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PARENTAL ENGAGEMENT PRACTICES IN EARLY CHILDHOOD LEARNING AT KINDERGARTEN

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ABSTRACT

Title: **PARENTAL ENGAGEMENT PRACTICES IN EARLY CHILDHOOD LEARNING AT KINDERGARTEN**
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The study identified the parental engagement practices in early childhood learning at Balik Barangay Manibaug Pasig Elementary School for the school year 2023 - 2024. This study used quantitative descriptive research design employing a questionnaire adapted from the research study conducted by Lawson (2017). Part I of the survey instruments deals with the demographic profile of the respondents; Part II on the various dimensions of parental engagement in kindergarten education, such as parenting, communicating, volunteering, facilitating learning at home, participating in decision-making processes, and collaborating with the community; and Part III on the reasons that hinder parental engagement.

Majority of the respondents fall within the age bracket of 41 to 45 years old indicating a predominantly female participant, with low-income bracket, and attained a high school education or below. Parents of the kindergarten pupils in Balik Barangay Manibaug Pasig Elementary School were enagaged in decision-making. Additionally, they were moderately engaged in Parenting, Communicating, Volunteering, Learning at Home, and Collaborating with the Community. Time Constraints and Socio-Economic Factors were the leading factors that hinder parental engagement.

The schools are advised to prioritize clear communication between parents and teachers offer flexible teacher-parent conferences and create welcoming environment regardless of socio-economic status of parents. Similarly, implement the proposed action plan.

Keywords: engagement practice, time-constraints, volunteering

1. INTRODUCTION

Parental engagement is essential in influencing early childhood learning experiences and results on a global scale. Early childhood learning at kindergarten varies significantly across the globe due to cultural, socio-economic, and educational factors. In many Western countries, such as the United States, Canada, and parts of Europe, parental engagement in early childhood education is highly encouraged and valued. Parents are often seen as partners in their child's learning journey and are actively involved in various aspects of their child's education, including volunteering in the classroom, participating in parent-teacher conferences, and engaging in home-based learning activities (Grolnick & Slowiaczek, 2017).

Globally, entities like the United Nations Educational, Scientific, and Cultural Organization (UNESCO) promote the inclusion of early childhood education, including kindergarten, in the education plans of nations. UNESCO's Sustainable Development Goal 4 (SDG 4) emphasizes the importance of fostering comprehensive development in early childhood education which will lead into advancing inclusive and fair, high-quality education for everyone.

The goal is to guarantee that all girls and boys have the opportunity to receive quality early childhood development, care, and pre-primary education. The kindergarten phase plays a crucial role in a child's educational progression, influencing their cognitive, social, and emotional growth. The vital stage includes legal frameworks that govern access, quality standards, and fair chances for young learners.

In contrast, in some Asian countries like Japan and South Korea, there may be a greater emphasis on academic achievement and less emphasis on parental engagement in early childhood education. However, this trend is changing as educators and policymakers recognize the importance of family engagement in supporting children's holistic development.

In countries with diverse populations, such as Australia and New Zealand, parental engagement practices in early childhood learning may be influenced by cultural traditions and community norms. Schools and early childhood centers often strive to create inclusive environments that respect and value the cultural backgrounds of all families, while also encouraging active participation in their child's education.

In developing countries, access to early childhood education may be limited, particularly in rural areas or marginalized communities. In such contexts, efforts to promote parental engagement may focus on increasing access to education, raising awareness about the importance of early childhood development, and providing support for parents to become more involved in their child's learning.

Moreover, in a global perspective, Council of the European Union (2019) gave importance to the legality of structure governing kindergarten education differs, reflecting a wide range of cultural, social, and political circumstances. Nations such as Finland and Sweden have implemented extensive early childhood education programs, officially recognizing kindergarten education as a fundamental entitlement in their national laws. These legal frameworks give priority to ensuring that everyone has access to high-quality early childhood education. They emphasize the significance of learning through play, promoting overall development, and involving parents.

Hence, the global recognition of parents' engagement practices in early childhood education has increased, emphasizing their beneficial effects on children's academic achievement, socio-emotional growth, and general preparedness for school (Dockett & Perry, 2018) to examining the level and characteristics of parental engagement in kindergarten is important in the Philippine culture, where the family is regarded as the main influencer of

socialization, in order to foster comprehensive child development. Hence, gaining insight into the frequency and efficacy of these methods in the kindergarten environment in the Philippines is essential for maximizing the results of early childhood education (Sison, 2019).

Moreover, parenting practices in the Philippines are influenced by cultural values and societal standards, which in turn affect the manner in which parents interact with their children and participate in the educational system. The significant emphasis on filial piety and reverence for authority can influence parental attitudes towards participation in school-related activities (Lam, 2020). Therefore, investigating how cultural influences and family engagement practices overlap offers unique insights into the dynamics of early childhood education in the Philippines.

The regulations and laws governing kindergarten education in the Philippines aim to provide Filipino children with easy access to high-quality early childhood education. The 1987 Philippine Constitution highlights the obligation of the government to safeguard and advance the entitlement of every person to receive education of a high standard at every educational level. **Republic Act No. 10157, also known as the Kindergarten Education Act**, mandates that kindergarten education be included in the basic education system. This implies that kindergarten enrollment is mandatory for children who are five years old.

Moreover, the K–12 Law, also known as the **Enhanced Basic Education Act of 2013**, enhances the Philippine education system by lengthening the basic education cycle to encompass kindergarten and two extra years of senior high school. The legal frameworks emphasize the government's dedication to enhancing the availability and standard of early childhood education, acknowledging its vital role in establishing the basis for lifetime learning and comprehensive development.

Furthermore, the emergence of technology has revolutionized the realm of parental engagement, presenting novel prospects and difficulties for Filipino households. Comprehending the impact of technology on parenting practices in early childhood education is crucial for effectively utilizing its capacity to enhance children's learning (Roksa, 2019).

Parental engagement practices refer to a diverse array of activities and behaviors that parents engage in to promote their children's learning and development. These behaviors encompass actions such as reading to children, having meaningful conversations, supplying learning tools and resources at home, participating in school events, and cooperating with educators (Deslandes & Bertrand, 2019). The scope and characteristics of parental engagement might differ depending on cultural contexts, socioeconomic backgrounds, and educational systems. This emphasizes the necessity of conducting a thorough analysis of parenting practices on a worldwide level.

Johnson & Smith (2019) it investigates various forms of parental engagement, including home-based activities, school participation, and communication with educators. Through a longitudinal analysis, the researchers assess the influence of parental involvement on children's academic performance, social skills, and overall development.

The parental perspectives on the study of Lee & Garcia (2020) that engagement in kindergarten education, focusing on their experiences, motivations, and challenges. Through in-depth interviews with parents from diverse backgrounds, the researchers uncover factors influencing parental engagement, including socio-economic status, cultural beliefs, and perceived barriers. The findings provide insights into effective strategies for promoting meaningful partnerships between parents and educators.

Hence, effective communication between teachers and parents is vital to promoting and improving parental engagement such as regular updates, two-way communication, and parent-

teacher conferences. Deiring et al. (2018) found that there is a strong connection between family involvement in school and children's literacy outcomes. They emphasize the significance of parents being consistently engaged in order to assist their children's early literacy development.

Volunteering is a valuable way to increase parental engagement in early childhood education in kindergarten settings. Dockett and Perry (2021) studied the concept of early childhood settings as "third spaces" for learning, highlighting the importance of collaborative connections between parents and educators that are fostered through volunteering activities. By comprehending the importance of parental engagement, acknowledging the influence of volunteering on student achievements, establishing cooperative partnerships, endorsing volunteering initiatives, surmounting challenges to parental volunteering, and advocating for inclusive volunteering opportunities, teachers can establish nurturing environments that promote children's academic success and growth during their early years.

Wang et. al (2018) stated that the role of parent-teacher collaboration in enhancing kindergarten learning environments. It examines the impact of collaborative practices, such as joint planning, communication, and involvement in classroom activities, on children's academic progress and socio-emotional development. The findings highlight the importance of fostering strong partnerships between parents and educators to create supportive learning environments.

Thus, identifying the effective approaches, such as parent workshops, home-visiting programs, and digital communication platforms, and examines their impact on children's learning outcomes. Additionally, it discusses challenges and barriers to parental involvement, including time constraints, language barriers, and cultural differences (Smith, 2019).

Home-based learning activities provide significant opportunities for parents to actively participate in early childhood education, especially in kindergarten settings. The correlation between social class, parental engagement, and kindergarten mathematics achievement is the subject of a study by Christensen et al. (2018). It emphasizes the significant impact of parental engagement on shaping children's early learning outcomes.

Also, parents who are well-informed are able to make decisions confidently and actively engage in their children's early childhood learning. By comprehending the importance of parental engagement, acknowledging the influence of decision-making on student achievements, enabling parents through well-informed decision-making, cultivating cooperative partnerships between parents and educators, establishing trust through transparent decision-making, surmounting obstacles to inclusive decision-making, and promoting parental advocacy and autonomy, educators can establish nurturing environments that optimize children's potential in kindergarten and beyond (Mulvaney et. al., 2023).

