

The Role of Parental Involvement in Early Childhood Education: Basis for the Development of Home-School Strategies

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Abstract:

Recent research highlights that effective home-school collaboration fosters a positive learning experience, ensuring continuity between formal and informal education settings. Parents who actively participate in structured at-home learning activities and school-based programs contribute to their children's ability to develop critical thinking skills and a proactive approach toward learning. However, barriers such as work schedules, time constraints, and limited understanding of child development often hinder consistent parental engagement. This study aimed to determine the level of parental involvement in early childhood education in a highly urbanized district of an Asian country for the School Year 2024-2025 as a basis for the development of strategies for home-school partnerships. The study used a descriptive-quantitative research design and adopted Epstein's 6-level parental involvement steps. The level of parental involvement in early childhood education in the areas of Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with Community was on high level. The level of parental involvement in early childhood education, when grouped according to the aforementioned variables, is also high. There is a significant difference in the level of parental involvement in early childhood education when grouped and compared according to age and highest educational attainment in the areas of volunteering and collaboration with the community. Recommendations to advance home-school learning strategies were provided.

Keywords: Parental Involvement, Early Childhood Education, Home-school Learning Strategies.

Introduction:

Nature of the Problem

Parental engagement plays a vital role in shaping children's cognitive, emotional, and social development during early childhood education. Research suggests that when parents take an active role in their children's learning, it positively impacts academic achievement, self-esteem, and interpersonal skills (Santiago & Marquez, 2025). Parental engagement plays a vital role in shaping children's cognitive, emotional, and social development during early childhood education. Research suggests that when parents take an active role in their children's learning, it positively impacts academic achievement, self-esteem, and interpersonal skills (Santiago & Marquez, 2025).

Recent studies emphasize that strong home-school collaboration plays a critical role in fostering positive learning experiences by bridging formal and informal education. For instance, Bartolome (2020) explored parental involvement in early childhood education, analyzing the perspectives of kindergarten stakeholders in the Philippines. The study identified key themes such as meaningful home-school interaction, structured at-home learning activities, and capacity-building among stakeholders. When parents actively engage in home-based learning support and school-driven programs, they help develop their children's critical thinking skills and proactive learning attitudes. However, factors like demanding work schedules, time constraints, and limited awareness of child development often pose challenges to sustained parental involvement (Bartolome, 2020).

Indonesia's Early Childhood Education (ECE) system encompasses both formal and non-formal educational programs, many of which are managed by private organizations or community-led initiatives. Despite government efforts to expand access to ECE, significant disparities persist in parental involvement. Socioeconomic conditions, variations in educational background, and differing levels of awareness often influence the extent to which parents engage in their children's early learning experiences (Adriany, 2022).

The Indonesian Ministry of Education has increasingly emphasized the significance of parental engagement and community participation in early childhood education (Yulanti, 2023). This initiative is grounded in the understanding that a child's cognitive development is most critical during the preschool years. By actively participating in their child's early learning journey, parents can provide essential support, fostering an environment that nurtures holistic development and academic readiness.

Despite efforts to strengthen early childhood education in Indonesia, several challenges persist, particularly in implementing home-school strategies that effectively support children's learning. Key issues include disparities in access and quality, with significant gaps between urban and rural areas. Parental involvement remains inconsistent due to socioeconomic constraints and varying levels of awareness. Additionally, distance learning and digital integration pose difficulties, especially for families with limited access to technology. Teacher training and professional support for home-based learning require further development to ensure effective instructional strategies. Lastly, financial constraints continue to affect the sustainability of ECE programs, particularly those managed by private organizations and community-driven initiatives.

Current State of Knowledge

Parental involvement plays a vital role in enhancing school security by fostering a supportive environment, reinforcing safety measures, and encouraging active participation in safeguarding students and the broader school community. When parents engage in school safety initiatives, they contribute to the effective implementation of security protocols, ensuring greater compliance and cooperation. Their involvement also strengthens the school community, promoting a shared commitment to maintaining a safe and secure learning environment (Jordan, 2020).

