



THE EXTENT OF PARENTAL INVOLVEMENT IN KINDERGARTEN EDUCATION AND ITS INFLUENCE TO THE ACADEMIC PERFORMANCE OF THE LEARNERS: AN ASSESSMENT

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ABSTRACT

This study examined the extent of parental involvement in kindergarten education and its influence on the academic performance of the learners. It described the profile of kindergarten parents in terms of socio-economic status, educational background, and occupation; determined the extent of parental involvement along volunteering, decision-making, and collaboration with the community; and assessed the level of influence of parental involvement on learners' academic performance in terms of parenting, communicating, and learning at home. It further investigated whether significant relationships exist between parents' profile and the extent of parental involvement, as well as between parents' profile and the level of influence on learners' academic performance. The results of the study served as the basis for the development of a parental guide intended to strengthen home-school partnership in kindergarten education.

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The study employed a descriptive-correlational research design. Data were gathered from kindergarten parents through a researcher-made questionnaire and analyzed using frequency, percentage, weighted mean, and chi-square test. The data were presented, analyzed, and interpreted to answer the specific problems of the study and to guide the formulation of the proposed parental guide.

Keywords: *Parental involvement, kindergarten education, academic performance, parenting, communication, learning at home*

INTRODUCTION

Kindergarten marks a child's first step into the world of formal education, serving as a bridge between early childhood and the structured setting of elementary school. This stage is crucial for developing foundational academic skills, social-emotional competencies, and positive attitudes toward learning. During these formative years, children begin to cultivate curiosity, cooperation, and confidence qualities that will shape their lifelong educational journey. Research consistently underscores that the quality of early educational experiences has a lasting impact on children's academic success and overall well-being. Thus, kindergarten education must not only focus on academic instruction but also on the holistic development of every learner.

The significance of parental involvement is also emphasized in several legal bases governing Philippine education. Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, decentralizes the management of the basic education system and

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strengthens the role of stakeholders including parents in promoting quality education. The law underscores that education is a shared responsibility among schools, families, and communities. It envisions an education system that is “learner-centered,” with active participation from parents and local government units in planning and implementing educational programs.

In this context, the present study seeks to explore the extent and impact of parental involvement in kindergarten education, with the aim of identifying barriers, strategies, and opportunities for improvement. Anchored on national education laws and grounded in actual classroom experiences, this research will provide empirical insights that may guide policymakers, school administrators, and teachers in developing programs that foster stronger partnerships with parents.

Framework

The present study is anchored on four theories that support the investigation of parental involvement and its impact on kindergarten education. These are Bronfenbrenner’s Ecological Systems Theory (1979), Bowlby’s Attachment Theory (1969), Piaget and Vygotsky’s Constructivist Theory (1936; 1978), and Evangelista’s Supportive Learning Theory (ESLT, 2025) as the researcher’s developed theory. Figure 1 illustrates the theoretical paradigm of the study, showing the relationship among these theories and their relevance to the research problem.

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Bronfenbrenner's Ecological Systems Theory provides a comprehensive framework for understanding the different environmental systems that influence an individual's development. The theory posits that a child's growth is shaped by multiple, interrelated systems: the **microsystem** (immediate environment such as family and school), **mesosystem** (interconnections between microsystems), **ecosystem** (external settings that indirectly influence the child), **macrosystem** (cultural values and social norms), and **chronosystem** (the dimension of time and life transitions).

In the context of kindergarten education, the theory highlights the critical role of the family and school as primary microsystems that directly shape a child's learning experiences. The interaction between these two environments—the home.

Research Method

The study used a descriptive-correlational research design to determine the extent of parental involvement in kindergarten education and its influence on learners' academic performance. This design was appropriate because the study described the respondents' profile and parental involvement practices and tested the significant relationships between parent profile variables and parental involvement indicators.

The study involved parents of kindergarten learners at Maipon Elementary School. The respondents represented different socio-economic backgrounds, educational levels, and occupational groups. Thirty-two parent-respondents participated in the survey, providing the

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data needed to describe their profile and determine the extent and influence of parental involvement.

Data Collection Procedures

Survey Administration. The survey questionnaire was distributed to the parent-respondents. The completed questionnaires were retrieved, checked for completeness, encoded, tabulated, and prepared for statistical analysis.

