondents come from married households, suggesting a relatively stable family environment for child-rearing. Nevertheless, the presence of different marital statuses highlights the need to recognize and support diverse family structures within the community, particularly in programs and policies related to family welfare, education, and caregiving support.

**Occupation of Parent-Respondents.** the occupational distribution of the parent-respondents based on the International Standard Classification of Occupations (ISCO) categories. The largest proportion of respondents belongs to elementary occupations ( $f = 7$ ; 23.33%), followed by service and sales workers ( $f = 5$ ; 16.67%), and professionals ( $f = 4$ ; 13.33%). The results indicate that a significant number of caregivers are engaged in elementary occupations, which typically involve routine and manual tasks requiring basic skills and minimal formal training. These jobs may include positions such as sales clerks, laborers, cleaners, and other service-related work. This suggests that many parent-respondents belong to the working-class sector, where employment opportunities are often characterized by physical labor or service-oriented activities. A considerable proportion of respondents are also engaged in service and sales occupations, reflecting the common employment opportunities in urban and semi-urban communities where retail services, small businesses, and customer-oriented jobs are prevalent. Meanwhile, the presence of respondents working as professionals, technicians, clerical workers, and

managers indicates that a segment of the respondents has access to higher-skilled employment requiring specialized knowledge and educational qualifications. Additionally, some respondents reported occupations in agriculture, craft-related trades, and machine operation, which reflects the continued relevance of technical and manual labor sectors within the community. These occupations often require specific technical skills or experience, particularly in industries related to agriculture, manufacturing, or construction.

The findings are consistent with the report of the Philippine Statistics Authority (2023), which indicated that a large portion of the Philippine labor force is engaged in elementary occupations and service-related work, especially among individuals with secondary education. According to the International Labour Organization (ILO), elementary occupations include tasks such as cleaning, basic maintenance work, street vending, and simple agricultural or labor activities that require limited training but considerable physical effort. Overall, the results suggest that the majority of parent-respondents are employed in low- to middle-skilled occupations, particularly in elementary and service sectors. This occupational profile may influence the economic capacity of households, the availability of parental time for caregiving, and access to educational resources for their children. Despite these challenges, the diversity of occupations observed among the respondents also indicates the presence of varied employment opportunities within the community.

#### 4.2 Extent of Parent-Respondents' Involvement

In this section, there are six areas that were highlighted, and these are parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. The discussions per category are presented in the succeeding paragraphs.

**Parenting.** Table 2 shows the extent of parent-respondents' involvement along parenting. In terms of parenting, the overall extent along parenting is "very highly involved" (Median = 5.00), which indicates that they are involved in most or all of the instances and receive substantive time and emphasis at the school. This is evident for the primary caregivers received information, training, and assistance from the school even to those who were not able to attend the meeting or gathering (Median=5.00); received information that is clear, usable, and linked to child's success in the school (Median=5.00); give information about the child's goals, strengths, and talents (Median=5.00); experience home visiting programs or neighborhood meetings to help families understand the school and to help the school understand families (Median=5.00); receives information on developing home conditions or environments that support child's learning (Median=5.00); and respects the different cultures represented in children's population (Median=5.00). Meanwhile, the only struggling part is on the joining of workshops or information on child development for the respondents were involved, but not all of the instances and receives substantive time and emphasis at the school.

**Table 2**  
*Extent of Parent-Respondents' Involvement Along Parenting*

<b>Parenting.</b> The parent/primary caregiver...	Median	Descriptive Equivalent
Joins workshops or information dissemination on child development; Receives information on developing home conditions or environments that support the child's learning	4.00	Highly Involved
Receives information, training, and assistance from the school, even to those who were not able to attend the meeting or gathering.	5.00	Very Highly Involved
Receives information that is clear, usable, and linked to the child's success in the school.	5.00	Very Highly Involved
Experience home visiting programs or neighborhood meetings to help families understand the school and to help the school understand families.	5.00	Very Highly Involved
Respects the different cultures represented in the children's population	5.00	Very Highly Involved
<b>Overall</b>	5.00	Very Highly Involved

In the study of Bartolome et al. (2020), it was revealed that the extent of involvement of primary caregivers is very highly involved for they participate in different school and home related activities. The very high involvement indicates willingness and commitment to the program where they earn, learn, and have fun with the kids.

**Communicating.** Table 3 shows the extent of parent-respondents' involvement along the context of communicating. Based on the data, the overall extent of involvement of parents is "very highly involved" (Median=5.00). This only means that they are involved in most or all of the instances and receive substantive time and emphasis at the school. Some of the statements that were rated as very highly equivalent are: receive readable, clear, properly formatted notices or other forms of communications from the school; receive assistance for proper communication with parents who do not speak or read English or Filipino well; attend formal and informal conference at least once a year; and receive clear information about the curriculum assessment, achievement levels and report of improvement of the child. This could mean that in terms of communication, the parent-respondents are engaging with the child and possibly with the stakeholders religiously. Bartolome et al. (2020) disclosed that the extent of involvement of parents is very highly involved for they participate in the different undertakings of their organization affiliation, including orientation programs for incoming learners of their school.

**Table 3***Extent of Parent-Respondents' Involvement Along Communicating*

<b>Communicating.</b> The parent/primary caregiver...	Median	Descriptive Equivalent
Receive readable, clear, properly formatted notices or other forms of communications from the school.	5.00	Very Highly Involved
Receive assistance for proper communication with parents who do not speak or read English or Filipino well.	5.00	Very Highly Involved
Experience clear two-way channels for communications from home to school and vice versa	5.00	Very Highly Involved
Participate in a survey for families to share information and concerns about the child's needs, reactions to the school program, and satisfaction with their involvement in school and at home.	5.00	Very Highly Involved
Receive updates about curriculum plans, expectations for homework, and how parents can help the child.	5.00	Very Highly Involved
<b>Overall</b>	5.00	Very Highly Involved

**Volunteering.** One specific area to discuss on the parent-respondents' involvement is volunteering. Table 4 reflects that the overall extent of involvement of parent-respondents is "very highly involved" (Median=5.00). This could mean that parent-respondents do have the initiative to participate in the different activities and projects that are expected of them. Moreover, it is also concluded that parent-respondents are involved in most or all of the instances and receive substantive time and emphasis at the school.