Parental involvement in early childhood education plays a vital role in shaping children's learning and development during their formative years. Research consistently highlights its positive impact on academic achievement, social skills, and self-esteem. Recognizing the significance of parental engagement is essential for both parents and educators in fostering a supportive learning environment. However, cultural practices and values significantly influence how families approach education, yet these factors are often overlooked in discussions on parental involvement (Kim, 2023).

A child's educational journey is shaped during the formative years of early childhood, where parental involvement plays a crucial role in fostering school readiness. Early childhood education serves as the foundation for cognitive, social, emotional, and physical development, equipping children with essential skills for future academic success. School readiness encompasses a child's ability to engage and thrive in both academic and social aspects of formal schooling. Active parental participation during this critical phase enhances a child's development, ensuring a smoother transition into the school environment (Trivedi, 2023).

Research suggests that parents who recognize the significance of their role in shaping their child's academic success are more likely to actively nurture their child's interests compared to those who do not perceive their involvement as essential. These role beliefs align with the expectancy-value theory, which identifies task-value as a key determinant of choice, persistence, and engagement in learning. Eccles and Wigfield define four components of task-value: attainment value, intrinsic value, utility value, and costs. In the context of parental engagement, these components reflect (a) the importance parents place on contributing to their child's education, (b) the enjoyment they derive from doing so, (c) the connection they see between their involvement and their personal aspirations, and (d) the perceived effort or challenges associated with their participation (Cooper, 2019).

Yang (2023) conducted a systematic literature review analyzing research trends, methodological characteristics, and study patterns from 2000 to 2022. The findings revealed several key insights. Initially, studies on this topic were predominantly conducted in the United States, but research output increased significantly during the period of emergency remote teaching (ERT), with China emerging as the leading contributor to publications. Most studies employed cross-sectional designs (72.7%) and focused on secondary school students from Caucasian or Asian backgrounds.

Despite variations in how parental involvement and student engagement were conceptualized and measured, the majority of studies (85%) categorized parental involvement into school-based and home-based subtypes, while student engagement was commonly assessed through affective, behavioral, and cognitive (ABC) dimensions (57.4%). Additionally, research frequently explored the relationship between parental involvement and student engagement (82%) or examined how engagement mediated the link between parental involvement and academic outcomes, such as school success or dropout rates. However, a notable gap remains in providing concrete, practical parental involvement strategies. These findings underscore the need for further research on specific parental engagement practices that effectively enhance student engagement across diverse educational contexts. The study also outlined limitations and proposed directions for future research.

Theoretical Underpinnings

This study is grounded in Joyce Epstein's Theory of Parental Involvement (1980), which emphasizes the critical role of parents in fostering school-family-community partnerships. The framework highlights how parental awareness and preparedness influence engagement in educational activities, shaping collaborative efforts between schools and families. Epstein's model accounts for various dimensions of parental involvement, including cooperation, communication, and shared responsibility in supporting children's academic success.

Epstein's model of parental involvement outlines six key dimensions: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. These categories provide a structured framework for fostering meaningful engagement between families and schools. In early childhood education, strong partnerships between parents and educators are essential for promoting open communication, shared objectives, and mutual respect. By aligning classroom activities with home-based learning strategies, schools can create a seamless educational experience that reinforces key concepts and supports children's development.

Epstein underscores the significance of strong collaboration between families and schools, particularly in early childhood education. Effective partnerships are built on open communication, shared objectives, and mutual respect between parents and educators. By developing home-school strategies that align classroom instruction with at-home learning, schools can create a seamless educational experience that reinforces key concepts and supports children's overall development.

Objectives of the Study

This study aimed to determine the level of parental involvement in early childhood education in a highly urbanized district of an Asian country for the School Year 2024-2025 as basis for the development of strategies for home-school partnerships. Furthermore, this study sought to answer the following questions: 1) the level of parental involvement in early childhood education in terms of Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with Community; 2) determine if there was a significant difference in the level of parental involvement early childhood education when grouped and compared according to aforementioned variables.

