

Parental Involvement on Children's Developmental Readiness for Formal Schooling

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APPROVAL SHEET

The undergraduate research proposal attached here to entitled, “PARENTAL INVOLVEMENT ON CHILDREN'S DEVELOPMENTAL READINESS FOR FORMAL SCHOOLING”, Prepared and submitted by ALBARIDA, ELRIGEN CARYL, BOYLES, ZYDEL, BUNAYOG QUEENIE, DESTENADO, ARGEROSE in partial fulfilment of the requirements for the degree Bachelor of Early Childhood Education, is hereby endorsed.

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DEDICATION

This paperwork is heartily and lovingly dedicated to the Almighty God, the source of everything. Mr. & Mrs. Elizabeth V. Albarida Mr. & Mrs. Richell L. Bunayog Mr. & Mrs. Rosana O. Destinado Mr. & Mrs. Mary Ann B. Saballa

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ABSTRACT

This study explored the effects of parental involvement on children's readiness for formal schooling, recognizing a growing concern over children's preparedness as they enter formal education. This research addressed the gap by examining the extent of parental involvement particularly in parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community and its relationship with children's developmental readiness in emotional, physical, cognitive, social, and fine motor domains. The study aimed to: (1) determine the level of parental involvement in their child's readiness for formal schooling across six dimensions, (2) assess the children's developmental readiness in five key domains, and (3) examine the relationship between parental involvement and children's school readiness. A quantitative correlational research design was employed. Data were collected through two research instruments: a parental involvement questionnaire based on Epstein's framework and a school readiness checklist. Findings revealed a generally low level of parental involvement, with all six dimensions falling within the "Disagree" range, indicating minimal engagement. Despite this, children's readiness for school was classified under "Demonstrating Development" across all domains, suggesting that they possessed the necessary skills and behaviors for formal education. Notably, a very strong positive and statistically significant correlation ($r = 0.999$, $p < 0.05$) was found between parental involvement and children's school readiness. This emphasized that increased parental engagement, even in basic forms, may further enhance a child's developmental outcomes. These findings underline the importance of developing strategies that promote active parental participation in early education.

Keywords: *Parental Involvement, School Readiness, Early Childhood Education, Child Development, Family-School Partnership, Epstein's Framework.*

CHAPTER ONE INTRODUCTION

A. Background of the Study

Positive parental involvement was found to enhance student achievement, increase both parental and teacher satisfaction, and improve the overall school environment conducive to learning (Durisic & Bunijevac, 2017). The role of parents was considered highly significant in influencing students' educational outcomes—cognitively, developmentally (Nurhayati, 2021), and morally (Wahyuni, 2016). In contrast, neglectful parenting and limited involvement were identified as major contributors to children's lack of readiness for formal education (Bruwer, 2014). Parental responsibility did not conclude with the provision of access to primary education; rather, it extended to the active oversight and facilitation of their children's learning processes.

Nevertheless, research also highlighted several barriers that hindered parental involvement. These included time constraints, socioeconomic difficulties, and inadequate access to educational resources. To address these challenges, programs such as *Getting Ready for School* were implemented, equipping parents with practical tools such as digital resources, customized workshops, and home-based activity guides aimed at enhancing their engagement in their children's education (Marti et al., 2018). The findings clearly demonstrated the value of cooperative strategies that supported parents in preparing their children for the academic demands of formal schooling.

Children tended to perform better both academically and socially when their parents engaged in diverse aspects of school life, such as teacher meetings and classroom events. Empirical studies indicated that positive relationships between parents and educators significantly contributed to the creation of enriched learning environments and facilitated children's adaptation to institutional norms and practices. Furthermore, studies revealed that consistent communication between parents and teachers benefited students in areas such as letter recognition and verbal fluency (McWayne et al., 2015).

This research focused on examining how varying types and levels of parental involvement in early education influenced children's preparedness for formal schooling. Understanding the extent of parental participation provided valuable insights into strategies for improving early educational outcomes. In recent years, scholarly and policy-related efforts concentrated on this issue, recognizing that parental involvement was consistently associated with improved academic performance among children. Acknowledging the critical importance of parental engagement in early education enabled educators, policymakers, and families to collaborate more effectively. Such collaboration was instrumental in supporting children's holistic development and in laying a strong foundation for sustained academic success.

B. Statement of the Problem

While the importance of parental involvement in preparing children for formal education is widely recognized, there remains a limited understanding of how different forms of involvement specifically influence children's developmental readiness for school. Early childhood development is a critical foundation for entering to formal education, and identifying the key aspects of parental engagement that support this process. This research study will investigate the involvement of parents in their children's readiness for formal education and early childhood education and examine its relationship with various aspects of children's developmental readiness for formal schooling.

➤ *Specifically, the Study sought to Answer the Following Questions:*

- *What is the Level of Parental Involvement in their child's Readiness for formal Schooling Along the following Areas;*

- ✓ Parenting
- ✓ Communicating
- ✓ Volunteering
- ✓ Learning at home
- ✓ Decision-making
- ✓ Collaborating community

- *What is the Level of Children's Developmental Readiness for Formal Schooling in Terms of;*

- ✓ Emotional development
- ✓ Physical development
- ✓ Cognitive development
- ✓ Social development

- *Is there a Significant Relationship between Parental Involvement and Children's Developmental Readiness to Formal Schooling?*

C. Objectives of the Study

The study of parental involvement on children's developmental readiness for formal schooling aim to;

➤ *Determine the Level of Parental Involvement on:*

- Parenting
- Communicating
- Volunteering
- Learning at home
- Decision-making
- Collaborating with the community

➤ *Assess the Level of Children's Developmental Readiness in terms of:*

- Emotional development
- Physical development
- Cognitive development
- Fine motor skills
- Social development

➤ *Examine the Significant Relationship between the level of Parental Involvement and Children's Readiness for formal Schooling*

D. Significance of the Study

This study of parental involvement in children's developmental readiness for formal schooling held great significance for a variety of stakeholders. Learners, who stood to benefit the most from increased parental engagement, were found to be associated with higher academic success, better interpersonal skills, and greater overall school preparedness. For parents, the study led to a better appreciation of how they directly contributed to their children's academic success and school readiness. It provided them with effective methods and best practices for engaging in their children's education and for fostering a more supportive and enriching learning environment at home.