The influence of parental engagement on children's transition to kindergarten is vital. It examines how parent-child interactions, home learning activities, and parent-teacher communication during the preschool years affect children's adjustment and academic readiness as they transition to formal schooling (Brown, 2020).

Gomez (2021) finds a great impact of parental engagement in early childhood education, focusing on its influence on children's learning experiences and outcomes. Through interviews with parents and educators, it identifies key factors that contribute to effective parental engagement, such as parental attitudes, beliefs, and perceptions of their role in their child's education. Also, it provides valuable insights for designing strategies to enhance parental engagement in kindergarten settings.

Additionally, longitudinal study of Chang (2022) examines the relationship between parental engagement and kindergarten readiness among preschool-aged children. It tracks

children's cognitive, social, and emotional development over time, assessing the impact of various forms of parental engagement, such as reading activities, educational outings, and engagement in school events. Also, it highlights the significant role of parental engagement in preparing children for successful transitions to kindergarten.

Moreover, collaboration between educators and parents plays an important role in fostering parental engagement in early childhood education in kindergarten environments. Williams (2020) studies the perspectives and behaviors of teachers about the enhancement of parent-teacher partnerships. The study highlights the importance of trust-building and collaborative methods in promoting meaningful engagement between educators and parents. Therefore, by investigating new forms of collaboration, we can improve parental engagement and cater to the varied requirements of families in the field of early childhood education.

Similarly, the significance of technology in influencing parenting engagement methods cannot be disregarded in the current era of digitalization. Parents now have abundant access to a plethora of knowledge and instructional tools through digital gadgets and online resources, which can enhance traditional learning techniques. Comprehending the impact of technology on parental engagement in early childhood education is important for adjusting educational approaches to cater to the requirements of contemporary families (Clark et al., 2021).

Park and Lee (2019) discussed the role of digital technologies in promoting parental engagement in kindergarten education. It discusses the potential of digital platforms, such as mobile apps, websites, and social media, to facilitate communication between parents and educators, share resources, and engage families in home learning activities. It also explores challenges and considerations for integrating digital technologies into parental engagement initiatives.

Furthermore, there are several factors that hinder parental engagement in early childhood education which are essential for promoting equitable access to educational opportunities for all children. Socioeconomic factors, language and communication barriers, time constraints, school-related factors, and cultural beliefs and attitudes collectively contribute to the complexity of parental involvement in kindergarten and beyond.

Socioeconomic factors, such as income level and parental education, significantly influence the extent of parental engagement in early childhood education (Garcia & Lee, 2020). Families from low-income backgrounds may face financial constraints that limit their ability to access educational resources or participate in enrichment activities. Moreover, parents with lower levels of education may feel less confident in supporting their child's learning at home (Li & Chen, 2021). These socioeconomic disparities contribute to unequal opportunities for parental involvement in kindergarten. Research by Martinez and Davis (2019) indicates that financial constraints, such as the cost of transportation or childcare, can prevent parents from attending school meetings or workshops, exacerbating disparities in parental engagement.

Language and communication barriers pose significant challenges to parental engagement, particularly for families with limited English proficiency (Wong & Patel, 2018). Non-english speaking parents may struggle to communicate with teachers or understand educational materials sent home from school. As a result, they may feel excluded from the educational process and less likely to engage in school-related activities (Martinez & Kim, 2019). Bilingual outreach programs and culturally sensitive communication strategies are essential for overcoming these linguistic barriers and fostering meaningful parent-teacher collaboration.

Time constraints emerge as one of the most significant barriers to parental engagement in early childhood education (Johnson & Smith, 2019). Many parents juggle multiple responsibilities,

including work, household chores, and caring for other family members, leaving limited time for involvement in their child's educational activities. A study by Brown et al. (2022) found that parents often struggle to find time to attend school events or participate in home-based learning activities due to competing demands on their time.

School-related factors, such as lack of communication from teachers or unwelcoming school environments, can also hinder parental engagement (Kim & Johnson, 2022). Parents may feel disconnected from their child's school if they perceive a lack of responsiveness or support from educators. Additionally, schools that do not offer flexible scheduling for parent-teacher conferences or family events may inadvertently exclude busy parents from participating (Gonzalez & Rodriguez, 2021). Addressing these institutional barriers requires collaboration between schools and families to create welcoming and inclusive learning environments. Schools must prioritize clear communication, offer flexible engagement opportunities, and create welcoming environments to encourage parental involvement (Li & Wang, 2018).

Cultural beliefs and attitudes shape parents' perceptions of their roles and responsibilities in their child's education (Smith & Nguyen, 2023). In some cultures, there may be a strong emphasis on academic achievement, leading parents to prioritize formal schooling over other forms of learning engagement. Conversely, cultural beliefs that prioritize parental authority may discourage parents from actively participating in school-based activities or seeking support from teachers (Jones & Wang, 2020). Recognizing and respecting cultural diversity is essential for promoting inclusive parental engagement practices in early childhood education. Research by Jones and Garcia (2021) suggests that cultural values emphasizing parental authority or deference to educators can deter parents from actively participating in school activities or seeking assistance from teachers. Understanding and respecting diverse cultural perspectives are critical for fostering meaningful partnerships between schools and families (Smith & Brown, 2018).

Thus, addressing these barriers through targeted interventions and collaborative efforts between schools, families, and communities, we can create supportive environments that empower parents to play an active role in their child's education.

Moreover, studies on parental engagement in early childhood education have established its importance in promoting children's cognitive, social, and emotional growth (Pinochover, 2017). Within the Division of Pampanga, the Department of Education (DepEd) is dedicated to delivering high-quality education to all students. To accomplish educational goals and objectives, it is essential to comprehend the nature and scope of parental engagement in kindergarten settings. Moreover, exploring the prevalence and effectiveness of these practices in the Division of Pampanga like parent-teacher conferences, parent engagement events, parent communication channels, and home visits which can provide insights into the unique challenges and opportunities faced by families and schools in the region.

In addition, the Division of Pampanga, similar to other regions, encounters difficulties pertaining to equity, availability, and allocation of resources in early childhood education. To address these problems, it is essential for families, schools, and community stakeholders to work together in order to guarantee that every kid has equal opportunity to flourish and achieve success (Aguilar et al., 2021). Studying the impact of parental engagement in addressing these difficulties can provide insights for establishing inclusive and nurturing environments for young children.

Examining parental engagement practices in early childhood education within the Division of Pampanga might offer valuable insights into the specific dynamics and obstacles faced in the region. Cultural norms, socioeconomic status, and community resources are just a

few examples of the factors that affect parental engagement in kindergarten education (Santos et al., 2021). Comprehending these contextual elements is vital for formulating efficacious tactics to augment parental engagement and bolster children's educational progress.

In the study of Nguyen et. al (2023), it explores cultural influences on parental engagement in kindergarten education, focusing on how cultural values, beliefs, and practices shape parent-child interactions and involvement in school-related activities. Through interviews with parents from diverse cultural backgrounds, it resulted on the role of cultural factors in influencing parental attitudes towards education, communication with educators, and participation in school events.

Rodriguez (2021) stated that the role of fathers in kindergarten education across different cultural contexts include their participation in school activities, support for home-based learning, and communication with educators. By comparing parental roles and practices, the researchers identify commonalities and differences in fathers' contributions to early childhood education.

It is highly recommended that parents and custodians actively engage in home-based learning initiatives, participate in school activities, and work in collaboration with educators to provide support for their children's academic progress.

Also, this school serves as a small model for studying parental engagement practices in early childhood education in the Division of Pampanga. This study aims to examine the challenges and potential benefits faced by parents, teachers, and students in order to form a cooperative alliance that promotes the academic achievement of children, with a specific emphasis on the school environment.

Balik Barangay Manibaug Pasig Elementary School provides an abundant and vibrant environment for scholarly inquiry into parental engagement practices in early childhood education. The educational institution's dedication to cultivating a synergistic partnership among parents, faculty, and the community corresponds with the aims of the research, yielding significant knowledge regarding efficacious approaches to encourage parental engagement in the field of education.

Futhermore, one primary reason for the incomplete participation of children in kindergarten education in Balik Barangay communities is the lack of a permanent address. Mobile families, often comprising non-Kapampangans and households with fathers working as truck drivers, face constant relocation due to the nature of their livelihoods. This transient lifestyle makes it challenging for children to enroll and remain in kindergarten programs, as they may not meet residency requirements or struggle to access consistent educational opportunities.

In addition, the mid-quarter migration of families exacerbates the issue, leading to abrupt interruptions in children's kindergarten education. As families relocate to different residences for various reasons, such as changes in employment or housing circumstances, children are forced to discontinue their education without any clear rationale. This instability not only disrupts their learning process but also hinders their social and emotional development, potentially perpetuating a cycle of educational disadvantage.

