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| RESEARCH ARTICLE

Parental Involvement: Unraveling Its Impact on the Behavior of the Public-School Early Childhood Learners

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| ABSTRACT
This research assessed the influence of parental involvement on learners' behavior at an elementary school in the Talisay City Division for the school year 2025-2026. The study used a descriptive-correlational research design to assess parents' involvement and early childhood learners' behavior, using an adopted questionnaire to measure parental involvement and learners' behavior across three temperaments: effortful control, surgency, and negative affectivity. Data were analyzed using frequency, percentage, weighted mean, standard deviation, and Pearson's r correlation. The results showed that most learners are 5 years old and have parents who are high school graduates. Learners exhibited very satisfactory levels of effortful control and surgency, but only fair levels of negative affectivity. Parents demonstrated very high involvement in school-related activities. Hypothesis testing revealed no significant relationship between parental involvement and learner behavior, indicating that behavioral development may be influenced by factors beyond parental engagement. Parental involvement remains essential for academic and emotional support, but its direct impact on behavior is negligible. Behavioral outcomes appear to be shaped by broader environmental factors, including classroom culture and peer interactions. Teachers need to collaborate with parents to identify the skills the child needs to develop, ensuring consistency in interventions provided in school and at home, and making parents' school involvement relevant to the learner's progress.

| KEYWORDS
Early Childhood Education, Parental Involvement, Learner's Behavior, Descriptive-correlational Design, Talisay City, Cebu, Philippines

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1. Introduction

Education starts at birth, not on the first day of school. The early years, especially from birth to age eight, are a critical and sensitive period in a child's development. During this phase, rapid brain growth occurs, establishing the groundwork for lifelong learning, behavior, and well-being (Herbst, 2024). Consequently, early childhood education (ECE) has become a vital and expanding focus within global educational systems (Ramaiya, 2024). Research consistently indicates that development is cumulative; experiences in early years influence future outcomes. Investments in the first six years are therefore not just preparatory but essential for acquiring the knowledge, skills, and attitudes necessary for lifelong success (Berman et al., 2022; Webster, 2022).

In early childhood education, young learners learn much more than just letters and numbers. They develop crucial motor skills such as walking, running, balancing, grasping, and throwing (Sheng & Maharkan, 2024). Skills such as cooperation, self-control, sharing, and appropriately expressing emotions are gradually built through daily interactions at home and at school. These early social skills are essential because they affect readiness for school, engagement in learning activities, and the ability to display appropriate behavior within structured classroom environments (Li et al., 2025). Proper conduct in early childhood extends beyond

mere obedience or discipline; it encompasses the cultivation of values, emotional regulation, and the capacity for positive social interaction with peers and adults (Akip et al., 2025; Sunaryo & Fauziati, 2023). When young learners exhibit behavioral challenges such as aggression, frequent defiance, or disruptions, the repercussions go beyond the individual child. They influence classroom dynamics, learning opportunities, and the overall sense of safety within the educational environment (Adriana, 2024; Isaac, 2024; Wissow, 2025). Research indicates that young learners who demonstrate appropriate, self-regulated behaviors often come from environments characterized by warmth, consistency, and clear guidance. Sustained, predictable, and supportive parenting over time facilitates children in internalizing boundaries, developing self-control, and responding constructively to structured settings (Hamid et al., 2025; Žerak et al., 2024).

In the Philippine public school setting, early childhood teachers have observed increasing concerns about disruptive behaviors among young learners. Persistent aggression, refusal to comply with instructions, excessive noise, and behaviors that interrupt instructional activities not only affect individual learners but also hinder their peers' learning experiences. These circumstances underscore the urgent need to strengthen collaboration and partnerships between schools and families. Strong school and family partnerships have been demonstrated to diminish disciplinary issues and foster more supportive and conducive learning environments (Chauke, 2024; Ispas & Ispas, 2023).

Parental involvement is a process in which parents connect with school personnel responsible for delivering educational services to children, involve children in activities, and encourage parents' roles in their children's education (\DJukić et al., 2022; Nzuruba, 2024).Furthermore, Wildmon et al. (2024) emphasized that parental involvement in early childhood education strongly influences children's academic performance, behavior, and social development, often more than socioeconomic status or parental education.

Hence, this study assessed parents' involvement and the behavior of early childhood learners at an elementary school in the Talisay City Division for the school year 2025-2026, as a basis for a proposed action plan.