Educators were able to adapt their teaching strategies to encourage parental engagement and foster a more collaborative environment between school and home. Furthermore, the findings helped educators design professional development programs that emphasized the importance of parents in the learning process. For schools and administrators, the research served as a foundation for developing appropriate policies and programs aimed at enhancing parental involvement, which in turn contributed to better student outcomes and more effective allocation of resources for family engagement. Researchers identified existing gaps in the literature and found opportunities for further studies focused on specific aspects of parental involvement. Thus, this research contributed significantly to theory-based frameworks related to parental engagement and child development, enriching the academic discourse in this field.

E. Scope and Delimitation of the Study

This quantitative research investigated the relationship between parental involvement and children's readiness for formal schooling at Musuan Integrated School. The study focused on parents of children who were enrolled in one preschool section during the school year 2024–2025. Its primary aim was to examine the various types of parental involvement through questionnaires, including home-based, school-based, classroom involvement, volunteering, decision-making, and collaboration with the community. The study also assessed children's readiness for formal schooling using a checklist that evaluated various aspects of development, including the gross motor domain, fine motor domain, receptive language, socio-emotional domain, self-help domain, expressive language, and cognitive domain.

F. Definition of Terms

The following terms are operationally and theoretically defined for easy understanding of the concepts used in the study: Parental involvement refers to the active engagement of parents in their child's education, which can include various activities such as helping with homework, attending school events, and supporting learning at home. This involvement may also extend to communicating with teachers and participating in school governance.

School readiness refers to a child's preparedness for formal education, typically in areas like academic skills (literacy and numeracy), social-emotional development, physical well-being, and self-regulation. School readiness that measured before a child enters kindergarten or first grade. Formal schooling refers to a structured, institutionalized education setting with a defined curriculum, such as elementary school. It contrasts with informal education settings like preschool, home learning or playgroups.

CHAPTER TWO

THEORETICAL FRAMEWORK

A. Review of Related Literature

➤ *Parental Involvement in Early Childhood Education*

Parental involvement plays a fundamental role in shaping children's early educational experiences and long-term academic trajectories. Numerous studies have consistently emphasized the importance of parental engagement, particularly during early childhood, as it influences not only children's cognitive development but also their emotional, behavioural, and social competencies (Boonk et al., 2018). Active parental support during the formative years establishes a solid foundation for lifelong learning and fosters critical developmental milestones.

According to Ma et al. (2016), children who experience higher levels of parental involvement demonstrate better language, literacy, and mathematical skills upon entering formal education systems. Early exposure to enriching educational interactions at home accelerates school readiness and contributes to smoother adjustments to structured classroom environments. Additionally, parental involvement strengthens school-family partnerships, cultivating trust and shared responsibility for children's academic and social outcomes.

Transitioning into formal education is often a critical period of adjustment for young learners. The presence of supportive parental involvement during this transition aids in reducing anxiety, building confidence, and promoting positive attitudes toward school (Pelletier et al., 2018). Therefore, promoting meaningful parental engagement from the earliest stages of a child's education is considered essential to enhancing academic motivation and setting the stage for sustained academic success. Parental involvement in early childhood education is widely recognized as a pivotal factor influencing children's cognitive, emotional, and social development.

Research consistently demonstrates that active parental engagement fosters positive learning outcomes and enhances school readiness. In the Philippines, however, cultural nuances and socioeconomic factors can shape the nature and extent of this involvement. Bartolome, Mamat, and Masnan (2017) highlight that while parental participation is encouraged; hesitations often arise due to varying perceptions of parental roles and expectations within the educational system. Their study underscores the importance of understanding these cultural contexts to effectively promote and support parental involvement in early childhood education.

➤ *Dimensions and Forms of Parental Involvement*

The concept of parental involvement is multifaceted and encompasses a variety of behaviors and activities aimed at supporting children's educational experiences. According to Hoover-Dempsey and Sandler (2016), parental involvement can be classified into two primary forms: home-based involvement and school-based involvement. Home-based involvement includes activities such as helping children with homework, discussing school experiences, reading together, and providing learning materials at home. School-based involvement, meanwhile, refers to participation in school functions, attending parent-teacher conferences, volunteering in classroom activities, and engaging in school governance.

Boonk et al. (2018) further elaborate that the intensity and quality of parental involvement vary depending on socioeconomic, cultural, and individual family factors. Effective parental involvement is not merely about presence but is characterized by meaningful engagement that encourages children's autonomy, nurtures learning motivation, and communicates high academic expectations.

Moreover, Ma et al. (2016) highlighted that communication between parents and teachers is a crucial mediator of children's academic outcomes. When parents and educators collaborate effectively, they create a cohesive support system that enables children to thrive academically and socially. This communication ensures that learning reinforced both at home and at school, creating consistency that benefits the child's development.

Furthermore, Pelletier et al. (2018) pointed out that culturally responsive parental involvement recognizes diverse parenting styles and educational expectations. Effective programs and policies must consider cultural contexts, parental beliefs, and language barriers to foster authentic parental engagement in early childhood settings.

➤ *Conceptualizing School Readiness*

School readiness refers to the comprehensive preparedness of children to engage in formal schooling. It encompasses a range of developmental competencies—cognitive, emotional, social, physical, and language-related—that enable children to succeed within structured educational environments (Rimm-Kaufman & Pianta, 2000; Janus & Offord, 2007). According to Hair et al. (2006), readiness includes the mastery of foundational abilities and the capacity to function both academically and socially in school settings.

The National Association for the Education of Young Children (NAEYC, 2016) provides a broad, equity-oriented framework for understanding school readiness. It emphasizes three core prerequisites: (1) addressing disparities in early life experiences, (2) recognizing individual differences among children, and (3) establishing developmentally appropriate expectations. Moreover, NAEYC argues that the responsibility for school readiness extends beyond the family, implicating broader public responsibility to ensure that all children have access to supportive services.

