

Parental Support to Kindergarten Learners

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Abstract

Parental support is considered one of the strongest factors in student academic success; hence, schools and parents work together to create a supportive atmosphere. In this context, the key purpose of this study was to investigate the level of parental support for kindergarten learners as perceived by 60 respondents in a public elementary school of a large-sized division in the Negros Island Region. A descriptive research design was conducted using a 30-item survey questionnaire that has undergone validity and reliability tests. The results revealed that parental support level for kindergarten learners in home-based support, school-related support, and communication with teachers was high. The level of parental support for kindergarten learners across areas, when grouped by age, educational attainment, and income, was also high. There was no significant difference in the level of parental support for kindergarten learners across areas, regardless of profile background. This concludes that when parents are involved, kindergarten learners are more motivated and are more likely to succeed in school. This result calls for school authorities to develop targeted support initiatives to help parents create an effective, attainable learning environment at home that promotes all forms of parental participation in improving kindergarten performance.

Keywords: Parental support, kindergarten learners, and early childhood education.

Bio-profile

Henmyr Venus L. Tepacia is a licensed professional teacher who earned her Bachelor of Secondary Education major in English from Villaflores College. She is currently pursuing a Master of Arts in Education, majoring in Administration and Supervision at STI West Negros University School of Graduate Studies. Her professional journey in the education sector began as a Teacher Aide followed by a role as a Learning Facilitator. Most recently, she has served in various capacities as a Substitute Teacher from early 2025 through the first quarter of 2026. Beyond her classroom experience, she demonstrates a strong commitment to the field through her ongoing educational research into parental involvement and her active participation in professional development programs within the Department of Education.



Introduction

Rationale

Parental support plays a fundamental role in a child's schooling and is one of the most influential factors in a child's education (Candel & Escote, 2024). Because schools and teachers cannot meet all of a child's developmental needs, parents' support is critical, as they play an important role in shaping their values and attitudes toward learning, which they believe cannot be adequately addressed by their teachers alone, particularly in kindergarten education. Granada and Luzano (2023) state that parents' support encompasses the assistance and quality time parents provide while their children learn at home. It also includes how parents engage in their kids' school activities and communicate with teachers.

Parental support is essential for achieving the United Nations Sustainable Development Goals (SDGs), particularly in providing quality education (SDG 4). Active parental involvement and education enhance child well-being, drive sustainable development through better kindergarten education, and promote lifelong learning opportunities for all, as parents serve as a helping hand on their children's educational journey.

In the present research locale, the researcher observed that many parents rely on and pass all the responsibilities to the teachers and school, including the educational materials needed for hands-on activities and learning tasks for their kindergarten children. In addition, some parents rarely guide their children's assignments and projects and have irregular attendance at PTA meetings and school activities because they prioritize household needs. Moreover, their parents encounter difficulties understanding the educational requirements for the kindergarten program.

In line with this, the researcher strongly believes that parental support is a significant factor to consider in the learning and development of kindergarten learners, as parents are not only supervisors but also mentors who are proactive in shaping children's development. Thus, the researcher was motivated to conduct this study to deepen her understanding of the level of parental support for the learning habits of kindergarten learners, with the sincere hope that its findings could address the problems, and the study's findings could serve as a foundation for proposing interventions and as the foundation for future research.

Literature Review

Parental support is widely recognized as a strong determinant of students' academic success. Shadzad et al. (2023) emphasized that parental support is one of the most powerful factors influencing a child's education and is positively associated with academic performance. Archaya (2017) likewise noted that parental involvement improves learners' achievement and behavior across all educational stages. In the same vein, Granada and Lozano (2023) explained that parental support—covering financial, emotional, and educational assistance—plays a crucial role in shaping children's academic outcomes and should be strengthened to promote positive educational achievement.