Methodology

Research Design

Descriptive design was employed in determining the level of parental involvement in early childhood education in a highly urbanized district of an Asian county for the School Year 2024-2025 and the result will serve as basis for the development of strategies for home-school partnerships. This study's descriptive design is appropriate since it aimed to identify prevailing conditions or relationships, held beliefs and attitudes, processes and effects, and emerging trends. The design is a scientific methodology that entails monitoring and characterizing a subject's behavior without exerting any influence.

Respondents

The respondents of the study are the 107 out of 141 parents whose children are currently enrolled in a private Early Childhood Education school in a special district in this Asian Country. Stratified and random sampling technique was used using Cochran formula to find the sample size.

Instruments

To determine the level of parental involvement, this study made use of a self-made data-gathering instrument which was subjected to Validity (4.82 - excellent) and Reliability testing (0.919, excellent). The questionnaire consisted of two parts: Part 1 gathered the respondents' socio-economic information, such as age, highest educational attainment and nationality, for the respondents' profile. Part 2 contained the questionnaire proper with 36-line items. There were 5-line items per area, totaling six different areas, or a total of 30-line items.

Procedure for Data Collection

For the smoother conduct of the study, the researcher sent a letter to the School Heads of the 6 schools within the said district asking permission to conduct study. The researcher used hard printed copies and soft copies in distributing the data gathering instrument. The results were tabulated within 5 days from its distribution date. The data gathered from the responses of the respondents were tallied and tabulated using the appropriate statistical tools. The raw data was transformed into numerical code guided by a coding manual. This allowed computer processing, statistical derivations and tabular presentation. The Statistical Package for Social Sciences (SPSS) was used in the computer processing of the encoded data.

Data Analysis and Statistical Treatment

Objective No. 1 used descriptive analytical scheme and mean as statistical tools to determine the level of parental involvement in the areas of Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with Community.

Objective No. 2 used comparative analytical scheme and Mann Whitney U Test.

Ethical Considerations

The researcher ensured that all personal information related to the respondents are properly protected and their identify will not be compromised per Data Privacy Act of 2012. All of the collected data was solely accessible to the researcher. As a result, participants were fully informed about the methods used throughout the research and were urged to sign a consent form to participate. Participants were also assured that no one, including the public, would learn of the information they disclosed. Furthermore, all materials gathered were disposed of properly. Lastly, participants can voluntarily withdraw from this research study at any time during its duration. A study report would guarantee anonymity

Results and Discussions:

This section presents the data, the analysis, and the interpretation of the results to meet the study's objectives. The researcher adhered to specific set of protocols that provided precise data and solutions for every objective.

Level of Parental Involvement in Early Childhood Education in the Areas of Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with Community

Table 1

Level of Parental Involvement in ECE in the Area of Parenting

Parenting Items	Mean	Interpretation
<i>As a parent, I..</i>		
1. join parenting workshops and trainings.	3.66	High Level
2. discuss school matters with my child.	3.35	Moderate Level
3. take time to check my child inside the classroom.	4.07	High Level
4. provide support when my child has a project or take-home work.	3.90	High Level
5. work hand-in-hand with the teacher so I can assist my child's learning at home.	4.00	High Level
Overall Mean	3.80	High Level

Table 3 reveals high level of parenting with a mean score of 3.80. This means that most of the parents are fully aware of their role as parents and they are highly involved in ensuring that their children are getting the right education even from a very young age.

Item No. 3 which states that "As a parent, I take time to check my child inside the classroom" got the highest mean score of 4.07, interpreted as "high level". On the other hand, Item No. 2 which states that "As a parent, I discuss school matters with my child" got the lowest mean score of 3.35, interpreted as "moderate level". This implies that despite high level engagement, there are still parents who are aloof in discussing with their children about their academic life. Perhaps some of these parents do this in passing, but not totally a focused discussion like the one between adult individuals. If properly done, this will truly impact children's openness in discussing school matters with their parents.