Data Verification. The researcher reviewed the responses and consulted relevant school records when necessary to ensure that the data were complete, accurate, and aligned with the objectives of the study.

Statistical Treatment of Data

The statistical treatment of data for the study on parental involvement in kindergarten education involved procedures that ensured accurate analysis and interpretation of the gathered responses. The data were encoded, organized, tabulated, and analyzed according to the specific problems of the study.

Frequency and Percentage. Frequency counts and percentages were used to describe the profile of the parent-respondents in terms of socio-economic status, educational background, and occupation.

Weighted Mean. The weighted mean was used to determine the extent of parental involvement in terms of volunteering, decision-making, and collaborating with the community, as well as the level of influence of parental involvement on learners' academic performance in terms of parenting, communicating, and learning at home.

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The formula for weighted mean is:

$$WM = \Sigma fx / N$$

where WM is the weighted mean, f is the frequency, x is the assigned weight, and N is the total number of responses.

Chi-square Test. The chi-square test was used to determine whether significant relationships existed between the parents' profile and the extent of parental involvement, and between the parents' profile and the level of influence of parental involvement on learners' academic performance.

The formula for chi-square is:

$$X^2 = \Sigma [(O - E)^2 / E]$$

where O is the observed frequency and E is the expected frequency. The computed values were compared with the critical values at the 0.05 level of significance to determine whether the null hypothesis should be accepted or rejected.

Null Hypotheses

There is no significant relationship between the profile of the parents and the extent of their parental involvement in terms of volunteering, decision-making, and collaborating with the community.

There is no significant relationship between the profile of the parents and their level of influence on learners' academic performance in terms of parenting, communicating, and learning at home.

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PROFILE OF THE KINDERGARTEN PARENTS

The profile of the kindergarten parents is presented in terms of socio-economic status, educational background, and occupation to establish the contextual variables of the study. These characteristics are examined as possible factors that may influence the level of parental involvement and the academic performance of the learners

a. Socio-Economic Status

Socio-economic status was examined to understand the financial context of the parent-respondents. This profile is important because family income and economic condition may

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affect access to learning materials, school participation, and the support that children receive at home.

Part I – Profile of Parent Respondents

Personal and Professional Information

Table 1 presents the socio-economic status of the parent respondents. Out of 32 respondents, 13 parents (40.62%) belong to the lower class, 10 parents (31.25%) fall under the middle class, and 9 parents (28.13%) are categorized as upper class. This distribution shows that the largest proportion of respondents comes from the lower socio-economic group, followed by the middle class, while the smallest group belongs to the upper class.

Table 1
Socio-economic Status

Indicators	f	%	R
Upper class	9	28.13	3
Middle class	10	31.25	2
Lower class	13	40.62	1
Total	32	100	

The data indicate that more than two-thirds of the respondents (71.87%) come from lower to middle socio-economic backgrounds. The lower-class group comprises the highest percentage, suggesting that a significant number of parents experience limited financial resources. Meanwhile, the presence of middle- and upper-class respondents reflects some

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degree of economic diversity within the population. However, the dominance of the lower-class group implies that economic challenges may be a common condition among most families represented in the study.

The predominance of parents from the lower socio-economic status suggests that many learners may face constraints related to financial capacity, access to educational resources, and learning support at home. This may

Table 2

Educational Attainment

Indicators	f	%	R
Elementary level	3	9.38	4
High School level	11	34.38	1
College Graduate	2	6.25	5
Elementary Graduate	10	31.25	2
High School Graduate	5	15.63	3
Vocational	1	3.13	6
Master/Doctorate	0	0	7
Total	32	100	

This indicates a generally low level of formal educational attainment among the respondents. The limited number of college and vocational graduates suggests that many parents may have had restricted access to higher education due to economic, geographic, or social constraints.

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The predominance of parents with elementary and high school education may influence the kind of academic support they can provide to their children at home. Parents with lower educational attainment may face challenges in assisting with complex academic tasks, monitoring schoolwork, or guiding study strategies, which can affect learners' academic development. This profile highlights the importance of teacher-guided instruction, school-based reading programs, and accessible learning materials to help bridge possible gaps in home academic support. For studies focusing on reading comprehension and instructional interventions, such as yours, these results justify the need for localized, scaffolded, and learner-friendly materials that do not rely heavily on parental academic assistance.

