

Parents' involvement in the learning readiness of kindergarten pupils in Western Tabuk District, Tabuk City: Basis for a proposed parent's developmental activities

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ABSTRACT

This basic qualitative study explored the parents' involvement in the readiness of kindergarten learners. It specifically looked into the experiences of the parents in preparing their children for Kindergarten education. The participants were the parents of kindergarten learners of selected schools in Western Tabuk District. An Interview Guide was used to gather the needed data. The responses of the parents were grouped into themes. The experiences were composed of the following themes: helping the child for literacy development, habit formation development, developing the ability to appreciate the arts and strengthening emotional and moral development. Meanwhile, the challenges included lack of education and skills to guide children, time constraints, and financial status of the family. The result highlights the need for a structured enhancement program to support parents in preparing their children comprehensively for school. Furthermore, the school administration is encouraged to: conduct Capacity-Building Workshops for Parents to equip them with strategies for literacy, numeracy and social skills; provide affordable learning materials and help set up a home learning environment, train parents in confidence-building and managing school anxiety and initiate a Community Support Systems by involving siblings, grandparents, tutors, and community programs; the communication between schools and parents be maintained for guidance and progress tracking. Finally, researchers may conduct a study on other stakeholders' involvement in the readiness development of kindergarten learners.

Keywords: Parents' involvement, readiness, Kindergarten education.

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INTRODUCTION

One of the best investments any country or government can make is human capital development (Archambault and Raynault, 2020). To attain this, there is a need to prepare them to develop their capability to learn the needed skills for life and this starts from childhood.

Several decades ago, there was a growing interest in parental or family involvement on children school success. (Al-Magrooqi, Denman & Al-Maamaril 2016; Niehaus & Adelson 2014, Panferov, 2010) and children development process (Kalyci, & Oz., 2018).

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Bakken et al., (2017) claimed that the first 5 years of a child's life is the critical period in developing a strong foundation for his behavior as well as his cognitive and emotional well-being. Their experiences during this period are very relevant to their academic performance in school and throughout their life, hence, there is a need to develop positive and trusting relationships with others as early as childhood years. Children need these for cognitive and emotional development, and social bonding. Increased physical activity may give motor benefits throughout childhood and adolescence, it is most crucial and rapid phase of complete and healthy cognitive development in human life (UNICEF, 2017).

Particularly in their early years, parents have a significant impact on their children's development. To support their children, they impart virtues like fortitude, compassion, cultural sensitivity, and moral judgment.

negotiate the complexity of today's society with compassion and integrity (Taylor, 2019). In addition to these, they support educators in developing their fundamental learning abilities including math, writing, and reading. These fundamental abilities are highly applicable to lifelong learning. Redding (2020), who emphasized that parental support has a significant impact on a learner's development supports this serves as the foundation for their educational path. This is recognized on a worldwide scale, with the substantial impact that parental involvement has on academic achievement, socioemotional growth, and overall wellbeing being increasingly acknowledged. Organizations like UNESCO advocate for legislation that promotes parental involvement in education, highlighting the significance of collaboration between families, communities, and schools to enhance children's education.

In order to improve learning outcomes and address educational disparities, parental involvement is highly valued in the Philippines. Instructional

This emphasis is reflected in legislation that encourage initiatives like education programs and parent-teacher associations. In order to create an environment that promotes both holistic development and academic success, national authorities. Motivate parents to actively participate in their kids' education (Gamboa, 2019).

The findings show that parents typically encourage their kids' academic endeavors, especially when it comes to cultivating a passion for reading. When it comes to following up with kids who are having academic difficulties, there seems to be a lack of parental participation. For the kids who are having trouble keeping up with their studies, this lack of follow-up could have serious repercussions. These struggling students may continue to lag behind without adequate parental support and intervention, which could result in long-term academic difficulties and a lack of self-confidence.

In addition to supporting their kids' academic interests, parents must actively participate in them to determine any areas in which they might want more help. This could be checking in with teachers on a regular basis, offering additional assistance with assignments or homework, and fostering a supportive environment at home that highlights the value of education.

Given the foregoing backdrop, the researcher believes it is essential to investigate the extent of parental participation in improving their kindergarteners' preparedness for school.

Statement of the problem

This study evaluated parents' involvement in kindergarten students' learning readiness, which served as the foundation for suggested improvement initiatives. It specifically examined the;

1. experience of the parents in their involvement in the development of school readiness of their children;
2. challenges and issues experienced by the parents; and

3. proposed parent's developmental activities to increase their involvement in the school readiness of their children

METHODOLOGY

The study employed a qualitative research design to ascertain the involvement of parents in preparing their children for school readiness. The methodology focused on gathering and interpreting the lived experiences of parents as well as the difficulties they encountered in participating in their children's readiness for school. This chapter presents the research design, participants of the study, research instrument, ethical considerations, data gathering procedure, and analysis of data used in the conduct of the investigation.

