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THE IMPACT OF FAMILY INVOLVEMENT ON KINDERGARTEN LEARNERS' ACADEMIC AND SOCIAL DEVELOPMENT

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ABSTRACT

This study aimed to identify the impact of family involvement on kindergarten learners' academic and social development. This study was conducted in different public elementary schools in the Division of Pampanga during the School Year 2024-2025. There were two groups of respondents in the study consisting of the kindergarten teachers and the kindergarten parents. The researcher involved the learners handled by the teacher-respondents in the study through observed data needed in the study. The researcher used the descriptive research design and developed a researcher-made questionnaire which served as the main research instrument of the study to gather the quantitative data through survey method. The parent-respondents are 21-30 years old with higher female parents than male parent-respondents, and high school graduates. The indicators on the hindrances of family involvement in kindergarten education in terms of home learning environment at home support in learning activities, parent-teacher communication, and involvement in school activities are all interpreted as "Strongly Agree". Moreover, the indicators on the on the impact of family involvement on kindergarten learners' academic development in terms of literacy skills, numeracy skills, learning disabilities, and school readiness are all interpreted as "Strongly Agree" based on the assessment of teachers and parents of kindergarten learners. Whereas the indicators on the impact of family involvement on kindergarten learners' social development in terms of social-emotional aspect, peer interaction, and social communication are all interpreted as "Strongly Agree" based on the assessment of teachers and parents of kindergarten learners. Moreover, there are significant differences in the hindrances of family involvement in kindergarten education when grouped according to parent-respondents' profile when grouped according to their age, sex, and highest educational attainment with computed p-values of 0.000 in all aspects.

KEYWORDS: *Family Involvement, Hindrances, Impact, Academic Development, Social Development, Literacy, Numeracy, Kindergarten Education*

I. INTRODUCTION

Family involvement in early education enhances children's performance, values, curiosity, and communication. Collaboration between families and schools benefits learners and promotes a collective responsibility for education, making it a priority in life. The transformation of educational services from socio-assistance to socio-educational function has significantly improved the relationship between services and families, necessitating the involvement of the community and student families in their growth processes.

Del Gottardo and Patera (2022) highlight the importance of "reciprocal circularity" between educational services and families, emphasizing the need for continuity in Filipino families' educational experiences. Filipino children view educational success as fulfilling parental obligations, while Filipino parents prioritize their children's education, with family welfare influencing decisions and behaviors in education-related matters (Alampay & Garcia, 2019).

The Department of Education (DepEd) emphasizes kindergarten as part of K-12 to ensure foundational skills for learners, as per the Enhanced Basic Education Act of 2013 and the National Early Learning Framework (NELF). The program's child-centered approach promotes child development within the framework of family, community, and cultural beliefs. It acknowledges the role of families and communities in a child's development and emphasizes the importance of understanding the educational process's outcomes to foster cooperation and alliances. This approach aims to ensure a holistic education for young children. The Philippines' education system emphasizes the importance of family involvement in early childhood development. Schools are now responsible for implementing programs objectively, recognizing that early childhood is crucial for shaping a child's cognitive, emotional, social, and physical growth. The family is the first teacher, providing foundational experiences that influence learning habits, values, and social skills. Schools build structured programs that encourage exploration, creativity, and effective learning. Strengthening family involvement in early childhood development is essential, as it supports school activities, boosts motivation, improves academic achievement, and allows for consistent learning experiences.

In the Philippines, work-from-home parents effectively manage their responsibilities, including raising, working, and assisting their children with remote learning. They fulfill five academic

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responsibilities, including organizing, facilitating, monitoring, motivating, and nurturing learning. They also support learning, acting as instructors and using furniture and living spaces as temporary workspaces. They prioritize their children's well-being, socialization, life skills, and connection time (Budhrani et al., 2021). The in-person format of kindergarten courses in the Philippines limits family participation in school-related activities. Filipino parents believe academic success is facilitated by home structure, motivation, and assistance. However, cultural beliefs associated with extreme poverty and traditional parenting hinder academic socialization, communication with teachers, and school volunteering (Garcia & De Guzman, 2020).

Kindergarten instructors in the Philippines play a crucial role in developing a school-facilitated parental involvement framework. This framework involves teachers' involvement in planning, developing, and evaluating parental involvement programs. It is based on factors like meaningful home-school communication, collective in-school engagement, structural at-home learning support, and teacher capacity refinement (Bartolome et. Al 2020).

The No Child Left Behind (NLCB) Policy emphasizes family involvement in school, addressing declining parental involvement rates. Schools communicate with families regularly about children's academic progress and development, and provide opportunities for parent leadership through parent-teacher associations. However, implementation faces challenges, particularly in early child development, which may impact kindergarten students' academic and social development. The role of parents in children's education has evolved beyond traditional meetings and report card discussions, and understanding their pivotal role in socio-emotional development and academic success is crucial (Romero & Sumande, 2024).