The data show that a large proportion of parents are engaged in informal, low-income, or unstable occupations, such as household keeping, unemployment, construction work, farming, and driving. Only a small fraction of respondents hold relatively stable or professional positions. This occupational profile indicates that many families may experience economic insecurity, irregular income, and limited access to employment benefits, which may affect their ability to provide consistent educational resources and learning support for their children.

Table 3

Parents/Guardian Occupation

Indicators	f	%	R
Unemployed	6	18.75	2
Online seller	1	3.13	6.5
Household keeper	7	21.88	1

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Teacher	1	3.13	6.5
Self-employed	2	6.25	5
Construction worker	5	15.63	3
Security Guard	1	3.13	6.5
Vendor	2	6.25	5.5
Employed (private)	1	3.13	6.5
Tricycle driver	3	9.38	4
Farmers	3	9.38	4.5
Total	32		

The predominance of parents in informal or low-income occupations suggests that many learners may come from households with limited financial capacity. Such conditions can influence students' access to school supplies, digital tools, tutoring, and other educational supports. Furthermore, parents working in labor-intensive or time-demanding jobs may have less opportunity to monitor academic progress or assist with schoolwork. For a study focused on learning outcomes and instructional interventions, this profile underscores the need for school-based support systems, accessible learning materials, and instructional approaches that do not rely heavily on home resources. It also highlights the importance of creating equitable learning opportunities for students regard

THE EXTENT OF PARENTAL INVOLVEMENT IN KINDERGARTEN

Parental involvement plays a vital role in supporting children's early learning experiences. This section examines the extent of parental involvement in kindergarten in terms of volunteering, decision-making, and collaboration with the community to determine

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how actively parents participate in school-related activities that support their children's education

Table 1

The Extent of Parental Involvement in Kindergarten Along Volunteering

Indicators	Weighted Mean	VI	R
Helps out in the classroom	3.66	Often	1.5
Participates in school meetings	3.66	Often	1.5
Participates in discussions on child's progress	3.56	Often	3
Assists teachers in preparing materials	3.50	Often	4
Supports school events	3.43	Often	5
Shares skills/profession	3.28	Sometimes	6
Joins clean-up drives	3.19	Sometimes	7
Provides feedback on school rules	3.00	Sometimes	8
AWM	3.41	Often	

Legend:

4.40-5.00 - Very often

3.40-4.19 - Often

2.60 -3.39 - Sometimes

1.80- 2.59 - Rarely

1.00 – 1.19 -Never

Table 1 presents the level of parent participation in volunteering activities school. The highest weighted means were recorded for helping out in the classroom and participating in

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school meetings where rules and policies are discussed (WM = 3.66, both verbally interpreted as Often). This was followed by participating in discussions about the child's learning plans or progress (WM = 3.57), assisting teachers in preparing materials or decorating classrooms (WM = 3.50), and supporting school events (WM = 3.44), all also interpreted as Often. Activities such as sharing skills or profession (WM = 3.28), joining clean-up drives (WM = 3.19), and providing feedback on school rules and programs (WM = 3.00) obtained lower ratings and were interpreted as Sometimes.

b. Decision-Making

Decision-making was examined to determine how parents take part in matters that affect their children's schooling. This area reflects whether parents are given opportunities to share opinions, join consultations, and participate in school-related planning.

Decision-making is an important life skill that helps individuals choose the best course of action in different situations. It involves identifying problems, considering possible solutions, and selecting appropriate actions based on careful thinking and understanding.

Table 2 presents the level of parent participation in school decision-making. The indicator on involvement in setting goals for the child's academic development obtained the highest weighted mean (WM = 3.66, Often). This was followed by participation in parent-teacher associations or committees (WM = 3.56, Often), attendance in school and classroom volunteer programs such as Brigada Eskwela (WM = 3.50, Often), and consultation regarding decisions that affect the learning environment (WM = 3.44, Often). Lower ratings were recorded for joining meetings to share opinions (WM = 3.28), giving suggestions or feedback

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on school matters (WM = 3.19), and helping plan school events or learning activities (WM =

3.00), all interpreted as Sometimes.