The participants of the study were the parents of kindergarten pupils from selected schools in Western Tabuk District in the Schools Division of Tabuk City. They were chosen through simple random sampling. Parents who were available during the conduct of the study were requested to participate in the investigation. A total of 31 respondents participated in the study, of which 13 or 42% were male and 18 or 58% were female, with a total percentage of 100.00. The data revealed that most of the respondents were female, although there was only a small gap between the two groups. It was noted that more females were involved in the readiness of their children because they are usually responsible for taking care of them. However, there were female parents who were working in offices and as overseas workers, resulting in fathers assuming responsibility for the care of the children. This implies that both men and women play significant roles in being involved in developing the readiness of children.

The study utilized an Interview Guide as the primary research instrument in gathering the experiences and difficulties encountered by parents in helping kindergarten pupils become prepared for school. The instrument enabled the researcher to gather in depth responses from the participants regarding their involvement and challenges in supporting their children's readiness.

In the conduct of the study, ethical considerations were strictly observed. The researcher first sought permission from the school principal to carry out the study. Written parental consent was also secured to ensure that the participants voluntarily agreed to join the study as respondents. The unanimity of the participants was observed, and the researcher assured them that all data gathered would be used strictly for academic purposes only.

The data gathering procedure involved interviewing parents who brought their children to school and waited for them to be dismissed. The teacher conducted the interviews individually during break time. To reach parents from other schools, the researcher filed a leave of absence. The purpose of the study was thoroughly discussed with the participants, and rapport was established to provide them with the freedom and confidence to share their experiences openly and honestly.

The responses gathered from the participants were read and reread carefully in order to classify them into appropriate themes. Responses that were expressed in the mother tongue were translated into English and coded as P1 (Parent 1 etc.). After the translation and grouping of responses, the gathered data were analyzed thematically to identify recurring patterns, themes, and meanings related to parental involvement in the readiness of kindergarten pupils for school.

RESULTS AND DISCUSSION

The results and discussion of the study were grounded on the responses and experiences shared by the parent participants regarding their involvement in the school readiness and literacy development of kindergarten learners. Using a qualitative research design, the study gathered data through participant narratives and thematic analysis to identify recurring patterns, meanings, and lived experiences associated with parental involvement in children's readiness for formal schooling. The findings were interpreted in direct relation to the objectives of the study, particularly in understanding how parents contribute to literacy development, habit formation, moral and emotional growth, artistic appreciation, and the challenges they encounter in fulfilling these responsibilities. Through careful analysis of the gathered data, four major themes emerged concerning parents' involvement in developing school readiness among kindergarten pupils, namely helping the child learn how to read, count, and write; developing the child's study habits; strengthening good manners and right conduct; and developing the ability to sing, dance, and draw. In addition, three themes were identified regarding the challenges encountered by parents, namely lack of education and skills to guide children, time constraints, and financial status of the family.

Parents consistently demonstrated active involvement in helping their children develop foundational literacy and numeracy skills, particularly in reading, writing, and counting. One parent stated, "Sursuruak nga agadal ti ABC ken agbilang agingga sangapulo," which means that the parent teaches the letters of the alphabet and numbers 1-10 at night. Another parent explained, "I guide her practice counting by using toys at home," while another shared that because their house is near the river, they gather small stones to teach counting and even let the child count fingers and toes. Another parent disclosed, "Tultulungak nga agbasa babaen kadagiti retrato nga makita iti balay mi," indicating that pictures found inside the house are used to facilitate reading. One participant also emphasized beginning writing instruction by first teaching vertical and horizontal lines so that the child can eventually learn to write alphabet letters more easily. These responses demonstrate that parents exert effort to develop the 3Rs or Reading, wRiting, and aRithmetic using simple and accessible home-based approaches despite limited formal training in teaching strategies.

The narratives further revealed that parents maximize available household resources and environmental materials to support learning. Toys, stones from the river, pictures displayed at home, and body parts such as fingers and toes were transformed into instructional materials for counting and reading activities. Such manifestations of parental resourcefulness indicate active participation in preparing children for academic engagement even within constrained economic conditions. These findings support the assertions of Edwards et al. (2008), Puccioni (2018), and Paschall et al. (2020), who explained that parents who engage children in language and literacy interactions, provide learning opportunities at home, and participate in shared reading activities are more likely to have children with higher academic achievement during school entry. Logan et al. (2023) also emphasized that language proficiency strongly predicts kindergarten preparedness, particularly when children are exposed to foundational literacy experiences prior to entering formal education.

