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**PARENTAL INVOLVEMENT: A KINDERGARTEN TEACHER'S  
PERSPECTIVE ON THE CHILD'S DEVELOPMENT**

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Researcher

**ABSTRACT**

This study scrutinizes the parental involvement in the child's development through the lens of the kindergarten teachers in selected schools in Panabo North District, Panabo City. This study employed the qualitative design utilizing the phenomenological approach to eight (8) kindergarten teachers who were chosen as participants. The results revealed that there were three challenges identified such as parents' attitudes on parental development, time constraints of working parents, and lack of interest or caring of parents. Kindergarten teachers view parental involvement as a vital component of a child's development. They recognize that when parents actively engage in their child's education and well-being, it has a profound impact on the child's academic success, social development, and overall kindergarten experience. Collaboration between parents and teachers is a powerful tool in nurturing well-rounded, confident, and capable young learners. Coping with the challenges of parental involvement in a child's development is a multifaceted task that requires strong teachers and Parent Communication, promoting parental engagement and time management. While arguments may arise, the benefits of effective parent-teacher partnerships far outweigh the difficulties, as they contribute significantly to a child's

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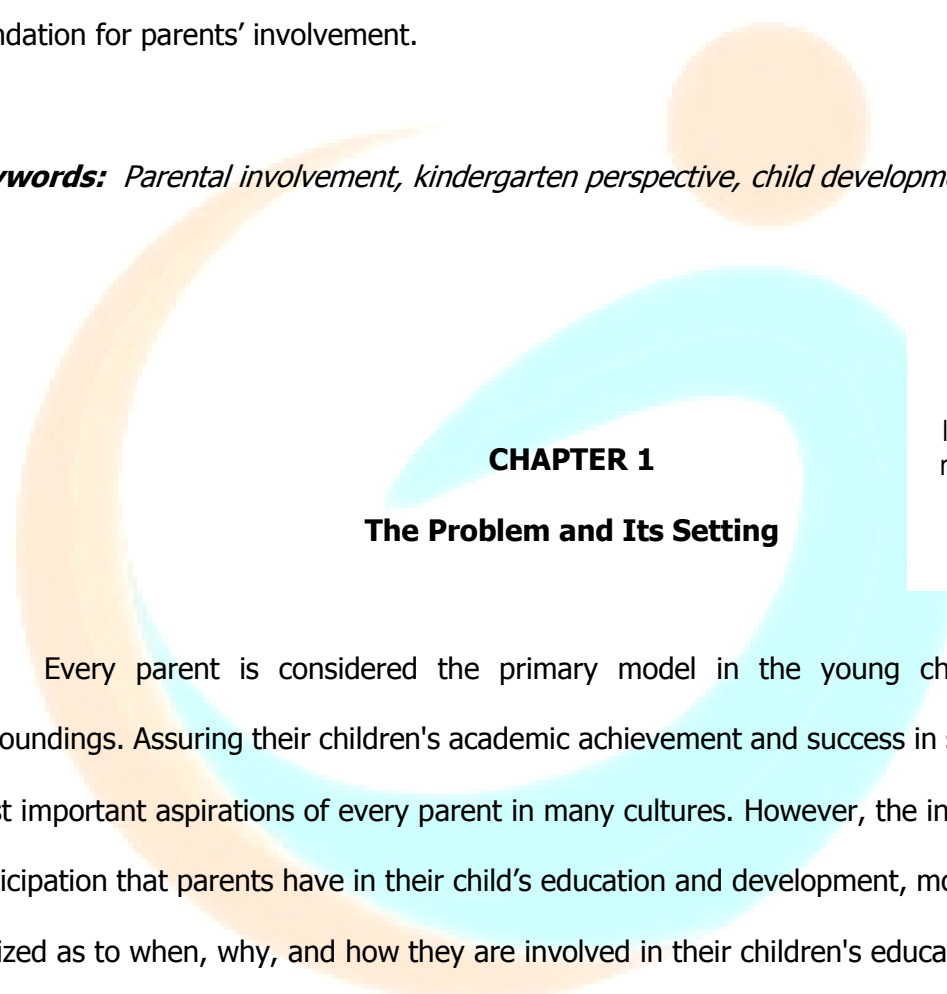
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overall development and educational success. Recognizing the value of parental involvement is a valuable asset in a child's development. Engaged parents can provide valuable insights into their child's individual needs and strengths, making it easier to tailor instruction and support. The study implies that promoting parental involvement during the early childhood years lays a strong foundation for parents' involvement.