Table 2

The Extent of Parental Involvement in Kindergarten Along Decision-Making

Indicators	Weighted Mean	VI	R
Involved in setting child's academic goals	3.66	Often	1
Participates in PTA/committees	3.56	Often	2
Attends volunteer programs (Brigada Eskwela)	3.50	Often	3
Consults about decisions affecting learning	3.44	Often	4
Joins meetings to share opinions	3.28	Sometimes	5
Gives suggestions or feedback	3.19	Sometimes	6
Helps plan school events/activities	3.00	Sometimes	7
AWM	3.37	Sometimes	

generally willing to engage in institutional decision-making processes, their involvement is more pronounced in areas perceived as immediately relevant to their child's learning outcomes.

The findings imply that parents prioritize decision-making roles that have a direct and personal impact on their child's academic progress, while participation in broader school-level planning and governance remains comparatively limited. Possible contributing factors include time constraints, occupational responsibilities, limited familiarity with school policy processes, or perceived lack of authority in institutional decision-making. In the context of the present

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study, this pattern highlights the need for schools to develop more inclusive and accessible mechanisms that encourage meaningful parental voice beyond individual academic concerns, thereby strengthening shared governance and collaborative school improvement. A study by Wilder (2019) demonstrated that parental involvement in school decision-making—particularly in academic planning, committee participation, and school governance—has a significant positive effect on students’ academic achievement and educational engagement. Wilder emphasized that parents who take part in decision-making processes help align school policies with learners’ needs and strengthen accountability between home and school. This finding directly supports the results of the present study, where parents showed the highest participation in setting academic goals and engaging in formal school organizations. The consistency between the literature and the current findings underscores the importance of strengthening parental participation in decision-making as a strategy to enhance student learning outcomes and foster collaborative educational environments.

c. Collaborating with the Community

Collaborating with the community was included because children’s learning is strengthened when the school, family, and community work together. This dimension shows how parents help connect school activities with community resources, partnerships, and shared responsibilities. Community collaboration encourages shared responsibility in addressing the needs of learners and strengthening educational programs and activities. Through active participation and cooperation, schools and communities can work together to

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build positive relationships, improve educational outcomes, and foster a sense of unity and social responsibility among learners.

Table 3 shows the level of parent participation in collaborating with the community. The highest weighted means were obtained by organizing community events and school programs and taking initiative to suggest improvements for the school (WM = 3.66, Often). This was followed by helping decide how school activities are conducted (WM = 3.56, Often). Indicators such as accessing community services that support learning (WM = 3.44), contributing ideas to improve school facilities or resources (WM = 3.44), inviting resource speakers or community helpers (WM = 3.40), and being informed of major school decisions before finalization (WM = 3.40) were also interpreted as Often. The lowest weighted means were recorded for strengthening the connection between school learning and real-life community experiences (WM = 3.28), partnering with local organizations (WM = 3.19), and joining meetings on the allocation of school funds or resources (WM = 3.00), all interpreted as Sometimes.

Table 3

The Extent of Parental Involvement in Kindergarten Along Collaborating with the Community

Indicators	Weighted Mean	VI	R
Takes initiative to suggest school improvements	3.66	Often	1.5
Organizes community events and school programs	3.66	Often	1.5
Helps decide how school activities are conducted	3.56	Often	3
Invites resource speakers/community helpers	3.40	Often	4.5

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Is informed about major school decisions before finalization	3.40	Often	4.5
Contributes ideas to improve facilities/resources	3.44	Often	6.5
Accesses community services that support learning	3.44	Often	6.5
Strengthens school-community connection	3.28	Sometimes	8
Partners with local organizations	3.19	Sometimes	9
Joins meetings on allocation of funds/resources	3.00	Sometimes	10
AWM	3.40	Often	

However, lower levels of engagement were observed in more institutional and strategic forms of collaboration, including participation in resource allocation, partnerships with external organizations, and integrating community contexts into learning experiences. This pattern suggests that while parents are willing to contribute to community-related school activities, their participation decreases when collaboration requires sustained planning, formal coordination, or Engagement in administrative decision-making.

The findings suggest that parents are more inclined to participate in practical and event-oriented community activities compared to broader governance and partnership roles. Constraints such as time constraints, limited familiarity with organizational processes, or uncertainty regarding their role in institutional decisions may hinder their involvement in long-term community collaboration. Consequently, this study underscores the imperative for schools to fortify structures that incentivize parents to actively participate not only in activities but also in strategic partnerships and resource-related decision-making processes. By

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enhancing parents' roles in these areas, schools can foster deeper school-community integration and establish more meaningful educational support systems for learners.