Traditionally, school readiness has been seen as a set of pre-academic competencies that children must possess prior to school entry. However, more contemporary approaches emphasize a two-way interaction where schools must also be prepared to support the diverse needs of incoming students (Christensen et al., 2022).

➤ *The Relationship Between Parental Involvement and School Readiness*

Empirical evidence underscores a strong relationship between parental involvement and school readiness. Children whose parents are actively engaged in school activities tend to exhibit higher academic performance, better attendance, and more positive attitudes toward school (Henderson & Berla, 2015). Furthermore, parental involvement during the early years has been linked to higher graduation rates and greater participation in higher education.

As Pelletier et al. (2018) note, the start of formal schooling introduces a period of adjustment and anxiety not only for children but also for their parents, who may question their child's readiness to meet new academic demands. Recognizing this, recent studies have advocated for a shift from the traditional view of preparing children for school to a more inclusive approach of making schools ready for children (Rimm-Kaufman et al., 2000; McWayne et al., 2012).

Research also suggests that 16% to 30% of children struggle with school readiness, often exhibiting behavioral issues, emotional immaturity, or low academic and language skills (Iruka et al., 2020; Christensen et al., 2022). These findings have driven a renewed focus on the developmental foundations of school readiness, emphasizing the role of parental engagement as a modifiable and impactful factor (Cui, 2023).

A growing body of literature has explored how various types of parental involvement influence children's transition into formal schooling, particularly in areas such as social behavior, language acquisition, and emotional adjustment (Lau et al., 2011; Puccioni, 2018; Xia et al., 2020). Collectively, these studies affirm that parental involvement is not only beneficial but essential for fostering comprehensive school readiness in young children.

➤ *Developmental Alignment of Parental Involvement*

Effective parental involvement must be developmentally appropriate, aligning with children's cognitive, emotional, and social needs. Xia, Fosco, and Feinberg (2016) posited that involvement strategies must evolve alongside the child's growth, emphasizing that what works for younger children (e.g., direct instruction and guidance) may differ substantially from effective practices with older children (e.g., promoting autonomy and self-regulation).

Early childhood is a period characterized by rapid developmental changes. Thus, parental behaviors that are responsive to children's individual differences—such as temperament, learning styles, and emotional regulation—enhance school adjustment and learning outcomes (Pelletier et al., 2018). Parents who are sensitive to these developmental needs are better positioned to scaffold children's learning experiences, providing the appropriate balance of support and independence. Additionally, parents themselves face challenges during the educational transition period. They must navigate increasingly complex academic demands, understand evolving curriculum standards, and balance school expectations with family dynamics (Pelletier et al., 2018). Thus, effective parental involvement is not static but requires continuous adaptation to new educational realities and developmental challenges.

Importantly, school systems must also recognize their role in supporting parents by offering clear communication, parent education programs, and inclusive engagement opportunities. Collaboration between families and schools ensures that both parties are equipped to meet children's evolving needs, fostering a positive and sustainable model of early educational success.

➤ *Conceptual Framework*

This framework effectively integrated Bronfenbrenner's ecological systems theory with parental involvement to help explain student outcomes. This microsystem focused on immediate environments or microsystems home, school, and peer groups and mechanisms that fostered positive parent child interactions and effective communication. The microsystem stressed the need for home-school collaboration, with the synergistic effect due to consistent support. The ecosystem took into account indirect influences such as parental work-life balance and community resources, recognizing that they do affect parental availability and child development. The microsystem's influence, encompassing societal values and educational policies, shaped the overall context of parental involvement. Different dimensions of parental involvement home-based, school-based, classroom-based, and communication were recognized as distinct yet interconnected contributions to student success. This strength in the framework lay in the holistic view connecting these diverse factors to both academic achievement and student well-being. Hypothesized positive correlations were made between higher parental involvement and improved outcomes across all domains. Strong mesosystem

collaboration was hypothesized to amplify the positive effects of parental involvement.

The framework acknowledged that exosystem and macrosystem factors can moderate the impact of parental involvement, which in turn suggested that the influences are not so simple. This all-inclusive framework provided a good basis for research on the multifaceted impact of parental involvement on student success.