The study was based on the Family-School Partnership Model by Sheridan and Kratochwill (2019), which emphasizes the interconnected roles of family and school in education and socialization. The model emphasizes the importance of collaborative relationships and shared responsibility for educational outcomes. Engaging families in the educational system positively impacts students' academic and social outcomes, behavior, and motivation. Strategies to engage parents as partners in youth education are critical for healthy development, building social-emotional competencies, and promoting academic success. Parents play a significant role in their children's assimilation and performance in school, and early parental involvement can predict their readiness for kindergarten. The study aimed to investigate the impact of family involvement on kindergarten students' academic and social development and identify factors that hinder it.

The study supports Vygotsky's Social Development Theory, as cited by Bendanillo (2021), which emphasizes the role of parents as essential partners in a child's life. Vygotsky believed that knowledge acquisition depends on interactions with knowledgeable companions, and parents model positive behavior. This theory highlights the importance of family involvement in kindergarten students' learning and academic success. The study also helps researchers understand the impact of family involvement on a child's early education, including assignment assistance.

This study aimed to investigate the impact of family engagement on kindergarten students' social and academic development. It was conducted in public elementary schools in the Pampanga Division during the 2024-2025 academic year. The research involved kindergarten parents and teachers, as well as students under instructor supervision. A descriptive survey questionnaire was used to gather quantitative data, focusing on language development, literacy and numeracy abilities, and preparedness for school. The study also examined how parental engagement affected kindergarteners' socio-emotional growth, peer interaction, and social communication. The research aimed to understand the factors affecting kindergarten students' development.

1.1 Statement of the Problem

1. What is the profile of the parent-respondents in terms of age, sex, and highest educational attainment?
2. What is the composite mean on the hindrances of family involvement in kindergarten education in terms of home learning environment, at home support in learning activities, parent-teacher communication, and involvement in school activities?
3. What is the composite mean on the impact of family involvement on kindergarten learners' academic development in terms of literacy skills, numeracy skills, language development, and school readiness?
4. What is the composite mean on the impact of family involvement on kindergarten learners' social development in terms of social-emotional aspect, peer interaction, and social communication?
5. Is there a significant difference in the hindrances of family involvement in kindergarten education when grouped according to parent-respondents' profile?
6. Is there a significant relationship between the hindrances of family involvement in kindergarten education and the impact of family involvement on kindergarten learners' academic development?

2. REVIEW OF RELATED LITERATURE

Home learning environment (HLE) is instrumental in determining children's academic and developmental performance. The work of Niklas et al. (2021) and Lehrl et al. (2020) affirms that exposure to home literacy, numeracy, and stimulating learning activities supports school readiness and academic achievement in the long term. However, socioeconomic status, cultural background, and educational resource availability heavily impact this environment's quality. In the Philippine context, Jabar (2020) discovered that Filipino parents, particularly those belonging to economically poor backgrounds, indirectly support their children by giving primacy to basic needs and engaging in close family relationships. Dumlao (2024) identified a tenuous correlation between home literacy environments and reading proficiency among Filipino students, highlighting the necessity for more cohesive and resource-oriented support structures.

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Regarding at-home support during learning activities, research reveals that while parents perceive themselves as their child's primary educator, they face constraints such as professional commitments, insufficient academic credentials, or a lack of confidence in their teaching abilities. Kiraz and Aytac (2020) underlined the importance of parents as co-educators in early education, and their involvement directly impacts their child's academic achievement. Ambalong and Cagas (2023) and Minoza and Elloran (2023) found that poverty, time restrictions, and insufficient instructional support limit parents' ability to assist with lessons, particularly in distance learning. Elliott et al. (2021) and Liu and Chung (2022) found that parental financial means and educational attitudes affect the frequency and quality of home-based educational engagement. Despite these constraints, most parents are optimistic and committed to their child's academic achievement.

Parent-teacher communication is also essential for effective family involvement. Regular, open, and trustworthy school-parent communication increases student participation and student achievement, as Rattenborg et al. (2019) and Hummel et al. (2022) found. Nevertheless, cultural barriers, uncertainty about roles, and varying expectations may undermine effective collaboration. As explicated by Pepito (2019) and Agulto (2023), there is a need to create and sustain a relationship between teachers and parents in the Philippines that transcends mere information exchange. Snell et al. (2020) assert that increased use of technology offers new ways of bridging communication gaps via open channels such as SMS and messaging apps. Trust is established, and it is confirmed that family and educational objectives align during transitions, such as the beginning of kindergarten, based on good communication.

Ultimately, school enrollment is still a concern for most families, particularly resource-poor families. Toshmatova (2021), Toran and Özgen (2019), and Bartolome et.al (2020) studies demonstrate the significant effort required for schools to come up with practical and inclusive ways of involving parents. Boyle and Benner (2020) noted that parental perceptions of school preparation affect their propensity to engage in classroom or extracurricular activities. Inconsistent school attendance may stem from insufficient time, ambiguity about acceptable conduct, or a lack of integration within the school community. Research by Naite (2021) and Şengönül (2022) revealed that parental education, age, and marital status greatly affect school attendance, while children from a low socioeconomic level benefit most from increased parental involvement. Notably, meta-analyses by Jeynes (2022) and Erdem and Kaya (2020) demonstrated that even minimal parental participation correlates with measurable academic achievement, especially when attendance is prevalent at home and school.

