



PARENTAL INVOLVEMENT IN EARLY CHILDHOOD EDUCATION AND ITS RELATIONSHIP TO EDUCATIONAL DEVELOPMENT OF KINDERGARTEN LEARNERS

Ailyn C. Dantes,¹ Melinda F. Marquez, PhD²

¹MAED ECD Student, University of Perpetual Help System DALTA - Las Piñas City

²Associate Professor, University of Perpetual Help System DALTA - Las Piñas City

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ABSTRACT

This study assesses the level of parental involvement in the academic development of kindergarten students and its relationship with their educational development, as evaluated by highly skilled and experienced teachers. Research indicates that most teachers are female professionals possessing substantial academic qualifications and more than ten years of experience, equipping them to offer knowledgeable perspectives on early childhood education and parental involvement. Parental involvement is mostly manifested through home-based support, especially in supplying educational resources and aiding with homework, although daily oversight of study and proactive communication with educators are still insufficient. Parental engagement in schools is moderate, with a greater propensity for volunteering at events than for participating in policymaking or attending school conferences. Teachers noted that kindergarten students demonstrate steady advancement, especially in numeracy and narrative understanding, although literacy and executive functioning abilities, such as adhering to multi-step instructions, necessitate focused enhancement. The study revealed no statistically significant correlation between parental participation and learners' academic development, indicating that factors such as instructional quality, classroom atmosphere, and individual learner motivation may be more influential. An action plan was presented to boost family engagement through workshops, enhanced home-school communication, parenting seminars, active classroom involvement, and a clear assessment rubric for monitoring progress. This study is based on Republic Act No. 10533, the Enhanced Basic Education Act of 2013, which prioritizes holistic and student-centered development, and is further supported by Department of Education Order No. 21, s. 2019, advocating for the incorporation of socio-emotional and family engagement strategies in early education. The research promotes a collaborative, multimodal educational approach wherein educated, organized, and inclusive parental involvement enhances effective school-based interventions. By aligning efforts with national policies, schools can establish significant collaborations with families that comprehensively support children's intellectual and emotional development, promoting enduring enhancement in early childhood education.

KEYWORDS: Academic Motivation, Ecological Systems Theory, Educational Expectations, Parental Involvement

I. INTRODUCTION

Parental involvement is a crucial factor in children's education, especially during their early school years, as it significantly influences their reading, numeracy, communication, and socio-emotional skills. Active participation from parents, such as reading with children, assisting with tasks, and engaging with teachers, leads to higher academic achievement, better behavior, and increased motivation to learn (Erdem & Kaya, 2020; Nair et al., 2024). Research indicates that this involvement not only enhances academic skills but also improves children's self-concept and interpersonal relationships (Sumanasekera et al., 2021). Furthermore, a supportive home learning environment fosters essential early literacy and numeracy skills, shaping children's educational trajectories (Bodur & Aktan, 2021; Munna & Kalam, 2021).

In the Philippines, the Department of Education has implemented early childhood programs to prepare children for formal education, supported by institutional organizations and regulatory frameworks. However, parental involvement varies based on factors such as education level, financial resources,

work schedules, and understanding of their role in child development. Active parental participation includes assisting with homework, providing learning materials, and maintaining communication with teachers, which is crucial for children's early learning. Factors like poverty and long working hours can hinder effective involvement. Parental participation encompasses various actions that support a child's academic and emotional growth, making it essential for fostering development at the kindergarten level. Engaged parents lay the foundation for educational success by teaching basic skills and instilling discipline and confidence (Sengonul, 2022).

Parental involvement is crucial for enhancing learning outcomes in early childhood education, as highlighted by Tan et al. (2020), who note that factors such as educational level, working hours, and economic status significantly affect parental engagement. Parents with higher education and more free time are generally more capable of supporting their children's education, while low-income parents may face barriers that limit their involvement. Nonetheless, even minimal parental interactions, such as reading or discussing



school experiences, can positively impact a child's academic performance, as shown by Erdem and Kaya (2020) and Nair et al. (2024). The Kindergarten Education Act emphasizes foundational skills in reading, numeracy, and life skills, yet it is essential to recognize the often-overlooked role of families in fostering educational success through active participation.