➤ Research Paradigm

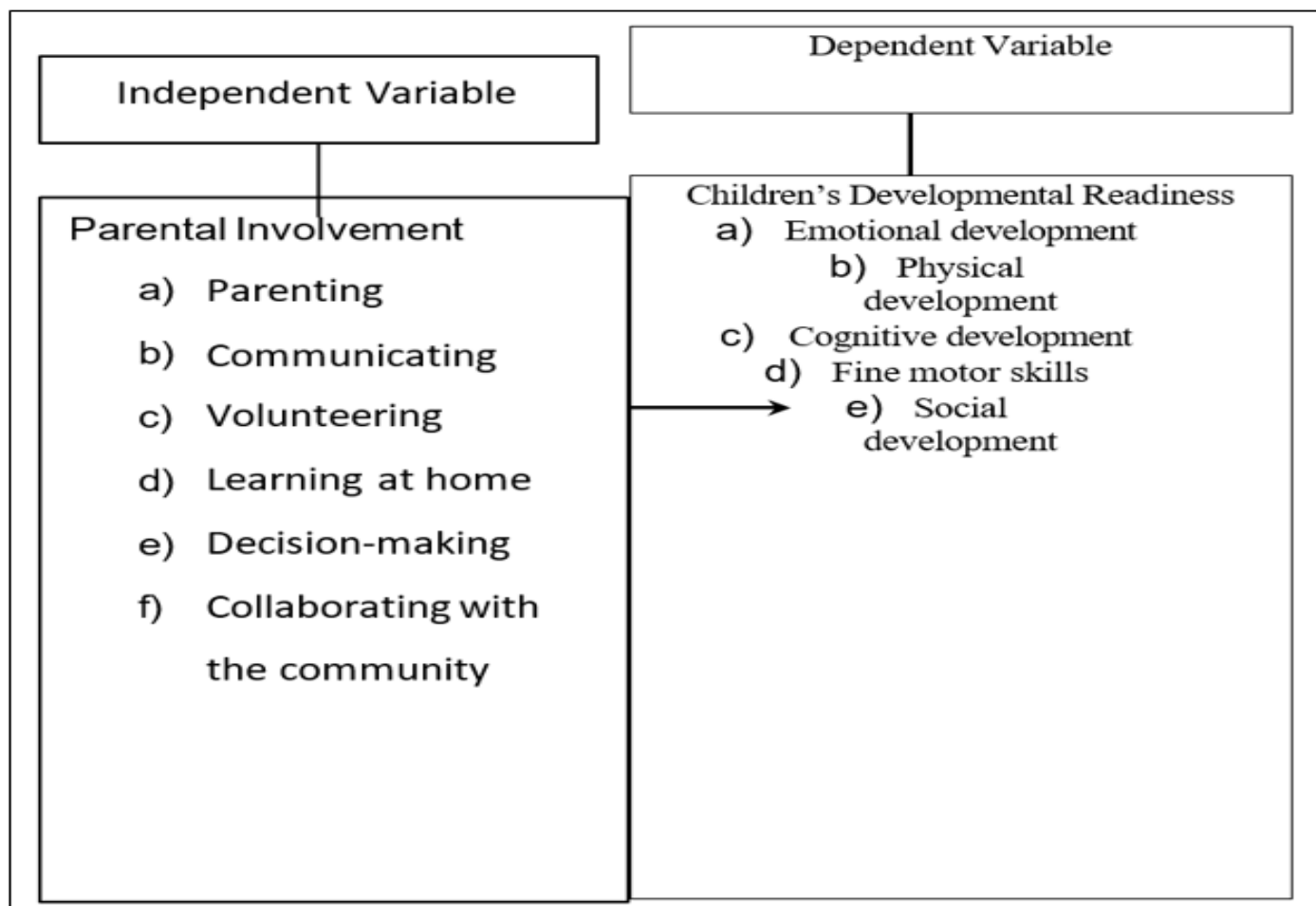


Fig 1 Research Paradigm Showing the Relationship Between Parental Involvement and Children's Readiness for Formal Schooling

The paradigm depicts a relationship between parental involvement (the independent variable), such as parenting, communication, learning at home, volunteering, decision-making, and community collaboration, positively impacting a child's readiness for formal schooling across various developmental domains (dependent variable), including fine motor skills, cognitive abilities, emotional growth, social interactions, and overall physical development.

➤ Hypothesis of the Study

This research explored how parent engagement helped children prepare for school by acquiring some skills. It is believed that the more lead roles parents take at home or in school, children will be for school, not only in their academic skills but also in their social-emotional skills and thinking skills. However, it did take into account the degree to which external factors might limit the degree to which parental involvement influences school readiness. The researchers investigated the degree to which different types of parental involvement were related to children's readiness for formal schooling. The analysis was based on a descriptive research design and expressed both general preparedness and specific skills.

➤ Hypothesis of the Study Null Hypothesis (H_0):

There is no significant relationship between parental involvement and children's readiness for formal schooling. Alternative Hypothesis (H_1): There is a significant positive relationship between parental involvement and children's readiness for formal schooling.

CHAPTER THREE METHODOLOGY

In this chapter, information such as the procedures, respondents, and instruments that were used and included in conducting and analyzing the data was explained. This chapter consisted of the research design, locale of the study, respondents of the study, research instrument, data gathering procedure, and the statistical treatment of data.

A. Research Design

This study used a quantitative correlational research design to examine the relationship between parental involvement and children's developmental readiness for formal schooling. Quantitative design was particularly appropriate for this study because it emphasizes measurement accuracy and generalizability within the specified context. It allowed the researchers to handle numeric data efficiently, establish the existence and magnitude of correlations on parental engagement and school readiness. This approach facilitated the quantification of parental behaviors and children's developmental outcomes, enabling the application of descriptive statistics to identify levels of involvement and readiness, and inferential statistics (Pearson's correlation coefficient) to test hypotheses about their relationship. Moreover, quantitative methods provided a clear framework for comparing the different dimensions of involvement and development systematically, helping to identify specific areas where parental support may be lacking and where interventions could be targeted to improve children's preparedness for formal education.

B. Locale of the Study

The research was conducted at Musuan Integrated School, a public educational institution situated in the rural barangay of Musuan, within the municipality of Maramag in Bukidnon province. The school operates under the supervision of the Department of Education and caters to a diverse student population from various socioeconomic backgrounds. It offers a complete basic education program that spans early childhood, elementary, and secondary levels.



Fig 2 Location map of the study site: (A) Map of Maramag; (B) Map of Musuan Integrated School

Figure 2 illustrates the geographical location of the study, presenting two key visuals: (A) a map of Maramag, which contextualizes the broader municipal setting; and (B) a focused map pinpointing Musuan Integrated School's location. These visuals reinforce the strategic selection of the study, which ensured accessible and meaningful engagement with the participants specifically, parents of preschool learners enrolled for the 2024–2025 school year. This locale allowed the researchers to comprehensively explore parental engagement practices and their influence on children's preparedness for formal schooling.

C. Respondents of the Study

This study was conducted at Musuan Integrated School and involved one section of preschool learners during the 2025 academic semester. The respondents of the study were parents of children aged 3 to 6 years who were officially enrolled in this preschool section. These parents were selected as key participants due to their direct and ongoing involvement in their children's early developmental experiences. The study aimed to gather meaningful data on how actively and consistently these parents engaged in various dimensions of their child's development in preparation for formal schooling. These dimensions included parenting, communicating, volunteering, learning at home, participating in decision-making, and collaborating with the community components widely recognized as essential aspects of parental involvement.

D. Research Instruments

Two instruments were used in this study: the parental involvement Likert-scale and the children's developmental readiness checklist. The research instruments distributed face-to-face to the parents of children enrolled in one section preschool at Musuan Integrated School. Parental involvement Likert-scale designed to gather data on parent involvement that adapted from the original Parent and School survey (PASS) by the U.S. Department of Education. The tool consisted of 30 items, 24 of which reflected parental involvement, four per subscale. Items 1- 24 addressed specific behaviors that reflected the corresponding construct, rather than providing broad descriptions, to ensure the items were unambiguous and reliable. Each item included a five- points Likert scale with responses "strongly agree," "agree," "partially agree/partially disagree," "disagree," and "strongly disagree."

