

Parental Involvement in Early Education Development

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ABSTRACT: Parental involvement is a strong foundation of early educational success during formative years, particularly from Grade 1 to Grade 3. This study aimed to examine the role of parents' involvement in the early educational development of the pupils among schools in Bukidnon Province. This study focused on two main areas of parental involvement: namely, attendance at school meetings, programs, and activities, and the time spent following up on their children. Descriptive correlational and causal research designs with content analysis were employed. A modified and adapted questionnaire was used to obtain data from parents. Respondents were selected through simple random sampling using Slovin's Formula. Mean, Standard Deviation, Pearson Product Moment Correlation were the statistical tools used in this study. The findings revealed that parental involvement in child's learning process is very high. The pupils' early education development in terms of pupils' attendance and pupils' performance is very high. There is a low to moderate positive correlation between parental involvement and pupils' early educational development. Time to follow up a child has the greatest influence on early education development. Thus, consistent involvement and hands-on support give children the boost they need to thrive and succeed in their early years. Schools may continue to design opportunities or programs that will cater to the involvement of parents both in school and at home.

KEYWORDS: attendance, early education development, follow-up, parental involvement, performance

I. INTRODUCTION

Early education is the most challenging years in schooling particularly in Grades 1 to 3 since this is the beginning stage of children's cognitive, social and emotional skills. But this period is crucial not only for academic learning, but also for developing the core skills that will enable lifetime learning and personal growth. One factor stands out as great contributor to children's success is parental involvement. It also makes the children's early journey more meaningful and successful.

Parental involvement is being participative and supportive both in school-based and home-based activities for children's educational development (Kanwal & Tufail, 2023). It talks not just the regular support in the school and classroom activities but also teaching and following-up outside the classroom specifically at home. Regular follow-up on children is necessary in order to be updated of what is the level of children's development. It will also create connection on the learning process that both take place in school and at home. However, parents nowadays, lack of support and engagement in the learning process of their children because of many barriers.

Active participation of parents in promoting pupils' educational outcomes especially in Grades 1 to 3 children is important. Parental participation at home, paired with good communication with teachers and participation in school also become a formula that can help pupils achieve their academic goals. Those who will make positive contributions to society and the country in the future. Parents should strive for positive participation in all parts of parental involvement in order to support and engage their children's school readiness (Ridha et al., 2024).

Parent Involvement is known to have many benefits. Accordingly, parents' involvement activities positively affect children in cognitive development, communication, skills and literary development. It is also necessary for cerebral and social-emotional development in early infancy. As parental involvement increased in early education, pre-literary developed as specified in the studies of Handayani et al. (2020).

This study stressed the impact of parental participation on pupils' attendance and academic performance from grade 1 to 3. This aimed to provide strategies for implementing parental involvement focusing on the benefits and recommendations on how to guide them on their academic achievements.

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In order to have a thorough grasp of the phenomenon of being studied, this study was founded from the theories of Ecological theory, Parental involvement theory, Family System theory. These theories were selected for their relevance and applicability to the research topic, serving as the conceptual framework through which to analyze and interpret the data.

Ecological system theory, developed by Urie Bronfenbrenner (1992) emphasized the interconnectedness between individuals and their environments. This theory includes the microsystem (family), mesosystem (interaction between family and school), exosystem (Community influences) and macrosystem (cultural values) which can be linked into an early development of a child. From the microsystem of the family to the macrosystem of cultural values and beliefs, and examine how the ecological factors shape and arc these ecological factors shape and arc shaped by parental engagement. This study examined the interactions between the person, family, school, and community settings (Cherry,2023).

On the other hand, Parental Involvement theory proposed by (Hoover -Dempsey & Sandler 1995, 1997) predicted that strong parental involvement develops a positive -minded and more efficient children in terms of achieving educational success. In this study the parental involvement theory framework serves as a least through which to examine the dynamics of parent-child relationships and their implications of educational outcomes. The researcher pursues to expound the different scopes of parental dimensions that being discussed in parental involvement theory focusing on its influence on children's education development.