Thus, by examining parental engagement practices from a global, national, provincial, and local perspective, this research would provide comprehensive insights that can inform policy and practice to enhance early childhood learning experiences and outcomes. Thus, this research aimed to examine and compare parental engagement practices in many contexts, specifically focusing on parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community.

Therefore, the main goal of this research endeavor was to determine and generate knowledge that can guide educational policies, programs, and practices that sought to improve, develop, and increase parental engagement and outcomes for young learners.

In school communities of Balik Barangay, where a significant portion of residents consists of non-Kapampangans and families with fathers working as truck drivers, a pressing issue emerges regarding the completion of kindergarten education among children. The transient nature of their living arrangements poses challenges that hinder children from finishing kindergarten, disrupting their educational journey and potentially impacting their long-term development.

Statement of the Problem

This study described the parental engagement practices in early childhood learning at Balik Barangay Manibaug Pasig Elementary School for school year 2023 - 2024.

Specifically, it sought to answer the following questions:

1.) How is the demographic profile of the respondents described in terms of:
    1.1   age;
    1.2   sex;
    1.3   socio-economic status; and
    1.4   parents' educational attainment?

2.) How is parental engagement in kindergarten education described in terms of:
    2.1   parenting;
    2.2   communicating;
    2.3   volunteering;
    2.4   learning at home;
    2.5   decision making; and
    2.6   collaborating with the community?

3.) What are the factors that hinder the engagement of parents in school activities?

4.) What action plan can be proposed to improve the parental engagement practices in Balik Barangay Manibaug Pasig Elementary School?

Conceptual/Theoretical Framework

This study is anchored on the study of Bronfenbrenner & Morris "bioecological system theory", Bandura "social cognitive theory" and Hill and Tyson "transactional model of parental involvement".

According to Bronfenbrenner & Morris (2006), the **"bioecological system theory"** highlights the interactive relationship between persons and their surroundings at various levels. This theory recognizes the impact of different systems, such as the microsystem (immediate family and school environment), mesosystem (interactions between home and school), exosystem (community influences), and macrosystem (cultural norms and societal values), on the development and learning of children. Within the framework of parental engagement, this theory explains the manner in which interactions between these systems influence parenting practices and their effects on early childhood learning outcomes.

Bandura (1977) cited Schunk (2021) "**social cognitive theory**" states that individuals acquire knowledge and skills by observing, imitating, and modeling the behavior of others. When applied to parental engagement, this idea emphasizes the significance of parents serving as role models for their children's behavior and learning. This theory suggested that children acquire knowledge and skills by observing and imitating their parents' actions, and that good parental participation can be strengthened through social learning processes.

Lastly, Tyson (2009) **"transactional model of parental involvement"** discussed that parental involvement as a dynamic and reciprocal process between parents, children, and educational institutions. It emphasized the bidirectional influence of parental engagement practices and children's learning outcomes. Parents' engagement in their children's education is influenced by factors such as parent characteristics, school context, and child characteristics, while also impacting children's academic achievement and socioemotional development.

By integrating these theoretical frameworks, the research study aims to provide a comprehensive understanding of parental engagement and practices in early childhood learning at Balik Barangay Manibaug Pasig Elementary School for the school year 2023-2024.
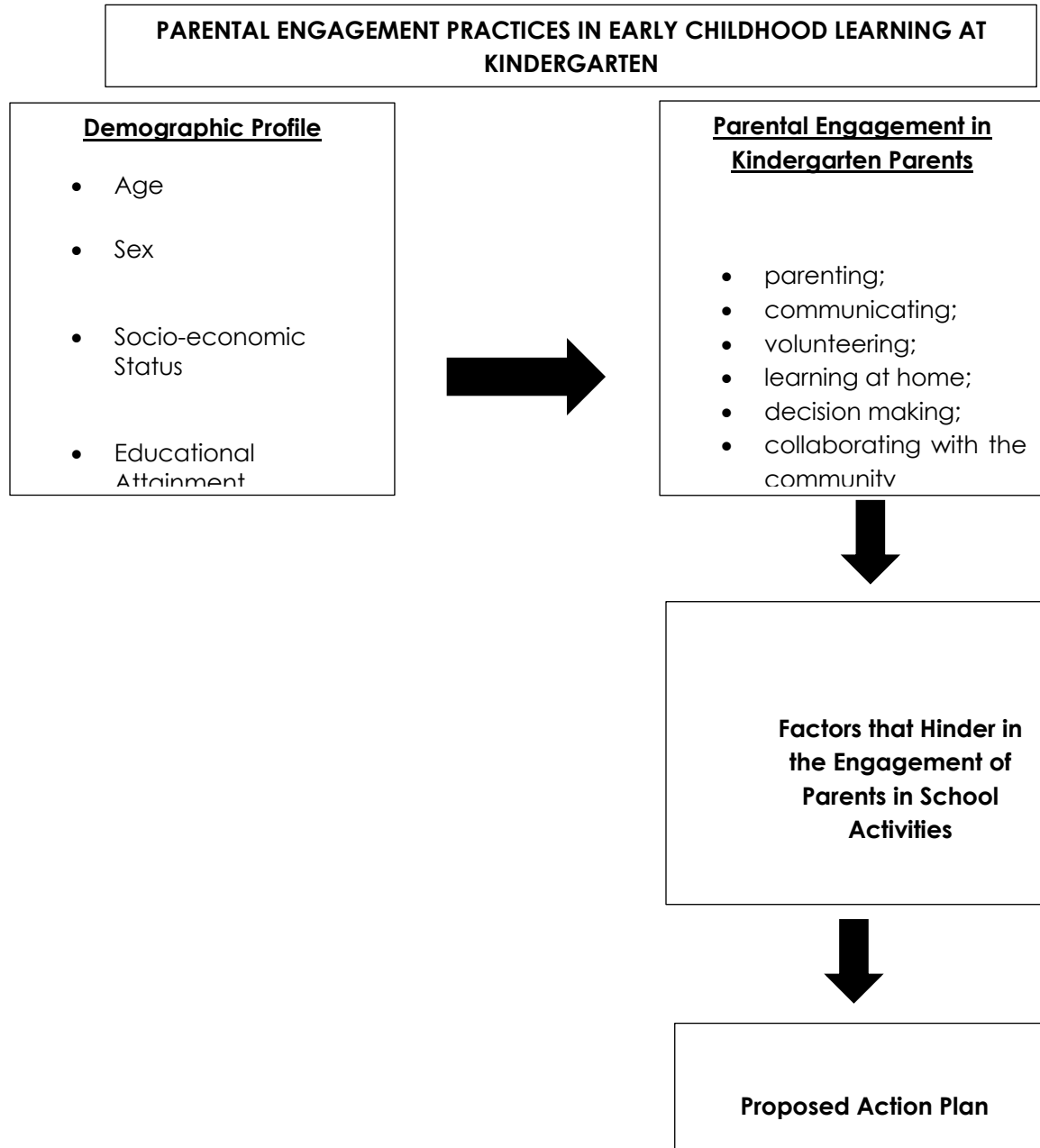
Figure 1. Paradigm of the Study

The study started in determining the parental engagement practices from the demographic profile of the respondents which includes age, sex, socio-economic status, and educational attainment.

Next, parental engagement levels were determined which encompasses various dimensions of parental engagement in kindergarten education, such as parenting, communicating, volunteering, facilitating learning at home, participating in decision-making processes, and collaborating with the community.

Integrating the theory presented, the research paradigm was formulated as shown in figure 1.

Also, it included the factors that hinder parental engagement in school activities.
In the end, an action plan was developed for the continuous improvement that utilizes findings from the analysis to inform strategies for enhancing parental engagement practices and fostering a supportive home-school partnership. This may involve developing targeted interventions, providing parent education programs, improving communication channels between parents and educators, and strengthening community partnerships.

2. METHODS

Research Design

The study employed descriptive research design within the domain of educational research, quantitative methodologies play a fundamental role in examining a wide range of phenomena, such as parental engagement and early childhood learning practices. This research introduction examines the importance of quantitative research design in revealing relationships, patterns, and trends in educational settings.

Quantitative research, which collects and analyzes numerical data, helps explain complex educational processes. Scholars use statistical methods to assess parental engagement, identify factors that affect it, and evaluate strategies to increase parental participation in early childhood education.

A quantitative research design is ideal for examining parental participation and early childhood learning practices. Survey questions, systematic interview, and observations can help researchers quantify parental engagement in school events, communication with educators, and learning at home.

To summarize, the utilization of quantitative study design is crucial in enhancing our comprehension of parental involvement and strategies in the early stages of children's education at Balik Barangay Manibaug Pasig Elementary School. Through the process of combining numerical data and employing rigorous statistical techniques, researchers can provide empirical information that informs educational policy, improves efforts aimed at including parents, and ultimately contributes to the comprehensive development of young learners.

