

## FAMILY INVOLVEMENT ON CHILD'S EDUCATION AMONG PRESCHOOL PARENTS

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### ABSTRACT

This study investigates the impact of family involvement on the education of preschool children among parents in Singapore. It aims to profile respondents based on age, gender, marital status, and educational attainment of both parents and spouses and to assess the general average and achievement in school. Key focus areas include the degree of family involvement in parental engagement, child development, curricular activities, and support for school initiatives. Employing a quantitative-descriptive survey research design, the study gathers data from 100 preschool parents in the local community, utilizing random sampling based on criteria established by the researchers. The findings highlight that family involvement in a child's education significantly influences various domains. In parental involvement, it is observed that regular updates from teachers on the child's progress aid in enhancing the learning experience. Regarding child development, family involvement appears to correlate with the child's ability to read, understand, and communicate effectively. In the realm of curricular activities, active parental participation and support in activities such as reading and homework assignments are evident. Finally, in terms of school support, the study shows a positive impact of family involvement in encouraging and facilitating active engagement in school-related activities. Overall, the study underscores the multifaceted role of family involvement in shaping the educational outcomes of preschool children.

*Keywords: Family involvement, child education, preschool children, parental involvement, child development, curricular activities, and school support*

### INTRODUCTION

The critical role of parental involvement in enhancing a child's academic success, particularly in preschool, is well-established. Research indicates that preschoolers with engaged parents exhibit improved social skills, academic readiness, and advancements in linguistic and cognitive

development (Stargel and Easterbrooks, 2022). However, a noticeable gap exists in understanding the impact of parental involvement on preschoolers' social and emotional development. While the link between parental participation and academic performance in preschoolers is

explored, the effects on social and emotional skills such as self-regulation, empathy, and social competence remain under-researched. Given the importance of preschool years in developing these skills, a deeper understanding of this relationship is crucial (Sénéchal, & LeFevre, 2018).

In Singapore, a study found a positive correlation between parental involvement in preschool education and children's cognitive, and socioemotional development, and academic achievement (Burchinal et al., 2018). Likewise, a Japanese study observed that parental involvement, especially through home-based learning activities, led to improved outcomes in early childhood education (Saito & Ishii-Kuntz, 2018).

The significance of parental involvement in early childhood education is also emphasized by the United Nations Educational, Scientific and Cultural Organization (UNESCO). UNESCO advocates for family-school engagement that is inclusive and culturally sensitive, recognizing the diverse backgrounds and experiences of families globally. This approach is seen as pivotal in enhancing children's readiness for school and their future success (UNESCO, 2018).

To promote children's preparation for school and set them up for success in the future, the Department of Education in the Philippines encourages parental involvement in preschool education (Department of Education, 2021). However, more research is still required to understand the kinds of involvement that parents value in this situation and how schools may successfully involve families in their children's education.

Parental involvement in a child's education has been associated with many advantageous outcomes for kids, such as greater academic performance, enhanced social skills, and increased motivation to learn (Desforges et al. 2018). Parental involvement can be particularly

crucial in preschool settings since young children are only starting to build the core abilities that will pave the way for their future academic achievement. Our knowledge of the optimal ways to involve parents in this process is still lacking, despite the potential advantages of parental involvement in preschool education. According to (Cabrera et al. 2018), some forms of involvement, such as reading to children or volunteering in the school, may be very useful in fostering children's growth. Little is known, however, about the forms of parental involvement that parents believe are beneficial to their children's education and how these perceptions may affect their willingness to participate.

This research paper examines the level of family involvement in the education of preschool-aged children. It investigates the various activities that parents participate in and assesses their perceived effectiveness in enhancing their child's academic success. The study has provided valuable insights into the nature of these involvement activities and their impact on early childhood education. The findings of this research contribute significantly to the existing body of literature on parental involvement in education and offer essential information for educators, policymakers, and parents. It underscores the importance of family engagement in promoting academic success in children. Furthermore, the research thoroughly explores the extent of family involvement among parents of preschoolers.