2. Purpose of the Study

This study assessed parents' involvement and the behavior of early childhood learners at an elementary school in the Talisay City Division for the school year 2025-2026, as a basis for a proposed action plan. Specifically, it sought to answer questions about the learners' profiles, the level of parents' involvement in learners' school activities, the learners' behavioral levels in terms of effortful control, surgency, and negative affectivity, and the correlation between parents' involvement and learners' behavior.

3. Research Methodology

The study used a correlational design to assess parents' involvement and early childhood learners' behavior, using an adopted questionnaire from Hashim et al. (2018) to measure parental involvement and another to assess learners' behavior across effortful control, surgency, and negative affectivity. In gathering the data, the researcher sought permission from the Schools Division Superintendent to conduct the study. After the permission was approved, the researcher conducted an orientation session for both teachers and parents on the objectives and their roles in the study. Informed consent is required to ensure their voluntary participation in the data-gathering process. Afterward, the questionnaires were given to the parents and teachers, and they had enough time to finish answering without feeling pressured. Once the respondents had fully completed the questionnaires, the researcher collected them and ensured their complete retrieval, ensuring the confidentiality of all data. Data collected were analyzed using frequency, percentage, weighted mean, standard deviation, and Pearson's r correlation.

4. Results and Discussion

This section presents the study's key findings and discusses their significance in relation to the research problem and their contribution to existing knowledge.

4.1 Profile of the Learners

This part discusses the profile of the learners in early childhood education. Profiling includes age, gender, and the parents' highest level of educational attainment, from which the connection to the behavior and parental involvement is interpreted.

4.1.2 **Age and Gender of the Respondents.**

Kindergarten learners are between 4 and 5 years old. Table 1 presents the results.

Table 1

Age and Gender of the Respondents
n=105

Age (in years)	Female		Male		Total	
	f	**%**	**f**	**%**	**f**	**%**
5	31	29.52	37	35.24	68	64.76
4	20	19.05	17	16.19	37	35.24
Total	**51**	**48.57**	**54**	**51.43**	**105**	**100.00**

The data reveal that the majority of respondents are 5-year-olds, comprising 68 learners (64.76%) of the total population, while 4-year-olds comprise 37 learners (35.24%). In terms of gender distribution, the group is relatively balanced, with a slight majority of males (54 learners, 51.43%) compared to 51 females (48.57%).

The high concentration of 5-year-old learners suggests that the study captures children at a critical developmental threshold—the transition from pre-kindergarten to formal primary schooling. At this stage, cognitive and socio-emotional regulation (such as effortful control) undergo significant shifts. The balanced gender representation ensures that the findings on behavioral surgency and negative affectivity are not skewed by gender-specific socialization patterns often observed in early childhood.

The concentration of five-year-olds in this study mirrors a broader national trend where parents prioritize Kindergarten as the essential gateway to Grade 1 readiness (Woo, 2024). This specific age group is particularly significant because, as (Ahmed Kamar El-Zaman, 2025) suggest, the transition from age four to five marks a vital "maturational window" during which children significantly improve their effortful control, essentially their ability to pause and think before acting. This cognitive leap explains why the learners in this study demonstrated such satisfactory behavioral levels within a structured classroom.

4.1.2 Parents' Highest Educational Attainment

Parents' educational attainment plays a key role in shaping their children's behavior, regulation, and motivation. Table 2 presents the results.

Table 2
Parents' Highest Educational Attainment
n=105

Educational Attainment	Mother		Father	
	f	%	f	%
Master's Graduate	0	0	1	0.95
With Master's Units	0	0	0	0.00
College Graduate	16	15.24	13	12.38
College Level	18	17.14	5	4.76
High School Graduate	35	33.33	41	39.05
High School Level	28	26.67	24	22.86
Elementary Graduate	4	3.81	4	3.81
Elementary Level	3	2.86	10	9.52
No Response	1	0.95	6	5.71
No Formal Education	0	0	1	0.95
Total	**105**	**100**	**105**	**100.00**

The data reveal that the majority of parents had finished high school, with 39.05% of fathers and 33.33% of mothers being high school graduates. When combined with those at the "High School Level," it becomes clear that approximately 60% to

62% of the parent population has a secondary education background. A notable disparity exists at the tertiary level: while the percentage of college graduates is relatively similar (Mothers: 15.24% vs. Fathers: 12.38%), significantly more mothers reached the "College Level" (17.14%) than fathers (4.76%).