The study conducted in Prosperidad, Agusan del Sur, explores the impact of parental participation on kindergarten children's academic progress amidst the region's cultural and socioeconomic diversity. Families in this area exhibit varying levels of involvement in their children's education, influenced by economic constraints and understanding of their roles. While existing research highlights the positive correlation between parental engagement and student success, there is a notable lack of studies focusing on preschool-aged children in rural Philippine contexts. This research aims to fill that gap by examining how different types and levels of parental involvement affect children's intellectual, social, and emotional development during critical early schooling years. The findings are intended to inform educators and policymakers and raise parental awareness of their essential role in their children's education. Overall, the study emphasizes the need for localized research on parental engagement in early childhood education, particularly in rural settings where contextual factors significantly shape educational experiences.

The study aims to explore the relationship between parental involvement and the educational development of kindergarten pupils in Prosperidad, Agusan del Sur. It focuses on insights from kindergarten teachers regarding student behaviors and academic progress, examining how different types of parental participation impact key areas such as literacy, numeracy, classroom engagement, and school readiness. The findings are intended to assist parents, schools, and policymakers in enhancing early childhood education through improved home-school collaboration, ultimately fostering more effective learning opportunities for young children by promoting meaningful parental engagement.

This study investigates the impact of parental participation on the educational progress of kindergarten students through Ecological Systems Theory and Self-Fulfilling Prophecy Theory. Ecological Systems Theory, developed by Bronfenbrenner (1979), highlights the role of various environmental contexts, including parent-teacher interactions and broader societal influences, in child development. It suggests that parental involvement is crucial for enhancing children's learning behaviors and academic motivation. Self-Fulfilling Prophecy Theory, introduced by Merton (1968), posits that parental expectations influence children's behaviors and outcomes, with high parental expectations leading to improved motivation and academic performance, while low involvement can hinder self-confidence and participation. These theories guide the research design and findings interpretation, emphasizing the significance of parental involvement in early academic achievement (Navarro & Tudge, 2022; Sengonul, 2022; Erdem & Kaya, 2020; Nair et al., 2024)

This study uses the Input-Process-Output (IPO) Model to analyze the relationship between parental involvement in early childhood education and kindergarten learners' educational development. The model includes demographic profiles, parental involvement levels, and various types of support. Teachers report on parental involvement levels, ranging from regular communication to low engagement due to work schedules or lack of awareness. The process part involves questionnaire development, validation, testing, distribution, and data analysis. The output part presents an action plan for strengthening parental involvement in early childhood education.

The study investigated parental involvement in kindergarten children in Prosperidad, Agusan del Sur, focusing on educational hopes, assistance, participation, and study habits. Kindergarten teachers were the primary respondents, and the research was limited to government-operated kindergartens. The findings could inform school policy and teacher-parent interaction practices to enhance early learning outcomes, but were not generalizable to all early childhood education institutions in the Philippines.

1.1 Statement of the Problem

1. What is the demographic profile of the kindergarten teachers in terms of age, sex, educational attainment, and years of teaching experience?
2. What is the composite mean on the level of parental involvement in the academic development of kindergarten learners as perceived by teachers, in terms of home-based support, school-based involvement, and communication with teachers?
3. What is the composite mean on the level of educational development of kindergarten learners as rated by their teachers regarding literacy skills, numeracy skills, class participation, and readiness for the next level of learning?
4. Is there a significant relationship between the level of parental involvement in the academic development of kindergarten learners and the level of educational development of kindergarten learners?
5. What action plan may be developed based on the findings of the study?

2. REVIEW OF RELATED LITERATURE

Kikas et al. (2021), found that educators with higher educational qualifications and professional experience are more likely to establish and maintain collaborative connections with parents, resulting in better developmental outcomes for children. According to Castro et al. (2020), female educators usually display stronger relational skills, which is beneficial for promoting positive parent-teacher collaborations. These findings demonstrate that the demographic composition of early childhood educators has a significant impact on the quality and outcomes of family involvement programs.

Ma et al.'s (2022) research, which found that sustained parental involvement in at-home educational activities such as reading and discussing academic content is positively associated with improved cognitive and linguistic outcomes in preschool-aged



children. Zhang and Sun (2023) discovered that children whose parents provide educational resources and help with homework often perform better in early reading and numeracy assessments.

Hsin and Wu (2021), states that the continuous parental participation in school meetings and events improves communication with educators and positively influences children's attitudes toward learning. Mendez et al. (2022) found that parents who participate in school activities provide more consistent behavioral and academic support to their children.