The responses also highlighted the importance of regular parental guidance during early childhood. One parent explained that teaching alphabet recognition and counting during nighttime routines helped strengthen the child's recognition of letters and numbers. Such routine-based learning opportunities become significant because repetition and consistency strengthen memory retention and readiness skills among young learners. Sengunol (2022) emphasized that parental involvement through reading activities, encouragement, educational support, and communication positively affects children's academic achievement. Similarly, Shahzad et al. (2020) highlighted the necessity for parents to monitor and guide their children's academic development consistently. Magumya et al. (2022) likewise underscored the role of supportive learning environments and parental participation in promoting academic success.

The findings further align with Libera and Olana (2021), who found a high extent of parental involvement in children's reading and writing development, and Schmid and Garrels (2021), who identified supervision of schoolwork as one of the major forms of effective parental involvement regardless of educational attainment.

Another significant theme that emerged was the role of parents in developing children's study habits. Parents recognized that habits formed during early childhood eventually become lifelong behaviors, making parental guidance essential in establishing positive routines associated with learning. One parent stated, "Tultulungak nga agadal assignments na," indicating active assistance in reviewing lessons and assignments. Another participant disclosed that they spend at least 30 minutes regularly reading or writing together with the child to cultivate the habit of studying. Some parents also shared that they consistently remind their children to check assignments, maintain proper hygiene, and attend school regularly. One parent emphasized ensuring that the child bathes, brushes teeth, combs hair, and performs self-care independently to prepare for school routines. Another participant stressed the importance of ensuring daily school attendance.

These responses indicate that parents consciously establish structured learning routines and behavioral expectations that support academic readiness. The repetitive nature of reviewing lessons, reading together, maintaining routines, and encouraging school attendance contributes to the development of discipline, responsibility, and consistency among young learners. Libera and Olana (2022) and Shahzad et al. (2020) explained that strong parental involvement contributes positively to children's academic performance because supportive parents monitor progress and provide guidance. Ardem and Kaya (2020), through a meta-analysis, found that parental expectations produce one of the largest positive effects on academic achievement, especially during early elementary and preschool years when activity-based involvement such as storytelling and reading together establish strong study habits. However, the same authors warned that excessive parental control may negatively affect academic development.

The findings also reflect the importance of emotional and intellectual support in strengthening study habits. Shebani et al. (2025) explained that children who regularly receive emotional encouragement and academic assistance at home tend to develop more focused study habits. Guo and Keles (2024) further emphasized that parent-involved interventions are particularly important for children who struggle with developing conventional study routines because parents provide the necessary academic and emotional scaffolding that sustains positive study behaviors. Maia et al. (2025) likewise noted that authoritative parenting characterized by open communication and consistent guidance fosters supportive environments that promote healthy routines, effective screen time management, and improved study behaviors. Guo et al. (2024) additionally observed that families play a crucial role in establishing homework routines and helping children transition from play-based learning toward more structured academic responsibilities.

Parents also demonstrated strong involvement in strengthening good manners and right conduct among their children. The findings revealed that moral development begins within the family through parental modeling, guidance, and reinforcement of respectful behavior. One parent explained that the child is taught to use polite expressions such as "Good morning," "Thank you," and "I'm sorry" when interacting with elders. Another participant belonging to the Tagalog group shared that children are taught to use respectful terms such as "po," "ate," "kuya," "tita," and "tito" when speaking to relatives and other people. Parents also motivated children to view school positively by emphasizing enjoyment, friendship, and interaction with teachers. One parent disclosed that whenever the child returns from school, the parent asks

about school experiences and explains that both positive and negative encounters are part of learning. Another participant consistently advises the child not to fight with classmates but instead establish friendships, while another parent focuses on building the child's confidence before attending school.

These responses reveal that parents do not merely enforce obedience but actively cultivate emotional security, social interaction skills, and internalized values among children. Respect, politeness, friendliness, and confidence are taught intentionally through daily routines and conversations. Such findings partly contrast with the findings of Haryaningrum et al., which indicated that children raised by authoritative parents demonstrate higher levels of empathy and prosocial behavior than those raised in authoritarian or permissive environments. Nevertheless, the present findings still demonstrate that parents recognize the importance of moral guidance in preparing children for social participation in school settings. Roghidah et al. (2024) asserted that emotionally safe children are less likely to engage in moral disengagement and more likely to adopt family values as part of their identity. Musawamah (2021) and Lestari (2022) likewise explained that children internalize morality by observing how parents manage conflict, demonstrate honesty, and interact with others during daily activities. Tan et al. (2025) further emphasized that consistent communication between parents and teachers regarding right and wrong contributes to stronger moral identity formation and fewer classroom behavioral problems among children.