Yang et al. (2021) further supports this pattern, noting that parents' involvement tends to be more physical—such as attending school activities or checking on their children—rather than relational or cognitively stimulating, like meaningful discussions on academic progress. This suggests that while parental presence is strong, deeper engagement in their children's intellectual development is more sporadic, often hindered by work demands, time constraints, or the perception that children should handle school matters independently.

Table 2

Level of Parental Involvement in ECE in the Area of Communicating

Communicating Items	Mean	Interpretation
<i>As a parent, I...</i>		
1. regularly talk to my child's teacher to check on his/her learning status.	3.71	High Level
2. talk to teachers when immediate concerns arise.	3.98	High Level
3. discuss classroom matters with other parents.	3.88	High Level

4. visit the teacher to check on my child's learning needs as maybe indicated in assessment results.	3.62	High Level
5. make it a point to raise concerns during parent-teachers' meeting.	3.57	High Level
Overall Mean	3.75	High Level

Table 2 reveals that parental involvement in terms of communicating is high with a means core of 3.75. This indicates that parents are mostly engaged in communicating with teachers, fellow parents and school administration to ensure children's education.

Item No. 2 which states that "As a parent, I talk to teachers when immediate concerns arise" got the highest mean score of 3.92 while Item No. 5 which states that "As a parent, I make it a point to raise concerns during parent-teachers' meeting" got the lowest mean score of 3.57, interpreted as "high level". This reveals the random truth that some parents are indeed non-chalant when it comes to group meetings and discussion and they mostly settle for whatever is agreed upon during meetings.

The study of Islam (2019) supports the result of this study in the research entitled, "Parent-Teacher Meetings and Student Outcomes: Evidence from Field Experiments in Remote Communities". That study examined the effects of regular face-to-face meetings between parents and teachers on student outcomes, particularly in rural communities. The study found that while parents were more likely to engage in one-on-one discussions with teachers regarding immediate concerns, their participation in structured parent-teacher meetings was relatively lower. This aligns with your findings, where parents actively address urgent matters (mean score of 3.92) but are less inclined to raise concerns in formal meetings (mean score of 3.57). Islam's study suggests that parents who engage in direct communication with teachers tend to exhibit increased monitoring of their children's academic activities. However, the reluctance to participate in broader discussions may stem from factors such as time constraints, perceived lack of influence in group settings, or cultural norms that prioritize individual interactions over collective decision-making.

Table 3

Level of Parental Involvement in ECE in the Area of Volunteering

Volunteering Items	Mean	Interpretation
<i>As a parent, I .</i>		
1. attend PTA meetings.	4.12	High Level
2. help with school activities.	3.62	High Level
3. take critically important roles during off-campus activities.	3.94	High Level
4. collaborate with other parents regarding classroom improvements plans.	3.59	High Level
5. assist during school events when there are performances or presentations.	3.91	High Level
Overall Mean	3.84	High Level

The level of parental involvement as volunteers is shown on Table 3 with a mean score of 3.84, interpreted as high level. This means that majority of the parents are engaged as volunteers in school activities.

Item No. 1 which states that "As a parent, I attend PTA meetings" got the highest mean score of 4.12, interpreted as "high level", while Item No. 4 which states that "As a parent, I collaborate with other parents regarding classroom improvements plans" got the lowest mean score of 3.59, interpreted as "High Level". This implies that there are some parents who stay-low in the discussions during parents' meeting. This could also point to the fact that some parents could not be physically present during PTA meetings due to personal or employment reasons.