This suggests that while more mothers pursued higher education, external factors, likely socio-economic pressures or family responsibilities, may have hindered the completion of their degrees. Furthermore, the higher "No Response" rate among fathers (5.71%) compared to mothers (0.95%) may indicate a lower level of engagement or presence of the father figure in providing demographic information during the school enrollment process.

This educational profile suggests a community of parents who possess foundational literacy and basic life skills but may lack the specialized pedagogical training often found in higher education. Consequently, while these parents are highly capable of providing general emotional support, they may require more specific "technical assistance" from teachers to effectively manage complex childhood behaviors like effortful control and negative affectivity.

Research by Zhussipbek and Nagayeva (2022) suggests that this educational background often correlates with more traditional, directive parenting styles, contrasting with the democratic approaches of highly educated parents that more naturally foster a child's effortful control. This disparity highlights the urgency of the DepEd 5-Point Reform Agenda (2024-2025), which mandates that schools "bridge the gap" to ensure that all children receive a nurturing socio-emotional environment regardless of their parents' formal educational attainment (DepEd, 2024). Furthermore, the "maternal academic push" observed in the Philippine context, where mothers act as the primary educational managers and often attempt higher education themselves, remains a critical catalyst for child development, as noted by (Tabigne, 2025) even the mere aspiration toward higher education can significantly elevate a household's academic expectations and better prepare a child for the rigors of structured learning.

4.2 Level of Parents' Involvement in the School Activities of the Learners

Table 3 presents data on parents' involvement in learners' school activities. Parental involvement is a process in which parents connect with school personnel responsible for delivering educational services to children, involve children in activities, and encourage parents' roles in their children's education (Hashim et al., 2018).

Table 3
Level of Parents' Involvement in the School Activities
n=105

S/N	Indicators	WM	SD	Verbal Description
1	I make sure that my child follows his/her study schedule and studies at home.	4.35	0.73	Very High
2	I make sure my child has a comfortable space to learn.	4.44	0.72	Very High
3	I always talk to my child about his/her daily activities.	4.57	0.76	Very High
4	I guide my child when performing household chores.	4.3	0.8	Very High
5	I examined my child's homework.	4.49	0.71	Very High
6	I make sure that my child has enough reference books, stationery, and other educational necessities.	4.24	0.8	Very High
7	I make sure the learning environment has less noise from the television/radio when my child is studying his/her lessons.	4.28	0.89	Very High
8	I send my children to extra classes held at school.	3.77	1.05	High
9	I sent my son to a paid tuition	3.22	1.39	Moderate
10	I always talk with my child about his/her problems.	4.56	0.69	Very High
	Aggregate Weighted Mean	**4.22**		**Very High**
	Aggregate Standard Deviation		**0.85**	

Legend: 4.21-5.00-Very High; 3.41-4.20- High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80- Very Low

The results show that parents demonstrate a **very high level** of involvement, with an aggregate weighted mean of 4.22 and a standard deviation of 0.85. Most of the indicators obtained very high ratings, particularly talking to the child about daily activities (WM = 4.57) and talking with the child about his or her problems (WM = 4.56), indicating that communication between parents and children is strongly practiced. Parents also reported very high engagement in ensuring a conducive learning

environment, such as examining their child's homework (WM = 4.49), providing a comfortable learning space (WM = 4.44), and ensuring that the child follows a study schedule (WM = 4.35). However, slightly lower ratings were observed in sending children to extra classes at school (WM = 3.77) and enrolling them in paid tuition (WM = 3.22), which were interpreted as high and moderate levels, respectively.

The findings indicate that parents are very involved in their children's learning, especially with activities at home. Parents seem to focus on monitoring their children's academic work, keeping open communication, and creating a supportive learning environment. These types of involvement are practical and easy ways for parents to support their children's educational development. The high ratings on communication-related indicators show that parents value emotional support and guidance as key parts of their children's growth. On the other hand, lower ratings for extra classes and paid tuition might be due to limitations such as financial constraints, time constraints, or limited access to additional educational services.

Furthermore, results indicate that parents acknowledge their essential role in fostering their children's education outside the formal educational setting. By maintaining robust communication and actively overseeing their children's study routines, parents help reinforce learning and encourage positive academic behaviors. The emphasis on support within the home environment further underscores that parental engagement does not necessarily entail financial expenditure but relies instead on steady attention, encouragement, and guidance. Such involvement can enhance children's motivation, discipline, and self-confidence in their educational pursuits, ultimately resulting in improved academic achievement and overall development.