The findings also underscored the importance of parental involvement in developing children's artistic abilities and appreciation for the arts. Parents actively exposed their children to singing, dancing, drawing, coloring, and creative play activities. One participant stated, "We sing songs together and teach him the right actions," while another parent shared that the child is encouraged to draw objects observed in the environment and color them freely. Another participant bought clay from the bookstore so the child could mold different objects such as animals. One parent also encourages the child to dance with other children during barangay gatherings and community activities.

These activities contribute not only to artistic development but also to emotional expression, confidence building, socialization, and physical coordination. Barton et al. (2026) emphasized that during early childhood, children benefit more from play-based and unstructured learning experiences than purely formal instructional environments. The development of aesthetic appreciation helps children recognize beauty in themselves and the world around them. Singing songs together and teaching actions associated with music strengthen parent-child bonding while simultaneously developing coordination and confidence. Klopper and Dirksen (2022) observed that parental involvement in singing and dancing activities promotes emotional bonding and physical development among children. Ogg et al. (2023) further explained that home-based parental involvement positively influences children's social-emotional development.

The responses also indicated that encouraging children to draw, color, and create art strengthens self-expression and creativity. A parent who allows the child to draw familiar objects and color them provides opportunities for emotional communication through artistic expression. Mansfield (2023) discovered that parental scaffolding in art activities, including demonstrating how to draw and providing art materials such as clay, helps children overcome fear of mistakes and encourages freer self-expression. Perez and Santos (2020) emphasized that within the Philippine context, parents often function as "co-teachers" in MAPEH-related activities by assisting children with songs, dances, and artistic performances at home. Similarly, Vygotsky and Smith (2024) confirmed that children become more persistent in completing creative tasks when parents actively guide them in learning dance steps or drawing techniques.

Despite these positive manifestations of parental involvement, the findings also revealed several challenges encountered by parents in supporting their children's school readiness. One major challenge involved parents' lack of education and teaching skills. Some parents openly admitted that their limited educational attainment hindered their ability to teach reading and writing effectively. One participant explained, "Nababa ti adal ko ket saan ko nga ammo nga agisuro diay anakko nga agbasa isu nga diay maysa anakko ti mangisuro kenkuana," indicating reliance on another child within the family to teach the younger sibling. Another parent admitted waiting for the teacher to teach the child reading and writing because of uncertainty regarding how to teach these skills. One participant further confessed difficulty teaching because the parent personally does not know how to read.

These responses demonstrate how limited educational background affects parental confidence and capacity to provide academic support at home. Parents who lack literacy skills themselves experience difficulty engaging in instructional activities and often limit their support to physical care, hygiene, punctuality, and discipline. Nigussie (2021) explained that parents' lack of knowledge regarding school activities impedes active engagement both at home and in school. Epstein (2018) emphasized that effective school-family partnerships depend heavily on parents' understanding of their educational roles. Hoover-Dempsey and Sandler (2020) similarly explained that parental confidence and knowledge influence involvement in children's education. Lareau (2019) further noted that parents with lower educational attainment often possess fewer resources and strategies to support children academically.

Time constraints also emerged as a major challenge affecting parental involvement. Parents acknowledged the difficulty of balancing work responsibilities with childcare and educational support. One parent shared that work responsibilities limit available time to assist the child, causing the grandparent to assume caregiving roles. Another participant admitted that balancing work and parenting responsibilities is difficult, while another explained inability to attend meetings regularly because of employment obligations. These statements indicate that economic survival often competes with the time necessary for direct involvement in children's educational development.

The findings support the observations of Crouter and Milkie (2019), who explained that increasing work demands reduce the amount of time parents can devote to children, negatively affecting learning support at home. Bianchi (2018) also noted that although parental employment continues to increase, the amount of direct interaction time with children remains a major concern, particularly among working mothers. Sayer et al. (2020) similarly found that despite parents' efforts to invest time in their children, work pressures and modern lifestyles constrain consistent academic support and interaction.

Financial difficulties likewise posed substantial barriers to parental involvement. Parents reported difficulty purchasing school materials and educational resources because of limited income and multiple children attending school simultaneously. One participant explained inability to purchase needed materials because there are other children studying in the family. Another parent disclosed that the husband's low income is insufficient to support all educational needs of the children, while another emphasized that rising prices of educational materials prevent the family from buying all the things needed for schooling.