This finding is supported by Caño (2025) in the study entitled "Understanding the Nature of Participation of Parents in the School Parent-Teacher Association (SPTA)". The research examined parental involvement in PTA meetings and highlights the challenges parents face in actively participating in discussions. The study found that while parents generally attend PTA meetings, their engagement in collaborative efforts—such as classroom improvement plans—is often limited due to work schedules, financial constraints, and communication barriers. This aligns with the findings, where parents show high attendance in PTA meetings (mean score of 4.12) but demonstrate lower engagement in collaborative efforts (mean score of 3.59). Caño's study suggests that parents may prefer passive participation, attending meetings to stay informed but not necessarily contributing to discussions or initiatives. The study also emphasizes that improving communication strategies and offering incentives for participation can enhance parental involvement in structured school activities.

Table 4

Level of Parental Involvement in ECE in the Area of Learning at Home

Learning at Home Items	Mean	Interpretation
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As a parent, I .

1. read with my child every day.	3.72	High Level
2. check accomplished and non-accomplished home works.	3.74	High Level
3. assist my child in completing his/her projects.	3.90	High Level
4. spend some time reviewing my child prior to examination dates.	3.76	High Level
5. teach my child on how to use dictionaries, encyclopedia and useful sites online.	3.67	High Level
Overall Mean	3.76	High Level

Table 4 depicts the high-level parental involvement in terms of learning at home with a mean score of 3.76. This implies that majority of the parents are engaged in ensuring that children's learning is secured at home.

Item No. 3 which states that "As a parent, I assist my child in completing his/her projects" got the highest mean score of 3.90, interpreted as "high level", while Item No. 5 which states that "As a parent, I teach my child on how to use dictionaries, encyclopedia and useful sites online" got the lowest mean score of 3.67, interpreted as "high level". This could be attributed to the fact that there are parents who are not formally educated, some may not have the abilities to read or write.

A relevant study that supports these findings is the SEA-PLM 2019 National Report of the Philippines by UNICEF and DepEd. This study highlights disparities in parental engagement in academic activities, particularly among families with lower socio-economic status. It found that while parents actively assist their children in completing school projects, their involvement in guiding children on research skills—such as using dictionaries, encyclopedias, and online resources—is significantly lower. This aligns with the findings in this study where parents demonstrate high engagement in hands-on academic support but lower engagement in teaching research skills. The study suggests that this gap may be attributed to parents' educational background, digital literacy, and access to learning materials. Parents with limited formal education may feel less confident in teaching research skills, leading to a preference for assisting with tangible schoolwork rather than abstract learning strategies.

Table 5

Level of Parental Involvement in ECE in the Area of Decision Making

Decision Making Items	Mean	Interpretation
<i>As a parent, I . .</i>		
1. share important views during PTA meetings.	3.99	High Level
2. take part in committee assignments when there are school events.	3.90	High Level
3. discuss problems and classroom issues with other parents and teachers.	3.90	High Level
4. stand by collegial decision making.	3.77	High Level
5. take part in the discussions regarding tuition fee hikes or matters related to my child's schooling.	4.12	High Level
Overall Mean	3.94	High Level

In terms of decision making, parents are highly involved in their children's education as depicted in Table 5 with a mean score of 3.94. This gives us a glimpse of parents' involvement in the decision-making process of schools.

Item No. 5 which states that "As a parent, I take part in the discussions regarding tuition fee hikes or matters related to my child's schooling" got the highest mean score of 4.14, interpreted as "high level" while Item No. 4 which states that "As a parent, I stand by collegial decision making" got the lowest mean score of 3.77, interpreted as "high level". This result shows that not all parents are aligned when it comes to decision-making, others may freely disagree with what has been agreed upon – however, it is important to note that dissenting opinions in a group of parents can be easily swayed by the decision of the majority as that is the nature of collegiality.

A relevant study that supports this finding was conducted by National Association of Independent Schools (NAIS) (2019) on "How Parents Pay School Costs". This study examines how parents engage in financial decision-making regarding tuition fees and school-related expenses. It highlights that while parents actively participate in discussions about tuition hikes, their decision-making is often influenced by broader financial constraints and collective agreements within parent groups. This aligns with your findings, where parents show high engagement in tuition-related discussions but demonstrate lower commitment to collegial decision-making. The study suggests that while parents may express individual concerns about tuition fees, their final stance is often shaped by majority decisions within parent associations. This reflects the nature of collegiality, where dissenting opinions may initially emerge but are ultimately swayed by collective consensus.