LEVEL OF INFLUENCE OF PARENTAL INVOLVEMENT ON ACADEMIC PERFORMANCE

Parental involvement is widely recognized as a significant factor in children's academic success. This section examines the level of influence of parental involvement on learners' academic performance in terms of parenting, communicating, and learning at home to determine how these practices contribute to children's learning outcomes.

a. Parenting

Parenting is one of the most important factors that influence a child's growth and development. In kindergarten education, parents play a significant role in guiding, supporting, and nurturing their children's learning experiences both at home and in school.

Table 4 presents the level of parental involvement in parenting practices. The highest weighted means were obtained for giving proper discipline and guidance (WM = 4.44, Very high), assisting with homework or school projects (WM = 4.44, Very high), and encouraging the child to study and do their best (WM = 4.44, Very high). Indicators such as providing emotional support (WM = 3.66), setting clear rules and expectations at home (WM = 3.57), encouraging the child to express feelings and thoughts (WM = 3.57), participating in school meetings or activities (WM = 3.57), and celebrating academic achievements (WM = 3.44) were interpreted as High. Meanwhile, providing learning materials at home (WM = 3.28) and

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monitoring daily activities and behavior (WM = 3.28) received comparatively lower ratings and were interpreted as Moderate. This pattern is meaningful because it shows that parents are most confident in forms of support that are familiar and immediately connected to their child's schooling. It also suggests that school-led guidance may help parents become more consistent in areas that require planning, resources, and daily monitoring at home.

Table 4

Level of Influence of Parental Involvement on Academic Performance of the Learners
Along Parenting

Indicators	Weighted Mean	VI	R
Gives proper discipline and guidance	4.44	Very high	1.5
Encourages child to study and do best	4.44	Very high	1.5
Assists with homework/projects	4.44	Very high	1.5
Provides emotional support	3.66	High	4
Sets clear rules and expectations	3.57	High	5
Participates in school meetings/activities	3.57	High	5
Encourages child to express feelings	3.57	High	5
Celebrates academic achievements	3.44	High	7
Provides learning materials at home	3.28	Moderate	8.5
Monitors daily activities and behavior	3.28	Moderate	8.5
AWM	3.44	High	

4.20-5.00 - Very high

3.40-4.19 - High

2.60-3.39 - Moderate

1.80-2.59 - Less

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The results indicate that parents are highly engaged in direct and instructional forms of parenting, particularly in discipline, academic support, and motivational practices. The consistently high scores in homework assistance, guidance, and encouragement suggest that parents prioritize behaviors that are immediately linked to school performance and character development. In contrast, activities related to material provision and monitoring routines received lower ratings, possibly reflecting limitations in time, resources, or awareness of their educational importance. This pattern shows a stronger emphasis on behavioral and academic guidance than on environmental or resource-based support at home.

The findings imply that parents play an active role in shaping their children's learning through guidance, supervision, and academic encouragement. However, the relatively lower involvement in providing learning materials and closely monitoring daily routines suggests potential gaps in creating a fully supportive home learning environment. For the present study, this underscores the need for schools to reinforce parenting programs that not only promote discipline and motivation but also enhance parents' capacity to provide consistent learning resources and structured study routines. Strengthening these areas may further improve students' academic engagement and performance.

b. Communicating

Communicating was examined to determine how parents use dialogue, listening, and guidance to support their children's behavior and school adjustment. This dimension

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recognizes that meaningful communication at home helps children feel understood, guided, and motivated to learn.

Table 5

Level of Influence of Parental Involvement on Academic Performance of the Learners Along Communicating

Indicators	Weighted Mean	VI	R
Teaches my child to respect others	4.44	Very high	1.5
Listens actively to my child's concern	4.44	Very high	1.5
Guides my child to be responsible	4.44	Very high	1.5
Builds a trusting relationship with my child	3.57	High	3
Models positive behavior and good values	3.50	High	4
Regularly talks with my child about their day	3.44	High	5
Creates a peaceful and supportive home environment	3.19	Moderate	6
Involves my child in family decision-making	3.00	Moderate	7.5
Encourages healthy habits and routines at home	3.00	Moderate	7.5
Communicates expectations clearly and respectfully	3.00	Moderate	7.5
AWM	3.60	High	

Communicating is one of the important aspects of parental involvement in education.