**Table 4***Extent of Parent-Respondents' Involvement Along Volunteering*

<b>Volunteering.</b> The parent/primary caregiver...	Median	Descriptive Equivalent
Participate in an annual survey to identify interests, talents, and availability of parent volunteers in order to match their skills and talents with the school and classroom needs.	4.00	Highly Involved
A family room is provided in the school for volunteers and family members to work, meet, and access resources about parenting, childcare, ~ tutoring, and related topics.	4.00	Highly Involved
Experience flexible volunteering opportunities and schedules, enabling employed parents to participate.	5.00	Very Highly Involved
Volunteer their time and efforts for the welfare of the children in the school.	5.00	Very Highly Involved
Are encouraged to be involved with the activities of the school in a variety of ways.	5.00	Very Highly Involved
<b>Overall</b>	5.00	Very Highly Involved

Delineating the different statements along volunteering, parent-respondents do really experience flexible volunteering opportunities and schedules, enabling employed parents to participate (Median=5.00); they are given schedules of school events at different times during the day so that all families can attend (Median=5.00); they are trained and assigned with works so that they can use their time productively (Median=5.00); volunteer their time and efforts for the welfare of the children in the school; and are encouraged to be involved with the activities of the school in a variety of ways (Median=5.00). To validate, Moroz (2021) disclosed that primary caregivers and parents do have initiative in the different institutions near the University of Minnesota, for it has been a tradition for them to support young kids in the community. Moroz (2021) also added that one of the best practices of

institutions is that primary caregivers religiously visit the development plan of the school and directly inform parents from time to time. The communication is also cited as an ideal tool for developing a high level of participation from both implementers and stakeholders.

**Learning At Home.** Table 5 elucidates that the overall extent of parent-respondents' involvement in learning at home is “*very highly involved*” (Median=5.00). This could mean that parent-respondents are religiously monitoring the progress of the learners even when they are at home through scaffolding and assistance extended to the learner. In addition, it can be concluded that parent-respondents are consistently immense themselves and give substantive time and emphasis to learners even when they are at home. The findings is also even evident for it was found out that parent-respondents receive information on how to monitor and discuss schoolwork at home; receive information on required skills in all learning areas; avail ongoing and specific information on how to assist children with skills that they need to improve; are aware of the importance of reading at home and are asked to listen to their children read or read aloud with them; receive assistance in helping children set academic goals; and they have regular interactive homework schedules that requires children to demonstrate and discuss what they are learning with family members. Schmid (2021) revealed that parental involvement is a major explanation for learners’ success in school. Five themes were identified by the analysis: social psychological support, supervision of schoolwork, practical support, high expectations and aspirations, and obligation and gratitude towards parents.

**Table 5**  
*Extent of Primary Caregivers’ Involvement Along Learning at Home*

<b>Learning At Home.</b> The parent/primary caregiver...	Median	Descriptive Equivalent
Receive information on how to monitor and discuss schoolwork at home.	5.00	Very Highly Involved
Receive information on required skills in all learning areas.	5.00	Very Highly Involved
Access ongoing and specific information on how to assist children with skills that they need to improve.	5.00	Very Highly Involved
Are aware of the importance of reading at home and are asked to listen to their children read or read aloud with them.	5.00	Very Highly Involved
Receive assistance in helping children set academic goals.	5.00	Very Highly Involved
Have regular interactive homework schedules that require children to demonstrate and discuss what they are learning with family members.	5.00	Very Highly Involved
<b>Overall</b>	5.00	Very Highly Involved

Similarly, Bonilla et al. (2021) revealed that parental involvement at home is one way to motivate learners to do better in school. Parents play a major role in making the preparation of learners to participate in an actual classroom participation. Likewise, reading skill is also monitored by parents when they engaged to learn with their children at home.

**Decision Making.** Table 6 shows that the overall extent of parent-respondents' involvement, along with decision making, is “*very highly involved*” (Median=5.00). This could mean that parent-respondents are participating in the PTA activities of the school, and they get involved in the different discussions regarding improvement, planning, and reviewing of the academic program. They even participate in the decision-making of the school and deal with conflicts with respect. This only implies that primary caregivers are also part of the development of the plan of action of the community-based improvement plan, including the enhancement of the ECCD program. Schmid (2021) mentioned that parental involvement in the decision-making of the school and the community is a critical factor in the success of children’s education. He even highlighted that when parents are involved in their children’s education, children are more likely to do well in school and have better social and emotional development. Meanwhile, Durisic and Bunijevac (2020) disclosed in their journal that to comply with the system of integrated support for their students, schools need to build a partnership with parents and develop mutual responsibility for Childrens’ success in the educational system. In this way, parental involvement is increased, parents’ efforts to support schools are encouraged, and they are directly making a positive impact on a successful educational system.

**Table 6***Extent of Parent-Respondents' Involvement Along Decision Making*

<b>Decision Making.</b> The parent/primary caregiver...	Median	Descriptive Equivalent
Participate in the PTA or other parent organization in the school.	5.00	Very Highly Involved
Have a parent representative on the city council and committees.	4.00	Highly Involved
Develops formal networks to link all families with their parent representatives.	5.00	Very Highly Involved
Deals with conflict openly and respectfully; are assigned as parent-leaders, regardless of whatever racial, ethnic, socio-economic, and other groups they come from	5.00	Very Highly Involved
Participate in the Decision-making; are asked to make contact with parents who are less involved to solicit their ideas and report back to them.	5.00	Very Highly Involved
<b>Overall</b>	5.00	Very Highly Involved

**Collaborating with Community.** Table 7 displays that the overall extent of parent-respondents' involvement, along with decision making, is “*highly involved*” (Median=4.00). This could mean that parent-respondents do participate in the community, but not consistently, for there are, maybe, times when they cannot attend due to the demands of the community. To mention, the finding is apparent for the findings further expressed that parent-respondents work with local business, industries, libraries, parks, museums and other organizations on programs to enhance children’s skills and learning; are provided with “one-stop” shopping for family services through partnership of school, counselling, health, recreation, job training and other agencies; and have open access to school and community facilities even after hours at the school.

**Table 7***Extent of Parent-Respondents' Involvement Along Collaborating with the Community*

Collaborating with the Community. <i>The parent/primary caregiver...</i>	Median	Descriptive Equivalent
Are given a resource directory with information on community services, programs, and agencies.	5.00	Very Highly Involved
Work with local businesses, industries, libraries, parks, museums, and other organizations on programs to enhance children’s skills and learning.	4.00	Highly Involved
Are provided with “one-stop” shopping for family services through the partnership of school, counselling, health, recreation, job training, and other agencies.	4.00	Highly Involved
Are given offers of after-school programs for children with support from community businesses, agencies, and volunteers.	4.00	Highly Involved
Are involved in solving difficult problems of responsibilities, funds, staff, and locations for collaborative activities to occur in the community.	4.00	Highly Involved
<b>Overall</b>	4.00	Highly Involved

In the study of Murphy (2021), it was revealed that involvement of primary caregivers in the community is very much necessary for it benefits the school in terms of manpower and also beneficial to parents or the caregivers for they are given the opportunity to be with their children while supervising their child and are given opportunities to after-school programs for children with support from community businesses, agencies and volunteers. In addition, they are given the opportunity to use the school’s resources.