## OBJECTIVES OF THE STUDY

This study aimed to identify the characteristics of preschool parents, including age, gender, marital status, and educational attainment, and to assess their children's academic performance. It also explored the extent of family involvement in children's education, covering areas such as parental participation, child development,

curricular activities, and school support. Additionally, the study examined variations in parents' perceptions of family involvement in education and analyzed the relationship between these perceptions and various demographic factors. Based on these insights, the study proposed activities to enhance family involvement in preschool education.

## METHODOLOGY

The study utilized a quantitative-descriptive survey research design to collect data from preschool parents in the local community. A questionnaire was developed and distributed to parents through their child's school. This design involved gathering information and describing the characteristics or behaviors of a population to answer questions about the current status or level of a particular phenomenon or to describe the characteristics of a particular group or situation. In this study, a descriptive survey research design was used to gather data from preschool parents regarding their level of family involvement in their child's education and the factors that influence it, as well as their child's academic achievement (Gall, et al., 2019).

This study took place in Singapore. Five selected preschools participated, with 20 respondents each. Questionnaires were sent via Google Form for the respondents to answer. The respondents were chosen randomly. Due to Singapore's PDPA (Personal Data Policy Act), the schools chosen were named as School 1, 2, 3, 4, and 5. The study was conducted in the first semester of the academic year 2023-2024.

As the study focused on the population of preschool parents in Singapore, the sample for the study was picked from different preschools in Singapore. A random quota sampling selection approach was utilized to choose participants from each preschool.

The participants in this study were Singaporean parents of preschool-aged children. A confidence interval of 95% and a margin of error of 5% were used to calculate the sample size according to the method for estimating sample size for descriptive studies. To account for possible non-response rates, the sample size was also increased.

Preschools were chosen at random, and then participants were chosen at random from each preschool, as part of the multistage selection method employed for this study. By using this method, the sample was guaranteed to be representative of the general population, and each participant had an equal chance of being chosen for the research, Singstat (2022). The distribution of respondents according to school is shown in Table 1.

The questionnaire consisted of three parts. The first part gathered demographic information such as sex, age, civil status, educational background of the parents, child's general average, and school achievement. The second part focused on family involvement; parental involvement, child development, and curricular activities. The third part was about the school support offered by the school in their child's education. The questionnaire asked parents to indicate the frequency of their involvement in activities such as reading to their child, helping with homework, attending parent-teacher conferences, volunteering in the classroom, and participating in school events. Parents were also asked to rate the effectiveness of their involvement activities in promoting their child's academic success using the 4-point Likert Scale.

Data collected from the questionnaires were analyzed using descriptive statistics such as frequency distributions, percentages, means, and standard deviation. These statistical tools were used to analyze the data gathered from the survey questionnaire.



Table 1  
4-point Likert Scale.

| Point | Range Means | Descriptive Equivalent | Interpretation                          |
|-------|-------------|------------------------|---|
| 4     | 3.00 – 4.00 | Always                 | This means that it is a high extent     |
| 3     | 2.00 – 2.99 | Oftentimes             | This means that it is an Extent         |
| 2     | 1.01 – 1.99 | Sometimes              | This means that it is a moderate extent |
| 1     | 0.99 - 1.00 | Never                  | This means that it is Not Extent        |

Additionally, inferential statistics such as correlation and regression analysis were also used to determine the relationships between variables. The statistical analysis was conducted using software such as SPSS (Statistical Package for the Social Sciences), as suggested by Sekaran, U., & Bougie, R. (2019).

## RESULTS AND DISCUSSION

### 1. Distribution of Respondents Profile

The data presentation followed a deductive approach, starting with the highest to the lowest mean ratings for each item within each indicator of every variable. The results and discussions were structured to first address the independent variable, followed by the dependent variable, along with its corresponding indicators. This methodical arrangement facilitated a clear and logical flow in the analysis of the findings.

