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Role of Parental Involvement to Kindergarten Learners' Developmental Skills

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ABSTRACT

This study aimed to determine the significant difference in kindergarten learners' developmental performance at San Luis, Agusan del Sur. The research employed an inferential pretest–posttest design, utilizing the validated questionnaire and ECCD checklist as the primary data-gathering tools. The respondents were the 156 pupils and their parents across three responding schools, who were selected using a universal sampling technique. The data collected were analyzed using statistical methods such as mean and paired t-tests. The results showed that the parental involvement in terms of parental expectation, parent-child communication, homework support, and school-based involvement was always observed. Moreover, during the pre-test administered to the pupils using the ECCD checklist, it was found out that there was a slight delay in the overall development of the children, particularly in the domains of self-help and expressive language. However, during the posttest, all the domains fall under the description of average development. Considering this, there is a significant difference between the pre-test and post-test results of the developmental performance of the children, implying that they have improved, particularly on the aspects that they are having slight delays. Moreover, relationship was found when parental involvement is correlated with the scaled scores of the domains in the child's development skills, particularly with fine motor skills. This result highlights that parental involvement play a pivotal role in the holistic development of kindergarten learners particularly with fine motor skills, and parents must continue to reinforce the learning of children at home.

INTRODUCTION

Early childhood development is a crucial stage that shapes children's cognitive, social, emotional, and physical growth. At the kindergarten level, learners develop foundational skills necessary for school readiness and lifelong learning. Developmental performance reflects children's competencies across domains such as language, motor skills, self-help, and socio-emotional functioning. Learners with strong developmental skills tend to perform better academically, while those with delays may struggle with classroom adaptation and social interaction (UNICEF, 2021; Denham *et al.*, 2020).

Globally, disparities in early childhood development remain a concern, particularly in communities with limited access to educational resources and family support. Factors such as socioeconomic conditions and low parental involvement contribute to developmental delays among young learners (UNESCO, 2022; Ulferts, 2020). In the Philippine context, similar challenges persist, especially in public schools where variations in parental engagement affect children's developmental outcomes (Garcia & de Guzman, 2020; Olfindo & Belmor, 2022). In San Luis, Agusan del Sur, teachers have observed that some kindergarten learners demonstrate delays in expressive language, self-help skills, and social interaction. These issues are often linked to inconsistent parental involvement and limited home-school collaboration,

highlighting the need to examine how parental practices influence children's developmental performance.

Parental involvement plays a vital role in supporting children's development through parental expectation, parent-child communication, homework support, and school-based involvement. These practices provide guidance, emotional support, and learning opportunities that enhance children's developmental skills (Lee & Bowen, 2024; Bartolome *et al.*, 2020). In turn, developmental performance encompasses domains such as gross motor, fine motor, self-help, language, cognitive, and socio-emotional skills, which are essential for school readiness and overall growth (Edillor & Marquez, 2025). Anchored on Bronfenbrenner's Ecological Systems Theory, children's development is influenced by interactions within their immediate environment, particularly the family and school. Parental involvement, as part of the microsystem, plays a direct role in shaping developmental outcomes (Bronfenbrenner, 1979).

Given these conditions, this study aims to determine the relationship between parental involvement and kindergarten learners' developmental performance in San Luis, Agusan del Sur. Specifically, it examines the dimensions of parental involvement in relation to the different developmental domains of learners, with the goal of providing insights for strengthening home-school collaboration and improving early childhood outcomes.

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LITERATURE REVIEW

Parental Involvement

Parental involvement has been consistently identified as a significant factor influencing children's learning and developmental outcomes, particularly in early childhood. Balderas (2025) emphasized that parental engagement in early learning activities, especially in language-related tasks, significantly enhances children's acquisition of foundational skills. The study further highlighted that consistent parental participation in daily learning interactions strengthens children's communication abilities and supports cognitive growth. However, it also pointed out that parental involvement tends to vary in depth, with some parents engaging more in supportive roles rather than structured learning facilitation.

In a similar context, Garcia and Ancheta (2022) examined parental involvement in home-based learning and found that parents demonstrate varying levels of engagement depending on their role perception and available resources. Their findings revealed that while parents recognize their importance in their children's learning, actual practices often remain limited to monitoring rather than active instructional support. This suggests that parental involvement is not only influenced by awareness but also by capacity and contextual constraints.

