

NURTURING YOUNG MINDS: THE ROLE OF PARENTAL INVOLVEMENT IN KINDERGARTEN LEARNING DEVELOPMENT

Vivian P. Mamalintaw¹, Husna T. Lumapenet², & Mamalinta D. Cabilo

¹ Classroom Teacher, Department of Education, Philippines

² Associate Professor V, Cotabato Foundation College of Science and Technology, Doroluman, Arakan, Cotabato, Philippines

³ Assistant Professor, Cotabato Foundation College of Science and Technology, Doroluman, Arakan, Cotabato, Philippines

ABSTRACT

This study investigated the relationship between parental involvement and the development of kindergarten learners in the Special Geographic Area of the MBHTE-BARMM.

The research explores four types of parental involvement such as behavioral, cognitive, emotional, and school-focused and examines their impact on the academic, socio-emotional, physical, and creative skills development of young children.

A descriptive-correlational design was employed, utilizing surveys to gather data on parental involvement and children's developmental outcomes.

The results reveal that all forms of parental involvement are positively correlated with children's development, with cognitive and emotional involvement showing the strongest influence on academic and socio-emotional skills.

Emotional involvement was found to be the most significant factor influencing physical and creative skills development. The study also found that behavioral involvement had a minimal or negative effect, particularly on creative development, while school-focused involvement had a positive impact on fostering creativity.

The findings highlight the importance of cognitive and emotional engagement by parents in supporting children's development across multiple domains.

Based on these results, the study recommends that parents, educators, and policymakers prioritize cognitive and emotional involvement in early childhood education and create programs that support parents in engaging meaningfully with their children's learning and growth.

Keyword: Parental Involvement, Kindergarten Education, Early Childhood Development, Learning Support at Home, Parent-Teacher Partnership, Cognitive Development, Home-School Collaboration, Early Learning Outcomes, Family Engagement in Education, and Child Development.

1. INTRODUCTION

Parental involvement is widely acknowledged as a cornerstone of early childhood education, playing a critical role in shaping the academic and personal development of young learners. In the Philippine context, the Department of Education (DepEd) emphasizes parental engagement as a means to create a supportive learning environment that nurtures holistic growth. This partnership is essential in kindergarten, where foundational skills are developed, and children adapt to the structured school environment. Research highlights that parents who actively participate in their child's education foster improvements in cognitive, social, and emotional domains, enhancing academic readiness and overall well-being (Tamayo, 2022; Bartolome et al., 2017).

Despite these benefits, challenges persist. Many Filipino parents struggle to balance involvement with work demands, especially in low-income households, where time and resources are limited. Additionally, socioeconomic factors, such as poverty and parents' educational backgrounds, can impact their ability to assist children effectively in academic tasks (Tamayo, 2022; Garcia, 2018).

These barriers underline the need for inclusive and adaptable strategies to encourage parental participation in early education, as emphasized in DepEd's policies and initiatives.

This study evaluated the significance of parental involvement in the kindergarten learning process within the Special Geographic Area of the MBHTE-BARMM educational landscape. It identified effective practices, challenges, and opportunities for fostering stronger school-home collaboration, contributing to the development of young learners and addressing disparities in parental engagement.

2. METHODOLOGY

This study adopted a descriptive-correlational research design to examine the relationship between parental involvement and the developmental outcomes of kindergarten learners in the Special Geographic Area of MBHTE-BARMM. The descriptive aspect measured levels of parental involvement (behavioral, cognitive, emotional, and school-focused) and learner development (academic, socio-emotional, physical, and creative). The correlational component assessed the strength and influence of these relationships using correlation and regression analysis.

Data were collected from 250 kindergarten parents, selected through stratified random sampling to ensure representation across urban, rural, and remote zones. Teacher input and school records supported the assessment of children's development, while educators also provided qualitative insights.

The main research tool was a structured questionnaire with sections on parental involvement and child development. Surveys were administered with approval from MBHTE-BARMM and distributed through participating schools. Descriptive and inferential statistical methods, including mean, correlation, and multiple regression, were used to analyze the data and address the study's objectives.