Home learning environments are also essential in shaping children's academic development. Auliya and Fauziah (2021) described home-based learning as guided activities at home that promote independent learning, while Andrew et al. (2020) found that the quality of time spent in home learning, such as reading, significantly influences educational outcomes. Nunez et al. (2017) further emphasized that students' performance is linked to time management and homework completion. Hill (2018) highlighted that a supportive home environment—characterized by interaction, encouragement, and learning opportunities—builds curiosity and confidence in learners. However, Bosmion and Chua (2020) noted that family conflict and lack of parental sensitivity may reduce motivation, while Khan et al. (2019) stressed that a supportive home environment enhances children's confidence and overall academic adjustment.

Parental engagement in school activities strengthens children's learning and development. Winnicott (2016) explained that collaboration between parents and schools supports children's health and learning across various settings. Moneva and Gonzaga (2020) found that parental involvement increases students' academic motivation, while Leander and Fabella (2020) reported improved academic performance and socio-emotional development among learners with active parental support. Llego (2022) emphasized that parental engagement leads to better academic and behavioral outcomes, while Pascua and Dulos (2020) defined effective parent





involvement as a partnership built on trust, shared expectations, and continuous communication between parents and teachers.

Communication between parents and teachers is another critical component of student success. Bacskai (2020) noted that effective communication exists when parents and teachers share similar values and expectations, while Major (2023) emphasized that regular communication supports children's development. Szöllösi (2022) highlighted the growing importance of both face-to-face and digital communication in maintaining school-home collaboration. Popovska et al. (2021) stressed that clear and consistent communication prevents misunderstandings and strengthens cooperation, while Ozmen et al. (2016) found that parent-teacher communication enhances school-community relations and contributes to improved student support systems.

International studies further affirm the importance of parental support in children's academic development. Mugumya et al. (2022) found that parental provision of basic needs and home learning environments significantly improves academic performance. Ahmad et al. (2020) reported that parental involvement in reading activities positively influences children's educational attainment, while Schmid (2021) observed variations in parental involvement based on educational background. Kamunge (2018), Mudzielwana (2015), and Wijaya et al. (2019) all highlighted that parental participation in literacy activities, home learning support, and collaboration with teachers significantly enhances learners' academic engagement, although constraints such as limited time and low literacy levels may hinder involvement.

Local studies similarly emphasize the significance of parental support in learners' academic outcomes. Galabay and Tepacia (2025) found moderate to high parental involvement in ICT exposure and supervision of learners' routines, with variations based on age and educational attainment. Laguerder and Cañedo (2025) reported moderate involvement in home learning and communication, with a significant relationship between parental involvement and academic performance. Duhig and Tepacia (2024) found high parental involvement but noted financial limitations as a barrier to participation. In addition, Delgado et al. (2025), Caranguian (2023), and Manlangit et al. (2020) emphasized that parental support is influenced by income, education, and communication frequency, all of which affect the level of academic guidance provided to learners.

Theoretical Underpinnings

This study is anchored in Merton's (1968) Self-Fulfilling Theory, which posits that parental expectations influence children's behavior and outcomes: high expectations lead to improved motivation and academic performance, while low parental involvement can hinder self-confidence and participation. The theory guides the research design and the interpretation of the findings, emphasizing the significance of parental involvement in kindergarten programs. This also includes demographic profiles, parental involvement levels, and various types of support, such as home-based and school-based support, as well as communication with teachers.

As a basis for the present study, the researcher used this theory to guide the study because it emphasizes the importance of parental support for kindergarten learners. The amount of support provided by parents, including material, emotional, and social support, communication with teachers, and involvement in school activities, may have a tremendous impact on a child's learning and development.

Objectives

This study aimed to determine the level of parental support for kindergarten learners in a public school in a large-sized division in the Negros Island Region for the school year 2025–2026. Specifically, it sought to determine: 1) the profile of the respondents in terms of age, highest educational attainment, and average family monthly income; 2) the level of parental support for the learning habits of kindergarten learners in terms of home-based support, school-related support, and communication with teachers; and 3) whether a significant difference exists in the level of parental support when respondents are grouped and compared according to the aforementioned variables.