Table 1 Research Instruments

Scale Value	Total Score Range	Descripti ve Range	Quantitative interpretation	
5	40-50	Strongly Agree	Parents are highly engaged, positively influencing children's readiness for school.	
4	30-39	Agree	Parents show a moderate level of engagement, influence on readiness for school.	
3	20-29	Partially Agree	Parents are engaged, limited influence or children's readiness for school.	
2	10-19	Disagree	Parents are minimally engaged, hindering children's readiness for school.	
1	5-9	Strongly Disagree	Parents show negligible engagement.	
			significant concerns for children's readiness for school	
In assessing	children's	developmental	readiness for formal	
three responses		"emerging,"	"approaching,"	and
"demonstrating.".	These	checklists	determine the	child

E. Data Gathering Procedure

To ensure ethical and systematic data collection, the researchers sought formal approval from the school principal of Musuan Integrated School. This step ensured that the study aligned with institutional guidelines and conducted appropriately. Upon receiving approval, a letter signed by the principal obtained as official authorization for the research.

Following approval, informed consent secured from the parents of kindergarten learners. Parents received a detailed explanation of the purpose, procedures, and scope of the study, along with their rights as participants. This included the assurance that their participation was voluntary and that they could withdraw at any time without consequences. Strict confidentiality measures implemented to protect the privacy and personal information of all participants.

Data collection took place over a three-week period during the fourth grading period of the school year 2024–2025 at Musuan Integrated School. A face-to-face structured survey was conducted with a selected group of parents to gather insights into their experiences and perceptions regarding parental involvement in their child's education using a printed paper questionnaire. Furthermore, the researchers observed students during activities to assess their development in a natural setting. This approach allowed for a more comprehensive understanding of student behavior and interactions.

F. Statistical Treatment of Data

To analyze the data collected in this study, a combination of descriptive statistics and the Pearson Product-Moment Correlation Coefficient was employed to ensure a thorough understanding of the results. Descriptive statistics were used to summarize the participants' responses, particularly focusing on the levels of parental involvement and the children's school readiness. Measures such as means, standard deviations, and frequency distributions were computed to provide a clear picture of the overall trends and patterns in the dataset. This helped in identifying the general level of involvement among parents and the preparedness of children for formal schooling.

To further explore the relationship between these two variables, the Pearson Product-Moment Correlation Coefficient was applied. This statistical tool is suitable for assessing the strength and direction of the linear relationship between two continuous variables—in this case, parental involvement and school readiness. It determined whether higher levels of parental involvement were significantly associated with higher levels of readiness among children.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

A. Overview of the Data/Summary

The primary aim of this study was to determine the extent of parental involvement in various domains, such as parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community. Additionally, the study sought to measure the child's developmental readiness based on emotional, physical, cognitive, fine motor, and social development.

Statistical tests were conducted to explore the relationships between parental involvement and children's readiness for formal education. Through the use of appropriate statistical tools and methods, the study was able to test the hypotheses formulated and to examine whether significant associations exist between the variables under investigation. The presentation of data, analysis, and interpretation is structured in a manner that directly addresses the research questions posed at the beginning of the study.

The results are discussed comprehensively, with an emphasis on the significant patterns and trends observed from the data. Interpretations are drawn based on the statistical findings, providing a deeper understanding of how parental involvement impacts children's preparedness for formal schooling. Furthermore, the findings are aligned with the literature reviewed in the earlier chapters, highlighting consistencies and differences where applicable.

B. Research Questions

The study deduced several factors that were tailored to check for level of parental involvement in terms of parenting, communicating, volunteering, learning at home, decision-making, collaborating community and the level of child's developmental readiness in terms of emotional, physical, cognitive, fine motor, and social development. More precisely, it can be reasonably shown from the data gathered that (1) Levels of Parental Involvement act as independent variables. This disposition is due to the reason that these factors are premeditated by the researcher.

➤ *In light of the Foregoing Statements, this Document Specifically Reports the Findings about the following Primary Research Questions:*

- Question 1: What level of parental involvement and child's developmental readiness for formal schooling?
- Question 2: Is there a significant relationship between parental involvement and child's developmental readiness for formal schooling?

C. Statistical Approach

To answer the foregoing objectives, the statistical tests and approaches specified below were considered for the respective questions. Since there are some factors or variables coming into play, it is deemed necessary and appropriate to perform the following corresponding respectively to the questions above in order to improve statistical validity:

Approach 1: Use a Pearson Correlation Coefficient to determine if there is a significant relationship between parental involvement and child's developmental readiness for formal schooling.

D. Results of Statistical Analysis

Table 2 Descriptive data for Parental Involvement.

Epstein's Construct	Mean	Standard Deviation	Descriptive Range	Interpretation
Parenting	2.74	1.15	Disagree	Minimal engagement, may hinder readiness
Communicating	2.82	1.33	Disagree	Minimal engagement, may hinder readiness
Volunteering	2.71	1.30	Disagree	Minimal engagement, may hinder readiness
Learning at home	2.74	1.27	Disagree	Minimal engagement, may hinder readiness
Decision-making	2.75	1.09	Disagree	Minimal engagement, may hinder readiness
Collaborating with Community	2.59	1.10	Disagree	Minimal engagement, may hinder readiness

Table 2 presents the level of parental involvement among respondents, measured across Epstein's six constructs: Parenting, Communicating, Volunteering, Learning at Home, Decision-Making, and Collaborating with the Community. Each construct's mean, standard deviation, descriptive range, and interpretation are detailed below. Across all constructs, the mean scores fall

within the "Disagree" descriptive range. The mean scores for all six constructs ranged from 2.59 to 2.82, consistently falling within the "Disagree" range. This suggests that respondents perceive minimal parental involvement across all areas outlined by Epstein's framework. Among the constructs, "Communicating" had the highest mean (2.82), while "Collaborating with the Community" had the lowest (2.59), indicating that community collaboration was the least practiced form of involvement.