In addition, Ding et al. (2024) cited in their article the Family systems theory, that was discovered by Watson in 2012. Family system theory as an approach to understanding human behavior that focused on the interactions between persons in a family and the setting in which that family is embedded. Family systems theory has been applied to a wide variety of areas including psychotherapy in general and family therapy in particular system framework with emotional, behavioral, or relationship symptoms in individuals and families. In this study, the family systems theory framework made easy in the exploration of providing valuable insights into the interplay of individuals, familiar, and contextual factors that influence parent-child interactions and family dynamics. By examining the reciprocal relationships between family members and the broader socioenvironmental context, it aimed to expound the mechanizing underlying family functioning and its impact on children's development and well-being.

II. METHODOLOGY

This study utilized a descriptive correlational and causal design with content analysis. A descriptive correlational design was employed in research projects that attempted to describe the relationship between two or more variables without making causal claims. This includes collecting and analyzing data on at least two variables to see if there is a link between them (Lachica ,2024). This design provided a comprehensive view of how parental involvement correlates with children's educational development, facilitating insights into existing patterns and associations in the data collected from Grades 1 to 3.

The study analyzed the data using descriptive statistics and correlation analysis. For problem statements one (1) and two (2), the Weighted Mean and Standard Deviation were used to help assess the variability of the data. Pearson Product-Moment Correlation was used to measure the degree and direction of correlation between parental involvement and children's early education development. And lastly, for problem 4, Multiple Linear Regression Analysis was used to identify the dimensions of the independent variable that influenced early education development.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of parental involvement in the learning process of the pupil in terms of:

- 1.1 attendance to meetings, school programs, and activities; and
- 1.2 time to follow up on a child

Table 1. Overall Parental Involvement

Variables	Mean	SD	Qualitative Description
Attendance to Meeting, School Program and Activity	3.54	0.59	Very High
Time to Follow- up	3.49	0.61	Very High
Overall	3.52	0.60	Very High
Note: 3.26 – 4.00 Very High; 2.51-3.25 High 1.76-2.50 Low 1.00-1.75 Very Low			

Table 1 presents the overall parental involvement. The table has a Mean of 3.52 and SD = 0.60, qualitatively described as Very High. The interpretation reveals that the research has a great understanding of parental involvement. Active parental participation, both at home and in school, is constantly connected to better academic achievement, school readiness, and holistic

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child development. It shows that both the time spent on follow-up at home and attendance at school events give essential insight into how parents are involved in assisting their children's education. This reveals that parents' participation and continuous support for children contributed to a more improved education.

Moreover, Attendance to Meeting, School Program, and Activities has a Mean of 3.54 with SD = 0.59, qualitatively described as Very High. The data imply that parents are actively supporting their children. Parents' involvement has an impact on the overall aspect of the learner's development. Parents' participation in their children's education helps to increase their confidence and love of learning. It also enhances their behavior, study habits, and communication abilities. When children see that their parents are concerned about their school activities, they feel more supported and motivated.

This strong support fosters their development not only academically, but also emotionally and socially. As indicated by Ssinkini and Hassan(2021), parents who go to school meetings regularly can contribute ideas about children's learning as well as monitor their development. As indicated in the report, the parents who go to meetings also get an opportunity to see their children at school.

Additionally, based on Mangalam's (2023) research, parent-teacher meetings are an essential aspect of school education development as they enable parents to interact with teachers and check the academic progress of their children. Their research highlights that both school-based and home-based parental engagement, contribute significantly to children's early learning and development.

On the other hand, the variable Time to Follow up on a child has a lower Mean of 3.49 with SD = 0.61 than the attendance to meeting, program, and activity, but it still belongs to the Always and Very High involvement. The figure implies that even though parents are very committed to their involvement, there are some minor or unpredictable challenges in constantly following up on children's learning at home compared to attending school functions. Studies show that home-based involvement, such as monitoring homework or providing learning resources, can be affected by factors like time constraints and parental confidence. Parents in the hinterlands would prefer to entrust the learning of their children to the teachers because they lack knowledge of children's lessons in school.