Parent involvement has strongly promoted early reading success in family literacy programs, including those studied in Qatar (Ihmeideh & Al-Maadadi, 2020). The Home Literacy Model (Silinskas et al., 2020) is based on parental involvement and mutual reading for better literacy growth. Dong et al. (2020) and Garcia and Ancheta (2022) also found that parental participation in reading tasks and setting literacy goals are better predictors of children's literacy than the simple provision of resources in a vacuum.

Studies also stress the importance of parent-child collaboration in preparing children for school. Barnett et al. (2020) and Slicker et al. (2021) revealed that parent engagement in early childhood education and home learning activities strongly correlates with improved academic readiness, particularly in lower-income households. Furthermore, Ramos (2021) and Abriol et al. (2022) emphasized the importance of interactive activities and strengthened parent-teacher partnerships to address challenges in school readiness, particularly in areas like self-help skills and literacy.

According to research by Chavez et al. (2023) and Choi et al. (2019), parental motivation significantly affects children's language acquisition, particularly in bilingual households, with increased English activity resulting in greater interest and proficiency. Cooperation between parents and preschools promotes language and social-emotional development, according to Cohen and Anders (2019).

Parental involvement in early childhood schooling is also essential for numeracy. According to the research by Dulay et al. (2019), Rey-Guerra et al. (2021), Gallardo et al. (2023), and Mahilum and Bearneza (2023), collaboration between parents and teachers, along with parental involvement in numeracy activities, improves children's numeracy skills, encompassing counting, number recognition, and fundamental mathematics. These findings underscore the significance of familial involvement in children's academic achievement.

Saracostti et al. (2019) and Jeon et al. (2020), who reinforced that socio-emotional development has a direct impact on academic and social achievement. Parental emotional support gives children the direction and platform needed to construct these social competencies. LaRosa et al. (2023) support the view that developing healthy home-school relationships is crucial in promoting emotional intelligence and cooperative social behavior among children. Strengthening parental-teacher communication provides young people with the appropriate emotional support necessary to thrive socially.
The focus on peer relationships according to Ahmetoglu et al. (2022) and Ringoot et al. (2021) findings that indicate that supportive parental involvement promotes healthy peer relationships. The robust relationship indicates parental involvement supports peer connection, a finding consistent with existing literature identifying a clear link between parental involvement and children's peer socialization with peers. Parental involvement improves the probability of children having successful peer relations, a central component to their societal adjustment and integration, as defined in the School Adjustment Model suggested by Demirtaş-Zorbaz and Ergene (2020).

Finally, the effect on social communication, is evidenced by studies from Williams et al. (2020) and Wang et al. (2021), who established parental engagement, particularly in organized playgroups, as significantly improving children's communication. The high consensus among parents and teachers indicates that when parents are involved in their

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children's activities and provide emotional and communicative support, children acquire more competent social and communication skills.

Caranguian (2023) affirms that preschoolers and their parents stand to gain from their parents' involvement. This was illustrated by a study examining maternal parents' degree of parental participation in their children's educational encounters. It established the Profile of mother parents, their degree of participation, and the significant differences in the degrees of involvement that mother parents had regarding their children's academic performance and capacity to fit into their school. This study found that most parents had at least a bachelor's degree and actively supported their children's education at home, participated in extracurricular activities, and maintained open contact lines between themselves and their teachers. Children gain from their parents' active involvement in their lives in several ways. The lessons their parents—especially their mothers—have taught them in the early years of their life will shape the course of their later life. Mothers give learning at home quite substantial assistance. They engage in quite significant amounts of activities in their preschoolers' classrooms. Professional parents participate in their children's education differently than non-professional parents. Professionally employed women participate at a considerably higher rate than their colleagues. It is advised that parents increase the frequency of contact or communication they have with the teachers of their children, that they actively participate in the extracurricular activities their children are involved in at school, and that they give more support for learning at home if they wish their children to improve their academic performance and their social adaptation.

II. RESEARCH METHODOLOGY

Research Design

The study utilized a descriptive research design, evaluating hypotheses, characterizing traits, defining groups, assessing perceptions, estimating behavior, identifying interconnected variables, and making predictions.

The study employed quantitative research methodology, which involves collecting numerical data to measure attitudes, opinions, and behaviors from a larger sample population. (Mohajan, 2020). Quantitative research is a methodical empirical study of quantitative data, using numbers and quantities to describe events, support hypotheses, and predict outcomes. (Pawar, 2020).

The researcher studied the impact of family involvement on kindergarten students' academic and social development using observed data from the population. Parents and teachers used this data to address the problem presented on family involvement.

Population and Sampling

The study's population consisted of eighty (80) kindergarten teachers from selected public elementary schools in the Division of Pampanga for the School Year 2024–2025. The research employed probability random sampling to choose participants from the population of kindergarten teachers.