**Overall Extent of Parent-Respondents' Involvement in School.** Table 8 shows that the overall extent of parent-respondents' involvement is “*very highly involved*” (Median=5.00). This could mean that the extent of involvement of parent-respondents in the community and in the school is consistent and receives substantive time for their learners and at the school. This is evident for the primary caregivers who religiously observe parenting (Median=5.00), communicating (Median=5.00), volunteering (Median=5.00), learning at home (Median=5.00), and in decision making (Median=5.00). On the other hand, data from collaborating with the community is one way to improve more by the parent-respondents since they are inconsistent with this aspect, but they are still trying their best to meet the demands of the school. Contextualizing the findings of the study in this section, it can be concluded that primary caregivers’ involvement is “*very highly*” but collaboration with the community must be further enhanced and be addressed in order to meet the demands of the school most especially working with local business, open access to community facilities, offers after-school programs for children, and possible funding for collaborative activities to employ in the community.

**Table 8**

*Overall Extent of Parent-Respondents ' Involvement in School*

Overall Extent of Parent-Respondents ' Involvement in School	Median	Descriptive Equivalent
Parenting	5.00	Very Highly Involved
Communicating	5.00	Very Highly Involved
Volunteering	5.00	Very Highly Involved
Learning at home	5.00	Very Highly Involved
Decision making	5.00	Very Highly Involved
Collaborating with the community	4.00	Highly Involved
<b>Overall</b>	5.00	Very Highly Involved

*4.3 Level of progress of development of kindergartners along Developmental Domains*

This section presents the results of the developmental assessment of the kindergarten learners in Paraoir Elementary School using the Philippine Early Childhood Development (PECD) Checklist, which evaluates children's growth across seven key developmental domains: gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and social-emotional development. The discussions for each domain are presented in the next paragraphs.

**Gross Motor.** Table 9 shows the results that most learners demonstrated strong performance across several gross motor indicators. Specifically, 96.67% of the learners were able to dance patterns or join group movement activities, which was interpreted as Suggest Highly Advanced Development (SHAD). Similarly, 93.33% were able to run without tripping or falling, while 93.33% of the learners could move body parts as directed, both interpreted as Suggest Slightly Advanced Development (SSAD). Other indicators, such as climbing elevated furniture without help (90.00%) and jumping up (90.00%), also showed slightly advanced development. Meanwhile, skills involving more complex coordination, such as hopping on one foot (70.00%), walking downstairs with alternating feet (73.33%), and jumping and turning 180 degrees (73.33%), were interpreted as Average Development (AD).

The findings suggest that the majority of kindergarten learners possess well-developed locomotor and coordination skills, allowing them to actively participate in physical play and classroom activities. However, the lower performance in indicators involving balance and coordinated movement implies that these skills are still developing among some learners. This highlights the need for continuous exposure to structured physical activities, movement games, and play-based exercises that enhance balance, agility, and coordination. Recent research supports the importance of gross motor development during early childhood. A study by Logan et al. (2022) found that children who regularly engage in structured physical activities demonstrate improved motor coordination and physical competence. Similarly, Robinson et al. (2020) emphasized that gross motor development in preschool years significantly contributes to children's overall physical fitness and participation in learning activities. These studies suggest that promoting physical play in kindergarten classrooms can enhance both motor development and classroom engagement.

**Table 9**

*Level of progress of development of kindergartners along Gross Motor*

PECD Indicator – Gross Motor	F	%	DER
Climbs on a chair or other elevated piece of furniture, like a bed, without help	27	90.00	SSAD
Walks backwards	26	86.67	SSAD
Runs without tripping or falling	28	93.33	SSAD
Walks downstairs, 2 feet on each step with one hand held	24	80.00	AD
Walks upstairs holding the handrail, 2 feet on each step	25	83.33	AD
Walks upstairs with alternate feet w/o holding handrail	22	73.33	AD
Walks downstairs with alternate feet w/o holding the handrail	22	73.33	AD
Moves body part as directed	28	93.33	SSAD
Jumps up	27	90.00	SSAD
Throws the ball overhead with direction	23	76.67	AD
Hops 1 to 3 steps on preferred foot	21	70.00	AD
Jumps and turns a half turn, 180 degrees	22	73.33	AD

Dance patterns/join group movement activities	29	96.67	SHAD
Overall Gross Motor Development	24.92	83.08	SSAD

**Legend:** SD (Slight Delay), AD (Average Development), SSAD (Suggest Slightly Advanced Development), and SHAD (Suggest Highly Advanced Development).

**Fine Motor Domain.** Table 10 shows that the fine motor results reveal that 29 learners (96.77%) were able to use all five fingers to get food or toys placed on a flat surface, interpreted as Highly Advanced Development (SHAD). Likewise, 29 learners (96.67%) demonstrated spontaneous scribbling, while 28 learners (93.33%) could scribble vertical and horizontal lines, both indicating strong fine motor readiness. Indicators such as picking up objects using thumb and index finger (93.33%), putting small objects in containers (90.00%), and displaying a definite hand preference (90.00%) also showed slightly advanced development. Meanwhile, more complex drawing tasks, such as drawing a human figure (73.33%) and drawing a house using geometric forms (70.00%), were interpreted as Average Development.

**Table 10**

*Level of progress of development of kindergartners along the Fine Motor*

PECD Indicator – Fine Motor	F	%	DER
Uses all 5 fingers to get food/toys placed on a flat surface	29	96.67	SHAD
Picks up objects with thumbs and index finger	28	93.33	SSAD
Displays a definite hand preference	27	90.00	SSAD
Puts small objects in/out of containers	27	90.00	SSAD
Holds crayon with all fingers of his hand, making a fist	25	83.33	AD
Unscrews the lid of the container or unwraps the food	24	80.00	AD
Scribbles spontaneously	29	96.67	SHAD
Scribbles vertical and horizontal lines	28	93.33	SSAD
Draws a circle purposely	25	83.33	AD
Draws a human figure	22	73.33	AD
Draws a house using geometric forms	21	70.00	AD
Overall Fine Motor Development	25.87	86.22	SSAD

**Legend:** SD (Slight Delay), AD (Average Development), SSAD (Suggest Slightly Advanced Development), and SHAD (Suggest Highly Advanced Development).

These findings indicate that most kindergarten learners already demonstrate adequate hand coordination and object manipulation skills, which are essential for early writing readiness and classroom tasks. However, tasks requiring more complex visual-motor integration, such as drawing structured figures, may still require further practice. Teachers may strengthen these skills through drawing activities, puzzles, clay modeling, cutting exercises, and other manipulative learning activities. Research in early childhood development emphasizes the role of fine motor skills in academic readiness. Cameron et al. (2022) reported that fine motor skills are strongly associated with early literacy and numeracy performance among preschool children. Likewise, Grissmer et al. (2021) found that children with stronger fine motor coordination demonstrate better performance in early academic tasks such as writing and drawing. These findings highlight the importance of providing regular opportunities for fine motor practice in kindergarten classrooms.