**Keywords:** *Parental involvement, kindergarten perspective, child development*



## CHAPTER 1

### The Problem and Its Setting

Parenting is a lifetime job and does not stop when a child grows up.

**Jake Slope**

Every parent is considered the primary model in the young children's immediate surroundings. Assuring their children's academic achievement and success in school is one of the most important aspirations of every parent in many cultures. However, the intensity or extent of participation that parents have in their child's education and development, more often, has to be realized as to when, why, and how they are involved in their children's education.

In Western countries, parental involvement has been advocated as a result of studies significant in children's development. Started in Early Childhood Education to prevent problems

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of illiteracy and improve family-school–community partnership (Fatin et al., 2015). However, (Fisher, 2016) said that there are misperceptions and discrepancies about parental involvement practices on cultural beliefs that are assumed to affect stakeholders; therefore, it is important for schools to recognize the existence of cultural variations in parent involvement because there are differences among families with diverse backgrounds.

In a highly culturally diverse population like Australia, there is a limitation of parental involvement and opportunity in schools (Goos et al., 2014). Studies in Australia also identified that those parents with lower socioeconomic backgrounds confirmed lower parental involvement and children’s literacy and numeracy development. However, in the Chinese context, home-based parental involvement is strongly encouraged, while school-based involvement is not so welcome (Ho 2015). With this, principals and teachers are very reluctant to get parents involved in school management. Moreover, teachers do not believe that parents should be involved in the decision-making process, but they do wish to inform and consult parents about students’ learning in order for them to assist with learning at home (Ho 2013).

However, in the Philippines, parental involvement was not given enough attention in school because teachers are burdened with a lot of work-related activities and paperwork that hinder them from putting effort into parental involvement (Garcia, 2018). Due to their hectic schedules, teachers tend to restrict themselves from performing their responsibility of engaging with the families of their students. With this, teachers should be provided with conferences and

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training on parental involvement (Dor, 2012; REL, 2015). In the study of Rouse (2012), teachers need to be empowered because family-centered practices are professional support that helps families to be empowered.

### **Purpose of the Study**

This study focuses on kindergarten teachers' perspectives on parental involvement in the child's development in selected schools in Panabo North District. Panabo City. It seeks to investigate their experiences and challenges of parental involvement in child development and their coping mechanism. This further explores the significance of how parental involvement makes a great impact on children's education and helps improve the family-school-community partnership to build a strong and healthy community. Lastly, there is no available research in the Rizal Memorial Colleges, Inc. graduate school relating to this study.

### **Research Questions**

This study aims to describe and explore the experiences, challenges, and coping strategies of kindergarten teachers in selected schools in Panabo North District, Panabo City, regarding parental involvement in their children's development. Specifically, the study sought to answer the following questions.

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1. What are the experiences of kindergarten teachers on parental involvement in a child's development?
2. How do kindergarten teachers manage the challenges of parental involvement in the child's development?
3. What educational insights can be drawn to improve the involvement of parents in a child's development?

Traditionally, parental involvement often focused on how parents support their children's education and meet the needs of schools. However, parents' involvement is not only focused on school events or classroom activities, but it is necessary to find strategies to influence children's achievement and performance. Hence, the outcome of the study may be significant to the following sectors of the academe:

## CHAPTER 2

### Method

This chapter refers to the methods used in conducting the study. Since this study is qualitative in nature therefore, the following were discussed as sections of this chapter: the philosophical assumptions, qualitative assumptions, design and procedure, research participants, ethical considerations, the role of the researcher, data collection, data analysis, and trustworthiness of the study.

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## Philosophical Assumptions of the Study

The researcher used the three (3) basic philosophical assumptions underlying this inquiry. These are concerned with exploring and understanding human experiences. Researchers used the phenomenological method aimed to uncover the meaning of an individual experience of a specified phenomenon focusing on a concrete experiential account based on every life (Langdridge, 2007). The principle of phenomenology is paying respectful attention to a person's direct experience and encouraging research participants to tell their own stories in their own words (Smith, Flowers & Larkin, 2009).