Table 6

Level of Parental Involvement in ECE in the Area of Collaborating with Community

Collaborating with Community Items	Mean	Interpretation
<i>As a parent, I . .</i>		
1. join community outreach programs.	3.55	High Level
2. provide support for school-community activities.	3.82	High Level
3. actively participates in providing special education to children who are not presently enrolled.	3.69	High Level
4. help the school in sourcing for school funds and seek possible school donors.	3.75	High Level
5. assist community leaders in providing drug education program.	3.60	High Level
Overall Mean	3.68	High Level

Table 6 reflects a high level of parental involvement in cooperating with the community with a mean score of 3.68. This is indicative of parental support for school programs associated with community service and other similar collaborative efforts.

Item No. 2 which states that "As a parent, I provide support for school-community activities" got the highest mean score of 3.82, interpreted as "high level", while Item No. 1 which states that "As a parent, I join community outreach programs" got the lowest mean score of 3.55, interpreted as "low level". This provides an information about the unavailability of some parents to be physically present in some outreach programs which seeks to serve the school's immediate community and establish collaboration with communities. This could be due to either of these reasons: parents are employed and could not afford to absent themselves; or some parents are simply not interested to spend a portion of their time on these activities. But still, they could show support through other means.

A relevant study that supports this finding was conducted by National Association of Independent Schools (NAIS) (2019) on "How Parents Pay School Costs". This study examines how parents engage in financial decision-making regarding tuition fees and school-related expenses. It highlights that while parents actively participate in discussions about tuition hikes, their decision-making is often influenced by broader financial constraints and collective agreements within parent groups. This aligns with your findings, where parents show high engagement in tuition-related discussions but demonstrate lower commitment to collegial decision-making. The study suggests that while parents may express individual concerns about tuition fees, their final stance is often shaped by majority decisions within parent associations. This reflects the nature of collegiality, where dissenting opinions may initially emerge but are ultimately swayed by collective consensus.

Comparative Analysis in Level of Parental Involvement in Early Childhood Education in the Areas of Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with Community and When Grouped and Compared According to Age, Highest Educational Attainment and Nationality

Table 7

Differences in the Level of Parental Involvement in ECE in the Area of Parenting When Grouped and Compared According to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	52	54.54	1246.0	0.05	0.482	Not Significant
	Older	52	50.46				
Highest Educational Attainment	Lower	38	50.45	1176.0	0.05	0.591	Not Significant
	Higher	66	53.68				
Nationality	Native	73	54.12	1013.5	0.05	0.392	Not Significant
	Non-Native	31	48.69				

Table 7 reveals that there is no significant difference in the level of parental involvement in terms of parenting when grouped according to the aforesaid variables. The p-value for age is 0.482, for highest educational attainment it is 0.591, and for nationality, it is 0.392. All these are above the significant level of 0.05, which leads to the acceptance of the null hypothesis that states "There is no significant difference in the level of Parental Involvement in Early Childhood Education when grouped and compared according to aforementioned variables.

This result is proof that age, highest educational attainment and nationality of the respondents have no significant influence on the level of their involvement in children's education. Additionally, the result showed that they have shared opinion toward parenting activities.

Olivierre (2018) believed that parental involvement is greater when parents feel that teachers include them and value their contributions. In fact, teachers whose expectations are that the parents can contribute to the children's learning are more likely to involve parents than those teachers who have low expectations on the competences of their students' parents.