Some studies have shown that when parents actively communicate with their children, monitor their academic progress, and create a conducive learning environment at home, students tend to demonstrate higher academic achievement and stronger motivation to learn (Affuso et al., 2023; Nunes et al., 2023; Utami, 2022). Studies on family engagement in education further highlight that home-based involvement, such as helping with homework, discussing school activities, and guiding daily routines, plays a crucial role in reinforcing school learning and fostering children's cognitive and socio-emotional development (Anqi & Hashim, 2025.; Li et al., 2023).

4.2 Level of Behavior of Learners

This section presents the levels of learners' behavior in relation to the temperament dimensions of effortful control, surgency, and negative affectivity. These dimensions provide an important framework for understanding learners' behavioral tendencies and socio-emotional expressions in early childhood education.

A. 4.2.1 Effortful Control

Effortful control in learners' behavior refers to the control one has over one's temperament, enabling children to restrain impulsive responses, focus attention, and engage in appropriate behaviors in line with situational demands. It plays a crucial role in academic performance, emotional regulation, and social adaptation.

Table 4

Level of Behavior of the Learners in terms of Effortful Control

N= 105

S/N	Indicators	WM	SD	Verbal Description
1	When coloring in a book, shows strong concentration.	4.07	0.90	Very Satisfactory
2	Prepares for new activities to make sure s/he has what will be needed.	4.13	0.72	Very Satisfactory
3	Likes being sung to.	3.98	0.77	Very Satisfactory
4	Notices it when others are wearing new clothing.	3.74	0.90	Very Satisfactory
5	When building or putting something together, becomes very involved in what s/he is doing, and works for long periods.	3.85	0.69	Very Satisfactory
6	Is good at following instructions.	3.95	0.74	Very Satisfactory
7	Likes the sound of words, such as nursery.	4.03	0.70	Very Satisfactory
8	Is quickly aware of some new item in the living room.	3.9	0.91	Very Satisfactory
9	Sometimes becomes absorbed in a picture book.	3.96	0.72	Very Satisfactory
10	Approaches places s/he has been told are dangerous slowly and cautiously.	3.91	0.93	Very Satisfactory
11	Enjoys gentle rhythmic activities such as rocking pr swaying.	3.92	0.72	Very Satisfactory
12	Comments when someone has changed his/her appearance.	3.78	0.87	Very Satisfactory
	Aggregate Weighted Mean	**3.94**		**Very Satisfactory**
	Aggregate Standard Deviation		**0.80**	

Legend: 4.21-5.00-Outstanding; 3.41-4.20-Very Satisfactory; 2.61-3.40- Satisfactory; 1.81-2.60-Fair; 1.00-1.80-Poor

As shown in Table 4, the indicators received high ratings, with all items interpreted as Very Satisfactory. Among the indicators, "Prepares for new activities to make sure he/she has what will be needed" obtained the highest weighted mean (WM = 4.13, SD = 0.72), followed by "When coloring in a book, shows strong concentration" (WM = 4.07, SD = 0.90) and "Likes the sound of words, such as nursery" (WM = 4.03, SD = 0.70). Other indicators also received high ratings, including "Sometimes becomes absorbed in a picture book" (WM = 3.96, SD = 0.72) and "Is good at following instructions" (WM = 3.95, SD = 0.74). Meanwhile, slightly lower but still very satisfactory ratings were observed in "Notices it when others are wearing new clothing" (WM = 3.74, SD = 0.90) and "Comments when someone has changed his/her appearance" (WM = 3.78, SD = 0.87). Overall, the dimension of effortful control had an aggregate weighted mean of 3.94 and a standard deviation of 0.80, indicating **Very Satisfactory**.

The results suggest that the learners generally demonstrate strong abilities in self-regulation, attentional focus, and behavioral control. The high ratings on indicators related to concentration suggest that learners can maintain attention during activities such as coloring, reading picture books, and constructing objects. Likewise, the high score for preparing for new activities indicates that learners are beginning to develop the ability to organize and manage their actions before engaging in tasks. These patterns point to the presence of well-developed attentional control and inhibitory regulation among the learners, both of which are key components of effortful control. On the other hand, slightly lower scores on indicators of noticing changes in others' appearance may suggest that the learners' attention is more strongly directed toward completing tasks than toward subtle social cues in their environment.