First is the Ontology. This is used to reflect the teacher's experiences on their psychological well-being based on what they see and observe. The researcher created good relationships and interactions with the kindergarten teachers in order to understand better parental involvement in children's development, especially those who are assigned to selected schools in Panabo North District, Panabo City. The realities experienced by the kindergarten teachers are understood as being external to an individual or a product of their own consciousness (Blaikie 2010).

Further, the epistemological assumption was used to address the kindergarten teacher's views on parental involvement, where need to adjust to the culture of the community based on their experience (Flick, 2009). Likewise, this assumption is concerned with how the researcher acquired the idea and how they investigated the kindergarten teachers to prove the researcher's point of view which contributed to their experiences and challenges encountered. Axiological

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assumption addresses the teacher's challenges, whether their challenges are the product of the environment or created by the teacher's experiences. This is more on the role of values in research. Therefore, the methodologies that the researcher developed were influenced by these three (3) assumptions: ontology, epistemology, and axiology. In the essence of philosophical assumptions is the modus operandi or paradigms that researchers used to gather, analyze, and interpret data within the research.

## Qualitative Assumptions

To understand the participants' experiences, it is necessary to capture the varied meanings and details of their experiences in parental involvement. The researcher used the qualitative method to explain, clarify, and elaborate on the meanings of different aspects of the human life experience. Therefore, researchers can interpret teachers' experiences because they were involved in human activities. The principle of 'no harm' to participants ought to be considered by researchers, who should be aware of the potential harm that might be inflicted upon the study subjects. Obviously, sometimes a conflict between the right to know (defended based on benefits to society) and the right to privacy (advocated based on the rights of the individual) may happen (Bloor & Wood, 2006). However, several effective strategies to protect personal information in this study such as secure data storage methods, removal of identifier components, biographical details amendments, and pseudonyms (applicable to names of individuals, places, and

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organizations) (Bloor & Wood, 2006). The researcher has the responsibility of protecting all participants in a study from potentially harmful consequences that might affect them as a result of their participation. It is getting increasingly common for research ethics committees to seek documented proof of consent in a written, signed, and ideally witnessed form.

The researcher anchored the study in constructionism, which states that all qualitative research is interpretive, explaining that individuals construct reality through interactions within their social worlds. According to Crotty (1998), meanings are constructed as people engage with the world they are interpreting. As a researcher, a variety of methods were used to collect qualitative data about participants' interactions and experiences related to a phenomenon. Consequently, analysis of the data happens throughout the data collection process and involves the identification of recurring patterns, or themes, that characterize the data (Merriam, 2009).

Qualitative researchers must be responsive to findings during the early stages of data analysis and willing to relinquish ideas that are weakly supported by the data (Morse et al., 2002). Gay et al. (2006) explain that researchers must be patient and reflective as they strive to make sense of multiple data sources. During a qualitative study, the researcher attempts to gradually narrow and focus on key aspects of the data using an inductive analysis process.

To protect the respondent's identity, the researcher holds the information strictly confidential as there would be no guarantee for it otherwise (King, Henderson, Stein, 1999).

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Furthermore, in investigating sensitive topics, written consent puts the informants at risk, and audio-recorded oral consent would be more appropriate (Brenner, 2006).

Development of personal relationships with participants may be inevitable while collecting certain data. Therefore, researchers should seriously consider the potential impact they may have on the participants and vice versa, and details of such interactions should be clearly mentioned in research proposals. Overall, the role of the researcher as (a) stranger, (b) visitor, (c) initiator, (d) insider-expert, or other should be well defined and explained Mendieta et al., (2014). They further quoted that preparing an ethical protocol can cover issues in a qualitative research project from planning through reporting.

## Design and Procedure

In order to understand better the kindergarten teachers' perspective on parental involvement, the researcher employed a phenomenological research design and methodology to achieve the objectives of this study. This research design essentially describes rather than explains the challenges of the kindergarten teachers' views on reflective teaching and starts from a perspective that is free from hypotheses or preconceptions. Then identify the variables that can be measured, or hear their voices through interviews. These are all good reasons to explore a problem rather than to use predetermined information from the Literature or rely on results from

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other research studies. This method examines the phenomena through the subjective eyes of the participants.