As per the study of Barrera-Osorio (2021), parental involvement programs are designed by the school to foster home-school connections to enhance education. It facilitates parents and schools' collaboration. The intention is to establish a good connection between home and school to enable children to perform well in education. Though the intention is good, school found it out that some parents are still not responsive to the program because of lack of time, work imbalances and not enough education for some parents especially those in the rural areas.

By actively participating in school-related activities and fostering open communication, parents create a positive atmosphere that enhances academic performance, enriches the pupil experience, and cultivates a positive attitude towards learning. This collaborative effort between parents and educational institutions lays a strong foundation for nurturing well-rounded individuals and fostering a culture of academic excellence.

Problem 2. What is the level of pupils' early educational development in terms of:

- 2.1 pupils' attendance; and
- 2.2 pupils' performance

Table 2. Overall Early Education Development

Variables	Mean	SD	Qualitative Description
Pupils' Attendance	3.58	0.62	Very High
Pupils' Performance	3.55	0.61	Very High
Overall Mean	3.57	0.62	Very High

Note: 3.26 – 4.00 Very High 2.51-3.25 High 1.76-2.50 Low 1.00-1.75 Very Low

Table 2 shows the overall early education development. It has an overall Mean of 3.57 with SD = 0.62, qualitatively described as Very High. This indicates that both attendance and performance are at the Very High level of parental involvement across both attendance and performance. Regular parental involvement improves academic performance and attendance. Boosting children's developmental capabilities and academic performance can be achieved by cultivating strong home-school partnerships and continuous support from the parents.

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William et al. (2021), parents' involvement in their children's education, such as helping them with homework, attending school events, or encouraging high-quality study habits, is critical to ensuring that children succeed in school. This help is especially important for young children since it provides a solid foundation for their future learning and development.

The highest mean was recorded for pupils' attendance. It has a mean of 3.58 with SD = 0.62, qualitatively described as Very High. It reveals that parental participation has the greatest influence on children's frequent attendance at school. This demonstrates that most children attended school regularly. Daily attendance allows children to keep on with their learning. It also reduces their chances of falling behind in class. Children who attend school regularly are more likely to perform well in their studies.

This supports the study of Gottfried (2019). The study focused on how parents' active participation in school activities and programs reduces dropout rates and absenteeism, which may have an impact on pupils' academic achievement. Parents must provide enough time for monitoring children's attendance at school to ensure better educational development.

Pupils' Performance has the lowest Mean of 3.55 with SD = 0.62, qualitatively described as Very High. This stated that while parental participation has a positive effect on children's academic progress, its impact might not be as strong as on attendance. Parental involvement may be limited by factors such as parents' work schedules, time constraints, and varying levels of understanding about child development. These can limit the extent of their support for academic tasks. Furthermore, according to research by the International Journal of Academic Research in Progressive Education and Development published in 2020, parental motivation and attitudes are essential but may not always translate into higher academic scores due to external challenges (Moneva et al., 2020)

The results show a very promising state of early education development, underpinned by strong parental involvement. With pupils demonstrating both consistent attendance and solid academic performance, the foundation for future learning success is clearly in place. Continued collaboration between school and home will be essential to sustain and elevate these outcomes.

Problem 3. Is there a significant relationship between parental involvement and the early education development of children?

Table 3 presents the Test of Correlation Between Parental Involvement and Early Education Development. Both types of parental participation assessed in the study, school event attendance and home follow-up, have statistically significant positive relationships with early education development. The null hypotheses of both circumstances are rejected. Some research on parental participation has supported these hypotheses, including the Early Childhood Longitudinal Study of 2024, which stated that coordinated efforts between parents and schools lead to greater school readiness and long-term educational success. Parental involvement is also more securely sets these pupils up to develop a lifelong love of learning, which researchers said is a key to long-term success.