Moreover, Abbas *et al.* (2024) established that parental involvement has a direct positive effect on children's academic performance, reinforcing the idea that family engagement contributes to improved learning outcomes. Their findings indicate that children whose parents are actively involved tend to exhibit better academic behaviors and increased motivation. Collectively, these studies suggest that parental involvement plays a multifaceted role in supporting children's development, although its effectiveness depends on the consistency and quality of engagement.

Parental Expectation

Parental expectation serves as a guiding force that shapes children's attitudes, behavior, and developmental outcomes. Ulferts (2020) explained that structured and supportive expectations, combined with emotional responsiveness, promote positive developmental trajectories in early childhood. This indicates that expectations function not only as goals but also as motivational influences that direct children's engagement in learning.

In the Philippine setting, Bartolome *et al.* (2020) highlighted that parents place high value on education as a means of achieving holistic development, encompassing cognitive, social, and moral growth. This perspective reflects the cultural emphasis on education as a pathway to success. Supporting this, Olfindo and Belmore (2022) found that parents who maintain clear and consistent expectations are more likely to engage in their children's learning processes, thereby enhancing developmental outcomes.

Furthermore, Sollars (2023) argued that parental

expectations significantly influence children's achievement, particularly in language and socio-emotional domains. These findings suggest that expectations shape not only academic outcomes but also children's confidence, behavior, and overall development.

Parent-Child Communication

Parent-child communication plays a critical role in reinforcing both learning and emotional development. Balderas (2025) underscored that frequent interaction between parents and children contributes to improved language acquisition, as communication provides opportunities for vocabulary development and expression. This indicates that communication is a direct pathway through which parental involvement influences developmental skills.

Similarly, Lucero (2021) emphasized that effective communication between parents and children enhances academic performance and emotional well-being. The study identified that open discussions about school experiences help children process their learning and develop confidence. However, barriers such as time constraints and limited communication skills may hinder this process.

Moreover, Myers (2021) highlighted that strong communication between home and school fosters alignment in expectations and support systems. In addition, Martinez-Yarza *et al.* (2024) identified communication as a mediating factor in parental involvement, particularly in enhancing socio-emotional development. These findings indicate that communication serves as a foundational mechanism linking parental practices to children's developmental outcomes.

Homework Support

Homework support represents a direct and observable form of parental involvement that bridges school learning and home experiences. Garcia and Ancheta (2022) noted that parents commonly engage in monitoring and assisting with tasks at home, although the level of instructional support varies. Their findings suggest that while parents are present in the learning process, their effectiveness depends on how actively they guide their children.

Agaton and Cueto (2021) further explained that parents became more involved in facilitating learning during modular education, taking on roles as tutors and supervisors. However, challenges such as limited resources and lack of instructional knowledge affected their ability to provide effective support. This highlights the complexity of parental involvement in home-based learning contexts.

Additionally, Jiang *et al.* (2023) emphasized that supportive homework involvement enhances children's academic performance, while overly controlling practices may limit independence. Quimpang *et al.* (2025) also found that a structured and supportive home environment significantly improves children's learning outcomes. These findings suggest that effective homework support

requires a balance between guidance and autonomy to promote both learning and independence.

School-Based Involvement

School-based involvement reflects parents' participation in formal educational activities and collaboration with teachers. Bartolome *et al.* (2020) identified key aspects of school-based involvement, including communication with teachers, participation in school programs, and engagement in decision-making processes. These practices strengthen the partnership between home and school, contributing to improved student outcomes.

Furthermore, Edillor and Marquez (2025) found that parental participation in school activities positively influences children's literacy, numeracy, and socio-emotional development. Their study emphasized that active engagement in school programs enhances children's sense of belonging and motivation to learn. However, barriers such as time constraints and socioeconomic factors often limit parents' participation.

Supporting this, Villegas (2023) noted that while parents are willing to support their children, they are less involved in school governance and decision-making. This indicates a gap between participation and empowerment, suggesting the need for more inclusive and flexible opportunities for parental engagement in schools.

Kindergarten Learners' Developmental Performance

Kindergarten learners' developmental performance encompasses multiple domains that determine school readiness and overall growth. UNICEF (2021) reported that children who receive consistent parental support and quality early education demonstrate better outcomes in language, cognitive, and socio-emotional development. This highlights the combined influence of home and school environments on child development.