Garcia and Weiss's (2021) research support that demonstrating that regular and meaningful communication boosts trust, shared accountability, and academic success. Ng and Yeo's (2023) study found that teacher-started dialogues are more common than those begun by parents, emphasizing the need for schools to empower parents to play a more proactive communication role.

Kim and Sheridan's (2021), reveals that consistent parental participation, particularly across several domains (home and school), significantly improves early literacy and behavioral outcomes. Demirkaya and Gündoğdu's (2023) study found that while home-based help is frequent, more school-based engagement leads to greater academic persistence and passion in young learners. The results support existing study findings and show that comprehensive parental engagement methods can improve educational outcomes.

Cabell et al. (2022), asserts that regular exposure to books and oral language activities significantly enhances emerging literacy skills, particularly alphabet knowledge and vocabulary acquisition. Lonigan and Burgess's (2021) study found that children who read at home regularly and participated in phonemic awareness activities improved their word recognition and writing skills significantly.

Purpura, Schmitt, and Ganley (2022) found that early engagement in structured mathematics activities significantly improves counting, number recognition, and problem-solving ability in preschool-aged children, which supports the conclusion. Nguyen et al. (2021) emphasized the importance of including parents in home numeracy education for enhancing children's capacity to compare quantities and comprehend basic mathematical operations.

Blair and Raver's (2021) research support that demonstrating that children's participation in classroom tasks such as group activities and voluntary participation is highly related to cognitive development and eventual academic accomplishment. Furthermore, Cheung et al. (2023) discovered that supportive interactions between instructors and children, as well as parental encouragement at home, have a favorable effect on early classroom engagement, which supports the study's findings.

Snow and Matthews' (2022) research, which discovered that children's ability to self-regulate, follow directions, and demonstrate confidence are critical for academic success in

early school. Mashburn et al. (2023) argue that preparation has cognitive, behavioral, and emotional elements, demanding a comprehensive plan that considers educational and familial situations.

Williford et al.'s (2021) research, which underlines the importance of cohesive early learning strategies that include literacy, numeracy, and socio-emotional learning to promote holistic development. Bailey, Duncan, and Watts (2022) note that, while academic skills are often given more attention, non-academic Readiness, such as adherence to routines and the demonstration of independence, has a significant impact on long-term educational success.

Kim and Sheridan's (2020) research, which shows that supportive and collaborative engagement, particularly when linked with classroom approaches, is more predictive of child growth than overall involvement. Weiland et al. (2022) also stated that passive or habitual parenting activities may not result in significant learning gains for children unless they are deliberate, persistent, and intellectually stimulating.

II. RESEARCH METHODOLOGY

Research Design

This study utilized a descriptive-correlational quantitative research design to investigate the relationship between parental engagement and educational progress among kindergarten pupils in Prosperidad, Agusan del Sur. The aim was to measure how varying levels of parental involvement correlated with students' cognitive, social, and emotional development without manipulating any variables. According to Devi et al. (2022), correlational designs examine relationships between variables in a non-experimental manner, focusing on the strength and direction of these relationships. The quantitative approach facilitated systematic data collection and analysis, using surveys completed by kindergarten teachers to quantify parental participation and correlate it with indicators of children's development, such as classroom engagement and social behavior. This design allowed for statistically supported findings that could be generalized to similar populations within the municipality.

Population and Sampling

The study involved 105 kindergarten teachers from public schools in Prosperidad, Agusan del Sur, who provided firsthand accounts of their students and parents' involvement in their early educational development. Purposive sampling was used to ensure rich data was collected, and the final sample size was determined based on eligible teachers to ensure sufficient data for statistical analysis and generalizability within the local context.

Respondents of the Study

This study surveyed 75 kindergarten teachers in Prosperidad, Agusan del Sur, who directly monitored students' educational progress and parental involvement in classroom behaviors, academic performance, and developmental stages.



Research Instrument

A survey questionnaire was used to gather quantitative data from kindergarten teachers about parental expectations and perceived academic performance of kindergarten learners. The questionnaire included demographic information, parental involvement levels, and educational development indicators. The Likert scale was used to collect data. The questionnaire was carefully formulated and underwent expert validation and pilot testing to ensure reliability and content validity. The data was analyzed using descriptive statistics and correlation tests.