**Self-help Domain.** Table 11 shows that most learners demonstrated independence in several daily routines. For example, 28 learners (93.33%) were able to wash and dry their hands without help, while 27 learners (90.00%) could wash their face independently, both interpreted as Slightly Advanced Development (SSAD). Indicators such as feeding oneself with finger food (93.33%), holding a cup for drinking (90.00%), and participating when being dressed (86.67%) also reflected strong performance. However, a lower frequency was observed in preparing meals for younger siblings without adult supervision (50.00%), interpreted as Slight Delay (SD). The results indicate that most kindergarten learners are developing appropriate levels of independence in self-care routines, which are important for school readiness and personal responsibility. However, more complex household responsibilities appear less common among the learners, possibly because such tasks are typically managed by adults at home. These findings suggest the importance of encouraging children to practice daily self-care activities, both in school and at home, to promote independence and confidence.

**Table 11**

*Level of progress of development of kindergartners along Self-help*

PECD Indicator – Self-Help	F	%	DER
Feeds self with finger food using fingers	28	93.33	SSAD
Feeds self using fingers with spillage	26	86.67	SSAD
Feeds self-using a spoon with spillage	25	83.33	AD
Feeds self-using fingers without spillage	24	80.00	AD
Feeds self-using a spoon without spillage	24	80.00	AD
Eats without the need for spoon feeding	24	80.00	AD
Helps hold a cup for drinking	27	90.00	SSAD
Drinks from a cup with spillage	26	86.67	SSAD
Drinks from a cup unassisted	27	90.00	SSAD
Gets drink for self-unassisted	23	76.67	AD
Pours from the pitcher without spillage	22	73.33	AD
Prepares own food/snack	21	70.00	AD
Prepares meals for younger siblings when no adult is around	15	50.00	SD
Participates when being dressed	26	86.67	SSAD
Pulls down gartered shorts pants	25	83.33	AD
Removes sando	24	80.00	AD
Dresses without assistance, except for buttons and tying	22	73.33	AD
Dresses w/o assistance, including buttons and tying	20	66.67	AD
Washes and dries hands without help	28	93.33	SSAD
Washes face without help	27	90.00	SSAD
Bathes without help	21	70.00	AD
Overall Self-Help Development	24.08	79.99	AD

**Legend:** **SD** (Slight Delay), **AD** (Average Development), **SSAD** (Suggest Slightly Advanced Development), and **SHAD** (Suggest Highly Advanced Development).

According to the World Health Organization (2021) guidelines on early childhood development, self-care skills are essential components of adaptive functioning and independence in children. Similarly, Case-Smith et al. (2020) reported that early independence in self-help skills contributes to improved confidence, participation in school routines, and overall child development.

**Receptive Language Domain.** Table 12 on the next page indicates that most learners demonstrated strong receptive language skills. Specifically, 28 learners (93.33%) were able to point to family members when asked, while 28 learners (93.33%) could point to body parts when prompted. Likewise, 27 learners (90.00%) were able to identify pictured objects, all interpreted as Slightly Advanced Development. However, a slightly lower percentage was observed in the following two-step instructions (80.00%), which was interpreted as Average Development. These findings suggest that most learners are capable of understanding verbal instructions and identifying familiar objects, which are critical skills for classroom participation and learning engagement. However, the ability to follow more complex instructions may still require reinforcement through classroom activities that encourage listening and comprehension. Research by Justice and Ezell (2020) highlights that receptive language abilities strongly influence children's readiness to follow classroom instructions and engage in learning tasks. Similarly, Hoff (2021) emphasized that early comprehension skills form the foundation for later language and literacy development.

**Table 12**

*Level of progress of development of kindergartners along the Receptive Language*

PECD Indicator – Receptive Language Domain	F	%	DER
Points to a family member when asked	28	93.33	SSAD
Points to 5 body parts when asked	28	93.33	AD
Points to 5 named pictured objects	27	90.00	AD
Follow one-step instructions	27	90.00	SSAD
Follows 2-step instructions	24	80.00	AD
Overall Receptive Language Development	26.71	88.03	AD

**Legend:** **SD** (Slight Delay), **AD** (Average Development), **SSAD** (Suggest Slightly Advanced Development), and **SHAD** (Suggest Highly Advanced Development).

**Expressive Language Domain.** The findings reveal in Table 13 that 28 learners (93.33%) demonstrated the ability to use 5–20 recognizable words, interpreted as Highly Advanced Development (SHAD). Meanwhile, 27 learners (90.00%) were able to name objects in pictures, and 28 learners (93.33%) could use pronouns

appropriately, both interpreted as Slightly Advanced Development. However, skills such as asking “who” and “why” questions (90.00%) and narrating recent experiences (86.67%) were interpreted as Average Development. These results indicate that most learners are able to communicate their ideas using basic vocabulary and simple sentences. However, more complex language structures and storytelling abilities may still be developing. This suggests the need for language-rich classroom activities such as storytelling, show-and-tell, and interactive conversations.

**Table 13***Level of progress of development of kindergartners along the Expressive Language Domain*

PECD Indicator – Expressive Language Domain	F	%	DER
Uses 5–20 recognizable words	28	93.33	SHAD
Uses pronouns	28	93.33	SSAD
Uses 2–3-word verb-noun combinations	27	90.00	AD
Name objects in pictures	27	90.00	SSAD
Speaks in grammatically correct sentences	24	80.00	AD
Asks “what” questions	24	80.00	AD
Asks “who” and “why” questions	27	90.00	AD
Gives an account of recent experiences	26	86.67	AD
Overall Expressive Language Development	26.25	82.26	AD

**Legend:** SD (Slight Delay), AD (Average Development), SSAD (Suggest Slightly Advanced Development), and SHAD (Suggest Highly Advanced Development).

Recent research supports the importance of expressive language development in early education. Rowe and Snow (2020) noted that children’s vocabulary and sentence formation abilities are strong predictors of later reading achievement. Additionally, Dickinson et al. (2022) emphasized that frequent verbal interactions between teachers and children significantly enhance language development.

**Cognitive Domain.** The cognitive domain results indicate strong performance in several indicators. For instance, 26 learners (86.67%) demonstrated simple pretend play, while 27 learners (90.00%) were able to imitate behaviors observed earlier, both interpreted as Slightly Advanced Development. Similarly, 26 learners (86.67%) were able to match objects, and 26 learners (86.67%) could match colors. However, more advanced indicators such as matching upper- and lower-case letters (66.67%) and identifying what is wrong with pictures (70.00%) were interpreted as Average Development. These results indicate that learners generally possess age-appropriate problem-solving, reasoning, and classification abilities. However, tasks requiring symbolic thinking and higher-order reasoning may still require further development. Teachers may strengthen these skills through puzzles, sorting games, and inquiry-based learning activities. According to Whitebread et al. (2021), cognitive development during early childhood is strengthened through play-based and exploratory learning experiences. Likewise, UNICEF (2022) emphasized that interactive play and guided learning significantly enhance early cognitive development and problem-solving skills.