Through regular communication with teachers and schools, parents become more informed about their children's progress, behavior, and learning needs, which contributes to better educational outcomes. Communication is an essential process that promotes understanding, cooperation, and positive relationships among individuals. In the educational setting, effective

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communication between parents and teachers helps support the academic and social development of kindergarten learners.

Table 5 presents the level of parental involvement in communicating with their children. The highest weighted means were obtained for listening actively to the child's concerns (WM = 4.44, Very high), teaching the child to respect others (WM = 4.44, Very high), and guiding the child to be responsible (WM = 4.44, Very high). Indicators such as building a trusting relationship with the child (WM = 3.57, High), modeling positive behavior and good values (WM = 3.50, High), and regularly talking with the child about their day (WM = 3.44, High) followed. Lower ratings were observed for creating a peaceful and supportive home environment (WM = 3.19, Moderate), involving the child in family decision-making (WM = 3.00, Moderate), communicating expectations clearly and respectfully (WM = 3.00, Moderate), and encouraging healthy habits and routines at home (WM = 3.00, Moderate).

The results indicate that parents demonstrate the strongest communication behaviors in areas related to emotional responsiveness and value formation, such as active listening, teaching respect, and guiding responsibility. These practices reflect a high level of interpersonal engagement between parents and children. However, relatively lower involvement is evident in areas requiring consistent structure and participatory communication, including shared decision-making, clear articulation of expectations, and the establishment of daily routines. This suggests that while parents prioritize supportive and value-oriented communication, they may engage less in communication practices that promote autonomy, collaborative decision-making, and systematic guidance at home.

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The findings imply that parents are highly committed to nurturing their children's emotional and moral development through attentive listening and guidance. Nevertheless, the lower levels of involvement in structured and participatory communication may limit opportunities for children to develop self-regulation, independence, and shared responsibility within the family context. In relation to the present study, these results highlight the importance of strengthening parental communication strategies that balance emotional support with clear expectations, routine formation, and inclusive family dialogue. Enhancing these aspects may further improve students' behavioral adjustment, motivation, and academic engagement.

A study by York, Gibson, and Rankin (2015) emphasized that effective parent-child communication particularly active listening, clear expectation-setting, and supportive dialogue significantly contributes to students' socio-emotional development, self-regulation, and academic success. The authors found that children whose parents consistently engage in responsive and structured communication demonstrate higher motivation and better school adjustment. This aligns with the present findings, where the highest levels of involvement were observed in active listening, teaching respect, and guiding responsibility. At the same time, the lower ratings in shared decision-making and expectation-setting suggest areas for improvement, reinforcing the study's implication that strengthening comprehensive communication practices can further support learners' academic and personal development.

c. Learning at Home

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Learning at home was assessed to determine how parents support homework, reading, study routines, and other educational activities outside the classroom. This dimension is important because regular home-learning practices

Table 6

Level of Influence of Parental Involvement on Academic Performance of the Learners Along Learning at Home

Indicators	Weighted Mean	VI	R
Helps child with homework	4.44	Very high	1
Guides and limits TV time and programs	3.44	High	2
Involves child in intellectual/cultural activities	3.28	Moderate	4.5
Explains homework, especially reading	3.28	Moderate	4.5
Appreciates home visits by reading teacher	3.28	Moderate	4.5
Reads aloud/uses interactive reading strategies	3.19	Moderate	8.5
Shows love for reading to inspire child	3.07	Moderate	8.5
Checks over child's assignments	3.07	Moderate	8.5
Reads to child/provides books at home	3.00	Moderate	10
AWM	3.33	Moderate	

Table 6 presents the level of parental involvement in learning at home. The highest weighted mean was recorded for helping the child with homework when asked (WM = 4.44, Very high). This was followed by guiding and limiting children's TV time and programs (WM = 3.44, High). Several indicators knowing how to explain homework (especially in reading) (WM = 3.28), involving the child in intellectual/cultural activities (WM = 3.28), and appreciating home visits by reading teachers (WM = 3.28) were interpreted as Moderate.

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Lower ratings were observed for reading aloud using interactive strategies (WM = 3.19), checking over assignments (WM = 3.07), showing love for reading to inspire the child (WM = 3.07), and reading to the child and providing books at home (WM = 3.00), all interpreted as Moderate.