Table 2  
*Distribution of the Respondents Profile*

| Profile   | Frequency | Percentage | Ranking |
|---|-----------|------------|---------|
| <b>Age:</b>   |           |            |         |
| *30 years and below                                       | 20        | 20         | 3       |
| *31-40  | 27        | 27         | 2       |
| *41-50  | 10        | 10         | 4       |
| *51-60  | 41        | 41         | 1       |
| *61 years and above                                       | 2         | 2          | 5       |
| <b>Gender:</b>  |           |            |         |
| *Female   | 67        | 67         | 1       |
| *Male   | 33        | 33         | 2       |
| <b>Marital Status:</b>                                    |           |            |         |
| *Married  | 56        | 56         | 1       |
| *Separated  | 12        | 12         | 4       |
| *Single   | 14        | 14         | 3       |
| *Widow/er   | 18        | 18         | 2       |
| <b>Educational Attainment:</b>                            |           |            |         |
| *Bachelors' Degree  | 52        | 52         | 1       |
| *Master's Degree  | 34        | 34         | 2       |
| *Others   | 14        | 14         | 3       |
| <b>Child's General Average and Achievement in School:</b> |           |            |         |
| *Consistent   | 49        | 49         | 2       |
| *In-Progress  | 51        | 51         | 1       |

Table 2 presents the frequency and percentage distribution of the profiles of the respondents. It shows that most of the respondents belong to the age bracket 51-60, with a frequency of 41 or 41% among the respondents which means that these respondents are involved in the academic performance of their children in school. On the other hand, most of the respondents are female and are involved in the educational performance of their children due to their tender loving care of their children with a frequency of 67 or 67% among the respondents. In addition, their marital status reveals that most of the respondents are female whose frequency is married with a frequency of 56 or 56% among the respondents which means that married employees are eager to help their children in their academic performance in school. It also shows that most of the respondents' educational attainment is a Bachelor's Degree which means that they know their child's performance in school. Lastly, it shows that a child's general average and achievement in school are in progress, with a frequency of 51 or 51% among the respondents which means that their children need to explore their academic performance.

Findings show valuable insights into the demographic characteristics of parents involved in preschool education and the developmental stage of the children in the study. It suggests that family involvement is more common among married parents, those with higher educational attainment, and parents of preschoolers who are actively engaged in learning. It involves parental involvement in the academic performance of their children to help them develop their full potential. Profiles as to respondents are necessary for the child's development as a tabula rasa in the field of education (Oribiana, 2022).

### 2. Extent of family involvement in the child's education among the respondents



## 2.1. Aspect of Parental Involvement

**Table 3**  
*Extent of Family Involvement to the Child’s Education in the Aspect of Parental Involvement among the Respondents*

| Indicators  | WM          | SD            | I        | R   |
|---|-------------|---------------|----------|-----|
| 1. Receive information on what I can do at home to help my child improve or advance his/her learning.                 | 4.11        | 0.0813        | O        | 3.5 |
| 2. Receive information on health and nutrition.   | 3.81        | 0.0755        | O        | 6   |
| 3. Receive information on child development.  | 4.22        | 0.0834        | A        | 1.5 |
| 4. Considering my child’s school is very good about staying in touch with me (e.g., letters, phone calls, or emails). | 3.38        | 0.0671        | S        | 9.5 |
| 5. Volunteer at the school while I am given training and resources to do my tasks well if needed.                     | 3.66        | 0.0725        | O        | 7   |
| 6. Receive regular updates from the teacher on my child’s progress.   | 4.22        | 0.0834        | A        | 1.5 |
| 7. I am asked what my goals are for my child’s learning and/or what classes or programs my child should take.         | 4.11        | 0.0813        | O        | 3.5 |
| 8. I am asked about my child’s talents and strengths.   | 4.00        | 0.0791        | O        | 5   |
| 9. I can be involved in school improvement planning and decision-making at my child’s school.                         | 3.38        | 0.0671        | S        | 9.5 |
| 10. I am involved in my child’s education which is valued at my school.   | 3.59        | 0.0712        | O        | 8   |
| <b>Average</b>  | <b>3.84</b> | <b>0.0761</b> | <b>O</b> |     |