**Table 14***Level of progress of development of kindergartners along the Cognitive Domain*

PECD Indicator – Cognitive Domain	F	%	DER
Looks at the direction of fallen objects	27	90.00	SSAD
Look for a partially hidden object	26	86.67	SSAD
Imitates behavior just seen earlier	27	90.00	SSAD
Exhibits simple pretend play	28	93.33	SSAD
Matches objects	26	86.67	SSAD
Matches 2–3 colors	26	86.67	SSAD
Sorts based on shapes	24	80.00	AD
Sorts objects based on two attributes	22	73.33	AD
Arranges objects according to size	23	76.67	AD
Names 4–6 colors	25	83.33	AD
Copies shapes	24	80.00	AD
Assembles simple puzzles	24	80.00	AD
Demonstrates understanding of opposites	21	70.00	AD
Matches upper- and lower-case letters	20	66.67	AD
Overall Cognitive Development	24.54	81.77	AD

**Legend:** SD (Slight Delay), AD (Average Development), SSAD (Suggest Slightly Advanced Development), and SHAD (Suggest Highly Advanced Development).

**Social-emotional Domain.** The results shown in Table 15 are focused on social engagement among the learners. Notably, 29 learners (96.67%) laughed or squealed aloud during play, interpreted as Highly Advanced Development. Similarly, 29 learners (96.67%) enjoyed watching activities around them, and 57 learners (91.94%) demonstrated respect for elders using “po” and “opo.” However, indicators such as comforting playmates in distress (76.67%) and talking about difficult feelings (76.67%) were interpreted as Average Development.

**Table 15**  
*Level of progress of development of kindergartners along the Social-emotional Domain*

PECD Indicator – Social-emotional domain	F	%	DER
Enjoys watching activities around them	29	96.67	SHAD
Friendly with strangers	26	86.67	SSAD
Plays alone but near familiar adults	27	90.00	SSAD
Laughs or squeals aloud in play	29	96.67	SHAD
Plays peek-a-boo	27	90.00	SSAD
Rolls ball interactively	27	90.00	SSAD
Hugs or cuddly toys	28	93.33	SSAD
Demonstrates respect using “po” and “opo.”	28	93.33	SSAD
Shares toys with others	25	83.33	AD
Imitates adult activities	26	86.67	SSAD
Identifies feelings in others	23	76.67	AD
Comforts playmates in distress	23	76.67	AD
Waits for turn	24	80.00	AD
Cooperates with adults and peers	26	86.67	SSAD
Overall Social-Emotional Development	26.13	85.97	SSAD

**Legend:** SD (Slight Delay), AD (Average Development), SSAD (Suggest Slightly Advanced Development), and SHAD (Suggest Highly Advanced Development).

These findings suggest that learners generally demonstrate positive social interaction and emotional engagement with peers and adults. However, emotional regulation and empathy skills may still require guidance through social interaction and teacher facilitation. Recent studies emphasize the importance of social-emotional learning in early childhood education. Denham et al. (2020) found that children with stronger social-emotional competencies demonstrate better classroom adjustment and academic performance. Similarly, Jones et al. (2021) highlighted that early social-emotional development contributes significantly to long-term educational success and well-being.

**Overall, Learners' Progress of Development.** Table 16 shows the result of the kindergarten learners of Paraoir Elementary School using the Philippine Early Childhood Development (PECD) Checklist, which reveals that the learners generally demonstrate appropriate and progressive developmental growth across the seven domains assessed.

**Table 16**  
*Overall, the level of progress in the development of kindergartners*

Overall, Learners' Progress Development	Mean %	DER
Gross Motor	84.36	SSAD
Fine Motor	86.32	SSAD
Self-Help	79.99	AD
Receptive Language	88.03	AD
Expressive Language	82.26	AD
Cognitive	81.77	AD
Social-Emotional	85.97	SSAD
Overall Developmental Level	84.10	AD

**Legend:** SD (Slight Delay), AD (Average Development), SSAD (Suggest Slightly Advanced Development), and SHAD (Suggest Highly Advanced Development).

Based on the computed domain averages, the overall developmental performance of the learners was interpreted as Average Development (AD). This indicates that the majority of learners have already attained, and in many cases exceeded, the expected developmental competencies for children at the kindergarten level. Among the domains assessed, fine motor, receptive language, gross motor, and social-emotional development exhibited relatively higher mean percentages, suggesting that the learners have developed strong foundational abilities in

physical coordination, communication, and interpersonal interaction. In particular, the learners demonstrated high competence in activities involving movement participation, object manipulation, language comprehension, and social play, which are essential developmental skills during early childhood. These findings indicate that the learners are actively engaged in both physical and social learning environments that support their holistic development.

Also, the domains of self-help, expressive language, and cognitive development were interpreted as Average Development (AD), although still within the expected developmental range for children of this age. These results imply that while learners are generally capable of performing age-appropriate tasks such as basic self-care routines, verbal communication, and problem-solving activities, some learners may still require additional guidance and opportunities for practice to further strengthen these competencies. Skills related to complex reasoning, narrative communication, and higher levels of independence in daily routines appear to be developing gradually, which is consistent with the natural developmental progression of children in early childhood.

Overall, the results indicate that the kindergarten learners of Paraoir Elementary School demonstrate positive developmental progress and readiness for further academic and social learning experiences. The presence of slightly advanced performance in several domains suggests that the learning environment, instructional practices, and home support may be contributing positively to the children's developmental outcomes. At the same time, the areas that remain within average development highlight the importance of sustaining developmentally appropriate teaching strategies, play-based learning, language-rich classroom interactions, and opportunities for independent practice. From a progress-report perspective, the findings suggest that the learners are progressing satisfactorily toward the expected developmental milestones outlined in the PECD framework. Continued collaboration among teachers, parents, and school administrators will be important in maintaining and enhancing this developmental progress. By providing supportive learning experiences that address both strengths and emerging developmental needs, the kindergarten program can further ensure that learners develop the necessary physical, cognitive, linguistic, adaptive, and socio-emotional skills required for successful transition to the next stage of formal schooling.

#### 4.4 Extent of Experience of the Parent-respondents along the Different Barriers

This section presents the extent of experience of the parent-respondents regarding different barriers that affect their involvement in their children's education, particularly in relation to parenting responsibilities, communication with the school, volunteering, learning support at home, participation in decision-making, and collaboration with the community. The discussions for this section are through textual and tabular forms found in the next paragraphs.

**Parenting Barrier.** Table 17 disclosed that parenting-related barriers were experienced to a moderate extent, with an overall median of 3.00. Among the indicators, lack of time due to work or household responsibilities and financial limitations obtained a median of 4 (High Extent). This suggests that many parents struggle to allocate sufficient time and resources to support their children's educational needs. These findings indicate that economic responsibilities and livelihood demands often limit parental involvement in early childhood education. Parents may prioritize work and household survival needs, leaving limited time for direct engagement in their children's schooling. Studies have emphasized that time constraints and financial stress significantly affect parental engagement in children's learning (Hornby & Lafaele, 2021).