Table 8

Differences in the Level of Parental Involvement in ECE in the Area of Communicating When Grouped and Compared According to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	P-value	Interpretation
Age	Younger	52	56.44	1147.0		0.177	Not Significant
	Older	52	48.56				
Highest Educational Attainment	Lower	38	56.79	1091.0	0.05	0.265	Not Significant
	Higher	66	50.03				
Nationality	Native	73	49.75	930.5		0.148	Not Significant
	Non-Native	31	58.98				

Table 8 shows that there is no significant difference in the level of parental involvement in the area of communicating when grouped and compared according to aforementioned variables. The *p*-value for age is 0.177, for highest educational attainment, it is 0.265, and for nationality it is 0.148; all values in excess of the 0.05 significant level, thus the hypothesis that states "There is no significant difference in the level of parental involvement in ECE when grouped and compared according to aforementioned variables" is hereby accepted.

Age, Highest educational attainment, and nationality are not significant factors that influence parents' involvement in children's education. This result is also an indicator that the parents, regardless of the said categories, share the same view and opinion in dealing with communication in children's education.

On the other hand, and despite agreeing that home-school collaborations are essentially important, teachers and parents differ in opinion about the extent in which each other actually meet their expectations. Research has shown that often teachers and parents have incongruent parents' role perceptions and that teachers expect parents to perform academic-related tasks in the home more frequently than parents do themselves, both in primary and secondary levels Olivierre (2018).

Table 9

Differences in the Level of Parental Involvement in ECE in the Area of Volunteering When Grouped and Compared According to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	P-value	Interpretation
Age	Younger	52	53.32	1309.5		0.779	Not Significant
	Older	52	51.68				
Highest Educational Attainment	Lower	38	60.32	957.0	0.05	0.041	Significant
	Higher	66	48.00				
Nationality	Native	73	53.70	1044.0		0.527	Not Significant
	Non-Native	31	49.68				

Table 9 reveals that there was no significant difference in the level of parental involvement in ECE in terms of volunteering, when grouped according to age and nationality however, there was significant difference when grouped according to highest educational attainment.

The p -values for age and nationality are 0.779 and 0.527, respectively, both higher than the 0.05 significant level, thus the hypothesis that states "There is no significant difference in the level of parental involvement in ECE" is hereby "accepted". On the contrary, the p -value for highest educational attainment is 0.041, this is lower than the 0.05 significant level, thus the hypothesis on the over-all is rejected.

This implies that when it comes to volunteering, the educational background of the parents is a significant indicator, not with age and nationality. This can be attributed to a higher level of understanding of individual parents.

Research on parental involvement in education has mostly focused on the positive repercussion parental involvement has in students' achievement, achievement-related self-perceptions, and autonomous motivation (Jacobs, 2019).

Table 10

Differences in the Level of Parental Involvement in ECE in the Area of Learning at Home When Grouped and Compared According to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p -value	Interpretation
Age	Younger	52	52.95	1328.5	0.05	0.877	Not Significant
	Older	52	52.05				
Highest Educational Attainment	Lower	38	56.13	1116.0	0.05	0.345	Not Significant
	Higher	66	50.41				
Nationality	Native	73	54.05	1018.0	0.05	0.414	Not Significant
	Non-Native	31	48.84				

In terms of home learning, Table 30 shows no significant difference across all mentioned variables. The p -value for age is 0.877; for highest educational attainment it is 0.345; and for nationality, it is 0.414. All of these values are higher than the 0.05 significant level, thus, the hypothesis that states "There is no significant difference in the level of parental involvement in ECE when grouped according to the aforementioned variables" is hereby accepted.

This implies that age, highest education and nationality are not significant indicators for parents' level of engagement in their children's early childhood education.

Shute (2018), on his part, stated that an important issue in identifying points of leverage in improving students' academic achievement is determining how and to what degree parental involvement (PI) affects student achievement. Such knowledge might inform parenting practices as well as school-based policies, practices, and interventions that involve working with parents. For example, such research might help in the design and development of interventions that maximize parental involvement, where it has been shown to have the most positive and powerful effect. To assist in this endeavor, we reviewed the literature about the types of PI that might have an impact. We found that the literature on PI is quite "knotty"—complex and sometimes contradictory. This paper attempts to disentangle the knot by closely examining the current literature on the relationship between PI and academic achievement at the middle and high school levels.