Methodology

This chapter discusses the research design, locale of the study, respondents, data gathering instrument, validity and reliability, data gathering procedure, analytical schemes, and statistical tools.

Research Design

A descriptive research design was used in this study to determine the level of parental support for kindergarten learners in a public school in a large-sized division in the Negros Island Region for the school year 2025-2026, as a basis for a sustainability plan.

Descriptive research design is a scientific method that involves observing and describing the behavior of a subject that may be influenced in any way (Siedlecki, 2020). It is valuable in providing facts on which scientific judgment may be based in assessing the present study. Furthermore, it is appropriate for studies that aim to discover what prevails in the present conditions, practices, held opinions and beliefs, processes, and effects, as well as developing trends.

The researcher believes that the descriptive research design is most suitable, as it aims to gather information on the characteristics of the present study and to support professional judgment and recommendations. This approach provides a comprehensive understanding of the subject matter and offers valuable insights to inform decision-making. By focusing on specific characteristics, the researcher can effectively analyze and interpret the data collected.

Respondents

The respondents of this study were 60 kindergarten parents. Total enumeration was considered; hence, purposive sampling was used. Purposive sampling is a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in the study (Ames et al., 2019). Researchers use purposive sampling when they want to access a particular subset of people, selecting all survey participants who fit a specific profile.

Data Gathering Instrument

This study utilized a researcher-made questionnaire composed of two parts. The first part gathered the respondents' profile in terms of age, highest educational attainment, and average monthly family income, while the second part assessed the level of parental support for kindergarten learners in terms of home-based support, school-related support, and communication with teachers. The instrument contained 30 items (10 per indicator) and was translated into the local dialect to ensure clarity and better understanding among respondents. Each item was rated using a five-point Likert scale ranging from 5 (Always) to 1 (Almost Never). In terms of validity, Kenny (2019) defined it as the extent to which evidence supports the interpretation of test scores. The instrument was validated by three experts in education, incorporating their suggestions, and underwent content validation based on Carter V. Good and Douglas E. Scates' criteria, yielding a validity index of 4.59 interpreted as "excellent," confirming that the instrument is valid. For reliability, Imasuen (2022) described it as the consistency of a measurement process, while Taber (2018) explained Cronbach's alpha as a measure of internal consistency. The instrument was pilot-tested on 30 kindergarten parents from a neighboring school not included in the actual study, resulting in a Cronbach's alpha of 0.886, interpreted as "good," indicating that the instrument is reliable for data collection.

Data Gathering Procedure

To ensure the study's smoother conduct, the researcher sent a letter requesting the study to the Office of the Schools Division Superintendent. Upon approval, a separate letter was also sent to the head of the subject school, attached to the superintendent's approved letter. After granting permission, the researcher distributed the survey questionnaire to each respondent. The researcher clearly explained the study's purpose to the



respondents. The researcher ensured that there would be no distractions in the classes. The researcher administered the instrument during the PTA meeting to achieve a high level of parent attendance. The researcher gave the respondents enough time to ensure that all items in the questionnaires were answered. The researcher personally retrieved the questionnaires after the allowed time had passed to ensure a 100 percent retrieval of the checklist and questionnaires.

Research Ethics Protocol

This research paper strived to minimize the risk of harm to its target respondents by assuring them of the confidentiality of their responses and ensuring their anonymity throughout the entire research process. At the outset, this researcher secured their free, prior informed consent and assured them of their right to withdraw from the research if deemed necessary. No personal data compromising the respondents' identity was collected, in accordance with the Data Privacy Act of 2012, specifically regarding access to the data by the researcher and the analyst. The respondents were assured that no information that would disclose their identity would be released or published without their consent, except when necessary. All collected materials were appropriately disposed of by machine shredding or dissolved in water after the study was submitted. At the same time, soft copies of the data were deleted, leaving no chance of future retrieval.