**Table17**

*Extent of Experience of the Parent-respondents along Parenting Barriers*

Barrier Indicators – Parenting	Median	DER
I lack sufficient time to support my child's needs due to work or household responsibilities.	4	High Extent
I find it difficult to balance my child's education with other family obligations.	3	Moderate Extent
I do not have adequate knowledge of child development to guide my child appropriately.	3	Moderate Extent

Financial limitations prevent me from providing basic or school-related needs.	4	High Extent
Stress and family issues negatively affect my parenting responsibilities.	3	Moderate Extent
Overall Median	3	Moderate Extent

Similarly, research by Goodall (2022) highlights that socioeconomic challenges often hinder parents from actively supporting their children's educational activities despite their willingness to do so.

**Communicating Barrier.** Communication barriers among parents were experienced to a moderate extent, with an overall median of 3.00. The results suggest that while some parents experience difficulties in receiving timely information from the school, issues related to language or educational background were reported to a low extent. The moderate experience of communication barriers indicates that schools have established communication channels, but improvements may still be necessary to ensure that parents consistently receive timely updates regarding their children's progress.

**Table 18**  
*Extent of Experience of the Parent-respondents along Communicating Barriers*

Barrier Indicators – Communicating	Median	DER
I receive school announcements too late or not at all.	3	Moderate Extent
I have difficulty understanding written communication from the school.	2	Low Extent
I feel uncomfortable asking teachers for clarification or assistance.	3	Moderate Extent
I rarely receive feedback from the school about my child's performance.	3	Moderate Extent
Language or educational background prevents me from fully participating in school discussions.	2	Low Extent
Overall Median	3	Moderate Extent

According to Epstein (2020), effective communication between school and home is a critical component of parental involvement. When communication systems are clear and accessible, parents are more likely to engage actively in school programs and support their children's academic development.

**Volunteering Barrier.** Volunteering barriers were also experienced to a moderate extent, with an overall median of 3.00, and this is presented in Table 19. The highest median score (4 – High Extent) was observed in the statement “*I do not have time to join school volunteer programs.*” This finding suggests that although parents may be willing to participate in school activities, time constraints remain the primary limiting factor. However, parents generally did not feel that their participation was undervalued by the school, as reflected by the low median score on that item.

**Table 19**  
*Extent of Experience of the Parent-respondents along Volunteering Barriers*

Barrier Indicators – Volunteering	Median	DER
I do not have time to join school volunteer programs.	4	High Extent
I am not aware of volunteer opportunities offered by the school.	3	Moderate Extent
I feel unprepared or lack the skills to participate in school volunteer activities.	3	Moderate Extent
Transportation or distance limits my participation in school events.	3	Moderate Extent
I feel that my presence as a volunteer is not needed or valued.	2	Low Extent
Overall Median	3.00	Moderate Extent

Research indicates that flexible volunteer opportunities and inclusive school programs can significantly improve parental participation in school activities (Hill & Tyson, 2020).

**Learning at Home Barrier.** Table 20 indicates that the learning at home barriers were experienced to a moderate extent, as reflected by the overall median score of 3. Among the indicators, the statement “*I am not familiar with the current curriculum or teaching methods*” obtained the highest median score of 4, indicating that parents experienced this barrier to a great extent. This finding suggests that many parents feel uncertain about how to effectively assist their children with academic tasks due to unfamiliarity with contemporary teaching strategies

and curriculum expectations.

**Table 20***Extent of Experience of the Parent-respondents along Learning At Home Barriers*

Barrier Indicators – Learning at Home	Median	DER
I find it difficult to assist my child with school assignments or modules.	3	Moderate Extent
I am not familiar with the current curriculum or teaching methods.	4	High Extent
Limited learning space or resources at home affect my child's study habits.	3	Moderate Extent
My child prefers studying alone and refuses my help.	2	Low Extent
I feel unconfident in teaching academic concepts to my child.	3	Moderate Extent
Overall Median	3.00	Moderate Extent

Early childhood education has undergone significant transformations in terms of curriculum design, instructional methods, and learning assessment. As a result, parents who were educated under different educational systems may find it difficult to understand current learning approaches used in schools. Additionally, some parents may lack confidence in explaining academic concepts or guiding their children in completing school-related tasks. These findings support the study of Garbacz, McDowall, and Schaughency (2021), which emphasized that parents' understanding of the curriculum significantly influences their ability to support learning activities at home. When parents receive clear guidance and orientation regarding instructional strategies, they are more confident and effective in assisting their children academically. Similarly, Hill and Tyson (2020) noted that parental involvement in home learning activities improves when schools provide parents with practical resources and training related to curriculum expectations. Therefore, strengthening parent orientation programs, learning guides, and home-school instructional support systems may help reduce these barriers and empower parents to participate more actively in their children's learning process.

**Decision-Making Barrier.** Table 21 presents the decision-making barriers experienced by the parent-respondents. The results show an overall median score of 3, indicating that parents experienced these barriers to a moderate extent. Among the indicators, the statement "School meetings are scheduled at inconvenient times for parents" obtained the highest median score of 4, suggesting that scheduling conflicts are a significant factor limiting parental participation in school decision-making activities.

**Table 21***Extent of Experience of the Parent-respondents along Decision-Making Barriers*

Barrier Indicators – Decision Making	Median	DER
I am not consulted about school plans, programs, and activities.	3	Moderate Extent
I feel intimidated or unqualified to participate in school decision-making meetings.	3	Moderate Extent
School meetings are scheduled at inconvenient times for parents.	4	High Extent
I am unsure how to voice my concerns or suggestions to school authorities.	3	Moderate Extent
I believe that my input is not considered or valued in school decisions.	2	Low Extent
Overall Median	3	Moderate Extent

This finding implies that while parents may be interested in participating in school governance activities such as Parent-Teacher Association (PTA) meetings or school consultations, work schedules and family obligations often prevent them from attending these meetings. Consequently, parents may have limited opportunities to contribute their ideas, concerns, and suggestions regarding school programs and policies. Despite these challenges, the relatively low median score for the statement "I believe that my input is not considered or valued in school decisions" suggests that parents generally perceive that their contributions are acknowledged when they are able to participate. This indicates that schools maintain a relatively inclusive environment but may need to provide more accessible avenues for parental participation. According to Ishimaru (2020), meaningful parent participation in school decision-making strengthens trust between families and schools and contributes to improved educational outcomes. Likewise, Goodall (2022) emphasized that flexible participation structures, such as online consultations, varied meeting schedules, and parent advisory groups, can significantly increase parental engagement in school governance. Thus, schools may consider implementing flexible meeting schedules, digital communication

platforms, and parent consultation mechanisms to encourage greater parental involvement in decision-making processes.