In order to ensure that the same information was collected from all the participants, an interview guide was used. The interview guide includes open-ended questions and topics to help structure the interview, but when needed, the interviewer also explored, probed, and asked additional questions to clarify and expand on a particular topic. The open-ended questions were framed in a way, so the participants could represent their views and perspectives in their own words and terms, in addition to taking the questions in any direction that they chose (Patton, 1990).

Since qualitative research studies subjects in their natural setting, all interviews, took face to face at a time convenient for the participants. All interview sessions were recorded for purposes of transcription. When needed, the researcher used follow-up interviews after transcription to clarify meaning or explore areas in more depth.

## Research Participants

In a qualitative research study, it is a common practice to have a small yet appropriate group of participants. The participants of the study were eight (8) kindergarten teachers in selected schools in Panabo North District, Panabo City who are experiencing issues with parental involvement. The participants were chosen according to the following criteria: The participants

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must be bonafide kindergarten teachers in selected schools in Panabo North District, Panabo City. The kindergarten teachers have been teaching for at least one to three years and are willing to share a glimpse of their experiences while teaching in kindergarten. 3 yrs above of teaching. These criteria were selected to ensure that participants had plenty of opportunities and experiences with the phenomenon being studied. Collectively, participants had an in-depth glimpse of parental involvement issues.

The researcher utilized purposive sampling since the main interest of this study is to work with small samples to achieve an in-depth understanding of the phenomenon and to create rapport with the participants to obtain authentic in-depth information (Hesse-Biber & Leavy, 2011). Likewise, Creswell (2013) and Lichtman (2012) pointed out that purposive sampling gives the researcher an opportunity to choose the most effective informant available in the study.

## Data Collection

A purposive sampling method was employed in order to interview teachers who were likely to have relevant and rich sources of information about the topic being studied. The researcher would seek permission first from the graduate school dean, Dr. Pablo F. Busquit, to conduct my study in selected schools in Panabo North District, Panabo City. Approved permission was used as the guiding post for the collection of data. While letters seeking permission were delivered to the Department of Education concerned, I started constructing a research question and having it validated by the panel of experts preferably the experts of the study.

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After permission has been granted and the questionnaires validated, I started communicating with my participants through face-to-face and social media such as Facebook, telephone, or cell phone and begin setting schedules for interviews. During the interview started, I need to explain to the research participant the nature of my study, and their role, and when all queries has been satisfied, I proceeded to the main topic based on the interview guide questions regarding their experiences with reflective teaching. After the first questions, participants took turns in answering and they were free to give comments and elaborate on their answers. The same procedures were followed in the succeeding questions. To supplement my interview, I took down notes and started to record them to make sure that all conversations and significant statements with the research participants were captured and recorded. After I have written all their responses, I need to read again the transcription and let them confirm the accuracy of their statements.

## Data Analysis

For data analysis, I applied Colaizzi as cited by Suryani (2016) seven steps to analyze the data collected in the interview. In the first step, I read each participant's transcription several times to obtain a sense of the research participant's challenges and experiences. The interviews were conducted in Tagalog and English. At the completion of the transcription exercises, I took time to reflect on the responses to both the online interview and the transcription processes. I

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was vigilant when coming to the analysis process so as not to include 'my story as part of the findings of the study. In the second step, once the revised transcripts of the online interview were completed, I read through each again to refresh my knowledge of their respective content after which I began identifying the significant statements of the perception, challenges, and experiences of the teacher and parent's untold story. This process involves identifying sentences and phrases that directly relate to the phenomenon under investigation. The significant statements were proofread to ensure that the statements linguistically reflected the participant's expression.

Reflecting on the research data accurately, I directly quoted some significant statements from the participants and created meanings relevant to the perceptions, challenges, and experiences of novice teachers. Careful consideration of both the explicit and implicit meanings inherent in each statement until the accurate reflection of the intended meanings of the participants was created. To analyze the significant statements, I carefully organized the formulated meanings and created theme clusters that were common across all accounts, and classified them into categories. Finally, I integrated the results into a comprehensive description of the topic and returned it to each participant to verify and confirm the results.

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## RESULTS AND DISCUSSIONS

This chapter presents the various perspectives of the kindergarten teachers' perspectives on parental involvement in the child's development in selected schools in Panabo North District, Panabo City. Their experiences and challenges were given significance through the themes extracted from the transcribed narratives of the eight (8) teacher participants. It was summarized in figure form followed by a comprehensive discussion of each category and theme.