Respondents of the Study

The survey included 80 kindergarten teachers and 50 parents from public elementary schools in the Division of Pampanga as respondents. The researcher arbitrarily selected the respondents from a single district of public elementary schools in the Division of Pampanga.

Statistical Treatment

The study used frequency and percentage distributions to analyze data on parent-respondent profiles, hindrances to family involvement in kindergarten education, and the impact on students' academic and social development. The weighted mean was used to determine the impact of family involvement on literacy, numeracy, language development, and school readiness. A paired t-test was used to determine if there was a significant difference in assessment between parent-respondents and teacher-respondents regarding hindrances. Pearson r was used to determine if there is a significant relationship between hindrances of family involvement in kindergarten education and the impact of family involvement on students' academic and social development.

III. RESULTS AND DISCUSSION

Profile of the Parent-Respondents in terms of Age, Sex, and Highest Educational Attainment

Table 1 Profile of the Parent -Respondents in terms of Age

	Frequency	Percent
18-20	4	8.0
21-30	35	70.0
31-40	9	18.0
41-50	2	4.0
Total	**50**	**100.0**

Table 1 presents the Profile of the parent-respondents in terms of age. The data show that the highest percentage is 70.0%, or 35 respondents are 21-30 years parents, followed by 18.0%, or nine respondents, are 31-40 years old, while there are 8.0% or four respondents, are 18-20 years old, and the lowest percentage is 4.0% or two respondents who are 41-50 years old.

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The results show that most respondents are 21-30 years old and are parents of kindergarten learners in the current school year. Young parents aged 21-30, who participate in kindergarten education, should receive special attention and resources. Schools should train them on parenting strategies, early childhood education, and work-life balance management through workshops or programs. Involving technology and communication tools like mobile apps or social media can increase family and school participation. Addressing the specificity of young parents can optimize family involvement and nurture kindergarten learners' academic and social development.

Table 2 Profile of the Parent -Respondents in terms of Sex

	Frequency	Percent
Male	16	32.0
Female	34	68.0
Total	**50**	**100.0**

Table 2 presents the Profile of the parent respondents in terms of Sex. The table shows that 68.0%, or 34 respondents, are female parents, which is greater in number than the male parent respondents, who consist of 32.0%, or 34. The findings indicate that females constitute the most significant portion of the parent respondents in this study.

The study indicates that mothers are the primary caregivers in kindergarten education, with mothers being the most visible. However, it calls for more fathers or male parents' involvement to promote a balanced approach. Schools can engage parents through family activities, flexible event hours, and programs that balance responsibilities for children's learning and development, creating a more holistic support system for kindergarten students' holistic development through inclusive engagement.

Table 3 Profile of the Parent -Respondents in terms of Highest Educational Attainment

	Frequency	Percent
High School Level	2	4.0
High School Graduate	37	74.0
College Level	3	6.0
College Graduate	4	8.0
Master’s degree	4	8.0
Total	**50**	**100.0**

Table 3 presents the parent-respondents' profiles regarding the highest educational attainment. The findings show that the highest percentage is 74.0%, or 37 respondents are parents who are high school graduates, 8.0%, or four respondents are parents who are college graduates and 4 with master’s degrees, 6.0% or 3 are parents who are college level, and 4.0% of 2 respondents are parents who high school undergraduate. The data further explain that most parent-respondents already have their high school diploma, and fewer pursue higher levels of education. Most parents have a high school diploma but may not have access to higher-level knowledge or resources to support their children's academic progress. This highlights the need for accessible educational content and parent support programs. Schools and community organizations can conduct workshops on early childhood education and literacy and numeracy skills. Meeting parents' needs by developing easily readable materials and fostering a collaborative school community can alleviate communication gaps, promoting stronger family involvement and positive learning and developmental outcomes.

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Composite Mean on the Hindrances of Family Involvement in Kindergarten Education in terms of Home Learning Environment, At Home Support in Learning Activities, Parent-Teacher Communication, and Involvement in School Activities.

Table 4 Composite Table on Hindrances of Family Involvement in Kindergarten Education in terms of Home Learning Environment, At-Home Support in Learning Activities, Parent-Teacher Communication, and Involvement in School Activities

	Teacher		Parent		Composite	
	Mean	**VI**	**Mean**	**VI**	**Mean**	**VI**
Home Learning Environment	3.53	Strongly Agree	3.51	Strongly Agree	3.52	Strongly Agree
At Home Support in Learning Activities	3.52	Strongly Agree	3.49	Agree	3.51	Strongly Agree
Parent-Teacher Communication	3.52	Strongly Agree	3.56	Strongly Agree	3.54	Strongly Agree
Involvement In School Activities	3.53	Strongly Agree	3.55	Strongly Agree	3.54	Strongly Agree
HINDRANCES OF FAMILY INVOLVEMENT IN KINDERGARTEN EDUCATION	**3.53**	**Strongly Agree**	**3.53**	**Strongly Agree**	**3.53**	**Strongly Agree**