Data Gathering Procedure

The study required permission from the Schools Division Office of Agusan del Sur and consent from selected elementary school heads. The researcher administered validated survey questionnaires to teachers, either in print or online formats. The questionnaires were screened for completeness and accuracy, and encoded in a spreadsheet. The collected data was tabulated and analyzed using SPSS. Conclusions and recommendations were drawn based on the summary of results, and an action plan was developed to strengthen parental involvement in

kindergarten education. The study aimed to understand the impact of parental involvement on kindergarten education.

Statistical Treatment

This study analyzed quantitative data to understand the relationship between parental expectations and preschool children's academic achievement. It used SPSS software to analyze kindergarten teachers' profiles, parental involvement levels, and their ratings of literacy, numeracy, class participation, and readiness for learning. Pearson r was used to determine if there was a significant relationship between parental involvement and educational development.

Ethical Consideration

The researcher ensured the security and safety of information in a study, adhering to ethical standards. The study was approved by the Schools Division Superintendent and school heads, with informed consent forms distributed. Data collection was respectful, non-invasive, and sensitive to cultural contexts. The results were honest and transparent.

III. RESULTS AND DISCUSSION

Demographic profile of the kindergarten teachers in terms of age, sex, educational attainment, and years of teaching experience.

Table 1: Demographic Profile of the Respondents

		Mean	Standard Deviation	Count	Column N %
Age		38.27	8.16		
Sex	Male			25	33.3%
	Female			50	66.7%
Highest Educational Attainment	Bachelor's degree			12	16.0%
	With Masteral Units			38	50.7%
	Masteral Degree			25	33.3%
Number of years of teaching Experience in Kindergarten		9.48	5.09		

Table 1 reveals that 66.7% of respondents are female, with an average age of 38.27 years. Most have master's units, doctoral credentials, master's degrees, and bachelor's degrees. The mean teaching experience in kindergarten is 9.48 years, indicating proficiency in early childhood education and parental engagement. The respondents, predominantly female, have significant academic qualifications and experience, making them competent assessors of parental participation and its effects on kindergarten students. The prevalence of postgraduate qualifications indicates preparedness to use more sophisticated approaches for engaging parents in the educational process.

The conclusion is supported by the research of Kikas et al. (2021), who found that educators with higher educational qualifications and professional experience are more likely to establish and maintain collaborative connections with parents, resulting in better developmental outcomes for children. According to Castro et al. (2020), female educators usually display stronger relational skills, which is beneficial for promoting positive parent-teacher collaborations. These findings demonstrate that the demographic composition of early childhood educators has a significant impact on the quality and outcomes of family involvement programs.



Composite mean on Level of Parental Involvement Academic Development of Kindergarten Learners in terms of Home-Based Support, School-Based Involvement, and Communication with Teachers

Table 2 Composite mean on Level of Parental Involvement Academic Development of Kindergarten Learners in terms of Home-Based Support, School-Based Involvement, and Communication with Teachers.

	Mean	Std. Deviation	Verbal Interpretation
Home-Based Support	3.06	0.35	Agree
School-Based Involvement	2.94	0.39	Agree
Communication with Teachers	3.00	0.33	Agree
Level of Parental Involvement Academic Development of Kindergarten Learners	3.00	0.20	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 2 shows that parental involvement in kindergarten students' academic development is predominantly home-based, with home-based assistance being the most prevalent type of involvement. Communication with teachers also showed a high mean of 3.00, while school-based involvement was the lowest at 2.94. This suggests that parental engagement in early education is primarily focused within the home, potentially due to logistical obstacles or lack of self-assurance. The study suggests that educational institutions should develop more proactive interactions between parents and educators, such as virtual meetings, mobile communication applications, or family-oriented school events.

The findings regarding parental involvement in children's education are supported by various studies. Ma et al. (2022) found that sustained parental engagement in at-home educational activities positively impacts cognitive and linguistic outcomes in preschoolers. Zhang and Sun (2023) noted that children whose parents assist with educational resources and homework tend to excel in early reading and numeracy. Hsin and Wu (2021) highlighted that continuous parental participation in school events enhances

communication with educators and positively affects children's learning attitudes. Mendez et al. (2022) observed that involved parents provide more consistent support for their children's academic and behavioral needs. Additionally, Garcia and Weiss (2021) demonstrated that regular communication fosters trust and accountability, leading to academic success. Ng and Yeo (2023) pointed out that teacher-initiated dialogues are more prevalent, suggesting a need for schools to encourage greater parental communication involvement.