Research Locale

The study "Parental Engagement Practices in Early Childhood Learning at Kindergarten" was conducted at Balik Barangay Manibaug Pasig Elementary School, which is located in the municipality of Porac, Pampanga, Philippines, in the center of the barangay of Manibaug Pasig. Founded as a central focus for elementary education, this establishment functions as an epicenter for educational initiatives occurring in the immediate vicinity.

Balik Barangay Student body composition at Manibaug Pasig Elementary School is heterogeneous, with children from the barangays Manibaug Libutad, Manibaug Paralaya, and Manibaug constituting the majority. Due to its advantageous placement in the barangay, the

educational institution is easily reachable by pupils from both urban and rural regions, thereby promoting equal opportunities for all children in the area to receive an education.

The physical infrastructure of Balik Barangay Manibaug Pasig Elementary School includes recreational areas, administrative offices, and multiple classrooms outfitted with contemporary teaching equipment. The educational institution cultivates a favorable ambiance that is conducive to scholastic advancement and progress, as evidenced by its immaculate facilities and helpful personnel.

In the realm of early childhood education, Balik Barangay Manibaug Pasig Elementary School provides comprehensive syllabi designed specifically for students in the kindergarten level. The curriculum comprises a diverse range of subjects, such as social studies, science, language, and mathematics, and is complemented by co-curricular activities that strive to foster the comprehensive growth of the students.

Furthermore, the educational institution actively encourages parental engagement in the upbringing of their children by means of a multitude of endeavors, including community outreach programs, parent-teacher associations, and family engagement seminars.

Figure 2. Location Map of Balik Barangay Manibaug Pasig Elementary School

Respondents of the Study

There were fifty-seven (57) parents/guardians of Balik Barangay Manibaug Pasig Elementary School who served as respondents of the study.

Research Instrument

The instrument used in this study was adapted from the questionnaire checklist of the research study conducted by Lawson (2017) on parental engagement practices using the 5-point Likert scale.

Part I deals with the demographic profile of the respondents which includes age, sex, socio-economic status, and educational attainment. It uses closed-ended questions to gather quantitative data on these variables.

Part II deals with various dimensions of parental engagement in kindergarten education, such as parenting, communicating, volunteering, facilitating learning at home, participating in decision-making processes, and collaborating with the community. It assesses the levels of parental engagement observed in kindergarten education across different aspects.

Part III deals with the reasons that hinder parental engagement.

Data Gathering Procedure

The data-gathering procedure for this study included the following phases:

The researcher obtained the approval to conduct the study from the Schools Division Superintendent, adapted the questionnaire checklist based on the research objectives and variables, tested the questionnaire checklist to ensure clarity and relevance, and made any necessary revisions based on the pilot test results.

There was a scheduled appointments with participants at their convenience, administered the questionnaire checklist in a quiet and comfortable setting, provided any necessary instructions or clarifications regarding the questionnaire, allowed participants sufficient time to complete the questionnaire, offered assistance to participants who encounter any difficulties or have questions, ensured that all responses were recorded accurately and legibly, and thanked the participants for their participation and reiterated the confidentiality of their responses.

The researcher organized and stored completed questionnaires securely to protect confidentiality, assigned unique identifiers to each participant to anonymize the data, created a digital database or spreadsheet to input and manage the collected data, and verified the accuracy and completeness of the data entries.

The researcher prepared a comprehensive report of the research findings, including tables, charts, and graphs to illustrate the results, wrote a detailed analysis and discussion section that interprets the findings in the context of existing literature and theories, provided recommendations for educational practitioners and policymakers based on the research findings, and disseminated the research findings through academic publications, presentations, or other relevant channels.

` The researcher ensured that all research procedures adhere to ethical guidelines and regulations, protected participants' privacy and confidentiality throughout the research process, and obtained ethical approval from the appropriate institutional review board or ethics committee, if required.

In the end, this data gathering procedure was designed to ensure the systematic and ethical collection of data for the study on parental engagement and practices in early childhood learning at Balik Barangay Manibaug Pasig Elementary School.

Data Analysis

For the analysis and interpretation of data, the following statistical tools were applied:

The researcher utilized appropriate statistical software to analyze the collected data, calculate descriptive statistics (e.g., percentage, frequencies) for demographic variables and means for parental engagement practices.

To determine the profile of respondents in terms age, sex, socio-economic status, and educational attainment, frequency and percentage was used.

To determine the levels of parental engagement practices observed in kindergarten education in terms of parenting, communicating, volunteering, learning at home, decision making; and collaborating with the community, weighted mean was used.

To determine the different factors that hinder parental engagement frequencies and ranks were employed.

Scoring Protocol

Index	Limits of Index	Verbal Description	Interpretation
5	4.5 – 5.0	Strongly Agree (SA)	Extremely Engaged
4	3.5 – 4.49	Agree (A)	Engaged
3	2.5 – 3.49	Neutral (N)	Moderately Engaged
2	1.5 – 2.49	Disagree (DA)	Slightly Engaged
1	1.0 – 1.49	Strongly Disagree (DA)	Not at All

3. RESULTS AND DISCUSSION

3.1 Respondents

Table 1-4 show the demographic profile of the respondents in terms of age, gender, socio-economic income, and parents' educational attainment. The characteristics are presented and discussed using frequency and percentage.

3. 1. 1 Age

Age refers to the length of time a person has lived or existed since birth, typically measured in years, months, and days. Age can influence various aspects of life, including physical and cognitive abilities, social roles, and legal rights and responsibilities (Oxford University Press, n.d.). Table 1 provides a valuable overview of the respondents' demographic composition, specifically focusing on their age distribution. The data provides a diverse depiction of age distribution, revealing the age demographics of the participants in the study. This study encompassed individuals aged 25 years and younger up to those aged 41-45 years.

Table 1. Age

Age	Frequency	Percentage
41-45	17	29.82
36-40	7	12.28
31-35	16	28.07
26-30	12	21.05
25 and below	5	8.77
Total	**57**	**100**

Table 1 reveals that majority of respondents fall within the age bracket of 41 to 45 years old, comprising 17 individuals, representing 29.82% of the total respondents. Following closely behind, 16 respondents belong to the 31 to 35 age group, accounting for 28.07% of the sample. Additionally, 12 respondents are aged between 26 to 30 years, constituting 21.05% of the respondents. A smaller proportion, 7 respondents, are in the age range of 36 to 40 years old, making up 12.28% of the total respondents. Lastly, a minority of 5 respondents, representing 8.77% of the sample, are 25 years old and below.

This distribution indicates that the respondent of this study captures a diverse age range, with a significant portion of respondents falling within the middle-aged demographic, potentially suggesting a greater likelihood of experience and maturity among participants.

3. 1. 2 Gender

Gender encompasses the societal and cultural expectations, actions, identities, and characteristics that a society deems suitable for individuals depending on their biological sex (Lindqvist et al., 2020). Table 2 presents a summary of the gender distribution among the participants of the study, comprising a total of 57 individuals. This table provides a clear breakdown of the number and proportion of survey participants identified as male or female, giving valuable information about the gender composition of the participant group.

Table 2. Gender

Gender	Frequency	Percentage
Male	6	10.53
Female	51	89.47
Total	**57**	**100**

Table 2 shows that significant majority, comprising 51 respondents, or 89.47%, identified as female, while a smaller proportion of 6 respondents, accounting for 10.53% of the total are identified as male. This data underscores a notable gender disparity among the respondents, indicating a predominantly female participant. Such a gender imbalance could potentially influence the perspectives and insights gathered from this study, highlighting the importance of considering gender dynamics in interpreting the findings.

3. 1. 3 Socio-Economic Income

Socio-economic income refers to the financial standing or economic condition of individuals or households in a given society, which is frequently shaped by characteristics such as income, education, occupation, and social standing (American Psychological Association, 2015). Table 3 provides a summary of the distribution of income among the participants of the study, based on their socio-economic status. This table offers a comprehensive understanding of the financial situation of the studied population, classifying individuals according to their income levels.

In the study, the socio-economic income of the respondents, who are the parents, is thoroughly examined to understand its impact on various outcomes. This examination involves analyzing the financial resources and economic status of the households, which can significantly influence the opportunities and challenges faced by the families.

Table 3. Socio-Economic Income

Socio-Economic Income	Frequency	Percentage
High Income	0	0.00
Middle Income	7	12.28
Low Income	50	87.72
Total	**57**	**100**

In terms of socio-economic income, table 3 shows that the majority of the respondents, accounting for 87.72% of the total, belong to the low-income bracket. Additionally, seven respondents, constituting 12.38% of the sample, fall within the middle-income range. Notably, there were no respondents identified as having a high income. This data underscores a predominant representation of individuals from low-income backgrounds within the surveyed population. Such a distribution may indicate the socio-economic context of the study's target demographic, potentially highlighting disparities in economic resources and opportunities among respondents.