Analytical and Statistical Schemes

This study employed different statistical treatments depending on each objective. Objective No. 1 used a descriptive-analytical method with frequency counts and simple percentages to determine the profile of respondents in terms of age, highest educational attainment, and average monthly family income. Objective No. 2 also utilized a descriptive-analytical scheme, using the mean to determine the level of parental support for kindergarten learners in terms of home-based support, school-related support, and communication with teachers. Meanwhile, Objective No. 3 applied a comparative-analytical scheme using the Mann-Whitney U test to determine whether there was a significant difference in parental support for kindergarten learners when grouped and compared according to the aforementioned variables.

Results and Discussion

This section summarizes the study's findings, which come from careful data gathering, in-depth analysis, and thoughtful interpretation. After this, meaningful conclusions were drawn from the initial phase, offering valuable insights

Profile of the Respondents according to Age, Highest Educational Attainment, and Average Family Monthly Income

Table 1
Profile of Respondents

Variables	Categories	Frequency	Percentage
Age	Younger (below 31 years old)	22	36.70
	Older (31 years old and above)	38	63.30
	Total	60	100
Highest Educational Attainment	Lower (Elementary and High School Graduate)	37	61.7
	Higher (Bachelor's and Master's Degrees)	23	38.3



	Total	60	100
	Lower (below Php 10,000.00)	26	43.30
Average Family Monthly Income	Higher (Php 10,000.00 and above)	34	56.70
	Total	60	100

Table 1 shows the profile of the respondents. As shown in the table, 22 respondents (36.70%) are younger than 31 years old, while 38 respondents (63.30%) are 31 years old or older. Among the highest educational attainment group, 37 respondents (61.70%) have lower educational attainment (elementary and high school graduates), while 23 respondents (38.30%) have higher educational attainment (bachelor’s and master’s degrees). Furthermore, regarding average family monthly income, 26 respondents (43.30%) have a lower income (below 10,000 pesos), while 34 respondents (56.70%) have a higher income (10,000 pesos and above). This implies that most parents are 31 years old and above, the majority are elementary and high school graduates, and a significant number have an income of Php10,000.00 and above. It is said that older parents have more experience with parenting kindergarteners, while parents with higher educational backgrounds may have a better understanding of their development. Moreover, parents with high incomes may be able to provide for their children’s educational needs. The results are supported by the study by Galabay and Tepacia (2025) on parental support, which found that the majority of participants were older parents, many of whom had higher educational attainment and family income.

Level of Parental Support for Kindergarten Learners in Home-Based Support, School-Related Support, and Communication with Teachers

Table 2
Level of Parental Support for Kindergarten Learners in Home-Based Support

Items	Mean	Interpretation
<i>As a parent, I . . .</i>		
1. provide a quiet and well-lit place for my child to learn.	4.50	Very High Level
2. teach my child counting or colors.	4.40	High Level
3. provide toys like blocks or puzzles that help learn the lessons.	3.57	High Level
4. fix a schedule for studying, eating, and sleeping.	4.60	Very High Level
5. monitor and limit my child’s screen time on gadgets or TV.	4.17	High Level
6. read stories to my child every night before sleeping.	3.55	High Level
7. ensure my child has enough sleep and food before studying.	4.53	Very High Level
8. praise my child when they finish an assignment task.	4.57	Very High Level
9. check school notebooks to see what my child learned.	4.35	High Level
10. help my child when they find lessons difficult.	4.52	Very High Level
Overall Mean	4.28	High Level

Table 2 presents the level of parental support for kindergarten learners in home-based support. The respondents obtained an overall mean score of 4.28, interpreted as a high level. Going deeper into the analysis, respondents obtained the highest mean score of 4.60 on item 4, stating the need to establish schedules for studying, eating, and sleeping, interpreted as a very high level. This implies that the parents were very



consistent in employing fixed schedules for studying, eating, sleeping, and playtime for their children, ensuring a balance between school and recreational activities for the kindergarten learners. This consistency in scheduling reflects the parents' commitment to fostering a structured environment that supports both academic and recreational development. The result agrees with that of Duhig and Tepacia (2024), who reported that high-level parental involvement, particularly in supervising their child's daily routines, helps maintain a balance between school and recreational activities. Likewise, Manipula and Bautista (2025) reported a high level of parental involvement in learners when learning at home.