Table 3 displays the weighted mean and interpretation of the degree of family involvement in their child's education, specifically in terms of parental involvement, among the respondents. The table reveals that the highest rank, rank 1, is jointly held by two indicators: “Receive information on child development” and “Receive regular updates from the teacher on my child’s progress”, each with a weighted mean of 4.22, categorized as 'Always'. This indicates a high level of family involvement in the aspect of parental involvement. Following closely, rank 2 is shared by “Receive information on what I can do at home to help my child improve or advance his/her learning” and “I am asked what my goals are for my child’s learning and/or what classes or programs my child should take”, both with a weighted mean of 4.11, falling under 'Oftentimes', suggesting a substantial extent of family involvement. Rank 3 is occupied by "I am asked about my child's talents and strengths" with

a weighted mean of 4.00 ('Oftentimes'), indicating a significant level of involvement. The lowest ranked indicators are “Consider my child's school is very good about staying in touch with me” and “I can be involved in school improvement planning and decision-making at my child’s school”, both with a weighted mean of 3.38 ('Sometimes'), suggesting moderate family involvement. The overall average weighted mean is 3.84 (SD=0.0761), classified as 'High', which demonstrates that parental involvement in the child's education is notably extensive among the respondents.

The findings emphasize the importance of parental involvement in the learning process of preschool children. It plays a crucial role in enhancing children's academic achievements and shaping their perspectives. This involvement aids the continuous learning process, measures skill acquisition, and supports the development of various learning patterns necessary for skill growth and development. The study's outcomes advocate for the active engagement of parents as partners in the educational journey of preschool children (Yang, et al., 2023).

## 2.2. Aspect of Child Development

Table 4 summarizes the weighted mean and interpretation of family involvement in child development aspects of their children's education. The top rank is shared by indicators "I read and understand easily when my child’s school communicates with me" and "I am aware that my child’s school is a safe place to learn", both scoring a weighted mean of 4.21, indicating a high level of involvement. Closely following, two indicators, "I am aware that my child’s school respects all cultures and diversity" and "I am aware that my child’s school is a friendly environment", each with a weighted mean of 4.12, suggests a significant level of family involvement. Another set of



indicators, regarding information on grade-specific learning goals and awareness of academic support, both scored 4.00, indicating notable involvement. The lowest-ranked indicators, concerning teachers' adaptability and high expectations, scored 3.36, reflecting moderate involvement. The overall average weighted mean is 3.90, suggesting high family involvement in this aspect.

**Table 4**  
*Extent of Family Involvement to the Child's Education in the Aspect of Child Development among the Respondents*

| Indicators   | WM          | SD            | I        | R   |
|--|-------------|---------------|----------|-----|
| 1. I am asked by my child's teacher to meet with me face to face at least once a year to talk about how my child is doing. | 3.98        | 0.0282        | O        | 7   |
| 2. I read and understand easily when my child's school communicates with me.   | 4.21        | 0.0307        | A        | 1.5 |
| 3. I receive information on what my child should learn and be able to do in each grade in school.                          | 4.00        | 0.0276        | O        | 5.5 |
| 4. I am aware that my child's teacher/s adjust their teaching styles to meet the academic needs of my child.               | 3.36        | 0.0169        | S        | 9.5 |
| 5. I believe my child is challenged by the school's academic curriculum  | 3.63        | 0.0233        | O        | 8   |
| 6. I am aware that my child's teacher/s holds high expectations for my child.  | 3.36        | 0.0169        | S        | 9.5 |
| 7. I am aware that my child receives the academic support needed to meet his/her individual needs.                         | 4.00        | 0.0276        | O        | 5.5 |
| 8. I am aware that my child's school is a safe place to learn.   | 4.21        | 0.0307        | A        | 1.5 |
| 9. I am aware that my child's school respects all cultures and diversity.  | 4.12        | 0.0293        | O        | 3.5 |
| 10. I am aware that my child's school is a friendly environment for students, parents, and families.                       | 4.12        | 0.0293        | O        | 3.5 |
| <b>Total</b>   | <b>3.90</b> | <b>0.0261</b> | <b>O</b> |     |

The findings emphasize the critical role of family, especially parents and guardians, in supporting a child's educational growth, with grandparents also contributing, though to a potentially lesser extent (Rey-Guerra et al. 2022, pp. 35-46).