**Collaborating with the Community Barrier.** Table 22 divulges the community collaboration barriers experienced by the parent-respondents. The findings reveal an overall median score of 3, indicating that parents experienced these barriers to a moderate extent. Among the indicators, the statement “I lack time to participate in community-based activities supporting children’s education” obtained the highest median score of 4, indicating that time constraints are a major factor limiting parents’ participation in community-related educational initiatives. Community collaboration is an essential component of holistic child development because it allows families to access additional learning resources, social services, and educational support systems beyond the school environment. However, the findings suggest that many parents are either unaware of community programs or unable to participate due to logistical constraints such as time, distance, or cost. The moderate median scores across the indicators indicate that although opportunities for collaboration may exist, parents may not always receive sufficient information about these programs or may feel hesitant to engage with community organizations.

**Table 22**  
*Extent of Experience of the Parent-respondents along Decision-Making Barriers*

Barrier Indicators – Collaborating with the Community	Median	DER
I am unaware of community programs that can help my child academically or socially.	3	Moderate Extent
Transportation, distance, or cost prevent me from accessing community resources.	3	Moderate Extent
The school does not provide information about community partnerships.	3	Moderate Extent
I do not feel comfortable engaging with community organizations.	2	Low Extent
I lack time to participate in community-based activities supporting children’s education.	4	High Extent
Overall Median	3	Moderate Extent

These findings are consistent with the study of Sheldon and Epstein (2021), which emphasized that strong school–family–community partnerships depend on effective coordination among educational institutions, local organizations, and families. When schools actively inform parents about community resources and facilitate partnerships with local agencies, parental engagement and student outcomes significantly improve. Similarly, Kim and Hill (2022) highlighted that community-based educational initiatives become more effective when schools provide structured programs that actively invite parents to participate in collaborative learning and social development activities. Given these findings, schools may strengthen collaboration by establishing clear communication channels about community programs, accessible community resource directories, and organized family engagement activities that encourage parents to participate in initiatives supporting their children’s educational development.

**Overall, Parent-Respondents’ Extent of Experience Along Different Barriers.** Table 23 presents the summary of the barriers experienced by the parent-respondents in relation to their involvement in their children’s education. The findings reveal that all six categories of barriers were experienced to a moderate extent, with an overall median score of 3. This indicates that while parents encounter certain challenges that limit their involvement in school-related activities and learning support at home, these barriers are not severe enough to completely prevent participation.

**Table 22**  
*Overall, Extent of Experience of the Parent-respondents to the Different Barriers*

Barrier Indicators –	Median	DER
Parenting Barriers	3	Moderate Extent
Communicating Barriers	3	Moderate Extent
Volunteering Barriers	3	Moderate Extent
Learning at Home Barriers	3	Moderate Extent
Decision-Making Barriers	3	Moderate Extent
Community Collaboration Barriers	3	Moderate Extent
Overall Median	3	Moderate Extent

Among the different barriers identified, challenges related to time constraints, financial limitations, unfamiliarity with the curriculum, and scheduling conflicts for school activities were among the most prominent issues reported by parents. These findings suggest that parental involvement is often influenced by practical and situational factors rather than a lack of interest or willingness to support their children's education. The moderate level of barriers also implies that parents generally recognize the importance of participating in their children's educational development. However, their capacity to actively engage in school programs, volunteering opportunities, and community collaborations may be constrained by work responsibilities, household obligations, and limited access to information or resources. These findings support the framework of Epstein's Theory of Overlapping Spheres of Influence, which emphasizes that effective education requires strong partnerships among the school, family, and community. When barriers arise within any of these spheres, parental involvement may be reduced, which may subsequently affect children's academic and developmental outcomes.

To support, recent studies also highlight that addressing barriers to parental involvement requires schools to implement inclusive engagement strategies, flexible communication systems, and accessible parental support programs. According to Goodall (2022), parents are more likely to participate actively in their children's education when schools provide clear guidance, flexible participation opportunities, and supportive partnerships with families. Similarly, Sheldon and Epstein (2021) emphasized that schools that actively collaborate with families and community organizations can significantly strengthen parental engagement and improve learners' academic success. Overall, the findings indicate that although the parent-respondents experience several barriers that influence their involvement in their children's education, these challenges remain at a manageable level. With appropriate school support systems, improved communication strategies, and structured parental involvement programs, these barriers can be minimized, thereby enhancing collaboration between parents, schools, and the community. Such initiatives may ultimately contribute to improved educational experiences and developmental progress among kindergarten learners.

#### *4.5 Test of Significant Correlation Between the Extent of Parental involvement of parent-respondents and the Overall Level of Progress of Development of kindergartners*

Result for the test of significant correlation revealed a moderate positive and statistically significant relationship between the extent of parental involvement of parent-respondents and the overall level of progress of development of kindergartners ( $r = 0.455$ ,  $p = 0.000207$ ). Since the p-value is lower than the 0.05 level of significance, the null hypothesis was rejected. This means that as parental involvement increases, the developmental progress of kindergartners also tends to improve. This result implies that children whose parents are more actively engaged in home and school-related activities are more likely to manifest better developmental outcomes. Parental involvement provides children with emotional support, learning guidance, behavioral monitoring, and opportunities for reinforcement of school experiences at home. In the context of kindergarten learners, such support is especially important because early childhood is a critical stage for the formation of language, cognition, self-help skills, and social-emotional growth. Thus, the positive correlation found in this study suggests that parents serve as vital partners in fostering the holistic development of their children.

The present finding is supported by recent literature. A 2020 meta-analysis reported that parental involvement has a significant positive effect on children's academic outcomes across educational levels, with stronger effects often seen in the earlier years when family support is more immediate and consistent. In early childhood settings specifically, family involvement has been described as crucial in shaping children's learning, development, and well-being, especially when parents and teachers work as active partners. A 2022 study on preschool children further found that home-based parental involvement was positively associated with children's language development through improved approaches to learning, showing that parental engagement at home can directly influence developmental competencies relevant to kindergarten success. More recent studies also reinforce this conclusion. Research published in 2025 found that parental involvement has an important and irreplaceable role in early childhood development, emphasizing that consistent parent participation supports children's growth across

learning and adjustment domains. Likewise, a 2025 review on family engagement in early childhood education highlighted that strong family-school partnerships help nurture both children's cognitive growth and emotional well-being. These studies align with the present result, which indicates that the developmental progress of kindergartners is not shaped by school experiences alone, but also by the quality and consistency of parental participation.

Overall, the significant correlation found in this study confirms that parental involvement is an important factor in the developmental advancement of kindergarten learners. The finding strengthens the view that schools should continue promoting programs that encourage parents to participate in children's learning, not only through communication with teachers, but also through home-based support, shared decision-making, and meaningful involvement in school activities. When parents and schools work together, children are more likely to experience stronger and more balanced developmental progress.