Nonetheless, the lowest mean of 3.55, or high level, was on item 6, which asked whether the parent reads stories to his/her child every night before sleeping. This happens because many parents are working and prioritize household chores, limiting their time with their children at night and hindering quality time together before bed. This limitation not only affects the child's bedtime routine but also impacts their emotional development and bonding with parents. The result agrees with that of Laguerder and Cañedo (2025), who reported a moderate level of parental involvement in home learning. Parents seldom spend quality time with their children before bed.

Table 3

Level of Parental Support for Kindergarten Learners in School-Related Support

Items	Mean	Interpretation
<i>As a parent, I ...</i>		
1. attend parent-teacher conferences and school meetings.	4.48	High Level
2. support school fundraising projects for the learners.	4.25	High Level
3. volunteer for school-led activities (e.g., Brigada Eskwela, feeding programs).	4.27	High Level
4. sign my child's clearance and reports promptly.	4.53	Very High Level
5. follow up on the teacher's instructions regarding school projects.	4.48	High Level
6. participate in school activities or programs (e.g., Brigada Eskwela, Family Day).	4.57	Very High Level
7. provide the specific school requirements, like projects or materials, on time.	4.42	High Level
8. attend school programs where my child is performing.	4.47	High Level
9. read the teacher's feedback in the report card or communication notebook.	4.58	Very High Level
10. follow the school's rules and regulations.	4.72	Very High Level
Overall Mean	4.48	High Level

Table 3 discloses the results on the level of parental support for kindergarten learners in school-related support. Respondents obtained an overall mean score of 4.48, which they interpreted as a high level.

However, for further investigation, the respondents obtained the highest mean score of 4.72 on item 10, stating they follow the school's rules and regulations, interpreted as a very high level. The result implies that parents comply with the school's rules and regulations. They also take part in their children's school activities and programs. This indicates that parents not only adhere to the established guidelines but also actively engage in their children's educational experiences, reinforcing a supportive school environment. Such involvement can enhance the overall effectiveness of the school's programs and positively impact student success. The finding relates to that of Llego (2022). Parental engagement in school activities is another influential factor in learners' literacy achievement. It is suggested that when the school cultivates parental engagement, students stand to benefit greatly, leading to outcomes such as increased academic achievement, better classroom behavior, and a positive change in the child's personality. In addition, when parents are involved in their children's education, children are more likely to do well in school and have better social and emotional development.

On the other hand, the lowest mean of 4.25, or high level, was on item 2, which asked for support for school fundraising projects for learners. The result implies that many parents are unsupportive of school



fundraising activities. Most parents believed it was the school’s and teachers’ responsibility to organize fundraising activities, as the majority were minimum-wage earners and lacked the capacity to fund the school’s projects. The result is supported by Duhig and Tepacia (2024), who reported that some parents seldom participated in school-related activities, such as fundraising, due to financial difficulties.

Table 4

Level of Parental Support for Kindergarten Learners in Communication with Teachers

Items	Mean	Interpretation
<i>As a Parent, I . . .</i>		
1. clarify the teacher’s instructions about the child’s homework that are not clear.	4.20	High Level
2. reply immediately to the teacher’s messages or texts.	4.25	High Level
3. ask the teacher how my child behaves and interacts with classmates.	3.72	High Level
4. inform the teacher if my child cannot attend school due to sickness or emergencies.	4.53	Very High Level
5. ask the teacher for tips on how to help my child with difficult lessons at home.	3.70	High Level
6. inquire the teacher about upcoming school events and requirements.	4.15	High Level
7. share important information about my child’s health or needs with the teacher	3.97	High Level
8. voice out my concerns or questions to the teacher in a respectful manner.	4.37	High Level
9. participate in the teacher’s surveys or data gathering for school records.	3.95	High Level
10. express my appreciation or “thank you” to the teacher for supporting my child in school.	4.60	Very High Level
Overall Mean	4.14	High Level

Table 4 presents data on the level of parental support for kindergarten learners in communicating with teachers. Respondents obtained an overall mean score of 4.14, which they interpreted as a high level.