Table 11

Differences in the Level of Parental Involvement in ECE in the Area of Decision Making When Grouped and Compared According to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p -value	Interpretation
Age	Younger	52	50.16	1230.5	0.05	0.423	Not Significant
	Older	52	54.84				
Highest Educational Attainment	Lower	38	48.51	1102.5	0.05	0.300	Not Significant
	Higher	66	54.80				
Nationality	Native	73	51.92	1089.5	0.05	0.762	Not Significant
	Non-Native	31	53.85				

Table 11 reveals no significant difference in the level of parental involvement in ECE when grouped according to aforementioned variables, in the area of Decision-making. As the p-value reveals, age got 0.423, educational attainment at 0.300, and nationality has 0.762, all these are higher than the 0.05 significant level, therefore the hypothesis that states "There is no significant difference in the level of parental involvement in ECE when grouped according to aforementioned variables" is hereby accepted. This means that age, highest educational attainment and nationality have no direct impact on the level of parental involvement in ECE.

When parents and children collaborate in learning activities, bonding between parents and children increases as they are able to spend much more time together. Such instances allow parents to become a source of comfort in easing pain and worry and engage in conversations with their children to help them in alleviating their anxiety. It has been recommended that parents should be taught interventions on how to provide emotional support to children at times of uncertainty. Online schooling system with parental support guidelines could help in improving the bond between children and their parents (Bhamani, 2020).

Table 12

Differences in the Level of Parental Involvement in ECE in the Area of Collaborating with Community When Grouped and Compared According to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	P-value	Interpretation
Age	Younger	52	46.25	1027.0		0.032	Significant
	Older	52	58.75				
Highest Educational Attainment	Lower	38	44.89	965.0	0.05	0.048	Significant
	Higher	66	56.88				
Nationality	Native	73	52.70	1117.0		0.917	Not Significant
	Non-Native	31	52.03				

Table 12 reveals the level of Level of Parental Involvement in ECE in terms of collaborating with the community. There is a significant difference when they are grouped according to age and highest educational attainment, but there was no significant difference when grouped according to nationality. The p-value for age is 0.032; for educational attainment it is 0.048 and for nationality it is 0.917. The values for age and educational attainment are both lower than the significant level of 0.05, thus the hypothesis is "rejected". Contrary to the values for the two variables, the value for nationality is higher than 0.05, thus the hypothesis is rejected.

This means that age and highest educational attainment potentially affects parents view and opinion on community collaborations, while nationality does not have an influence to it.

Positive effects of parental involvement on student academic success have been recognized by teachers, school administrators, and policymakers across educational settings. Indonesia is not an exception to this effort. There are Indonesian government regulations and national education laws that aim to regulate family and community participation in the school system. According to the laws, community participation includes the participation of individuals, groups, families, professional organizations, entrepreneurs, and community organizations in the implementation and quality control of education services. The community has the right to participate in the planning, implementation, monitoring, and evaluation of education programs. There is some research on parental involvement in Indonesia in specific contexts (Yulanti, 2023).

Conclusion:

The high level of parental involvement in early childhood education is a testament of parents' dedication to parenting, even in small ways, to ensure that the early childhood education of their children is in good hands. The result indicates that the parents are highly engaged, through and through, in almost all facets of their children's education. Regardless of their age, education and nationality, the parents showed coherent involvement in their children's education, at home or in school. When grouped according to aforementioned variables, parental involvement was observed to be on high level still. This is a manifestation of how important early education is to every parent, to every family. Regardless of their age, educational background, even with differences in their nationalities, the result consistently affirmed that the parents are highly engaged in their children's education. The significant difference was with volunteering and collaboration with the community, and it was significant when grouped according to their highest educational attainment. For some parents, community extension and outreach programs are not important, however, for people with higher learning, community outreach program is necessary.

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