## 5. Conclusions

With the presented findings, the following conclusions were generated:

- The findings indicate that the majority of kindergarten parents in Paraoir Elementary School are young mothers with secondary education and informal occupations, suggesting that family background and socio-economic conditions may influence their participation in their children's education.
- The very high level of parental involvement demonstrates that kindergarten parents actively participate in supporting their children's learning and development both at home and in school.
- The average developmental progress of kindergarten learners indicates that the children are generally developing beyond the expected level for their age across the identified developmental domains.
- The presence of moderate barriers suggests that while parents are willing to be involved, certain challenges, such as work responsibilities and limited opportunities for participation, may hinder their full engagement.
- The significant positive relationship between parental involvement and the developmental progress of kindergarten learners confirms that greater parental engagement contributes to better developmental outcomes.
- The very highly acceptable validation rating indicates that the BINNADANG Community Involvement Plan is appropriate and feasible to enhance parental involvement and strengthen parent-school-community partnerships.

**Recommendations** - With the presented conclusions, the following recommendations were generated:

- Parental involvement programs should be designed and implemented in consideration of the socio-demographic characteristics, educational background, and work conditions of kindergarten parents to encourage greater and more inclusive participation.
- Existing parent-school engagement initiatives should be sustained and further strengthened through regular parent-oriented activities that promote active participation in children's learning and development.
- Collaborative efforts between teachers and parents should be continuously strengthened to sustain the holistic development of kindergarten learners through developmentally appropriate learning experiences at home and in school.
- Flexible and accessible parental engagement strategies should be implemented to address barriers such

as work responsibilities and time constraints that limit parental participation.

- Programs and activities that encourage active parental involvement should be intensified to further enhance the developmental progress of kindergarten learners.
- The BINNADANG Community Involvement Plan should be implemented and continuously monitored in Paraoir Elementary School to strengthen parent–school–community partnerships and improve parental involvement in kindergarten education

## 6. References

- Alampay, L. P. (2019). *Education and parenting in the Philippines*. Ateneo de Manila University Archium. <https://archium.ateneo.edu/psychology-faculty-pubs/97/>
- Annie E. Casey Foundation. (2022, December 14). *Parental involvement is key to student success, research shows*. <https://www.aecf.org/blog/parental-involvement-is-key-to-student-success-research-shows>
- Ateneo de Manila University. (2020). *OSCI framework and guidelines for the “Punla” program*. Ateneo. <https://www.ateneo.edu/features/2020/01/01/osci-framework-guidelines-punla-program>
- Benesse Educational Research and Development Institute. (2020, May 15). How parents and caregivers can connect with their children’s learning. Benesse. [https://www.benesse.co.jp/brand/en/category/education/20200515\\_1/](https://www.benesse.co.jp/brand/en/category/education/20200515_1/)
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Chen, Y. C. (2017). *The effects of parental involvement and home-school communication on classroom management effectiveness in Taiwan* [Unpublished doctoral dissertation]. Taiwan.
- Child Research Net. (2019). Home education from early childhood: Survey results and implications. Child Research Net. [https://www.childresearch.net/data/ec/2019\\_03.html](https://www.childresearch.net/data/ec/2019_03.html)
- Cruz, J. P. (2018). Assessing holistic development in early childhood education. *Philippine Journal of Education*, 97(2), 45–59.
- Department of Education. (2016). *Early childhood care and development curriculum guide*. DepEd.
- Department of Education. (2019). *Kindergarten progress report manual*. DepEd.
- Department of Education. (2020a, September 26). PTA leaders highlight crucial role of parents for school year 2020–2021. <https://www.deped.gov.ph/2020/09/26/pta-leaders-highlight-crucial-role-of-parents-for-school-year-2020-2021/>
- Department of Education. (2020b, May 26). DM\_s2020\_053: Engage parents in the promotion of the new school system. [https://www.deped.gov.ph/wp-content/uploads/2020/05/DM\\_s2020\\_053.pdf](https://www.deped.gov.ph/wp-content/uploads/2020/05/DM_s2020_053.pdf)
- Fan, X., & Chen, M. (2001). Parental involvement and students’ academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1–22. <https://doi.org/10.1023/A:1009048817385>
- Garcia, A. S., & de Guzman, M. R. T. (2020). The meanings and ways of parental involvement among low-income Filipinos. *Early Childhood Research Quarterly*, 53, 343–354. <https://doi.org/10.1016/j.ecresq.2020.04.005>
- Hoover-Dempsey, K. V., & Sandler, H. M. (1995). Parental involvement in children’s education: Why does it make a difference? *Teachers College Record*, 97(2), 310–331.
- Jacobes, J.A. (2022). Profiling of Kindergartners of East Dale School in Los Angeles. pp.172-175
- Kong, C., & Yasmin, F. (2022). Impact of parenting style on early childhood learning: Mediating role of parental self-efficacy. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2022.928629>
- Lee, Y.-W. (2020). Influences of parental involvement and socio-economic status on language development in the Taiwanese families: Applying data from Kids in Taiwan. [Master’s thesis, National Taiwan Normal University]. Airiti Library.
- Mendoza, R. (2020). Implementing assessment strategies in Philippine kindergarten classrooms. *Asia-Pacific Journal of Education*, 40(3), 285–300.
- National Statistical Office & UNICEF. (2019). *Multiple Indicator Cluster Survey (MICS) Thailand 2019: Survey*

*findings.*

<https://www.unicef.org/thailand/media/5146/file/Multiple%20Indicator%20Cluster%20Survey%202019.pdf>

Organisation for Economic Co-operation and Development. (2020). *Early learning and child well-being* (OECD report). <https://www.oecd.org/education/early-learning-and-child-well-being-74042660.html>

Pajimola, M.C. (2022)

Ramos, J. E., & Gonzales, P. C. (2019). *Factors influencing parental involvement in early childhood education in the Philippines*. *Asia Pacific Journal of Education*, 39(4), 567–580.

<https://doi.org/10.1080/02188791.2019.1601571>

Crisostomo, M. A. (2020). *Parental involvement and early learning development among preschoolers in public schools in the Philippines*. *Philippine Normal University Research Journal*, 15(2), 45–59.

Reynolds, A. J., et al. (2016). The longitudinal process of early parent involvement on student achievement from kindergarten through sixth grade. *Educational Researcher*, 45(6), 285–293.

<https://doi.org/10.3102/0013189X16644617>

Rosa, E. M., & Tudge, J. R. (2017). Urie Bronfenbrenner's theory of human development: Its evolution from ecology to bioecology. *Journal of Family Theory & Review*, 9(4), 425–438.

<https://doi.org/10.1111/jftr.12182>

UNICEF Thailand. (2019). *UNICEF Thailand annual report 2019*.

<https://www.unicef.org/thailand/media/4491/file/UNICEF%20Thailand%20Annual%20Report%202019%20EN.pdf>

UNICEF. (2020). *UNICEF annual report 2020: Thailand*.

<https://www.unicef.org/thailand/media/6231/file/UNICEF%20Annual%20Report%202020%20EN.pdf>