In this study, I explored and described different perspectives of the kindergarten teachers' perspectives on parental involvement in the child's development. From the data gathered, the participants revealed their perceptions and how they managed the challenges encountered. The responses given led us to create essential themes and these were supported and justified by the statements of the participants. Analysis of the qualitative data helped us develop a set of child readiness domains and organize and group the child readiness characteristics. The development of these domains facilitated the process of comparing and contrasting group responses and allowed us to discuss findings on the kindergarten teachers' perception of parental involvement in children's development.

There were four (4) themes generated from the teacher's narrations of parental involvement in a child's development and these parents' attitudes on parental development, time constraints of working parents, and lack of interest or caring of parents.

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*Parents' attitude on parental involvement.* Parents play a critical role in children's early life. Recognizing the important role that a strong positive bond between homes and schools, plays in the development and education of children If parents view their roles as a significant part of their children's education, they may be more willing to attend school activities and interact with teachers on a regular basis.

The narration of the participants positively correlates with the statement of (Hornby, G., & Blackwell, I. 2018) that there is a need to understand the how's and whys of the parents' involvement differently in child development. Parent participation is vigorous if they believe they are primarily responsible for their children's educational achievement. Likewise, parents become active and dynamic when informed of their shared responsibilities and partnerships with schools for their children's learning and development. However, some parents may feel that they are less critical; consequently, they are seldom involved in school activities. (Desforges & Abouchaar, 2016) supplements that parental involvement dramatically consists of the commitment of time and resources toward children's learning. There are some participants who have a negative impression of parental involvement and express their opinions.

Parents are the most critical people in a child's life, especially during the early developmental stage. They become school partners as they seek to teach and nurture children at home and school. Establishing trust in school is less intimidating to parents when they have an opportune time to build relationships with parents. Cotton, K., & Wikelund, K. (2020) attest that

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there is a positive effect on parental involvement on children, families, and schools when schools and parents continuously support and encourage the children's learning and development simultaneously. Furthermore, Cotton agrees that parent involvement would constantly keep creating a home environment that fosters learning, expressing high expectations for their children's achievement and future careers, and becoming involved in their children's education.

During the interview, participants articulated that they struggle to convince the parents to participate in school activities because of their beliefs and impressions about school parental involvement.

The struggles and challenges of the participants coincide with the idea of (Taylor et al., 2019), which claims that negative feelings from previous experiences may prevent parents from connecting with their children's schools and have a negative attitude toward school and the whole educational process. (Suizzo, M. A. et al., 2016) conforms that parents who do not help with students' homework and have inadequate or no parental involvement contribute to low student achievement and engagement. Likewise, lesser parental involvement, in contrast, positive feelings about school experiences would likely enhance parental involvement (Boonk L. et al., 2018). It contributes to student's academics, including increased motivation, self-esteem, and self-reliance, which leads to academic success regardless of economic background.

(Drissen, G., Smit, F., & Slegers, P. (2017) believes that engaging parents in educating their children at school is essential to support better learning outcomes for children. When schools

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and families work together, children achieve higher school achievement and stay in school longer (Drissen et al., 2017). Parents influence children's development in specific ways in which parents socialize their children. Taylor, et al., (2014) indicate important links between parenting and children's academic and behavioral competence, conceptualized as parental beliefs and behaviors that influence children's school-related development. These are all beneficial to students to improve learner attitudes toward schooling; develop positive behavior; improve school attendance; decrease school dropouts; and improve academic performance

*Lack of time for parents to assist the child in school activities.* Parents mentioned time as an obstacle to their children participating in or completing activities. This may be due to the demands of their jobs and having other children at home. For example, when asked about the resources provided by their children's teachers, two parents responded that they liked the module, however, they just don't have the time to use them with their work schedule.

Parents working from home have additional work like providing technical support or guidance in their child's schoolwork. According to the parents, they have difficulty adjusting to meetings and other tasks with modular class considering that at most times, they are working to earn a living. Many of the parents are farmers, and their wives are taking care of the children. Seating an hour to tutor the child, consumes too much of her time that she cannot do other chores. The kindergarten parents have difficulty in following up their child because they are not

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ready in terms of their ability to teach, but faced challenges in the discipline of having a system to facilitate instruction. Here are the sentiments of the parents:

Responding to the Education Act of 2001 that says No Child Left Behind, directed that parents have a considerable role in promoting the academic achievement of their children. Parents were encouraged to strengthen their efforts in developing innovative ways to be involved in their children’s academic growth. Increasingly, parents’ involvement in education is no longer a lofty hope for parents and schools, but it is a mandate. It was explicitly noted that all schools will promote partnerships with parents to participate in promoting the social, emotional, and academic growth of children (Hooft-Graafland, J. (2018).