3. 1. 4 Parents' Educational Attainment

Parents' Educational Attainment refers to the highest level of education that the parents have completed. Educational attainment can range from no formal education to advanced degrees, and it often serves as an indicator of the parents' knowledge, skills, and socio-economic status. (Davis-Kean et al., 2020). Table 4 presents information on the educational achievements of the participants' parents, revealing the wide variety of educational backgrounds within the surveyed group. This table presents the count and proportion of survey participants classified according to their parents' educational accomplishments.

Table 4. Parents' Educational Attainment

Parents' Educational Attainment	Frequency	Percentage
Master's Degree	0	0.00
College Graduate	4	7.02
Undergraduate	13	22.18
Highschool or Below	40	70.18
Total	**57**	**100**

The data on parents' educational attainment, as presented in table 4, reveals a diverse range of educational backgrounds among the respondents. The majority, comprising 40 individuals (70.18%), attained a high school education or below. Additionally, 13 respondents, representing 22.81% of the sample, hold undergraduate degrees, indicating a significant portion with some level of higher education. Four respondents (7.02%), are college graduates, demonstrating a smaller yet noteworthy presence in the sample. Lastly, there were no respondents identified as having attained a master's degree. This distribution underscores the varying levels of educational attainment among the surveyed parents, suggesting a potential influence on their perspectives, attitudes, and experiences regarding the subject under study. Understanding this educational diversity is essential for interpreting the findings and considering the implications of parental educational backgrounds on the outcomes of interest.

3. 2 Level of Parental Engagement Practices
Parental engagement practices include several components like parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Lima & Kuusisto, 2019). The characteristics are presented and discussed using a mean with a description of how engaged the respondents are.

3. 2. 1 Parenting
Parenting refers to the process of raising and nurturing children, encompassing various activities, behaviors, and practices aimed at promoting their physical, emotional, social, and intellectual development.
Parental engagement has been promoted in Western countries due to research demonstrating its importance in the development of children.
Parenting delivers continuousness and cooperation between school and parents, strengthening the development, background knowledge, and skills of the children ensures continuity and stability in early childhood education (Barbarin et al., 2010; Clarkin-Phillips & Carr, 2012; Garcia Coll & Magnuson, 2000; Gross et al., 2020; Smith, 2020).
In addition, Copple & Bredekamp (2009) and Pianta et al. (2012) stated that many researches and practices on early childhood education have revealed that parenting positively affects their children's whole development and success in the following years.
This only proves that parental engagement in early childhood education will always be the means to address the issue of illiteracy (Fatin Aliana et al., 2010) and enhance collaborations between families, schools, and communities. Nevertheless, there exist misunderstandings and inconsistencies regarding the implementation of parental participation strategies (Fisher, 2016).

Cultural attitudes and practices are presumed to have an impact on stakeholders. Lam (2020) stated that parenting practices in the Philippines are influenced by cultural values and societal standards, which in turn affect the manner in which parents interact with their children and participate in the educational system.

Families are the primary environment for every children's learning and development. Parents also have the opportunity to educate their children more on the things that they can learn at school (Bartolome et al., 2020; Bredekamp, 2011; NEA, 2008).

Moreover, Campos and Vieira (2021) found out that school and home are intermingled in terms of space and time while the parent and the teacher share responsibilities in this important milestone of their children.

The significant emphasis on filial piety and reverence for authority can influence parental attitudes towards participation in school-related activities.

Table 5 offers insights into the level of parental engagement practices concerning parenting within the context of the study. This table presents data on different indicators measuring parental involvement in their child's education and well-being.

Table 5. Parenting

Statements	Mean	Description	Interpretation
I feel well-informed about my child's progress and activities in kindergarten.	3.86	Agree	Engaged
I actively participate in activities organized by the kindergarten to support my child's learning.	3.04	Neutral	Moderately Engaged
I check regularly with my child's teacher(s) to discuss their educational needs and progress.	2.82	Neutral	Moderately Engaged
I feel confident in my ability to assist my child with their kindergarten homework and learning activities.	3.46	Neutral	Moderately Engaged
I am satisfied with the level of engagement I have in decision-making processes regarding my child's kindergarten education.	3.56	Agree	Engaged
I believe that my engagement in my child's kindergarten education positively impacts their overall learning experience.	3.63	Agree	Engaged
I balance my work or personal commitments with my engagement in my child's kindergarten education.	2.98	Neutral	Moderately Engaged

I feel welcomed and valued by the kindergarten staff when it comes to participating in school activities.	3.19	Neutral	Moderately Engaged
I actively seek opportunities to engage with other parents and the wider kindergarten community to support my child's learning.	3.02	Neutral	Moderately Engaged
I am satisfied with the support and resources provided by the kindergarten to facilitate parental engagement in my child's education.	3.81	Agree	Engaged
Grand Mean	*3.34*	*Neutral*	*Moderately Engaged*

Table 5 shows the level of parental engagement practices in terms of parenting. Among these indicators, the highest mean score of 3.86 was obtained by indicator 10, "*I feel well-informed about my child's progress and activities in kindergarten,*" indicating a perception of being 'engaged.' However, indicator 3, "*I check regularly with my child's teacher(s) to discuss their educational needs and progress,*" obtained the lowest mean score of 2.82, suggesting a level of engagement categorized as 'moderately engaged.' The overall mean score for the level of parental engagement practices in parenting stands at 3.34, depicting a 'moderately engaged' level.

This data indicates that while parents are quite informed about their child's progress, there's room to improve in terms of consistent communication with teachers. Understanding these engagement levels helps identify areas where parents can become more involved in their child's education for better outcomes.

The results of the study, particularly the emphasis on consistent communication with teachers, resonate with the findings highlighted in the study by Kelty & Wakabayashi (2020). Kelty & Wakabayashi (2020) stress the crucial role of families in supporting educational achievement and advocate for moving beyond traditional parent involvement practices to fully engage families in their child's learning.

Additionally, according to Ecological Systems Theory, families and schools are essential for meaningful change. Ecological Systems Theory considers child development within the context of interacting systems, including the child, peers, adults, learning environments, community agencies, and policy that influence and are influenced by one another (Bronfenbrenner, 1977).

3. 2. 2 Communicating

Communicating refers to the process of exchanging information, thoughts, or feelings between individuals or groups through verbal, non-verbal, or written means. Research consistently demonstrates that parental involvement plays a crucial role in fostering student engagement in their studies, with effective parent-teacher communication serving as a pivotal component in supporting such involvement. According to the National Center for Schooling Statistics, increased parental involvement in a child's schooling can enhance academic performance. Parents can also derive benefits from effective parent-teacher communication. Regular talks between parents

and teachers can provide valuable insights into their children's academic performance, highlighting both areas of strength and areas of difficulty. Parents can enhance their involvement in their child's education by augmenting teachings at home and elucidating intricate homework difficulties. Parent-teacher communication is advantageous for teachers, as parents can be a significant resource in the learning environment. Teachers who foster relationships with parents will receive increased collaboration since parents are more inclined to collaborate and communicate with teachers, they have confidence in. When parents assist their children with schoolwork and household discipline, teachers are able to concentrate on delivering instruction in the classroom. Teachers may observe increased rates of homework completion and improved grades when parents engage (American University, 2020). Table 6 provides an overview of the level of parental engagement practices related to communicating within the context of the study. This table presents data on various indicators measuring how parents communicate and collaborate with their child's kindergarten.

Table 6. Communicating

Statements	Mean	Description	Interpretation
I feel comfortable communicating with my child's teacher(s) about their progress and needs.	3.61	Agree	Engaged
I regularly exchange information with my child's teacher(s) regarding their academic and social development.	2.84	Neutral	Moderately Engaged
I actively seek feedback from my child's teacher(s) to understand areas of improvement in their learning.	2.79	Neutral	Moderately Engaged
I believe that effective communication between parents and teachers is essential for my child's success in kindergarten.	3.79	Agree	Engaged
I am satisfied with the frequency and mode of communication used by the kindergarten to update parents about school activities and events.	3.67	Agree	Engaged
I feel encouraged to share my concerns and suggestions with the kindergarten staff regarding my child's education.	3.25	Neutral	Moderately Engaged
I perceive that the kindergarten values and prioritizes open and transparent communication between parents and teachers.	3.68	Agree	Engaged

I actively participate in parent-teacher conferences or meetings to discuss my child's progress and educational goals.	3.23	Neutral	Moderately Engaged
I find it easy to access information about my child's kindergarten curriculum, policies, and procedures.	3.26	Neutral	Moderately Engaged
I believe that effective communication between parents and the kindergarten enhances the overall learning experience for my child.	4.05	Agree	Engaged
Grand Mean	*3.42*	*Neutral*	*Moderately Engaged*

Table 6 shows the level of parental engagement practices in terms of communicating. The indicator that got the highest mean of 4.05 was indicator 10, *"I believe that effective communication between parents and the kindergarten enhances the overall learning experience for my child,"* suggests that parents highly value communication for their child's learning, earning a label of 'engaged.' On the other hand, the indicator with the lowest mean of 2.79 was indicator 3, *"I actively seek feedback from my child's teacher(s) to understand areas of improvement in their learning,"* indicates a need for improvement in seeking feedback from teachers, classified as 'moderately engaged.' Overall, the average mean for communication factors is 3.42, signaling a 'moderately engaged' level of parental engagement. This data implies that while parents acknowledge the importance of communication, there's room for enhancing engagement by actively seeking feedback from teachers. Understanding these communication patterns suggests areas where parents can further support their child's learning journey through effective collaboration with the kindergarten.