However, through thorough analysis, the respondents reported the highest mean score of 4.60 on item 10, indicating that they express their appreciation or “thank you” to the teacher for supporting their child in school, which is interpreted as a very high level of parental support. The result implies that parents were truly grateful to teachers for educating their children. The teachers were approachable whenever they wanted to raise concerns about their children’s learning activities. This indicates that parents not only value the educational support provided by teachers but also feel comfortable communicating with them about their children’s needs. Such open lines of communication foster a positive relationship between parents and teachers, ultimately benefiting the child’s learning experience. The finding aligns with that of Manipula and Bautista (2025), who reported a high level of parental involvement in early childhood learners’ communication with teachers. Most parents are indeed nonchalant about group meetings and discussions, and they mostly settle for whatever is agreed upon. Likewise, Caranguian (2023) concluded that if parents want their children to improve their academic performance and social adjustment, they must increase the frequency of contact or communication with their children’s teachers.

Nevertheless, the lowest mean of 3.70, or high level, was recorded for item 5, which asked the teacher for tips on how to help my child with difficult lessons at home. The finding implies that some parents were hesitant to ask teachers for tips on helping their children with their lessons. This also means parents might not be very involved in working with teachers or other parents to develop solutions for their child’s educational needs. This lack of involvement could stem from various factors, such as uncertainty about how to approach teachers or a feeling of inadequacy in supporting their child’s learning. Fostering open communication between parents and teachers may be essential for enhancing student success. The result agrees with that of Laguerder and Cañedo (2025), who revealed that parent-teacher communication was moderate. Some kindergarten parents are hesitant to ask teachers for information to create solutions for their child’s lessons.



Comparative Analysis in the Level of Parental Support for Kindergarten Learners in Home-Based Support, School-Related Support, and Communication with Teachers when grouped and compared according to Age, Highest Educational Attainment, and Average Family Monthly Income

Table 5
Difference in the Level of Parental Support for Kindergarten Learners in Home-Based Support according to Variables

Variable	Category	N	Mean	Mann-Whitney U Test	p-value	Sig. level	Interpretation
Age	Younger	22	31.41	398.00	0.758		Not Significant
	Older	38	29.97				
Highest Educational Attainment	Lower	37	33.22	325.00	0.124	0.05	Not Significant
	Higher	23	26.13				
Average Family Monthly Income	Lower	26	35.31	317.00	0.061		Not Significant
	Higher	34	26.82				

Table 5 summarizes the difference in the level of parental support for kindergarten learners in home-based support by age, highest educational attainment, and average family monthly income.

As shown in the table, the computed p-values of the variables age, highest educational attainment, and average family monthly income are 0.758, 0.124, and 0.061, respectively; they are greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of parental support for kindergarten learners in home-based support across age, highest educational attainment, and average family monthly income is accepted.

The results imply that the level of parental support for kindergarten learners, particularly home-based support, remains consistent across age, average family monthly income, and highest educational attainment. This means that the home-based support parents provide their children is influenced not by their age, income, or education, but rather by the quality of time they spend with their children. The finding contradicts that of Caranguian (2023), which found that, compared with non-professional parents, professional and financially stable parents do not differ significantly in their level of involvement in their children’s education.

Table 6
Difference in the Level of Parental Support for Kindergarten Learners in School-Related Support according to Variables

Variable	Category	N	Mean	Mann-Whitney U Test	p-value	Sig. level	Interpretation
Age	Younger	22	31.86	388.00	0.643		Not Significant
	Older	38	29.71				
Highest Educational Attainment	Lower	37	30.30	418.00	0.909	0.05	Not Significant
	Higher	23	30.83				
Average Family Monthly Income	Lower	26	34.27	344.00	0.141		Not Significant
	Higher	34	27.62				



Table 6 reveals the difference in the level of parental support for kindergarten learners in school-related support, by age, highest educational attainment, and average monthly family income.