Denham *et al.* (2020) emphasized that socio-emotional competence is a strong predictor of academic success and social adjustment. Similarly, Magudang (2025) found that while some developmental domains, such as motor skills, develop consistently, others, particularly language and socio-emotional skills, require targeted support. This indicates that development is not uniform across domains and requires comprehensive intervention.

Moreover, Alghufali (2024) highlighted that environmental factors, including parental involvement and engagement in activities, contribute to children's cognitive and creative development. This further supports the idea that children's development is influenced by both structured learning and supportive home environments.

Synthesis

The reviewed literature consistently demonstrates that parental involvement plays a vital role in shaping children's developmental performance. Studies from E-Palli Publishers (Balderas, 2025; Garcia & Ancheta, 2022; Abbas *et al.*, 2024) and other scholars confirm that parental engagement enhances learning outcomes,

particularly when it is consistent and meaningful. However, the effectiveness of parental involvement varies depending on its form, context, and level of engagement. While existing studies highlight the positive impact of parental involvement on children's development, there remains a gap in understanding how specific domains of parental involvement relate to particular developmental skills. This gap is particularly evident in localized contexts such as San Luis, Agusan del Sur. Hence, this study seeks to address this gap by examining the relationship between parental involvement and the developmental performance of kindergarten learners across multiple domains.

MATERIALS AND METHODS

This study employed a quantitative research design using an inferential pretest–posttest approach to determine the relationship between parental involvement and the developmental performance of kindergarten learners. The respondents of the study were the 156 parents and their respective kindergarten pupils from Doña Maxima Elementary School, Kalilid Elementary School, and Laminga Central Elementary School in San Luis, Agusan del Sur. A structured questionnaire and standardized assessment tool were utilized as the primary data collection instruments to measure the variables of the study. Parental involvement was assessed in terms of parental expectation, parent-child communication, homework support, and school-based involvement, while kindergarten learners' developmental performance was measured using the Early Childhood Care and Development (ECCD) checklist covering the domains of gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and socio-emotional skills. The questionnaire items were adapted from established instruments and modified to suit the context of the respondents.

Prior to data collection, the researcher secured the necessary approvals from the Ethics Review Committee, Schools Division Superintendent, school heads, and other concerned authorities. Ethical considerations were strictly observed, including informed consent and assent, confidentiality of responses, and voluntary participation of the respondents. The researcher conducted an orientation to explain the purpose and procedures of the study. The pretest was administered using the ECCD checklist at the beginning of the study, followed by the distribution of the parental involvement questionnaire to the parents. After a specified period, the posttest was conducted using the same ECCD checklist to measure developmental progress. The questionnaires were administered with clear instructions to ensure accurate responses. Collected data were checked, organized, and encoded for analysis.

The data were analyzed using appropriate statistical tools. Mean was used to determine the level of parental involvement and the level of developmental performance of kindergarten learners in both pretest and posttest. Paired t-test was applied to examine the significant

difference between pretest and posttest developmental performance. Pearson product-moment correlation coefficient was used to determine the significant relationship between parental involvement and the developmental performance of learners. All statistical analyses were conducted using a significance level of 0.05.

Mathematical Expressions and Symbols

Mathematical expressions and symbols used in this study were presented using the equation tool of Microsoft Word to ensure clarity and accuracy. The study utilized multiple linear regression analysis to determine the predictive influence of parental involvement on the developmental performance of kindergarten learners. The regression model is expressed as:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

where:

Y = Kindergarten learners’ developmental performance

α = Constant or intercept

β_1 = Regression coefficient of Parental Expectation

β_2 = Regression coefficient of Parent–Child Communication

β_3 = Regression coefficient of Homework Support

β_4 = Regression coefficient of School-based Involvement

X_1 = Parental Expectation

X_2 = Parent–Child Communication

X_3 = Homework Support

X_4 = School-based Involvement

ϵ = Error term

This equation was used to determine the extent to which the different dimensions of parental involvement significantly predict the developmental performance of kindergarten learners.