**2.3. Aspect of Circular Activities**

**Table 5**  
*Extent of Family Involvement to the Child's Education in the Aspect of Circular Activities among the Respondents*

| Indicators  | WM          | SD            | I        | R   |
|---|-------------|---------------|----------|-----|
| 1. I have a question, concern, or comment about my child the teacher, principal, or guidance counselor gets back to me right away.  | 3.74        | 0.0236        | O        | 6.5 |
| 2. I am invited to meetings so that I can learn about what is going on in the school (e.g., issues or policies)   | 3.89        | 0.0259        | O        | 5   |
| 3. I have many ways I can be involved with the school, either at the school itself, at home or in the community.  | 3.64        | 0.0220        | O        | 8   |
| 4. I am invited to help plan family involvement activities.   | 3.74        | 0.0236        | O        | 6.5 |
| 5. I am given information about community services that help with families' needs (adult education, job, health, mental health, utilities, etc.)                            | 3.37        | 0.0171        | S        | 9.5 |
| 6. I am given information about services to support my child's learning and behavior needs and enhance his or her talents (tutoring, mentoring, camps, career exploration). | 3.37        | 0.0171        | S        | 9.5 |
| 7. I am aware that my child's school helps my him/her feel comfortable as he/she moves from one grade to the next.  | 4.00        | 0.0276        | O        | 3.5 |
| 8. I believe it is important for preschool curricular activities to involve parental participation and support.   | 4.23        | 0.0309        | A        | 1   |
| 9. I frequently participate in curricular activities with my preschool child, such as reading or homework assignments.  | 4.11        | 0.0292        | O        | 2   |
| 10. I find effective preschool curricular activities to promote parent-child engagement and communication.  | 4.00        | 0.0276        | O        | 3.5 |
| <b>Total</b>  | <b>3.80</b> | <b>0.0259</b> | <b>O</b> |     |

Table 5 presents the weighted mean and the corresponding interpretation of the extent of family involvement in the child's education in the aspect of circular activities among the respondents.

It shows in the table that rank 1 is "I believe it is for preschool curricular activities to involve parental participation and support", with a weighted mean of 4.23 or Always which means the extent of family involvement in the child's education in the aspect of circular activities among the respondents is highly extent. Rank 2 is "I frequently participate in curricular activities with my preschool child, such as reading or homework assignments", with a weighted mean of 4.11 or Oftentimes which means the extent of family involvement to the child's education in the

aspect of circular activities among the respondents is extent. Rank 3 is shared by the two indicators which are "I am aware that my child's school helps him/her feel comfortable as he/she moves from one grade to the next", and "I find effective preschool curricular activities in promoting parent-child engagement and communication", with a weighted mean of 4.00 or Oftentimes which means the extent of family involvement to the child's education in the aspect of circular activities among the respondents is extant. The least in rank is also shared by the two indicators which are "I am given information about community services that help with families' needs (adult education, job, health, mental health, utilities, etc.)", and "I am given information about services to support my child's learning and behavior needs and enhance his or her talents (tutoring, mentoring, camps, career exploration)", with a weighted mean of 3.37 or Sometimes which means the extent of family involvement to the child's education in the aspect of circular activities among the respondents is moderately extent. The overall average weighted mean is 3.80 (SD=0.0259) or Oftentimes which shows that the extent of family involvement to the child's education in the aspect of circular activities is extended among the respondents.