These results imply that parents' engagement in their children's early education is generally lacking across various forms of involvement. Minimal engagement in essential areas such as parenting support, home learning activities, and school- community collaboration could negatively impact children's developmental readiness for formal schooling, as effective parental involvement is linked to enhanced school readiness outcomes.

This finding is consistent with Grolnick and Slowiaczek's (2019) assertion that behavioral, intellectual, and personal forms of parental involvement significantly affect children's educational trajectories. Similarly, Hoover-Dempsey and Sandler (2016) emphasize that both home-based and school-based engagements are crucial for promoting cognitive, emotional, and social school readiness. The low parental engagement seen in the current data may explain potential challenges children face during the transition to formal education.

Table 3 Descriptive data for Child's Development Figure 2

Child's Development Indicator	Mean	Standard Deviation	Classification
Emotional	2.72	0.214	Demonstrating Development
Social	2.75	0.117	Demonstrating Development
Physical	2.87	0.082	Demonstrating Development
Fine motor	2.80	0.187	Demonstrating Development
Cognitive	2.75	0.246	Demonstrating Development

Table 3 presents the mean scores and standard deviations of children's development indicators across five domains: Emotional, Social, Physical, Fine Motor, and Cognitive. Each indicator was classified based on descriptive interpretation, with all domains falling under "Demonstrating Development"

The mean scores across all developmental indicators range from 2.72 to 2.87, indicating that children, on average, are "Demonstrating Development" in all domains assessed. The Physical domain achieved the highest mean score (2.87), suggesting stronger performance in physical development compared to other areas. Conversely, Emotional development recorded the lowest mean score (2.72), although still within the same classification.

These results imply that, overall, children are progressing appropriately across key areas of development. However, the slightly lower emotional development mean suggests a potential area for targeted support, as emotional skills are critical for successful school adaptation and social integration. Consistent development across domains also reflects a balanced foundation for formal schooling.

This is aligned with the National Association for the Education of Young Children's (NAEYC, 2016) framework, which emphasizes the importance of cognitive, emotional, physical, and social readiness for school entry. Furthermore, as highlighted by Rimm-Kaufman and Pianta (2000), strong early development across multiple domains predicts smoother transitions into formal educational environments and more positive long-term academic outcomes.

Table 4 Descriptive data for Parental Involvement and child's Developmental Readiness.

Variables	Pearson Correlation Coefficient	P-value	Interpretation
Parental involvement vs. child's developmental readiness.	0.999	3.61×10^{-12}	Very strong positive correlation

Table 4 shows the Pearson correlation coefficient and p-value describing the relationship between parental involvement and children's developmental readiness. The Pearson correlation coefficient was 0.999 with a p-value of 3.61×10^{-12} , indicating an extremely strong positive relationship between the two variables.

The Pearson correlation coefficient of 0.999 suggests a near-perfect positive linear relationship between parental involvement and children's developmental readiness. This means that as parental involvement increases, children's readiness for formal schooling correspondingly improves. The extremely small p-value (much less than 0.05) confirms that the relationship is statistically significant.

The results imply that parental engagement plays a critical role in fostering children's developmental competencies needed for school readiness. High levels of parental support are strongly associated with better emotional, social, physical, fine motor, and cognitive development among young learners.

This finding aligns with previous research by Henderson and Berla (2015), who concluded that active parental involvement correlates with improved academic and developmental outcomes in children. Similarly, Hoover-Dempsey and Sandler (2016) emphasized that both home-based and school-based parental activities are crucial for enhancing children's early learning success. The strength of the correlation observed in this study reinforces the necessity of encouraging parental participation as part of early childhood education strategies.

CHAPTER FIVE

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study made use of the 5-point Likert scale as its primary methods for analyzing data. This chapter includes the presentation of data gathered from 20 responses received from the parents of early childhood students from Musuan Integrated School.

➤ Findings

This study investigated the relationship between the extent of parental involvement in early childhood education and children's preparedness for formal schooling. Assessing parental engagement across six key domains parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community the findings revealed a generally low level of parental participation. However, despite this lower engagement, children demonstrated encouraging levels of developmental readiness across emotional, social, physical, fine motor and cognitive domains. Notably, the study also identified a strong and statistically significant positive correlation between parental involvement and children's school readiness, underscoring the important role of family engagement in supporting young learners' successful transition to formal education and suggesting that increased parental participation could further enhance their preparedness.

The study found that the overall level of parental involvement in children's readiness for formal schooling was low. All six domains of involvement—parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community—received mean scores ranging from 2.59 to 2.82, placing them within the “Disagree” category. This reflects minimal engagement from parents, especially in school-based and community activities. The weakest area was “Collaborating with the Community,” indicating poor external linkages between families and educational institutions.

Despite the low level of parental involvement, children demonstrated a high level of developmental readiness across all measured domains. Emotional, social, physical, fine motor and cognitive development all fell within the “Demonstrating Development” range, with mean scores ranging from 2.64 to 2.87. These results suggest that children were largely well-prepared to transition into formal schooling, showing independence, motor coordination, social maturity, and foundational cognitive skills.

A significant finding of the study was the strong relationship between parental involvement and children's school readiness. The Pearson correlation coefficient ($r = 0.999$) indicated a very strong positive correlation, and the p-value (3.61×10^{-12}) confirmed that this relationship was statistically significant. This means that as parental involvement increases, so does the developmental readiness of children. The data suggest that enhancing parental participation could further improve children's school preparedness.

➤ Conclusions

This research examined the interplay between the level of parental involvement in early childhood education and children's preparedness for formal schooling. Assessing parental participation across six distinct dimensions and children's readiness across multiple developmental domains, the study revealed a prevalent trend of low parental engagement, particularly in collaborative efforts with schools and the community. However, despite this lower involvement, the children demonstrated encouraging levels of readiness across various developmental areas, suggesting the influence of other contributing factors in their preparation. Critically, the study also established a significant positive correlation between parental involvement and children's school readiness, underscoring the valuable impact of family engagement on young learners' successful transition to formal education and highlighting the potential for enhanced developmental outcomes through stronger partnerships between home and school.