The conclusion is corroborated by Kim and Sheridan's (2021) research, which reveals that consistent parental participation, particularly across several domains (home and school), significantly improves early literacy and behavioral outcomes. Demirkaya and Gündoğdu's (2023) study found that while home-based help is frequent, more school-based engagement leads to greater academic persistence and passion in young learners. The results support existing study findings and show that comprehensive parental engagement methods can improve educational outcomes.

Composite Mean on the level of educational development of kindergarten learners as rated by their teachers regarding literacy skills, numeracy skills, class participation, and readiness for the next level of learning

Table 3 Composite mean on Level of Parental Involvement Academic Development of Kindergarten Learners in terms of Home-Based Support, School-Based Involvement, and Communication with Teachers.

	Mean	Std. Deviation	Verbal Interpretation
Literacy Skills	2.91	0.36	Often Observed
Numeracy Skills	2.95	0.32	Often Observed
Class Participation	2.88	0.35	Often Observed
Readiness for the Next Level of Learning	2.76	0.36	Often Observed
Educational Development of Kindergarten Learners	2.88	0.16	Often Observed

Legend: 4 3.50 - 4.00 Always Observed 3 2.50 - 3.49 Often Observed 2 1.50 - 2.49 Sometimes Observed
 1 1.00 - 1.49 Rarely Observed



Table 3 reveals that a uniform development pattern among kindergarten learners, with a mean of 2.88 and a standard deviation of 0.16. Numeracy Skills showed the highest mean, indicating superior mathematical competencies. The lowest score was in Readiness for the Next Level of Learning, reflecting diminished executive functioning and school transition behaviors. The study suggests that while kindergarten students consistently demonstrate literacy, numeracy, class engagement, and readiness skills, there is potential for improvement in transitioning to advanced educational stages. Parents and teachers must collaborate to strengthen these competencies.

The conclusion is supported by various studies highlighting the importance of early literacy and numeracy activities. Cabell et al. (2022) found that exposure to books and oral language enhances literacy skills, while Lonigan and Burgess (2021) noted that home reading and phonemic awareness improve word recognition and writing. Purpura et al. (2022) emphasized that structured math activities boost preschoolers' counting and

problem-solving skills, and Nguyen et al. (2021) highlighted the role of parental involvement in home numeracy education. Blair and Raver (2021) linked classroom participation to cognitive development, and Cheung et al. (2023) showed that supportive interactions enhance early engagement. Additionally, Snow and Matthews (2022) identified self-regulation and confidence as key to academic success, with Mashburn et al. (2023) advocating for a comprehensive approach to preparation that includes educational and familial contexts.

The result is supported by Williford et al.'s (2021) research, which underlines the importance of cohesive early learning strategies that include literacy, numeracy, and socio-emotional learning to promote holistic development. Bailey, Duncan, and Watts (2022) note that, while academic skills are often given more attention, non-academic Readiness, such as adherence to routines and the demonstration of independence, has a significant impact on long-term educational success.

Significant relationship between the level of parental involvement in the academic development of kindergarten learners and the level of educational development of kindergarten learners

Table 4: Correlation between the Level of Parental Involvement in the Academic Development of Kindergarten Learners and the Level of Educational Development of Kindergarten Learners

	Educational Development of Kindergarten Learners	
	Pearson Correlation	-0.063
Level of Parental Involvement	Sig. (2-tailed)	0.593
	N	75

Table 4 found that there is no significant relationship between parental involvement and kindergarten learners' educational outcomes. The negative correlation is weak and negligible, with a p-value exceeding 0.05. This suggests that different levels of parental participation do not predict superior or inferior outcomes. Factors such as parental involvement, pedagogical methods, school atmosphere, and socioeconomic conditions may influence these outcomes. A more sophisticated understanding of parental participation is needed to truly influence early learning results.

The conclusion is reinforced by Kim and Sheridan's (2020) research, which shows that supportive and collaborative engagement, particularly when linked with classroom approaches, is more predictive of child growth than overall involvement. Weiland et al. (2022) also stated that passive or habitual parenting activities may not result in significant learning gains for children unless they are deliberate, persistent, and intellectually stimulating.

Action plan may be developed based on the findings of the study

I. RATIONALE

This action plan recognizes that parental engagement is frequently promoted in the Philippines, particularly in public schools run by the Department of Education (DepEd). However, it is not necessarily well-structured or meaningful. The proposal responds to research indicating that increased parental participation does not always lead to improved academic progress among kindergarten students. As such, it prioritizes quality over quantity, encouraging informed, developmentally appropriate, and intentional parental involvement. This strategy is consistent with the DepEd's emphasis on establishing school-community collaborations under the Basic Education Development Plan (BEDP) 2030, underlining the role of empowered parents in promoting holistic learning outcomes.