### ***Coping with the challenges***

The abrupt shift to distance learning directly challenged the knowledge, mindsets, and skills of our teachers, parents, and other workforce in education. The ‘nice-to-have’ skills in digital integration became a ‘must-have’ in today’s new normal. Everyone is required to embrace a high level of comfort with ambiguity as guidelines and expectations shift on a weekly basis. And as a new school year approach and the global pandemic remains, educators are bracing for these abrupt and temporary changes to take root. The cope with the challenges, the following themes came out from the interview of the participants: Establishing Teachers and Parent Communication, Promoting parental engagement and Time Management.

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## CHAPTER 4

### Implications and Future Directions

This chapter presents the implications for practice and for future research. This was based on the emerging theme and supporting statements that emerged from the data analysis. This study has clearly pointed out its purpose, which is to recall the experiences, coping mechanisms, and insights to improve the parents' involvement in a child's development.

This study was an exploration of the challenges of teachers and parents on kindergarten readiness in modular distance learning. By adopting a qualitative approach utilizing the phenomenological approach, I intend to outline the challenges and how they cope with this difficult situation.

The parents' attitudes on parental development are the first theme that came out during the interview. Parental development has a profound impact on both parents and their children. The attitudes parents hold towards their own growth as caregivers shape their parenting styles, communication, and their children's development. Recognizing the importance of continuous learning and self-improvement in parenting can lead to more positive outcomes for both parents and their children. As parents strive to nurture the next generation, they also find opportunities for personal growth and development along the way.

The second theme that emerged was a need for more time for parents to assist their children in school activities. The pressing issue in today's fast-paced world is the need for more

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time for parents to help their children with school activities. However, parents can remain actively involved in their child's education by adopting strategies to prioritize, plan, and communicate effectively. While the time crunch may persist, a concerted effort to engage in quality interactions can significantly impact a child's academic and emotional well-being. Ultimately, it's a reminder that parental involvement can take various forms, and what matters most is the genuine care and support parents provide to their children's educational journey.

The challenge of finding time for parents to assist their children with school activities is indeed formidable. Conversely, it is essential to acknowledge that parental involvement in education can take many forms. By embracing innovative solutions, building community support networks, and maximizing the quality of their interactions, parents can remain actively engaged in their children's educational journey. In doing so, parents provide essential support for their child's development and demonstrate the value of education and lifelong learning. This invaluable lesson transcends the constraints of time.

Parental involvement in a child's development is a critical factor in shaping their success in education and life. When parents actively participate in their child's learning journey, it creates a supportive and enriching environment that fosters growth and development. Here are some educational insights into the importance of parental involvement: It fosters positive academic outcomes,

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enhanced self-esteem and confidence, better social skills, motivation goal setting, and preparation for the future.

### Implications

The study provides advanced knowledge and localized information about parental involvement. The findings could be widely used to develop seminars and training programs for teachers and parents to promote a nurturing environment that secures a smooth school transition for children. Promoting parental involvement during the early childhood years lays a strong foundation for parents' involvement. The joint efforts by kindergarten teachers and parents are needed to improve the home learning environment to promote involvement at kindergarten to facilitate children's positive outcomes. The findings that parents tend to practice less school-based involvement than home-based involvement during the early childhood years. This calls for further cross-cultural studies to explore the real reasons for this phenomenon. The study could be an effective way to improve preschool programs. The finding that home-based involvement predicted more adjustment of children's readiness for school than school-based involvement can be utilized to extend, enhance, and facilitate parental involvement at home to maximize children's readiness for primary school.

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## Future Directions

This study is conducted on a small scale or scope. It is encouraged that parallel studies may be conducted in a wider scope to verify their findings. A thorough and more in-depth inquiry on the preparations of parents for the new normal in education is recommended to understand the pedagogical preparations; their wellness to take part in helping the student to learn; and above all the learning outcome of the learners given in the context of health promotion.