Legend: *4 - (3.50 - 4.00) Strongly Agree 3 – (2.50 - 3.49) Agree 2 – (1.50 - 2.49) Disagree 1– (1.00 - 1.49) Strongly Disagree*

Table 4 presents the composite table on hindrances of family involvement in kindergarten education regarding home learning environment, at-home support in learning activities, parent-teacher communication, and involvement in school activities. Based on the assessment of the parents and teacher-respondents, the data show that the hindrances of family involvement in kindergarten education in terms of home learning environment (WM=3.52), at-home support in learning activities (WM=3.51), parent-teacher communication (WM=3.54), and involvement in school activities (WM=3.54) are all interpreted as "Strongly Agree" with mean range of 3.51 to 3.54. With an overall mean of 3.53, parents and teachers strongly agree that the home learning environment, at-home support in learning activities, parent-teacher communication, and school activities hinder family involvement in kindergarten education.

The data reveals that parents and teachers often face barriers in kindergarten education, such as the difficulty level of topics and the time needed to complete them. These barriers include language barriers, limited access to information, and inefficient communication between parents and teachers. Parents struggle with sounding out words and lack the scaffolding needed to develop literacy skills, which can lead to a differential learning experience between home and school. Inefficient communication also widens this gap, as parents may not know how to support their child at home well. Little involvement in school life diminishes the home-school partnership. Teachers are not encouraged to get to know their students' parents. To address these challenges, schools should be more inclusive and supportive. Teachers should provide parents with education opportunities and clear actions to make learning a focus at home, and use multilingual communication tools to mitigate language barriers. Flexible strategies can promote permissions and maximize school participation. Working with parents and teachers is key to cultivating early literacy development, social skills, and overall academic success.

Home learning environment (HLE) is instrumental in determining children's academic and developmental performance. The work of Niklas et al. (2021) and Lehrl et al. (2020) affirms that exposure to home literacy, numeracy, and stimulating learning activities supports school readiness and academic achievement in the long term. However, socioeconomic status, cultural background, and educational resource availability heavily impact this environment's quality. In the Philippine context, Jabar (2020) discovered that Filipino parents, particularly those belonging to economically poor backgrounds, indirectly support their children by giving primacy to basic needs and engaging in close family relationships. Dumlao (2024) identified a tenuous correlation between home literacy environments and reading proficiency among Filipino students, highlighting the necessity for more cohesive and resource-oriented support structures.

Regarding at-home support during learning activities, research reveals that while parents perceive themselves as their child's primary educator, they face constraints such as professional commitments, insufficient academic credentials, or a lack of confidence in their teaching abilities. Kiraz and Aytac (2020) underlined the importance of parents as co-educators in early education, and their involvement directly impacts their child's academic achievement. Ambalong and Cagas (2023) and Minoza and Elloran (2023) found that poverty, time restrictions, and insufficient instructional support limit parents' ability to assist with lessons, particularly in distance learning.

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Elliott et al. (2021) and Liu and Chung (2022) found that parental financial means and educational attitudes affect the frequency and quality of home-based educational engagement. Despite these constraints, most parents are optimistic and committed to their child's academic achievement.

Parent-teacher communication is also essential for effective family involvement. Regular, open, and trustworthy school-parent communication increases student participation and student achievement, as Rattenborg et al. (2019) and Hummel et al. (2022) found. Nevertheless, cultural barriers, uncertainty about roles, and varying expectations may undermine effective collaboration. As explicated by Pepito (2019) and Agulto (2023), there is a need to create and sustain a relationship between teachers and parents in the Philippines that transcends mere information exchange. Snell et al. (2020) assert that increased use of technology offers new ways of bridging communication gaps via open channels such as SMS and messaging apps. Trust is established, and it is confirmed that family and educational objectives align during transitions, such as the beginning of kindergarten, based on good communication.

Ultimately, school enrollment is still a concern for most families, particularly resource-poor families. Toshmatova (2021), Toran and Özgen (2019), and Bartolome and Mamat (2020) studies demonstrate the significant effort required for schools to come up with practical and inclusive ways of involving parents. Boyle and Benner (2020) noted that parental perceptions of school preparation affect their propensity to engage in classroom or extracurricular activities. Inconsistent school attendance may stem from insufficient time, ambiguity about acceptable conduct, or a lack of integration within the school community. Research by Naite (2021) and Şengönül (2022) revealed that parental education, age, and marital status greatly affect school attendance, while children from a low socioeconomic level benefit most from increased parental involvement. Notably, meta-analyses by Jeynes (2022) and Erdem and Kaya (2020) demonstrated that even minimal parental participation correlates with measurable academic achievement, especially when attendance is prevalent at home and school.

Wilder's (2023) statement that educators, administrators, and legislators have acknowledged the influence of parental participation on students' academic performance and saw it as a crucial component of new educational reforms and efforts. The findings revealed that, independent of the definition of parental engagement or measure of success, the link between parental involvement and academic performance was positive. Moreover, the results showed that this association was highest if parental participation was characterized as parental expectations for the academic performance of their offspring. However, if parental participation was characterized as homework help, the effect on student academic performance was lowest. At last, it was discovered that the correlation between parental participation and academic performance was constant across several grade levels and ethnic groupings. However, the link's strength changed depending on the evaluation to gauge student performance.