Deiring et al. (2018) found that there is a strong connection between family involvement in school and children's literacy outcomes. They emphasize the significance of parents being consistently engaged in order to assist their children's early literacy development.

For example, as cited by Kraft (2017), 59 percent of public-school parents reported never having received a phone call home from their children's school during the previous year. The data also indicate that there is a lot of room for improvement in the quality of communication. About half of all parents were not "very satisfied" with the interactions they had with school staff.

3. 2. 3 Volunteering

Volunteering refers to the act of offering one's time, skills, and resources willingly and without payment to support activities, events, or initiatives for the benefit of others or the community (Llego, 2022).

Volunteering is a valuable way to increase parental engagement in early childhood education in kindergarten settings. In their study, Dockett and Perry (2021) study the concept of early childhood settings as "third spaces" for learning, highlighting the importance of collaborative connections between parents and educators that are fostered through volunteering activities.

By comprehending the importance of parental engagement, acknowledging the influence of volunteering on student achievements, establishing cooperative partnerships, endorsing volunteering initiatives, surmounting challenges to parental volunteering, and advocating for inclusive volunteering opportunities, teachers can establish nurturing environments that promote children's academic success and growth during their early years.

According to Grolnick & Slowiaczek (2017) parents are often seen as partners in their child's learning journey and are actively involved in various aspects of their child's education, including volunteering in the classroom, participating in parent-teacher conferences, and engaging in home-based learning activities.

Table 7 provides insights into the level of parental engagement practices related to volunteering within the context of the study. This table presents data on various indicators measuring how parents contribute their time and effort to support activities and events organized by the kindergarten.

Table 7. Volunteering

Statements	Mean	Description	Interpretation
I actively volunteer my time to participate in school events and activities organized by the kindergarten.	2.96	Neutral	Moderately Engaged
I am willing to contribute my skills and expertise to support classroom activities and projects in my child's kindergarten.	3.18	Neutral	Moderately Engaged
I feel valued and appreciated by the kindergarten staff for my volunteering efforts.	3.53	Agree	Engaged
I am aware of the volunteering opportunities available at my child's kindergarten and feel encouraged to participate.	3.12	Neutral	Moderately Engaged
I believe that volunteering in my child's kindergarten enhances their sense of community and belonging.	3.75	Agree	Engaged
I find volunteering in my child's kindergarten to be a rewarding experience that strengthens my connection with the school community.	3.68	Agree	Engaged
I prioritize volunteering opportunities that aligned to my schedule and interests to maximize my contribution to the kindergarten.	3.05	Neutral	Moderately Engaged

I perceive that the kindergarten provides adequate support and guidance for parents who wish to volunteer.	3.63	Agree	Engaged
I am satisfied with the variety of volunteering opportunities offered by the kindergarten to engage parents in school activities.	3.53	Agree	Engaged
I believe that parental volunteering positively impacts the overall learning environment and educational outcomes for children in kindergarten.	4.02	Agree	Engaged
Grand Mean	*3.45*	*Neutral*	*Moderately Engaged*

Table 7 shows the level of parental engagement practices in terms of volunteering. As shown on table 7, the indicator that got the highest mean, which is 4.02, described as 'engaged', was indicator 10, "*I believe that parental volunteering positively impacts the overall learning environment and educational outcomes for children in kindergarten.*" However, the indicator that got the lowest mean, which is 2.96 and is described as 'moderately engaged', was indicator 1, "*I actively volunteer my time to participate in school events and activities organized by the kindergarten.*" The overall mean for parental engagement practices in terms of volunteering was 3.45 and was described as 'moderately engaged'. This level of engagement indicates a strong commitment from parents to support the school and enrich the educational experiences of children. Additionally, it suggests a need for a strong partnership between parents and the kindergarten, fostering a collaborative environment that benefits both the school and the students. Overall, the implication is that parental engagement in volunteering needs to be strong and it must positively impacts the kindergarten community.

Parental engagement is a crucial determinant of the academic achievement of children. Parental engagement in children's education positively correlates with academic success and improved social and emotional development. Furthermore, the active participation of parents enhances student academic performance, self-confidence, and conduct. Additionally, it fosters the development of robust connections between parents and their child's educational institution (Llego, 2022). According to Schmid Garrels' (2021) research, parents significantly influence their children's learning and academic achievements, thereby shaping their educational outcomes and future prospects. Moreover, they stress the significance of recognizing the distinct requirements of every student and providing assistance to all parents as empowered contributors to their children's education.

3. 2. 4 Learning at Home

Learning at home refers to the activities, interactions, and educational experiences facilitated by parents or caregivers within the home environment to support their child's academic development and learning. Socioeconomic factors, such as income level and parental education, significantly influence the extent of parental engagement in early childhood education (Garcia & Lee, 2020). Families from low-income backgrounds may face financial

constraints that limit their ability to access educational resources or participate in enrichment activities. Moreover, parents with lower levels of education may feel less confident in supporting their child's learning at home (Li & Chen, 2021). These socioeconomic disparities contribute to unequal opportunities for parental involvement in kindergarten.

Research by Martinez and Davis (2019) indicates that financial constraints, such as the cost of transportation or childcare, can prevent parents from attending school meetings or workshops, exacerbating disparities in parental engagement. Learning at home is crucial in increasing parental engagement because it bridges the gap between school and home, creating a continuous learning environment for children.

Table 8 offers insights into the level of parental engagement practices concerning learning at home within the context of the study. This table presents data on various indicators measuring how parents contribute to their child's academic development and learning experiences within the home setting.

Table 8. Learning at Home

Statements	Mean	Description	Interpretation
I regularly engage in learning activities with my child at home to support their kindergarten education.	3.58	Agree	Engaged
I provide a conducive environment at home that facilitates my child's learning and academic progress.	3.46	Neutral	Moderately Engaged
I encourage my child to complete their homework and assignments from kindergarten on time.	3.46	Neutral	Moderately Engaged
I actively communicate with my child about their learning experiences and progress at kindergarten.	3.68	Agree	Engaged
I assist my child with reviewing and practicing concepts learned in kindergarten to reinforce their understanding.	3.56	Agree	Engaged
I actively seek opportunities to extend learning beyond the classroom by incorporating educational activities into our daily routines at home.	3.42	Neutral	Moderately Engaged
I prioritize and allocate dedicated time for educational activities with my child, such as reading	3.23	Neutral	Moderately Engaged

together or exploring educational apps.			
I collaborate with kindergarten teachers to understand the curriculum and learning objectives, allowing me to better support my child's learning at home.	3.37	Neutral	Moderately Engaged
I adapt my approach to learning at home based on my child's individual needs and learning style, ensuring personalized support.	3.33	Neutral	Moderately Engaged
I believe that parental engagement in learning at home plays a crucial role in my child's overall academic success and development in kindergarten.	3.79	Agree	Engaged
Grand Mean	*3.49*	*Neutral*	*Moderately Engaged*

Table 8 shows the level of parental engagement practices in terms of learning at home. Among the 10 indicators, indicator 10, *"I believe that parental engagement in learning at home plays a crucial role in my child's overall academic,"* got the highest mean, which is 3.69 and described as 'engaged'. On the other hand, the indicator that got the lowest mean was indicator 7, *"I prioritize and allocate dedicated time for educational activities with my child, such as reading together or exploring educational apps,"* with a mean of 3.23 and was described as 'moderately engaged'. Overall, the total mean for this factor was 3.49, which is indicated as 'moderately engaged'. This implies that parents are somewhat engaged in facilitating their child's academic development at home but may benefit from additional support, resources, or strategies to enhance the effectiveness and frequency of home-based learning practices. Overall, the implication is that while there is engagement in learning at home, there is potential for increased parental engagement to further support children's educational progress and achievement.

It can be stated that, when parents and children work together on projects that promote learning, the amount of quality time that can be spent with one another rises, which in turn strengthens the bonds that exist between the parent and children. In situations like these, parents have the opportunity to become a source of comfort for their children, easing their pain and worries, and to have dialogues with their children, also with the goal of assisting the children in reducing their nervousness. It has been suggested that parents receive training on different approaches that can teach them how to provide children with emotional support when they are experiencing uncertainty (Bhamani et al., 2020).

Furthermore, when parents and children work together on projects that promote learning, the amount of quality time that can be spent with one another rises, which in turn strengthens the bonds that exist between the parent and kid. In situations like these, parents have the opportunity to become a source of comfort for their children, easing their pain and worries, and to have dialogues with their children, also with the goal of assisting the children in reducing their

nervousness. It has been suggested that parents receive training on different approaches that might help them provide children with emotional support while they are experiencing uncertainty (Wang et al., 2020).