The study concluded that parental involvement in supporting children's readiness for formal schooling was generally low. Parents were minimally engaged in all six domains of involvement, especially in areas requiring collaboration with the school and community. This suggests a need for schools to better communicate the importance of active parental participation in their child's early learning experiences.

Despite the low levels of parental engagement, children showed strong indicators of readiness across all developmental domains. This finding highlights that other factor, such as prior exposure to learning environments or natural developmental progression, may have played a role in preparing the children. However, these outcomes could be further strengthened with more consistent parental support.

The significant positive relationship between parental involvement and children's school readiness underscores the importance of family engagement in early childhood education. The findings indicate that children benefit greatly when parents are actively involved in their learning process. This reinforces the need for schools, communities, and policymakers to implement programs that foster meaningful partnerships between families and educational institutions that foster meaningful partnerships between families and educational institutions.

➤ Recommendations

Based on the implications of the study's findings, it is recommended that a multi-faceted approach be adopted to enhance parental engagement in children's early learning. This includes the implementation of targeted school-based programs such as workshops and regular orientations to educate and empower parents in actively supporting their children's learning journey at home and in consistent communication with educators. Furthermore, fostering stronger collaborative ties between schools and communities through joint activities and volunteer opportunities is crucial to build trust and bridge the home-school divide, particularly in underserved areas. Finally, policymakers and educational leaders should prioritize and integrate parental involvement as a fundamental element within early childhood development programs by allocating resources, establishing clear frameworks, and providing incentives to promote sustained and meaningful family participation, ultimately ensuring enriched learning environments and improved outcomes for all children.

Based on the findings and conclusions, it is recommended that schools implement parent engagement programs such as workshops, training sessions, and regular orientations to educate parents on their crucial role in supporting children's early learning. These programs should highlight practical strategies for assisting with schoolwork, promoting learning at home, and maintaining consistent communication with teachers.

Schools and communities should also strengthen their collaboration by organizing joint activities that encourage parent participation, such as community reading programs, volunteer opportunities, and school-community projects. These initiatives can increase awareness, build trust, and bridge the gap between home and school environments, especially in underserved areas.

Finally, policymakers and educational leaders are encouraged to include parental involvement as a key component in early childhood development programs. Allocating resources, setting clear guidelines, and providing incentives for active family participation can promote sustainable change. These systemic efforts can ensure that all children benefit from enriched learning environments supported by engaged and empowered families.

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APPENDICES

A. Letter of Consent

Letter of Request to the Respondent's Parents

February 21, 2025

RESEARCH PARTICIPANTS

College of Education, Central Mindanao University

University Town, Musuan, Maramag, Bukidnon

Dear Maam/Sir,

We, Elrigen Caryl V. Albarida, Zydel H. Boyles, Queenie L. Bunayog, ArgeRose J. Destenado. A third year Bachelor of Early Childhood Education students of Central Mindanao University. We are currently conducting a study titled:

"Effect of Parental Involvement on Children's Readiness for Formal Schooling."

For this study, we will observe children and ask parents to complete a questionnaire regarding their involvement in their child's early learning experiences. Our research will be conducted over the course of one semester.

We kindly request your permission to include your child and your answers in our study. We assure you that:

- We will adhere to ethical research guidelines throughout the data collection process.
- We will obtain consent from parents and assent from children before proceeding.
- All information collected will be strictly confidential, and no names or identifying details will be disclosed.

Thank you very much for your positive response to this letter. God Bless!

Respectfully yours,

Elrigen Caryl V. Albarida

Zydel H. Boyles

Queenie L. Bunayog

ArgeRose J. Destenado

The Researchers



Republic of the Philippines

CENTRAL MINDANAO UNIVERSITY



College of Education
Department of Professional Education

February 10, 2025

Mr. WEENKIE JHON A. MARCELO

Principal I

Musuan, Maramag, Bukidnon

Musuan Integrated School

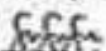
Dear Mr. Marcelo,

Greetings of peace and goodwill!

We, the third-year students of the Bachelor in Early Childhood Education at the College of Education, Central Mindanao University, are currently working on the research study entitled "Effects of Parental Involvement on Children Readiness for Formal Schooling" as part of the requirements for Educ. 95.2 (Research in Early Childhood Education). In view of this, we are formally requesting permission to conduct the study in your school, specifically with the kindergarten learners and their parents. We will ensure that we observe ethical conduct during the data-gathering period and the data gathered will be kept strictly confidential.

Thank you very much, and I hope for your favorable response.

Respectfully yours,


ARGEROSE U. DESTENADO
Group Representative

Noted by:


GLADYS S. ESCARLOS, PhD
Adviser

Approved:

Mr. WEENKIE JHON A. MARCELO

Date: _____

Writing score ⓘ



Grammar errors 12

ⓘ Error percentage 3%

Writing score ⓘ



Grammar errors 12

ⓘ Error percentage 3%

D. Checklist for Child's Readiness➤ *Instruction:*

- For each skill, place a checkmark (✓) under the column that best represents the child's ability:
- Emerging (Needs significant support) Approaching (Shows some consistency) Demonstrating (Consistently independent)

NO	INDICATOR CHECKLIST	Emerging	Approaching	Demonstrating
	EMOTIONAL DEVELOPMENT			
1	show the independence and feel comfortable without the presence of an adult			
2	separate easily from the family/caregiver at off			
3	have self-esteem and feel competent			
4	accept authority and can follow simple rules at home and at school			
5	independent in dressing, eating, going to the bathroom			
6	express feeling in non-violent and healthy manner			
7	work on tasks independently			
8	ask questions and seek help when necessary and not when attempting to seek attention			
9	follow certain routines at home and at school			
10	cope with disappointments without violence			
11	show perseverance and determination when working on a task			
	SOCIAL DEVELOPMENT-			
	(I observed my child can)			
1	take turns and share with others			
2	Form healthy and non-violent relationships with peers.			
3	socialize with all peers but also have a group of closer circles of peers/friends			
4	take responsibility to lead and/or to follow a group depending on the task			
5	handle conflict non-violently			
6	Show social manners [saying thank you, sorry, please; etc.]			
7	respect and work with peers regardless of their background			
	appearances, disabilities			
8	Work, play and win/lose as part of a team.			
	PHYSICAL & MOTOR DEVELOPMENT-			
	(I observed my child can)			
	Gross motor skills:			
1	run easily, climb and move with agility			
2	distinguish between left and right			
3	throw and catch a ball			
4	Hop on one leg and both legs.			
5	dance and move rhythmically to music			
6	Maintain balance while standing on one leg for a few seconds.			
7	sit on a chair or on the floor without flopping over			
	Fine motor skills:			
8	hold and use a pencil or other writing tools			
9	hold and use a pair of scissors			
10	Cut along straight and curved lines.			
11	use fingers to do pasting, cutting, tearing, placing pegs, etc.			