Findings highlight that parents play a predominant role in curricular activities related to a child's education. A significant majority of respondents are parents who are actively involved in these activities. This underscores the importance of parental engagement in a child's educational activities and development. It acknowledges the family involvement and engagement of the child's development practitioners in various curricular activities and programs to focus on the effort based on the school and home activities. Findings embedded in the family involvement and partnership notion and various powers between the expert teachers and parents. It applies to the vision and mission of the school-based practices of family involvement and

support to school activities as part of the learning process of students to the fullest. This boosts the morale of children's development outcome. It recognizes the proper approach between educators and families that makes the flow of school influenced and information. It accesses the power information on home-based learning practice and experiences knowledge for the preschool aspect outcome. It is a basis for the family involvement of the child in the aspect of curricular activities which is necessary in the learning skills of children. Supporting children in school activities can boost their morale where students are encouraged and are motivated to excel because they know that parents are supporting them to the fullest. Preschool children realize that they need to excel because they observe the support given by their parents in terms of their academic performance which is necessary in boosting their knowledge of learning (McWayne, et al. 2022, pp. 1-13).

#### 2.4. Aspect of School Support

Table 6 presents the weighted mean and the corresponding interpretation of the extent of family involvement in the child's education in the aspect of school support among the respondents.

It shows that rank 1 is shared by the indicators which are "I feel to support my child's preschool in terms of encouraging and facilitating family involvement in the school", and "I am confident in the ability to support my child's education and learning at home with the support of your child's preschool", with a weighted mean of 4.21 or Always which means the extent of family involvement to the child's education in the aspect of school support among the respondents is highly extent. Rank 2 is also shared by the two indicators which are "I engage in my child's education, such as parent-teacher conferences or workshops", and "I involve our family in supporting my child's social



connections and relationships, such as through peer interaction or community building activities", with a weighted mean of 4.11 or Oftentimes which means the extent of family involvement to the child's education in the aspect of school support among the respondents is extant

**Table 6**  
*Extent of Family Involvement to the Child's Education in the Aspect of School Support among the Respondents*

| Indicators  | WM          | SD            | I        | R   |
|---|-------------|---------------|----------|-----|
| 1. I feel I must support my child's preschool in terms of encouraging and facilitating family involvement in the school.                                  | 4.21        | 0.0318        | A        | 1.5 |
| 2. I communicate to the school the importance of family involvement in their education.   | 3.35        | 0.0188        | S        | 9.5 |
| 3. I engage in my child's education, such as parent-teacher conferences or workshops.   | 4.11        | 0.0303        | O        | 3.5 |
| 4. I accommodate schedule and availability for participating in school events and activities  | 3.83        | 0.0283        | O        | 7   |
| 5. I am involved in decision-making processes related to my child's education, such as curriculum planning or policy development in school.               | 3.98        | 0.0282        | O        | 5.5 |
| 6. I accommodate the unique needs and backgrounds of families, such as language barriers or cultural differences in school.                               | 3.72        | 0.0247        | O        | 8   |
| 7. I am confident in my ability to support my child's education and learning at home with the support of your child's preschool.                          | 4.21        | 0.0318        | A        | 1.5 |
| 8. I find the resources and support provided for my child's preschool to advocate the child's educational needs and rights.                               | 3.98        | 0.0282        | O        | 5.5 |
| 9. I involve our family in supporting my child's social connections and relationships, such as through peer interaction or community-building activities. | 4.11        | 0.0303        | O        | 3.5 |
| 10. I provide opportunities to learn about and engage with the school's culture and community.  | 3.35        | 0.0188        | S        | 9.5 |
| <b>Total</b>  | <b>3.88</b> | <b>0.0268</b> | <b>O</b> |     |

Rank 3 is also shared by the two indicators which are "I am involved in decision-making processes related to my child's education, such as curriculum planning or policy development in school", and "I find the resources and support provided for my child's preschool in advocating child's educational needs and rights", with a weighted mean of 3.96 or Oftentimes which means the extent of family involvement to the child's education in the aspect of school support among the respondents is extant. The least in rank is also shared by the two indicators which are "I communicate to school the importance of family involvement in their education", and "I provide

opportunities to learn about and engage with the school's culture and community", with a weighted mean of 3.35 or Sometimes which means the extent of family involvement to the child's education in the aspect of school support among the respondents is moderately extant. The overall average weighted mean is 3.88 (SD=0.0268) which Oftentimes shows that the extent of family involvement in the child's education in the aspect of school support is the extent among the respondents.