As shown in the table, the computed p-values for the variables age, highest educational attainment, and average family monthly income are 0.643, 0.909, and 0.141, respectively; they are greater than the 0.05 level of significance and are thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of parental support for kindergarten learners in school-related support when comparing by age, highest educational attainment, and average family monthly income is accepted.

The results indicate that the level of parental support for kindergarten learners in school-related activities does not vary by age, average family monthly income, or highest educational attainment. This is because most of the parents understand the importance of their support for their children’s school-related activities. They perceived that the more they attended to their children’s school activities, the more motivated their children were to learn. The finding agrees with that of Mudzielwana (2015), who found no significant difference in the parents’ involvement in school-related activities and meetings.

Table 7

Difference in the Level of Parental Support for Kindergarten Learners in Communication with Teachers according to Variables

Variable	Category	N	Mean	Mann-Whitney U Test	p-value	Sig. level	Interpretation
Age	Younger	22	33.32	356.00	0.340		Not Significant
	Older	38	28.87				
Highest Educational Attainment	Lower	37	29.18	376.50	0.455	0.05	Not Significant
	Higher	23	32.63				
Average Family Monthly Income	Lower	26	29.73	422.00	0.765		Not Significant
	Higher	34	31.09				

Table 7 presents inferential data on the level of parental support for kindergarten learners in communicating with teachers, comparing by age, highest educational attainment, and average monthly family income.

As shown in the table, the computed p-values for the variables age, highest educational attainment, and average family monthly income are 0.340, 0.455, and 0.765, respectively; they are greater than the 0.05 level of significance and are thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of parental support for kindergarten learners in communication with teachers, when compared by age, highest educational attainment, and average family monthly income, is accepted.

The results imply that the level of parental support for kindergarten learners in communication with teachers, when grouped and compared by age, average family monthly income, and highest educational attainment, does not vary. Furthermore, it shows that regardless of parents’ age, income, and educational attainment, their duty as parents is always to be present, particularly in their children’s education. The finding aligns with that of Manipula and Bautista (2025), who found no significant difference in the level of parental involvement among kindergarten learners across their profile variables.

Conclusion

Based on the findings of the study, most respondents were older parents with lower educational attainment but relatively high income. The level of parental support for kindergarten learners in terms of home-based support, school-related support, and communication with teachers was high. When grouped according to



age, highest educational attainment, and average monthly family income, parental support remained consistently high. Furthermore, no significant differences were found in the level of parental support across these variables, indicating that demographic factors such as age, education, and income did not influence the level of support provided. In conclusion, parental demographic profiles were found to have minimal influence on parental support for kindergarten learners, although some limitations were observed such as less frequent storytelling with children, insufficient resources for school projects, and reluctance to seek guidance from teachers. Overall, parents demonstrated similar levels of support regardless of background, suggesting that age, education, and income are not determining factors in their involvement in their children's learning.

Recommendation

Based on the findings and conclusions of the study, it is recommended that parents increase supervision and interaction time with their children at home and provide adequate educational resources to strengthen learning skills. Schools are encouraged to strengthen parent-teacher partnerships focused on improving kindergarten learners' development and to increase parents' participation in various school activities. School heads should also implement programs and initiatives that promote sustained parental involvement in different aspects of schooling. In addition, one-on-one counseling sessions between teachers and parents are recommended to address learners' educational needs and concerns promptly. Finally, the establishment of group chats between parents and teachers is suggested to strengthen communication, build stronger relationships, and ensure continuous sharing of updates and concerns related to learners' development.

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Conflict of Interest

The author declares the absence of any conflict of interest that could have influenced the content or conclusions of this paper. They affirm that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

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