12	I observed my child to be able to hold and manipulate small thing using all fingers			
COGNITIVE DEVELOPMENT				
1	recognize shapes and colors			
2	build a jigsaw puzzle			
3	similarities and differences in a picture			
4	distinguish foreground and background in a picture			
5	estimate, anticipate, plan, and evaluate			
6	group and classify objects and intangible information			
7	copy patterns and shapes (easy to difficult)			
8	know numbers and be able to do basic calculations			
9	understand and be able to show concepts such as more/less, first/second; big/small; longer/shorter,			
10	Solve problems individually and as part of a group			
11	memorize and recite short songs/stories; movements; play roles;			
12	have a notion of time (weekdays, seasons, time of the day)			
13	follow verbal/visual/aural instructions			
14	listen to stories and recall events in sequence, answer questions about characters, and use their imagination to finish the story or use the characters to make a new story			
15	recognized letters of the alphabet and them sounds			
16	read through picture books and tell the story			
17	participate in discussions and activities Remember what they have learnt before and connect it too new			
18	remember what they have learnt before and connect it to new (of course based on a well- designed sequential curriculum and syllabi)			
19	complete tasks individually or as part of a group			

➤ Parents Questionnaire

Below are several statements followed by answers. Please read them and circle the answer that best describes how much you agree with the statement. It is most helpful if you try to answer honestly and accurately. This information helps us plan how to make the program as helpful to parents as possible.

		Strongly Disagree	Disagree	Partially Agree	Agree	Strongly Agree
		Agree		Partially Disagree		
1.	I feel very comfortable visiting my child's school.	1	2	3	4	5
2.	My child's schoolwork is always displayed in our home (e.g. hang papers on the refrigerator).	1	2	3	4	5
3.	If my child misbehaves at school, I would know About it soon afterwards.	1	2	3	4	5
4.	I frequently explain difficult ideas to my child when	1	2	3	4	5

	she/he doesn't understand.					
5.	Every time my child does something well at school I Compliment him/her.	1	2	3	4	5
6.	Talking with my child's principal makes me uncomfortable.	1	2	3	4	5
7.	I always know how well my child is doing in school.	1	2	3	4	5
8.	I am confused about my legal rights as a parent of a student.	1	2	3	4	5
9.	I read to my child every day.	1	2	3	4	5
10	I talk with other parents frequently about Educational issues.	1	2	3	4	5
11	My child attends community programs (e.g., park/rec, community theatre) Regularly.	1	2	3	4	5
12	I have visited my child's classroom several times in the past year.	1	2	3	4	5
13	I have made suggestions to my child's teachers about how to help my child learn.	1	2	3	4	5
14	There are many children's books in our house.	1	2	3	4	5
15	In the past 12 months I have attended activities at my child's school several times (e.g., fun nights, performances, awards nights).	1	2	3	4	5
16	My child misses' school several days each semester.	1	2	3	4	5
17	Talking with my child's current teacher makes me somewhat uncomfortable.	1	2	3	4	5
18	I don't understand the assignments my child brings home.	1	2	3	4	5
19	Reading books is a regular activity in our home.	1	2	3	4	5
20	If my child was having trouble in school, I would not know how to get extra help for him/her.	1	2	3	4	5
21	I know the laws governing schools well.	1	2	3	4	5
22	In the past 12 months I attended several school board meetings.	1	2	3	4	5
23	In the past 12 months I volunteered at my child's school at least 3 times.	1	2	3	4	5

Table 1 PASS Items and their Correspondence to Epstein's Constructs

Epstein's Constructs	Item #	Items
1. Parenting	4.	I explain difficult ideas to my child when she/he doesn't understand.
	14.	There are many books in our house.
	16.	My child misses' school several days each semester.
	19.	Reading books is a regular activity in our home.
2.Communicati ng	3.	If my child misbehaves at school, I would know about it soon afterward.
	6.	Talking with the child's principal makes me uncomfortable.
	7.	I always know how my child is doing academically in school.
	17.	Talking with my child's current teacher makes me uncomfortable.
3. Volunteering	1.	I feel comfortable visiting my child's school.
	12.	I have visited my child's classroom several times in the past year.
	15.	I attend activities at my child's school several times each semester (e.g., fun nights, performances, award nights).
	23.	I regularly volunteer at my child's school.
4. Learning at Home	2.	I display my child's schoolwork in our home (e.g., hang papers, on the refrigerator).
	5.	I compliment my child for doing well in school.
	9.	I read to my child every day.
	18.	I don't understand the assignments my child brings home.
5. Decision- Making	8.	I am confused about my legal rights as a parent of a learner.
	13.	I have made suggestions to my child's teachers about how to help my child learn.
	21.	I know the laws governing schools well.
	22.	I attend school board meetings regularly.
6.Collaborating w/ Community	10.	I talk with other parents frequently about educational issues.
	11.	My child attends community programs (e.g., park/rec, community theatre) regularly.
	20.	If my child was having trouble in school, I would not know how to get extra help for him/her.
	24.	I know about many programs for youth in my community.

E. Documentation



In the month of march the researchers conducted survey to the parents of kindergarten by distributed checklist and Likert-scale.



March 14, 2025, the researchers concluded our research. The researchers gave a token of appreciation to their adviser and provided snacks to the children as a gesture of thanks for their participation in our activities.