3. RESULTS AND DISCUSSION

Relationship between parental involvement of parents and the kindergarten learning development

Table 1 illustrates the relationship between various dimensions of parental involvement in kindergarten education and the development of children's academic, socio-emotional, physical, and creative skills. The table reveals that all four types of parental involvement such as behavioral, cognitive, emotional, and school-focused show strong positive correlations with each developmental domain.

Furthermore, all correlations are highly significant ($p < 0.001$), suggesting that greater parental involvement is associated with enhanced child development across multiple areas.

Given that all the correlation coefficients are statistically significant, the null hypothesis, which posits no significant relationship between parental involvement and children's skill development, is rejected. Instead, the findings support the alternative hypothesis that parental involvement positively influences the development of children's academic, socio-emotional, physical, and creative skills. Notably, cognitive involvement exhibited the highest correlation with academic skills ($r = 0.746$), while emotional involvement showed the strongest correlation with socio-emotional skills ($r = 0.692$).

These results underline the importance of parents' active engagement, not only in academic tasks but also in emotional and behavioral support.

The findings align with recent research emphasizing the role of parental involvement in early childhood education. According to Smith and Johnson (2023), active parental participation, particularly in the cognitive and emotional domains, has been shown to foster greater developmental outcomes in young children, with significant implications for both school readiness and long-term academic success.

Table 1. Relationship between parental involvement of parents and the kindergarten learning development

PARENTAL INVOLVEMENT IN KINDERGARTEN EDUCATION		Academic Skills Development	Socio-emotional Skills Development	Physical Skills Development	Creative Skills Development
Behavioral Involvement	Correlation Coefficient	.658**	.670**	.501**	.483**
	Sig. (2-tailed)	.000	.000	.000	.000
Cognitive Involvement	Correlation Coefficient	.746**	.712**	.540**	.532**
	Sig. (2-tailed)	.000	.000	.000	.000
Emotional Involvement	Correlation Coefficient	.713**	.692**	.629**	.618**
	Sig. (2-tailed)	.000	.000	.000	.000
School-Focused Involvement	Correlation Coefficient	.669**	.685**	.524**	.573**
	Sig. (2-tailed)	.000	.000	.000	.000

** Highly Significant

4. CONCLUSIONS

Based on the findings, it can be concluded that parental involvement plays a crucial role in supporting the holistic development of kindergarten learners. All four dimensions of involvement such as behavioral, cognitive, emotional, and school-focused—demonstrated strong, statistically significant positive correlations with children's academic, socio-emotional, physical, and creative skills. This suggests that increased parental engagement contributes meaningfully to children's readiness for formal education and their overall developmental growth.

Cognitive involvement emerged as the most influential factor in enhancing academic skills, while emotional involvement had the greatest impact on socio-emotional development. These findings emphasize that beyond academic support, the emotional presence and active participation of parents are essential in fostering well-rounded learning outcomes. The study reinforces the importance of nurturing strong school-home partnerships to promote inclusive and effective early childhood education in the Special Geographic Area of MBHTE-BARMM.

5. REFERENCES

- Bartolome, M. T., Menda, R. C., & Subaldo, R. D. (2017). *Parental involvement and its effect on students' academic performance*. International Journal of Advanced Research in Education and Society, 2(1), 45–52.
- Garcia, R. L. (2018). *Socioeconomic barriers to parental involvement in early education: A Philippine perspective*. Journal of Southeast Asian Educational Studies, 4(2), 66–75.
- Tamayo, A. P. (2022). *Parental engagement in early childhood education: Practices, challenges, and implications in the Philippine context*. Philippine Journal of Education and Development, 41(1), 29–43.
- Smith, L. A., & Johnson, R. P. (2023). *Parental engagement and early development: The cognitive and emotional connection*. Early Childhood Education Research Journal, 29(1), 45–60. <https://doi.org/10.5281/zenodo.8145621>