Composite Mean on the Impact of Family Involvement on Kindergarten Learners' Academic Development in terms of Literacy Skills, Numeracy Skills, Language Development, and School Readiness.

Table 5 Composite Mean on the Impact of Family Involvement on Kindergarten Learners' Academic Development in terms of Literacy Skills, Numeracy Skills, Language Development, and School Readiness.

	Teacher		Parent		Composite	
	Mean	**VI**	**Mean**	**VI**	**Mean**	**VI**
Literacy Skills	3.53	Strongly Agree	3.54	Strongly Agree	3.53	Strongly Agree
Numerical Skills	3.52	Strongly Agree	3.53	Strongly Agree	3.52	Strongly Agree
Language Development	3.51	Strongly Agree	3.58	Strongly Agree	3.54	Strongly Agree
School Readiness	3.52	Strongly Agree	3.59	Strongly Agree	3.55	Strongly Agree
IMPACT OF FAMILY INVOLVEMENT ON KINDERGARTEN LEARNERS' ACADEMIC DEVELOPMENT	**3.52**	**Strongly Agree**	**3.56**	**Strongly Agree**	**3.54**	**Strongly Agree**

Legend: *4 - (3.50 - 4.00) Strongly Agree 3 – (2.50 - 3.49) Agree 2 – (1.50 - 2.49) Disagree 1– (1.00 - 1.49) Strongly Disagree*

Table 5 presents the composite table on the impact of family involvement on kindergarten learners' academic development in terms of literacy skills, numeracy skills, language development, and school readiness. Based on the assessment of

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the parents and teacher-respondents, the data show that the indicators of the impact of family involvement on kindergarten learners' academic development in terms of literacy skills (WM=3.53), numeracy skills (WM=3.52), learning disabilities (WM=3.54), and school readiness (WM=3.55) are all interpreted as "Strongly Agree" with a mean range of 3.52 to 3.56. Moreover, with an overall mean of 3.54, parents and teachers strongly agree that family involvement significantly impacts kindergarten learners' academic development regarding literacy, numeracy, language, and school readiness.

Family involvement significantly impacts kindergarten learners' academic development, improving literacy skills and numeracy skills. Engaging families in everyday life helps children understand vocabulary and develop language. This approach builds school readiness, reinforces routines, improves attitudes towards learning, and enhances social-emotional skill development. Collaboration between schools and families is crucial to maximize these benefits. Educational institutions should value home-school partnerships and provide tools to prepare families for meaningful engagement in their children's education. This partnership supports lifelong learning and growth.

Parent involvement has strongly promoted early reading success in family literacy programs, including those studied in Qatar (Ihmeideh & Al-Maadadi, 2020). The Home Literacy Model (Silinskas et al., 2020) is based on parental involvement and mutual reading for better literacy growth. Dong et al. (2020) and Garcia and Ancheta (2022) also found that parental participation in reading tasks and setting literacy goals are better predictors of children's literacy than the simple provision of resources in a vacuum.

Studies also stress the importance of parent-child collaboration in preparing children for school. Barnett et al. (2020) and Slicker et al. (2021) revealed that parent engagement in early childhood education and home learning activities strongly correlates with improved academic readiness, particularly in lower-income households. Furthermore, Ramos (2021) and Abril et al. (2022) emphasized the importance of interactive activities and strengthened parent-teacher partnerships to address challenges in school readiness, particularly in areas like self-help skills and literacy.

According to research by Chavez et al. (2023) and Choi et al. (2019), parental motivation significantly affects children's language acquisition, particularly in bilingual households, with increased English activity resulting in greater interest and proficiency. Cooperation between parents and preschools promotes language and social-emotional development, according to Cohen and Anders (2019).

Parental involvement in early childhood schooling is also essential for numeracy. According to the research by Dulay et al. (2019), Rey-Guerra et al. (2021), Gallardo et al. (2023), and Mahilum and Bearneza (2023), collaboration between parents and teachers, along with parental involvement in numeracy activities, improves children's numeracy skills, encompassing counting, number recognition, and fundamental mathematics. These findings underscore the significance of familial involvement in children's academic achievement.

Composite Mean on the Impact of Family Involvement on Kindergarten Learners' Social Development in terms of Social-Emotional Aspect, Peer Interaction, and Social Communication.