To broaden the impact of this study, the following may be initiated in the future: presenting this study to the DepEd authorities to contribute to the department's effort to provide the best education in parental involvement in the child's development. The outcome of this study is a substantial reference to enrich the initiatives for parental involvement in children's development.

Presenting this study to the school heads who are the immediate superiors of the school may contribute to strengthening the parent's involvement who are the front liners and duty-bearers of education. The school heads may obtain from this study the interactive, flexible, and supportive online learning strategies to lighten the struggles faced by parents in child development.

To maximize its contribution to the body of knowledge, this study may be presented to research conferences to encourage more researchers to explore the preparations of teachers for the new normal in education and the possible impact prior to and after the propositions are

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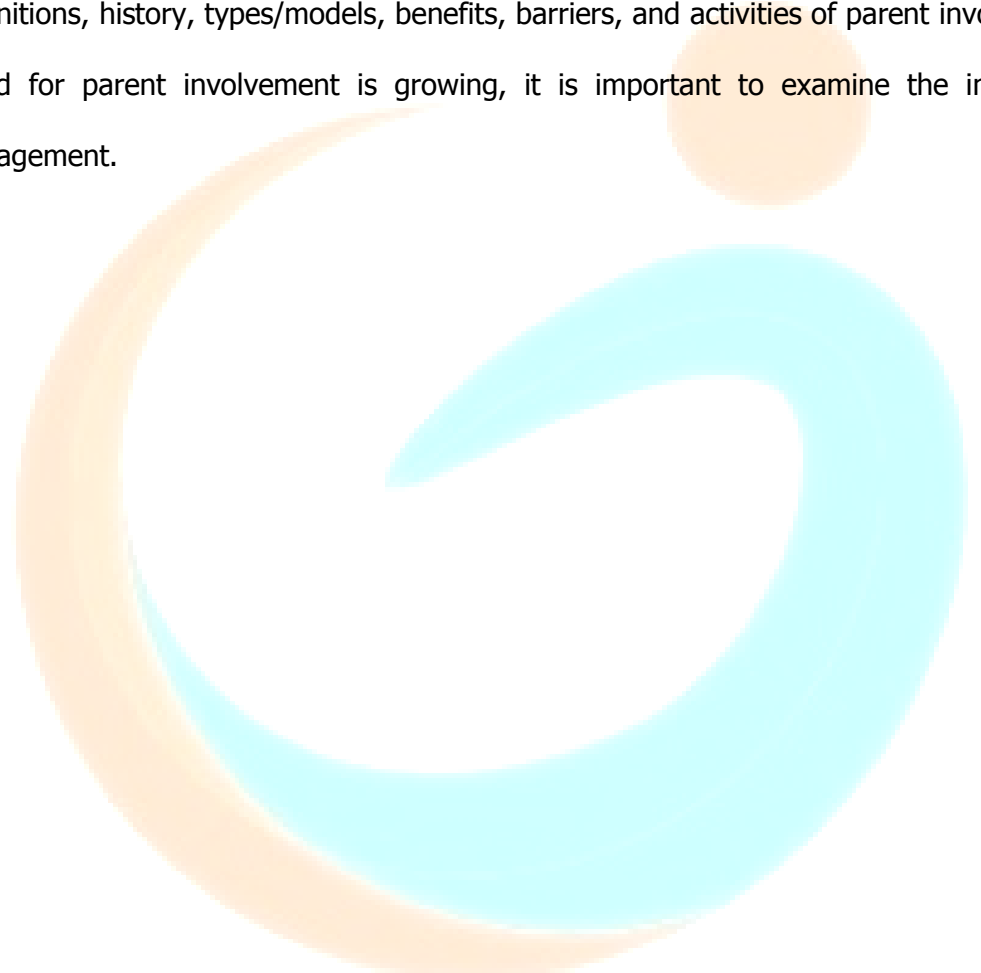
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realized. Related studies may also be pursued to contribute to providing quality education to learners without compromising the health and safety of the parents.

In order to gain a complete understanding of parental involvement, it is necessary to conduct a study that examines all aspects of parental involvement. The study examined definitions, history, types/models, benefits, barriers, and activities of parent involvement. As the need for parent involvement is growing, it is important to examine the impact of parent engagement.



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