II. Objectives

- ✓ Raise awareness of meaningful parental involvement
- ✓ Implement parenting coaching on child development and learning behaviors
- ✓ Integrate parental involvement in classroom activities
- ✓ Monitor and evaluate the quality of involvement vs. quantity



“Enhancing the Quality of Parental Involvement in Kindergarten Education”

Objective	Key Activities	Persons Involved	Timeframe	Estimated Cost (PHP)	Expected Outcome
1. Raise awareness of meaningful parental involvement	Conduct parenting orientation and workshops focused on effective learning support strategies at home	School Head, Kindergarten Teachers, Parent-Teacher Association (PTA)	Quarterly	₱5,000/session × 4 = ₱20,000	Parents are more informed about developmentally appropriate academic support
2. Strengthen home-school collaboration	Establish a regular parent-teacher communication log and feedback mechanism (printed or digital)	Teachers, Parents	Monthly	Printing: ₱500/month × 10 months = ₱5,000	More responsive, consistent communication between school and home
3. Implement parenting coaching on child development and learning behaviors	Invite experts (guidance counselor, child psychologist, experienced educators) for coaching sessions.	School Guidance Counselor, Guest Speakers	Semi-annually	Honorarium & materials: ₱3,000/session × 2 = ₱6,000	Parents gain a deeper understanding of their child's educational and behavioral development
4. Integrate parental involvement in classroom activities	Schedule interactive learning sessions where parents can co-facilitate learning tasks or storytelling	Kindergarten Teachers, Parents	Quarterly	₱1,000/event × 4 = ₱4,000	Builds engagement and demonstrates quality involvement
5. Monitor and evaluate the quality of involvement vs. quantity	Develop and use a simple rubric to assess the effectiveness of parental support in learning	Teachers, School M&E Team	Beginning, mid, and end of the school year	Printing and logistics: ₱2,000/year	A better understanding of which forms of involvement impact learning

IV. CONCLUSION

The study reveals that most kindergarten teachers are female and have advanced educational qualifications. Parental involvement in kindergarten learners' academic development is generally applicable, with parents providing resources and assistance with homework. However, they are less consistent in promoting regular study habits. Communication between parents and teachers is consistent, with many requesting help to facilitate home learning. School-based involvement is intermediate, with parents more inclined to volunteer for school programs than actively endorse school policies or attend conferences. Kindergarten children exhibit consistent and observable educational advancement across essential domains, with most skills classified as "Frequently Observed." However, there is no statistically significant relationship between parental involvement in academic development and kindergarten students' progress. The proposed action plan aims to improve parental involvement in kindergarten education by achieving five main objectives: enhancing awareness through quarterly workshops, fortifying home-school communication, offering biannual parenting coaching, incorporating parents into classroom activities, and assessing involvement using a rubric.

The study found that parents of kindergarten students have strong professional and academic backgrounds, making them proficient in evaluating parental engagement in kindergarten

learning. While they provide some material and address teacher concerns, there is potential for improvement in academic assistance and communication. Kindergarten learners' literacy, numeracy, and school readiness skills are average, requiring focused improvement. However, parental involvement does not significantly impact children's academic advancement, suggesting alternative factors may be more significant. A comprehensive action plan can improve parental engagement in kindergarten education by increasing awareness, enhancing communication, fostering active participation, and assessing impact.

The study recommends that schools utilize the professional and academic credentials of teachers to design and execute parental involvement programs. This will help develop evidence-based initiatives that effectively involve parents in the educational process. Schools should also adopt adaptable methods to enhance parental engagement, such as frequent seminars and communication platforms. Parents and teachers should cooperate to execute engaging educational methods that enhance literacy and numeracy skills. Schools should also implement measures to enhance students' classroom engagement, sustained focus, and executive functioning. Policymakers and teachers should consider factors outside parental engagement, such as classroom instruction quality, child motivation, and the learning environment. Schools should



maintain a comprehensive action plan to augment parental involvement, including organizing informative workshops, establishing efficient communication channels, and assessing engagement quality. Educators aged 30-40 show superior digital proficiency and a greater enthusiasm for adopting instructional technologies in early childhood classrooms.

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