Table 6 Composite Table on the Impact of Family Involvement on Kindergarten Learners' Social Development in terms of Social-emotional aspect, Peer Interaction, and Social Communication

	Teacher		Parent		Composite	
	Mean	**VI**	**Mean**	**VI**	**Mean**	**VI**
Social-Emotional Aspect	3.51	Strongly Agree	3.59	Strongly Agree	3.55	Strongly Agree
Peer Interaction	3.54	Strongly Agree	3.59	Strongly Agree	3.56	Strongly Agree
Social Communication	3.51	Strongly Agree	3.59	Strongly Agree	3.55	Strongly Agree
IMPACT OF FAMILY INVOLVEMENT ON KINDERGARTEN LEARNERS' SOCIAL DEVELOPMENT	**3.52**	**Strongly Agree**	**3.59**	**Strongly Agree**	**3.55**	**Strongly Agree**

Legend: *4 - (3.50 - 4.00) Strongly Agree 3 – (2.50 - 3.49) Agree 2 – (1.50 - 2.49) Disagree 1– (1.00 - 1.49) Strongly Disagree*

Table 6 presents the composite table on the impact of family involvement on kindergarten learners' social development in terms of social-emotional aspects, peer interaction, and social communication. Based on the assessment of the parents and teacher-respondents, the data show that the indicators of the impact of family involvement on kindergarten learners' social development in terms of social-emotional aspect (WM=3.55), peer interaction (WM=3.56), and social communication (WM=3.55) are all interpreted as "Strongly Agree" with a mean range of 3.55 to 3.56. With an overall mean of 3.55, parents and

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teachers strongly agree that family involvement significantly impacts kindergarten learners' social development regarding social-emotional aspects, peer interaction, and social communication.

The study reveals that family involvement significantly impacts kindergarten learners' social development, particularly in terms of social-emotional progression, peer relationships, and social interaction. Parents provide emotional support, guidance, and effective communication, which are crucial for future social interactions. Programs that encourage social development, peer interaction, and positive communication at home can enhance a child's social skills. Schools can also offer workshops for parents to improve their emotional intelligence, enhancing cooperative play and reinforcing this characteristic at home. This results in better, more socially resilient kids, better adults, and better-rounded, socially adept students.

This aligns with findings of Saracostti et al. (2019) and Jeon et al. (2020), who reinforced that socio-emotional development has a direct impact on academic and social achievement. More specifically, as noted in Table 6, parental emotional support gives children the direction and platform needed to construct these social competencies. Jeon et al. (2020) and LaRosa et al. (2023) support the view that developing healthy home-school relationships is crucial in promoting emotional intelligence and cooperative social behavior among children. Strengthening parental-teacher communication provides young people with the appropriate emotional support necessary to thrive socially.

The focus on peer relationships is in alignment with Ahmetoglu et al. (2022) and Ringoot et al. (2021) findings that indicate that supportive parental involvement promotes healthy peer relationships. The robust relationship in Table 6 indicates parental involvement supports peer connection, a finding consistent with existing literature identifying a clear link between parental involvement and children's peer socialization with peers.Parenatal involvement improves the probability of children having successful peer relations, a central component to their societal adjustment and integration, as defined in the School Adjustment Model suggested by Demirtaş-Zorbaz and Ergene (2020).

Finally, the effect on social communication, as seen in Table 6, is evidenced by studies from Williams et al. (2020) and Wang et al. (2021), who established parental engagement, particularly in organized playgroups, as significantly improving children's communication. The high consensus among parents and teachers in Table 6 indicates that when parents are involved in their children's activities and provide emotional and communicative support, children acquire more competent social and communication skills. This finding is consistent with the general literature highlighting the importance of active family involvement in enhancing children's competence to communicate and interact in different social situations.

Significant Difference in the Hindrances of Family Involvement in Kindergarten Education when Grouped According to Parent-Respondents' Profile.

Table 7 Test of Significant Differences in the Hindrances of Family Involvement in Kindergarten Education when Grouped According to Parent-Respondents' Profile

	t	df	Sig. (2-tailed)	Decision	Remark
Age - Hindrances of Family Involvement in Kindergarten Education	-11.865	49	0.000	Reject	Significant
S**ex** - Hindrances of Family Involvement in Kindergarten Education	-21.453	49	0.000	Reject	Significant
Highest Educational Attainment - Hindrances of Family Involvement in Kindergarten Education	6.755	49	0.000	Reject	Significant

Table 7 presents the tests significant differences in hindrances to family involvement in kindergarten education when grouped according to the parent-respondents' profiles. The table reflects that the probability value of 0.000 is less than the 0.05 confidence level in all aspects, showing that the null hypotheses on a test of significant differences are rejected concerning the parent respondents' profiles. The rejection of null hypotheses implies significant differences in the hindrances of family involvement in kindergarten education when grouped according to parent-respondents' profiles concerning their age, Sex, and highest educational attainment.

The study reveals significant differences in obstacles to family involvement in kindergarten education based on age, sex, and education level. Older parents and those with higher education appreciate the importance of their involvement, while less educated parents and younger age groups face challenges. The findings suggest that interventions should be tailored to the diverse needs of parents, with schools, educators, and policymakers providing tailored programming, such as workshops and resources for younger or less educated parents.