RESULTS AND DISCUSSION

The results revealed that parental involvement is consistently high across all domains. This indicates that parents actively support their children’s learning through communication, expectations, home support, and school participation. Such involvement reflects parents’ strong recognition of their role in promoting their children’s holistic development

The pretest results indicate that learners initially experienced slight delay in overall development, particularly in expressive language and self-help skills. While most domains were within average levels,

Table 1: Level of Parental Expectation

Indicators	Mean	Description
Parental Expectation	3.97	Strongly Agree
Parent–Child Communication	3.93	Strongly Agree
Homework Support	3.96	Strongly Agree
School-Based Involvement	3.96	Strongly Agree
Overall Mean	3.96	Strongly Agree

these weaker areas suggest the need for support in communication and independence skills.

The posttest results show that all developmental

domains improved to average levels, indicating significant developmental progress among learners.

The improvement suggests that learning experiences

Table 2: Level of Developmental Performance (Pretest)

Indicators	Mean	Description
Gross Motor	3.20	Average Development
Fine Motor	9.80	Average Development
Self-help	6.40	Slight Delay
Receptive Language	8.40	Average Development
Expressive Language	5.90	Slight Delay
Cognitive	10.60	Average Development
Socio-emotional	8.70	Average Development
Standard Score	77.90	Slight Delay

and interventions contributed positively to children’s development.

The results show a highly significant difference between pretest and posttest scores. This confirms that learners’ developmental performance significantly improved over time, reflecting substantial developmental gains across domains

The findings revealed no significant relationship

between parental involvement and overall developmental performance. This indicates that although parental involvement is high, it does not directly influence overall development, suggesting that other factors such as school-based interventions or natural development may have contributed to the observed improvement

Only fine motor skills showed a significant relationship with parental involvement, while all other domains were

Table 3: Level of Developmental Performance (Posttest)

Indicators	Mean	Description
Gross Motor	10.90	Average Development
Fine Motor	11.80	Average Development
Self-help	9.60	Average Development
Receptive Language	10.80	Average Development
Expressive Language	8.80	Average Development
Cognitive	11.90	Average Development
Socio-emotional	12.60	Average Development
Standard Score	106.00	Average Development

Table 4: Significant Difference in Developmental Performance

Variables	t-value	p-value	Interpretation
Pretest vs Posttest	-27.29	<0.001	Significant

Table 5: Correlation Between Parental Involvement and Development

Variables	t-value	p-value	Interpretation
Parental Involvement & Development	0.01	0.80	Not Significant

Table 6: Correlation of Parental Involvement and Developmental Domains

Variables	t-value	p-value	Interpretation
Gross Motor	0.006	0.942	Not Significant
Fine Motor	0.199	0.013	Significant
Self-help	0.096	0.233	Not Significant
Receptive Language	0.151	0.060	Not Significant
Expressive Language	0.022	0.782	Not Significant
Cognitive	0.152	0.144	Not Significant
Socio-emotional	0.007	0.156	Not Significant

not significant. This suggests that parental involvement may specifically support activities related to motor coordination, but does not strongly influence other areas of development

CONCLUSIONS

This study concludes that parental involvement does not significantly influence the overall developmental performance of kindergarten learners. The findings revealed that parents generally demonstrate a very high level of involvement across all domains, including parental expectation, parent-child communication, homework support, and school-based involvement, indicating that parents are actively engaged in supporting their children's learning and development both at home and in school. Despite this high level of parental involvement, the results showed that learners initially exhibited slight delay in developmental performance during the pretest, particularly in expressive language and self-help domains. However, learners demonstrated significant improvement in the posttest, with all developmental domains reaching average levels. This confirms that developmental progress occurred over time, as supported by the significant

difference between pretest and posttest results. The findings further revealed that parental involvement is not significantly related to the overall developmental performance of learners. However, among the developmental domains, only fine motor skills showed a significant relationship with parental involvement, indicating that parental engagement may have a more specific influence on motor-related developmental activities rather than on overall development. These findings suggest that while parental involvement is essential and highly evident, it is not a strong predictor of children's overall developmental performance. Other factors, such as school-based interventions, teaching strategies, and natural developmental progression, may have contributed more significantly to the observed improvements. Despite these limitations, the study provides valuable insights for educators, school administrators, and parents in understanding the role of parental involvement in early childhood development. It is recommended that schools strengthen home-school partnerships and design targeted interventions that support specific developmental domains, particularly those requiring

parental engagement such as fine motor skills, while also enhancing instructional strategies to support overall child development.

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