Findings show that family involvement provides school support for their children's education. A significant majority of respondents are parents who are actively engaged in school-related activities. This emphasizes the crucial role that parents play in supporting their children's education through school-related activities. It provides concepts in the outcome and development of children to the fullest. It encompasses family involvement and engagement in the home and school. It focuses on the relationship between teachers' and parents ideologies in teaching and learning. It integrates homeschooling involvement in understanding the child's education (Hill, 2022, pp 309-314)

**3. The significant difference in the perception of the respondents on the family involvement in a child's education among preschool parents when grouped according to profile**

Table 7 presents the significant difference in the perception of the respondents on the family involvement in a child's education among pre-school parents when grouped according to profile. It shows that "Child's Academic Performance \* Parental Involvement" is based on the Chi-Square test results, which yielded a test statistic below the significance level of 0.05. Based on this result, it can be confidently concluded that there is





substantial evidence supporting a relationship between Parental Involvement and Child's Academic Performance.

**Table 7**  
*General average and achievement in school*

|                       | Pearson Chi-Square Value | df | P-Value | Interpretation |
|-----------------------|--------------------------|----|---------|----------------|
| Parental Involvement  | 75.990                   | 4  | .000    | Significant    |
| Child Development     | 80.159                   | 4  | .000    | Significant    |
| Curricular Activities | 80.159                   | 4  | .000    | Significant    |
| School Support        | 80.183                   | 4  | .000    | Significant    |

*\*If P-value < 0.05 means Significant*

The data suggests that there is a significant and strong association between how involved parents are in their child's education and the academic performance of the child. This finding implies that parental involvement plays a crucial role in influencing a child's academic performance, and higher levels of parental involvement are associated with better academic outcomes for the child.

On the other hand, "Child's Academic Performance \* Child Development" indicates that the test resulted in a test statistic below the significance level of 0.05. Based on this result, it can be confidently concluded that there is substantial evidence supporting a relationship between child development and children's academic performance. The data suggests that there is a significant and strong association between how a child's development is related to their academic performance. This finding implies that a child's overall development, which may include cognitive, social, and emotional aspects, is linked to their academic achievements. Positive

development in these areas will likely contribute to better academic outcomes for the child.

Notably, when "Child's Academic Performance \* Curricular Activities" is tested based on the Chi-Square test results, yielded a test statistic below the significance level of 0.05, we can confidently conclude that there is substantial evidence supporting a relationship between Curricular Activities and Child's Academic Performance. The data suggests that there is a significant and strong association between a child's participation in curricular activities and their academic performance. This finding implies that children actively involved in curricular activities have better academic outcomes. It underscores the importance of providing opportunities for children to engage in extracurricular or curricular activities as part of their educational experience.

In addition, when "Child's Academic Performance \* School Support" is tested based on the Chi-Square test results, which yielded a test statistic below the significance level of 0.05, we can confidently conclude that there is substantial evidence supporting a relationship between School Support and Child's Academic Performance. The data suggests that there is a significant and strong association between the level of school support a child receives and their academic performance. This finding implies that when children receive adequate support from their schools, it is likely to impact their academic outcomes positively. This conclusion underscores the importance of schools and educational institutions providing effective support systems for students, as it can have a significant influence on their educational achievements.

**4. Significant relationship in the perception of the respondents on the family involvement in a child's education among preschool parents when grouped according to profile**



**Table 8**  
*Perception of the respondents on the family involvement in a child's education*

|                        | Relationship to Child | Child's Academic Performance     |            | Total      |
|------------------------|-----------------------|----------------------------------|------------|------------|
|                        |                       | In-Progress                      | Consistent |            |
|                        | Grandparent           | 37                               | 5          | 42         |
|                        | Guardian              | 2                                | 6          | 8          |
|                        | Parent                | 12                               | 38         | 50         |
|                        | <b>Total</b>          | <b>51</b>                        | <b>49</b>  | <b>100</b> |
| <b>Test Statistics</b> |                       |                                  |            |            |
|                        |                       | <b>Relationship to the Child</b> |            |            |
| Mann-Whitney U         |                       | 680.500                          |            |            |
| Wilcoxon W             |                       | 1905.500                         |            |            |
| Z                      |                       | -4.385                           |            |            |
| Asymp. Sig. (2-tailed) |                       | .000                             |            |            |

Table 8 presents the significant relationship between the perception of the respondents on the family involvement in a child's education among preschool parents when grouped according to profile.