3. 2. 5 Decision Making

Decision-making refers to the process of selecting a course of action or making choices among alternative options based on a set of criteria, preferences, values, and goals. Parents who are well-informed are able to make decisions confidently and actively engage in their children's early childhood learning. By comprehending the importance of parental engagement, acknowledging the influence of decision-making on student achievements, enable parents through well-informed decision-making and promoting parental advocacy and autonomy Mulvaney et al., 2023). Decision-making is vital in increasing parental engagement because it empowers parents to take an active role in shaping their child's educational experience and the school's policies. This involvement ensures that parents' perspectives and concerns are considered, leading to more inclusive and effective policies that reflect the needs of the entire school community. Table 9 provides insights into the level of parental engagement practices concerning decision-making within the kindergarten community, as observed in the study. This table presents data on various indicators measuring how parents contribute to decision-making processes and collaborate with kindergarten staff.

Table 9. Decision Making

Statements	Mean	Description	Interpretation
I feel adequately informed and involved in decision-making processes regarding my child's kindergarten education.	3.93	Agree	Engaged
I believe that parents should have a say in decisions related to curriculum development and instructional approaches at the kindergarten level.	3.81	Agree	Engaged
I am encouraged to provide feedback and suggestions to kindergarten administrators and teachers regarding school policies and procedures.	3.33	Neutral	Moderately Engaged
I perceive that the kindergarten administration values parent input and actively seeks our opinions in decision-making processes.	3.82	Agree	Engaged
I am aware of the channels available for parents to voice concerns or contribute ideas regarding decision-making in kindergarten.	3.67	Agree	Engaged

I feel confident that decisions made by kindergarten staff align with the best interests of the students and consider parental perspectives.	3.72	Agree	Engaged
I believe that parental involvement in decision-making positively impacts the overall quality of education provided at the kindergarten level.	3.84	Agree	Engaged
I am satisfied with the transparency and communication surrounding decision-making processes in my child's kindergarten.	3.86	Agree	Engaged
I perceive that kindergarten administrators and teachers value parental input and actively seek to involve us in decision-making.	4.00	Agree	Engaged
I believe that collaborative decision-making between parents and kindergarten staff leads to improved outcomes for all students.	4.07	Agree	Engaged
Grand Mean	*3.81*	*Agree*	*Engaged*

Table 9 shows the level of parental engagement practices in terms of decision-making. The indicator that got the highest mean was indicator 10, *"I believe that collaborative decision-making between parents and kindergarten staff leads to improved outcomes for all students,"* which got a 4.07 mean and was described as 'engaged'. However, indicator 3, *"I am encouraged to provide feedback and suggestions to kindergarten administrators and teachers regarding school policies and procedures,"* got the lowest mean, which is 3.33, described as 'moderately engaged'. The overall mean for this factor was 3.81, which was described as 'engaged'. This means that parents are actively involved and engaged in decision-making processes within the kindergarten community, which suggests a strong partnership between parents and kindergarten staff, fostering collaborative efforts to enhance the educational experience and outcomes for all students.

The term "decision-making of parents" refers to the process of producing parent leaders and representatives as well as incorporating parents in school decision-making processes. When parents join groups like the parent-teachers association or serve on school governance committees, they are able to have a voice in the educational decisions that affect their children's schools. Taking on leadership responsibilities that require knowledge to be disseminated to other parents is another activity that falls under the umbrella of decision-making. Included are active PTA/PTO or other parent organizations, advisory councils or committees for parent leadership and participation, independent advocacy groups to lobby for school reform and improvements, and

networks to link all families with parent representatives. Advisory councils and committees for parent leadership and participation are also included (Durisic & Bunijevac, 2017).

3. 2. 6 Collaborating with the Community

Collaborating with the community refers to the active engagement and cooperation between parents and various community stakeholders, organizations, and resources to support and enhance kindergarten education initiatives. Wang et. al (2018) stated that the role of parent-teacher collaboration in enhancing kindergarten learning environments. Collaboration between educators and parents plays an important role in fostering parental engagement in early childhood education in kindergarten environments. Williams (2020) studies the perspectives and behaviors of teachers about the enhancement of parent-teacher partnerships. The study highlights the importance of trust-building and collaborative methods in promoting meaningful engagement between educators and parents. Therefore, by investigating new forms of collaboration, we can improve parental engagement and cater to the varied requirements of families in the field of early childhood education. Collaborating with the community is important in increasing parental engagement because it creates a supportive network that enhances the educational experience for both students and their families.

When schools actively engage with community organizations, businesses, and local leaders, they build a sense of shared responsibility and investment in the students' success. This collaboration also helps parents feel more connected and involved, as they see their community playing an active role in their child's education.

Table 10 offers insights into the level of parental engagement practices concerning collaboration with the community within the context of kindergarten education. This table presents data on various indicators measuring how parents collaborate and engage with the broader community to support kindergarten initiatives.

Table 10. Collaborating with the Community

Statements	Mean	Description	Interpretation
I participate in community events or initiatives that support my child's education.	3.42	Neutral	Moderately Engaged
I feel that community resources and partnerships enhance my child's kindergarten learning experience	3.47	Neutral	Moderately Engaged
I actively engage with local community organizations to support my child's education.	3.12	Neutral	Moderately Engaged
I volunteer or participate in activities organized by community groups that benefit my kindergarten child.	2.93	Neutral	Moderately Engaged
I am on the level of collaboration between the kindergarten and local community organizations	2.91	Neutral	Moderately Engaged

I believe that community involvement positively impacts the overall quality of education at the kindergarten.	3.56	Agree	Engaged
I am aware of opportunities for parental involvement in community-based projects or initiatives related to kindergarten education	3.46	Neutral	Moderately Engaged
I recommend often the community engagement opportunities to other parents of kindergarten students	2.84	Neutral	Moderately Engaged
I valued a parent the broader community of supporting kindergarten education initiatives.	3.72	Agree	Engaged
I perceive community collaborations to be in addressing the diverse needs of kindergarten students and families	3.51	Agree	Engaged
Grand Mean	*3.29*	*Neutral*	*Moderately Engaged*

Table 10 shows the level of parental engagement practices in terms of collaborating with the community. As depicted in the table below, indicator 9, *"I valued a parent in the broader community of supporting kindergarten education initiatives,"* was the indicator that got the highest mean, which is 3.72 and is described as 'engaged'. While the indicator that got the lowest mean, which is 2.84, described as 'moderately engaged' was indicator 8, *"I recommend often the community engagement opportunities to other parents of kindergarten students."* Overall, the total mean for this factor was 3.29, which was described as 'moderately engaged'. This implies that while parents recognize the importance of community collaboration, there is room for improvement in actively promoting and participating in community engagement initiatives. This suggests an opportunity for further engagement and collaboration between parents and the broader community to enhance support for kindergarten education initiatives.

Stuart (2022) emphasized the importance of community collaboration and engagement as fundamental to community organization practice. Furthermore, a comprehensive international study that compared the effectiveness of various education interventions, including teacher training, material provision, and scholarships, in 46 low- and middle-income countries, identified the sharing of information about education as the most cost-effective intervention (Angrist et al., 2020). The study demonstrated that a specific method of conveying information is what enhances student achievements on a large scale. This method involves providing context-specific information on the advantages, disadvantages, and standard of education in the local area, delivered by a trusted messenger to both families and students. For instance, the data enables families and their children to accurately assess the unique benefits of staying in school and achieving academic success (like increased income and enhanced well-being), while also

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identifying resources that could help students pursue higher education and understand the quality of available educational options.

Table 11. Summary Table on Level of Parental Engagement Practices

Indicators	Grand Mean	Description	Interpretation
Parenting	3.34	Neutral	Moderately Engaged
Communicating	3.42	Neutral	Moderately Engaged
Volunteering	3.45	Neutral	Moderately Engaged
Learning at Home	3.49	Neutral	Moderately Engaged
Decision-Making	3.81	Agree	Engaged
Collaborating with the Community	3.29	Neutral	Moderately Engaged
Overall Grand Mean	**3.47**	***Neutral***	***Moderately Engaged***

Table 11 presents the summary table on the level of parental engagement practices across various domains. The indicators cover Parenting, Communicating, Volunteering, Learning at Home, Decision-Making, and Collaborating with the Community. For Parenting, the grand mean is 3.34, indicating a moderately engaged level of parental engagement in this aspect. Similarly, Communicating and Volunteering both received a grand mean of 3.42 and 3.45, respectively, suggesting that parents are moderately engaged in these areas. In terms of Learning at Home, the grand mean is 3.49, also indicating a moderately engaged level of parental involvement. Decision-Making stands out with a higher grand mean of 3.81, suggesting that parents are more engaged in decision-making processes within the kindergarten community. However, Collaborating with the Community received a slightly lower grand mean of 3.29, indicating a moderately engaged level of parental involvement in community collaboration initiatives. The overall grand mean across all domains is 3.47, reflecting a moderately engaged level of parental engagement practices in Balik Barangay Manibaug Pasig Elementary School.