The data indicate that parents are most engaged in reactive academic support, particularly when children request help with homework. Preventive or enrichment-oriented practices such as maintaining a print-rich home, modeling reading behaviors, and using interactive literacy strategies received comparatively lower ratings. This pattern suggests that parental involvement at home is more concentrated on immediate task completion rather than on sustained literacy development and enrichment activities that require regular time, resources, and pedagogical confidence.

Collaborating with the Community	Educational Background	24	38.74	36.415	0.05	Reject Ho	S
	Occupation	40	58.74	55.758	0.05	Reject Ho	S
	Socio-economic Status	8	19.35	15.507	0.05	Reject Ho	S
	Educational Background	24	39.74	36.415	0.05	Reject Ho	S
	Occupation	40	56.12	55.758	0.05	Reject Ho	S

Table 7 presents the test of significant relationship between the respondents' profile variables, namely socio-economic status, educational background, and occupation, and the

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extent of parental involvement in the academic and social development of kindergarten

learners in terms of volunteering, decision-making, and collaborating with the community.

For volunteering, the computed chi-square values for socio-economic status (16.75), educational background (38.62), and occupation (57.03) are all greater than their corresponding critical values of 15.507, 36.415, and 55.758, respectively, at the 0.05 level of significance. Therefore, the null hypothesis is rejected. This indicates that there is a significant relationship between the respondents' profile and their extent of involvement in volunteering activities.

The results indicate that socio-economic status, educational background, and occupation significantly influence the extent of parental involvement in volunteering, decision-making, and collaborating with the community. Hence, the profile of the parents is a significant factor in determining their level of participation in activities that contribute to the academic and social development of kindergarten learners.

Relationship between Profile and the Level of Influence

This part answers the research problem on whether parents' profile is significantly related to the level of influence of parental involvement on learners' academic performance. The analysis considers parenting, communicating, and learning at home as the main dimensions of influence.

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Table 8

Test of Significant Relationship Between the Profile and the Extent of Influence of Parental Involvement on the Academic Performance of Kindergarten Learners

Dimension	Profile	df	Computed X2	Critical X2	Level of Sig.	Decision	Conclusion
Parenting	Socio-economic Status	8	12.35	15.507	0.05	Accept Ho	NS
	Educational Background	24	15.42	36.415	0.05	Accept Ho	NS
	Occupation	40	40.65	55.758	0.05	Accept Ho	NS
Communicating	Socio-economic Status	8	17.65	15.507	0.05	Reject Ho	S
	Educational Background	24	39.31	36.415	0.05	Reject Ho	S
	Occupation	40	59.19	55.758	0.05	Reject Ho	S
Learning at Home	Socio-economic Status	8	18.92	15.507	0.05	Reject Ho	S
	Educational Background	24	40.15	36.415	0.05	Reject Ho	S
	Occupation	40	56.05	55.758	0.05	Reject Ho	S

Table 8 presents the test of significant relationship between the respondents' profile variables, namely socio-economic status, educational background, and occupation, and the extent of influence of parental involvement on the academic performance of kindergarten learners in terms of parenting, communicating, and learning at home.

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Conclusions

Based on the findings of the study, the following conclusions were formulated:

1. The profile of the kindergarten parents shows that many families face economic, educational, and occupational limitations; however, these limitations do not remove their desire to support their children. Rather, they show the need for school programs that are considerate of parents' time, literacy level, work conditions, and available resources.

2. The extent of parental involvement is generally evident, especially in activities that are direct, structured, and connected to the child's schooling. However, involvement in decision-making and broader forms of collaboration still needs improvement because some parents may not yet feel confident or fully invited to take part in planning and school-community initiatives.

3. Parental involvement influences learners' academic performance most strongly through parenting and communication. Learning at home has only a moderate level of influence, indicating that parents may need more guidance in establishing reading routines, monitoring assignments, and creating a consistent home-learning environment.

4. The significant relationships found in the study confirm that parents' profile is an important factor in understanding their participation in school-related activities and their capacity to support communication and learning at home. However, the non-significant relationship between profile and parenting suggests that care, discipline, encouragement, and concern for children are practiced by parents regardless of their economic or educational background.

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5. The proposed Parental Guide is therefore necessary because it responds directly to the gaps identified in the study. It can serve as a simple support material that translates the findings into doable actions for parents, teachers, and the school.



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