It shows that when “Relationship to Child \* Child's Academic Performance” is tested. It reveals that the significance level is less than 0.05, we can reject the null hypothesis and conclude that there is a significant difference between the Relationship to the child and the Child's Academic Performance.

This has been proven by the study conducted by Ho and Willms (2018) where parents who thought their kids' schools supported them were more inclined to get active in their education, which in turn had a beneficial effect on the kids' academic performance. In a similar vein, Pomerantz and colleagues' (2018) study discovered that parents were more inclined to be interested in their children's education when they thought that their child's school respected their engagement and offered them an opportunity to be involved.

**5. Proposed involvement activities**

Based on the results of the findings of the study on family involvement in child's education

among preschool parents. The following program of activities are being proposed.

**5.1. Extent of family involvement in the child's education in the aspect of parental involvement in the school improvement planning and decision-making at my child's school**

- Involves parents in the improvement of planning and decision-making of child development in school
- Support children in any activities involved in the school for child learning process and success

**5.2. Extent of family involvement to the child's education in the aspect of child development on teachers' adjustment in teaching styles to meet the academic needs and hold high expectations among their children**

- Adopts the trends of new teaching techniques and strategies for child development

**5.3. Extent of family involvement to the child's education in the aspect of circular activities on given information about community services that help with families' needs such as adult education, job, health, mental health, and utilities about services to support my child's learning and behavior needs and enhance his or her talents in tutoring, mentoring, camps, and career exploration**

- Involves family in the circular activities in the community to open the minds of children as part of the learning process



#### 5.4. Extent of family involvement in the child's education in the aspect of school support on the importance of education and providing opportunities to learn about and engage with the school's culture and community

- Engage with school culture and community

#### CONCLUSION

The study's findings indicate a significant involvement of parents, particularly females aged 51-60 with Bachelor's Degrees, in their children's academic performance. This demographic, making up 41% of the respondents, demonstrates a keen understanding of the value of education, influenced by their roles as mothers. The data highlights several key aspects of family involvement in education: Firstly, there's a high level of parental involvement in child development, with parents regularly receiving updates about their child's progress and advice on enhancing their learning. Secondly, these parents are actively engaged in their children's development, showcasing an understanding of and responsiveness to their child's communication needs. They also appreciate the school's role in providing a safe, respectful, and culturally diverse learning environment. Thirdly, there's considerable participation in curricular activities. Parents support their preschool children in activities like reading and homework, which contributes positively to their learning process and overall school performance. Lastly, the extent of family involvement extends to school support. Parents are not only confident in their ability to assist their child's education at home but also actively participate in school functions like parent-teacher conferences. They engage in activities that strengthen their child's social connections and promote community building, underlining the comprehensive nature of their involvement in their child's education.

#### RECOMMENDATION

The study's findings lead to important recommendations. First, there is a need for deeper exploration into the profiles of the respondents, especially mature females, to understand their crucial role in guiding their children's learning at home. Second, parental involvement should focus on developing children's psychomotor skills and adapting to technological advancements in education, enhancing preschoolers' learning and decision-making. Third, family involvement in child development should include a variety of teaching strategies and practical examples, considering the different learning needs of preschoolers at school versus at home. Fourth, informing families about community resources related to education, health, and career development is vital for supporting the child's learning and talent development. Lastly, effective communication between families and schools is crucial for encouraging family engagement in school culture, curriculum, and policy development. These recommendations aim to create a holistic educational environment for children, integrating the roles of families and schools.

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