Table 3. Test of Correlation Between Parental Involvement and Early Education Development

Variable	r-value	p-value	Level of Correlation		Decision	Interpretation
Attendance to Meeting, School Program and Activity	0.492	0.001	Low Positive Correlation		Reject Ho	Significant
Time to Follow up on a Child	0.582	0.001	Moderate	Positive	Reject Ho	Significant
			Correlation			

Note: 0.91 - 1.00 Very High Positive Correlation 0.71 – 0.90 High Positive Correlation
0.51 – 0.70 Moderate Positive Correlation 0.31 – 0.50 Low Positive Correlation
0.00 – 0.30 Negligible Positive Correlation Significant when computed p-value <0.05

Time to follow up on a child's early education development has the greatest association of $r = 0.582$ and $p = 0.001$. This indicates a moderate positive correlation and is statistically significant. The result emphasizes that there is strong evidence that children with regular follow-up of parents both in school and at home tend to have better academic performance and increased attendance. They are also more likely to complete assignments and attend school regularly. Consistent support from parents helps children stay motivated and do their best in class. According to Barrera-Osorio's (2021) research, parental participation programmes attempt to strengthen home-school interactions to improve educational outcomes. Thus, parents must continue the learning of a child at home through regular follow-up with the child. This helps the child remember and understand lessons better. It also shows the child that learning is important, both in school and at home. When parents and teachers work together, the child feels more supported and confident.

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Attendance to Meeting, School Program, and Activity on early education development was also significant, but with a lower association of $r = 0.492$ and $p = 0.001$. This indicates a low positive correlation, but it is statistically significant. This means that attending school events and meetings is less beneficial than time to follow up with a child, even though it is beneficial. But though the effect is not strong, it still matters and helps in some way. The result is important because it proves that being present at school events has a positive impact, even if it is just a small one.

Another study by Yang and Tahir (2023) similarly found that while school event attendance fosters peer interaction and emotional security, it is not as influential as regular home-based involvement. A study by the Education Endowment Foundation (2024) also noted that school-based parental involvement, though valuable, is most effective when complemented by active engagement at home. Both researchers stressed that parents should keep attending school meetings and programs, even if the impact seems small. These activities still play a role in supporting a child's growth and learning. They help build a strong connection between home and school.

The findings demonstrate that parental involvement has a significant positive effect on early education development. While attending school programs shows beneficial effects, direct follow-up and active engagement at home play a more impactful role. A dual approach that fosters both school-based and home-based parental involvement will best support children's long-term academic success.

Problem 4. Which of the dimensions of the independent variable singly or in combination influence pupils' early education development?

Table 4 shows the Regression Analysis on Parental Involvement and Early Education Development. The overall regression model was significant with $R = 0.416$, $R^2 = 0.436$, $F = 6.814$, and $p = 0.001$. It demonstrates that the combination of parental engagement variables explains a significant part of the variance in early schooling development. Parental participation, particularly active follow-up and engagement at home, is a significant predictor of academic performance and developmental competence in early childhood. This means that active participation in school and at home plays a significant role in academic performance and developmental competence. The results demonstrate how important it is to urge parents to actively participate in all activities. This is supported by Utami's (2022) study, which demonstrated a strong positive relationship between parental engagement and academic performance, with family involvement in homework assistance, school event participation, teacher communication, and emotional support all contributing significantly to improved academic outcomes.

Table 4. Regression Analysis on Parental Involvement and Early Education Development

Variables	UC		SC		t-value	Sig. (P-value)	Decision
	B	SE	β				
Constant	0.3938	0.5376	0.3987		5.4986	0.001	
Attendance to Meeting, School Program, and Activity	0.3467	0.2644	0.3568		0.3427	0.088	Accept Ho
Time to Follow Up on a Child	0.7486	0.6849	0.7655		6.2758	0.001	Reject Ho
Mode	R	R²	Adjusted R²	f-value	Sig. (P-value)		Decision
	0.416	0.436	0.388	6.814	0.001		Reject Ho

Note: UC = Unstandardized Coefficients SC = Standardized Coefficients Dependent Variable = Early Education Development

Significant when computed p -value < 0.05 .