The results affirm Caranguian (2023); preschoolers and their parents stand to gain from their parents' involvement. This was illustrated by a study examining maternal parents' degree of parental participation in their children's educational encounters. It established the Profile of mother parents, their degree of participation, and the significant differences in the degrees of involvement that mother parents had regarding their children's academic performance and capacity to fit into their school. This

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study found that most parents had at least a bachelor's degree and actively supported their children's education at home, participated in extracurricular activities, and maintained open contact lines between themselves and their teachers. Children gain from their parents' active involvement in their lives in several ways. The lessons their parents—especially their mothers—have taught them in the early years of their life will shape the course of their later life. Mothers give learning at home quite substantial assistance. They engage in quite significant amounts of activities in their preschoolers' classrooms. Professional parents participate in their children's education differently than non-professional parents. Professionally employed women participate at a considerably higher rate than their colleagues. It is advised that parents increase the frequency of contact or communication they have with the teachers of their children, that they actively participate in the extracurricular activities their children are involved in at school, and that they give more support for learning at home if they wish their children to improve their academic performance and their social adaptation.

Significant Relationship Between the Impact of Foreign Teachers' Practices in Implementing Social and Emotional Learning to Indonesians' Kindergarten Learners' Significant Relationship Between the Hindrances of Family Involvement in Kindergarten Education and the Impact of Family Involvement on Kindergarten Learners' Academic Development.

Table 8 Correlation Between the Hindrances of Family Involvement in Kindergarten Education and the Impact of Family Involvement on Kindergarten Learners' Academic Development

		Impact Of Family Involvement on Kindergarten Learners' Academic Development
Hindrances Of Family Involvement in Kindergarten Education	Pearson Correlation	.660**
	Sig. (2-tailed)	0.000
	N	130

**. Correlation is significant at the 0.05 level (2-tailed).*

Table 8 tests a significant correlation between the hindrances of family involvement in kindergarten education and the impact of family involvement on kindergarten learners' academic development.

The data reveal that the probability value of 0.000 is less than 0.01 confidence level, which indicates that the null hypothesis on a test of a significant relationship is rejected and signifies a significant correlation. Moreover, the Pearson r correlation coefficient of 0.660 indicates a strong positive correlation. The data reveal a significant and strong positive relationship between the hindrances of family involvement in kindergarten education and the impact of family involvement on kindergarten learners' academic development.

The study reveals a positive correlation between family involvement and young children's academic success. Despite significant obstacles, family involvement can significantly improve children's literacy, numeracy, language, and readiness for school. The findings suggest that schools and policymakers should address potential obstacles to family engagement, such as time constraints, lack of knowledge, or resources. This can involve arranging transportation for parent-teacher conferences, ensuring accessible educational resources, and establishing programs to support families' learning efforts from home. Schools should also create an inclusive environment for parents from all socioeconomic backgrounds to contribute, bridging the gap between schools and families for better education and overall growth.

The results support Wilder's (2023) statement that educators, administrators, and legislators have acknowledged the influence of parental participation on students' academic performance and saw it as a crucial component of new educational reforms and efforts. The findings revealed that, independent of the definition of parental engagement or measure of success, the link between parental involvement and academic performance was positive. Moreover, the results showed that this association was highest if parental participation was characterized as parental expectations for the academic performance of their offspring. However, if parental participation was characterized as homework help, the effect on student academic performance was lowest. At last, it was discovered that the correlation between parental participation and academic performance was constant across several grade levels and ethnic groupings. However, the link's strength changed depending on the evaluation to gauge student performance.

IV. CONCLUSION

The study focuses on the impact of family involvement in kindergarten education on the academic and social development of kindergarten learners. The parent-respondents are 21-30 years old, with more female parents than male ones and high school graduates. The study found that there are significant hindrances to family involvement in kindergarten education, such as a home learning environment, at-home support in learning activities, parent-teacher communication, and involvement in school activities. The impact of family involvement on kindergarten learners' academic development is

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also significant, with indicators such as literacy skills, numeracy skills, language development, and school readiness. However, there is no significant relationship between the hindrances of family involvement in kindergarten education and the impact of family involvement on kindergarten learners' social development. There is a strong positive correlation between the hindrances of family involvement in kindergarten education and the impact of family involvement on kindergarten learners' academic development. However, there is no significant relationship between the hindrances of family involvement in kindergarten education and the impact of family involvement on kindergarten learners' social development.

The study concludes that young mothers are primarily involved in their child's education at home and school. However, language barriers, limited learning materials, and communication issues hinder family involvement in kindergarten education. Family involvement significantly impacts the academic and social development of kindergarten learners, with positive interaction among family members. The demographic background of the learners' families influences their involvement. Hindrances to family involvement directly affect academic development, but do not significantly affect social development.

The study recommends several recommendations to enhance family involvement in kindergarten education. These include providing training workshops for young parents based on their age and educational background, improving communication between teachers and parents through various channels, establishing a collaborative learning environment, enhancing social communication through home-based activities, assisting parents in addressing hindrances, offering home-based reading and numeracy assistance, considering other potential hindrances to family involvement, and conducting another study to address gaps in the current study. These recommendations aim to improve the overall engagement of parents in kindergarten education.

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