3. 3 Factors that Hinder Parental Engagement

Factors that hinder parental engagement refer to the obstacles or challenges that impede parents' ability to actively participate and be involved in their child's education and school-related activities (Liu & Gao, 2022). Table 11 provides an overview of the factors that hinder parental engagement in the context of education and school involvement. This table presents rankings based on the frequency with which different hindrances were identified by respondents.

Table 12. Factors that Hinder Parental Engagement

Factors	Frequency	Rank
Time Constraints	50	1
Language and Communication Barriers	7	3
Socio-economic Factors	29	2
Cultural Beliefs and Attitudes	5	4
School-related Factors	2	5

Total	93	

Table 11 reveals that the hindrance that got rank 1 is "Time Constraints," identified by 50 respondents, underscoring its prevalence in impeding parental engagement. Time constraints is a leading factor that hinders parental engagement because many parents face demanding schedules that limit their availability for engagement in their child's education. Work commitments, especially for parents who work long hours, multiple jobs, or have inflexible schedules, make it challenging to attend school meetings, volunteer, or participate in school activities. This lack of time can create a significant barrier to forming relationships with teachers, staying informed about their child's progress, and engaging in school governance.

Following closely behind in the second rank are "Socio-economic Factors," cited 29 times, indicating their substantial impact on parental engagement. Socio-economic factors are the second most significant barrier to parental engagement because they directly impact a family's ability to participate in their child's education. Families with lower socio-economic status often face multiple challenges that hinder their engagement in school activities and educational support at home. Financial constraints can limit access to resources such as books, technology, and transportation, making it difficult for parents to support learning effectively. Additionally, low-income parents may not have the flexibility to take time off work for school meetings or events due to job insecurity or lack of paid leave, further restricting their ability to engage.

Securing the third rank as a hindrance are "Language and Communication Barriers," chosen seven times, highlighting their role in obstructing effective interaction. Factors that are in the fourth rank are "Cultural Beliefs," with a frequency of five respondents, shedding light on their influence on parental involvement dynamics. Finally, in the fifth rank, "School-related Factors" emerge as the least cited hindrance, noted by only two respondents, suggesting a comparatively minor but still noteworthy barrier to parental engagement. This ranking underscores the multifaceted nature of challenges faced by parents, emphasizing the significance of addressing time constraints and socio-economic factors to promote greater parental involvement. Understanding these hurdles is crucial for developing strategies to overcome barriers and enhance parental engagement in various contexts.

Butler et al. (2020) conducted a study of qualitative literature and discovered that parents expressed a desire for longer programs or extra sessions in their child's school to have in-depth discussions about the subject. According to Butler et al. (2020), parents found the group to be beneficial for exchanging experiences with others. They stressed the importance of allocating sufficient time for group talks. Time constraints are a recurring hindrance in a significant portion of the research on parental engagement. Butler et al. (2020) discovered that parents face contextual obstacles when participating in a program, such as challenges in allocating time to apply techniques on a weekly basis. Hence, it is crucial to prioritize the resolution of logistical obstacles, such as scheduling and childcare, to guarantee that parents can effectively participate in parenting programs (Gonzalez et al., 2021).

Moreover, a family's socioeconomic status encompasses other characteristics pertaining to the quality of life, including the opportunities and privileges granted by society. Typically, parental education, income, and employment are used as indicators to assess socioeconomic position. Research has demonstrated that children from low socioeconomic circumstances exhibit slower development of learning skills in comparison to children from high socioeconomic backgrounds (Kamal et al., 2022).

3.4 Proposed Action Plan

There are five (5) out of six indicators on Parental Engagement Practices as Moderately Engaged. These are the areas of concern to be addressed to strengthen parental engagement of parents in Kindergarten.

Areas of Concern	Strategies	Activities	Means of Verification
Parenting	• Implement a communication schedule outlining when and how updates will be shared with parents and teachers. • Schedule meetings at convenient times for parents and teachers. • Collaborate with educators or specialists to develop workshop content.	• Set up a dedicated email address or communication platform for parent-teacher communication. • Send out meeting invitations with agenda items and discussion points. • Host workshops on topics such as active listening, asking questions, and providing constructive feedback.	• Monitor the frequency and responsiveness of communication channels. • Keep records of meeting attendance and feedback received from participants. • Collect feedback from participants to assess the effectiveness of the workshops.
Communicating	• Establish mechanisms for parents to provide feedback and suggestions on communication practices and areas for improvement. • Provide training and workshops for teachers on effective communication strategies and building positive relationships with parents.	• Develop anonymous feedback surveys for parents to share their thoughts on communication methods and areas for improvement. • Organize workshops or courses for teachers focused on improving communication skills and fostering positive relationships with parents.	• Analyze the feedback received from parents to identify trends, common suggestions, and areas for improvement in communication practices. • Gather feedback from teachers on the effectiveness of communication strategies and their experiences with parent interactions.

			• Narrative Reports • Photo Documentation
Volunteering	• Implement projects to recognize initiatives and appreciate parent volunteers for their contributions to the school community. • Offer training sessions or orientations for parent volunteers to provide guidance on their roles and responsibilities.	• Organize events or ceremonies to publicly recognize and thank parent volunteers for their dedication and support. • Host orientation sessions for new parent volunteers to familiarize them with school policies, procedures, and volunteer opportunities.	• Keep records of volunteer hours and contributions to track and acknowledge parent engagement. • Culminating Activities ✓ Photos ✓ Awards ✓ Attendance ✓ Certificates
Learning at Home	• Provide parents with resources and materials to support home-based learning, such as educational worksheets,	• Distribute educational resources and materials to parents through school newsletters, websites, or take-home packets.	• Record of Feedbacks • Inventory of: ✓ outputs ✓ resources ✓ ideas ✓ tips

	reading materials, or online learning platforms. • Establish communication channels between parents and teachers to share resources, ideas, and tips for supporting learning at home.	• Use the group chat to facilitate discussions and collaborations between parents and teachers	✓ strategies • Certificate of Participation/ Attendance
Collaborating with the Community	• Launch campaigns to raise awareness among parents about the importance of community collaboration and the benefits it brings to the school and students. • Establish partnerships with local businesses,	• Organize events such as community fairs, workshops, or information sessions to educate parents about the value of community collaboration and encourage their participation. • Initiate collaborative projects between the school and community stakeholders, such as beautification	• Record on Monitoring and Evaluation • Certificates • Awards • Photo Documentation • List of Stakeholders partners, parents, and their projects/

	organizations, and community groups to create opportunities for parent involvement and support school initiatives.	projects, fundraisers, or educational workshops.	initiatives
Time Constraints	• Offer Multiple Meeting Time Options • Virtual Meeting Alternatives • Implement a Parent Communication App • Monthly Newsletters	• Provide various meeting time slots, including early mornings, late evenings, and weekends to accommodate different parental schedules.	• A schedule showing the range of available meeting times and parent sign-up records. • Logs of virtual meeting sessions conducted, including attendance records and feedback from parents.
Language and Communication Barriers	• Develop Multilingual Communication Materials • Strengthen the use of Filipino	• Employ or train staff members who can communicate with parents in their native languages to assist with school interactions. • Use translation apps and tools during parent-teacher meetings and school events to facilitate real-time communication.	• List of Parents and Language Spoken/Mother Tongue • Record of parents who do not speak Filipino Language

		• Develop and maintain a school website with multilingual support to provide information and updates accessible to all parents.	

4. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the aforementioned findings, the following conclusions were drawn:

1. Majority of the respondents fall within the age bracket of 41 to 45 years old female with low-income and a high school graduate.
2. Parents of the kindergarten pupils in Balik Barangay Manibaug Pasig Elementary School are enagaged in decision-making. They are moderately engaged in Parenting, Communicating, Volunteering, Learning at Home, and Collaborating with the Community.
3. Time Constraints and Socio-Economic Factors are the leading factors that hinder parental engagement.
4. An action plan is proposed.

Recommendations

Based on the findings of the study, the following recommendations are considered relevant in view of improving parental engagement.

1. Schools are advised to prioritize clear open communication between parents and teachers, offer flexible parent-teacher conferences, and create welcoming environment regardless of socio-economic status of parents.

2. Establish project initiatives and effective communication channels to increase the engagement of parents in Parenting, Communicating, Volunteering, Learning At Home, and Collaborating with the Community.
3. Provide various meeting time slots to accommodate different parental schedules.
4. Implement the proposed action plan.

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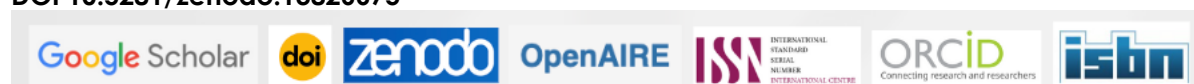
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