These findings indicate that financial instability directly affects parents' ability to provide adequate educational resources and learning materials necessary for school readiness. Although parents remain committed to supporting their children, limited income constrains their capacity to sustain educational needs consistently. Adzido et al. (2019), in a case study conducted in Ghana, found a significant relationship between higher family income and

stronger academic performance as measured through students' cumulative grade point average. However, the same study also emphasized that financial status alone does not fully determine academic success because many students from low-income families still demonstrate strong academic achievement when provided with adequate support systems and motivation.

In response to the identified findings and challenges, the study proposed a parents' program for children's school readiness aimed at increasing parental involvement in preparing children for school despite limitations in educational attainment, financial resources, and available time. The proposal seeks to equip parents with basic knowledge, practical skills, and accessible strategies that can support home-based learning. Specifically, the program intends to help parents recognize the importance of their role in school readiness, apply simple home-based learning activities, manage children's short attention spans effectively, utilize low-cost or no-cost instructional materials, and allocate time for consistent parent-child learning interaction.

The proposed program targets parents and guardians of preschool and early grade learners, particularly those with limited educational attainment and resources, and is designed to run during Summer 2026 for 240 hours. Program components include parent education sessions focused on understanding child development, school readiness, parental involvement, and simple teaching strategies such as storytelling, questioning, and play-based learning using local dialects and visual demonstrations. Practical home-based learning workshops are also proposed to teach reading readiness, alphabet recognition, sounds, numeracy, counting using household items, and development of attention span through short focused activities. Additional components include low-cost learning materials training using recyclable materials, flashcards, number charts, and household objects, as well as time management and routine-setting sessions that help parents integrate learning into daily activities and establish consistent 15-20 minute learning routines. The program also proposes the establishment of parent support groups and peer-sharing activities to strengthen community-based support systems and encourage sustainability of parental involvement practices through sharing of experiences and collaborative learning among parents.

CONCLUSION

The conclusion of this study synthesizes the key findings regarding the role of parents in the learning readiness of kindergarten pupils and highlights the implications of these findings in relation to the study objectives. The discussion underscores the significance of parental involvement in fostering both the academic and emotional preparedness of children prior to formal schooling while also emphasizing the importance of collaborative support systems and structured interventions that strengthen readiness development among kindergarten learners.

The findings revealed that parents play a crucial role in the academic and emotional preparation of children for school. Parents directly contributed to the development of foundational literacy and numeracy skills by teaching letters, numbers, and writing skills, which helped establish the early competencies necessary for kindergarten readiness. Beyond academic preparation, parents also fostered confidence, motivation, and emotional security, which are essential components of successful school adjustment and participation. The study further established that learning materials such as books, educational applications, and instructional toys enhanced children's engagement and learning experiences by providing stimulating and interactive opportunities for skill development. In situations where parents were constrained by work responsibilities and other limitations, alternative support systems including daycare providers, tutors, siblings, grandparents, and extended family members served as valuable contributors in sustaining the developmental needs of children and reinforcing their readiness for formal education.

Despite these positive findings, the study also identified several challenges that affected parents' ability to comprehensively prepare their children for school. Difficulties associated with balancing work responsibilities, financial constraints, and managing child-related factors such as distraction emerged as significant concerns that limited the consistency and effectiveness of parental involvement. These challenges demonstrated the need for strengthened institutional and community-based support mechanisms that could assist parents in addressing the demands of early childhood preparation. The findings therefore highlighted the importance of implementing a structured enhancement program that would provide parents with the necessary knowledge, strategies, and resources to support the holistic readiness development of kindergarten learners.

In response to these findings, the study recommends that school administrations conduct capacity-building workshops for parents to equip them with effective strategies for developing children's literacy, numeracy, and social skills. Schools are likewise encouraged to provide affordable learning materials and assist parents in establishing supportive home learning environments that can further reinforce school readiness. The study also recommends training programs that focus on confidence-building techniques and strategies for managing school anxiety among young learners to strengthen children's emotional preparedness for formal schooling. Furthermore, the initiation of community support systems involving siblings, grandparents, tutors, and community-based programs is encouraged in order to create a collaborative network that supports children's developmental needs. The implementation of the proposed Enhancement Program during Summer 2026 in preparation for the coming school year is strongly recommended to ensure timely intervention and readiness support for incoming kindergarten learners. Continuous communication between schools and parents should also be maintained to facilitate guidance, monitoring, and progress tracking of learners' readiness development. Finally, future researchers are encouraged to conduct further studies exploring the involvement of other stakeholders in the readiness development of kindergarten learners in order to expand understanding of the broader support systems that contribute to early childhood education and school preparedness.

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