The variable that had the greatest and most statistically significant influence on pupils' early education development ($\beta = 0.7655$, $t = 6.28$, $p = 0.001$) is the *Time to Follow-up a Child*. This result indicates that direct, consistent parental engagement at home, such as monitoring schoolwork, providing guidance, and supporting learning, has the greatest impact on children's academic and developmental outcomes. "Time to Follow-up a Child" refers to how frequently a parent or guardian monitors a child's learning. This is essential to a child's educational development because it helps detect problems early. If a child is confused or struggling, following up immediately can provide the assistance they require before the problem worsens. Regular follow-up also helps children recall what they have learned and strengthen their skills over time.

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The result was given an emphasis by a meta-analysis from Frontiers in Psychology in 2024, which confirmed that parental support and follow-up at home are strongly linked to improved academic performance, especially in foundational subjects like Math. This implies that parents assist their children with their studies, such as checking homework or asking about school. When parents do this frequently, their children typically perform better in crucial subjects, including reading and math. This support builds up children's confidence in their studies. (Wang & Wei 2024).

The variable that has the smallest and statistically non-significant influence was attributed to the *Attendance at meetings, school programs, and activities* ($\beta = 0.3568$, $t = 0.34$, $p = 0.088$). While participation in school events is valuable for building parent-school partnerships, its direct effect on children's early education development appears less pronounced than home-based involvement. This is because pupils in grades one through three require more parental involvement and supervision. The findings were not sufficient to be considered statistically significant. This means that while these activities are beneficial, they do not immediately enhance academic performance. However, they continue to encourage contact and interaction between parents and the school.

Obradovic (2021) conducted research that supports that parental over-engagement had a negative impact on children's self-regulation and EF skills because it reduces the opportunities for children to exercise self-regulation through dyadic interaction with their parents. This idea relates to attending meetings and programs because simply showing up is not enough. Parents should also give their children chances to learn and solve problems on their own, rather than taking over everything.

The results clearly show that parental participation has a major favorable impact on early schooling development. While attending school programs shows beneficial effects, direct follow-up and active engagement at home play a more meaningful role. These approaches that foster both school-based and home-based parental involvement will best support children's long-term academic success. The results of the study indicate that parental involvement plays a crucial and statistically significant role in the early educational development of children. Both aspects of involvement which are participation in school activities and follow-up at home, show positive correlations with pupil attendance and academic performance.

While attendance in meetings and school programs demonstrates a low positive correlation, direct parental follow-up exhibits a moderate positive correlation, highlighting that the quality and consistency of engagement at home have a more substantial impact on a child's development. Furthermore, the consistently high mean ratings across all factors indicate that parents are actively involved and regard their participation in schooling as very important.

In conclusion, it is important to create strong connections between home and school. Parents should be encouraged to participate in school activities and support learning at home. This helps promote good attendance, academic growth, and overall success for children in their early years. When parents and teachers work together, children feel more supported and motivated. Consistent communication between home and school builds trust and understanding. Ultimately, this partnership creates a positive environment where children can thrive.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn

1. Parents are supportive to their children, since Grades 1 through 3 are still dependent to them.
2. Parents have strong support for the pupils' early education development
3. Consistent involvement and hands-on support give children the boost they need to thrive and succeed in their early years.
4. Pupils do better in school when parents are visible in school and attending to their needs at home.

V. RECOMMENDATIONS

Based on the study's findings and conclusions, the following recommendations are made.

1. Schools may continue to encourage active parents' participation through regular communication, workshops, and school events.
2. Schools and parents may continue to implement strategies that encourage regular attendance and academic engagement among parents.
3. Teachers and schools may continue to design opportunities or programs that will cater to the involvement of parents both in school and at home.
4. Teachers and schools may continue to create a strong connection between home and school, where parents are encouraged to both engage in school activities and support learning at home.

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