The findings indicate that learners are gradually developing adaptive behavioral regulation and active cognitive engagement, both of which are essential for effective learning in early childhood education. Effortful control enables children to manage impulses, follow directions, and stay focused on structured classroom activities. These abilities support positive learning experiences, enhance social interactions, and contribute to emotional adjustment in the classroom. The generally high level of effort observed among the learners may also reflect learning environments that encourage activities that promote concentration, listening, and organized behavior. Such developmental qualities are crucial during early childhood, as they prepare learners for more complex academic tasks and social responsibilities in later stages of schooling.

Some studies note that effortful control refers to the ability to regulate attention and behavior by suppressing a dominant response in favor of a more appropriate one, which includes attentional focusing, inhibitory control, and perceptual sensitivity. Similarly, studies show that effortful control is positively linked to children's social competence, academic success, and emotional regulation(Guo et al., 2023; Korucu et al., 2022).

4.2.2 Surgency

The temperament trait, characterized by cognitive, social, and emotional activity, surgency, reflects how active, excited, and engaged a learner is in their learning environment(Van Doren, 2025).

Table 5

Level of Behavior of the Learners in terms of Surgency

N= 105

S/N	Indicators	WM	SD	Verbal Description
1	Seems always in a big hurry to get from one place to another.	3.74	0.87	Very Satisfactory
2	Likes going down high slides or other adventurous activities.	3.70	0.89	Very Satisfactory
3	Often rushes into new situations.	3.59	0.82	Very Satisfactory
4	Seems to be at ease with almost any person.	3.67	0.77	Very Satisfactory
5	Prefers quiet activities to active games.	3.70	0.88	Very Satisfactory
6	Takes a long time in approaching new situations.	3.64	0.77	Very Satisfactory
7	Is shy even around people s/he has known a long time.	3.17	1.16	Satisfactory
8	Is full of energy, even in the evening.	3.88	0.82	Very Satisfactory
9	Likes rough and rowdy games.	3.72	0.80	Very Satisfactory
10	Is slow and unhurried in deciding what to do next.	3.52	0.90	Very Satisfactory
11	Sometimes turns away shyly from new acquaintances.	3.41	1.05	Very Satisfactory
	Aggregate Weighted Mean	**3.61**		**Very Satisfactory**
	Aggregate Standard Deviation		**0.88**	

Legend: 4.21-5.00-Outstanding; 3.41-4.20-Very Satisfactory; 2.61-3.40- Satisfactory; 1.81-2.60-Fair; 1.00-1.80-Poor

The results in Table 5 present the level of learners' behavior across the measured indicators, yielding an overall aggregate weighted mean of 3.61 (SD = 0.88), verbally described as Very Satisfactory. Among the indicators, the highest mean score was obtained by "Is full of energy, even in the evening" (WM = 3.88, SD = 0.82), followed by "Seems always in a big hurry to get from one place to another" (WM = 3.74, SD = 0.87) and "Likes rough and rowdy games" (WM = 3.72, SD = 0.80). Several other indicators, such as preferring quiet activities, engaging in adventurous activities like high slides, and feeling at ease with almost any person, also received Very Satisfactory ratings with mean scores ranging from 3.52 to 3.70. However, the indicator "Is shy even around people s/he has known a long time" (WM = 3.17, SD = 1.16) received a comparatively lower rating described as Satisfactory, indicating some variation in learners' social comfort and behavioral expression.

The pattern of results suggests that learners generally demonstrate high levels of activity, enthusiasm, and willingness to engage in different forms of play and social interaction. Indicators related to energy, adventurousness, and active engagement received relatively higher ratings, which may reflect children's natural inclination toward exploration and physical play during early developmental stages. Meanwhile, the satisfactory rating on shyness suggests that although most learners appear socially comfortable, a subset of children may still experience hesitation in social contexts. The relatively higher standard deviation in this indicator further indicates greater variability among learners' socio-emotional responses, implying that temperament-related behaviors may differ significantly from one child to another.

Studies noted that temperament dimensions such as activity level, sociability, and emotional reactivity significantly influence children's behavioral responses and engagement in learning environments (Campagna et al., 2023; Jusienė et al., 2025; Orbán et al., 2025; Susa-Erdogan et al., 2022). Similarly, research by Kagan (2022) highlights that while many children demonstrate high levels of approach and exploration, others may exhibit behavioral inhibition or shyness in unfamiliar social contexts. Furthermore, studies have shown that energetic and socially engaged learners tend to participate more actively in classroom activities and peer interactions, which contributes positively to their socio-emotional and cognitive development (J. Li & Xue, 2023; Pan, 2023).

4.2.3 Negative Affectivity

Negative Affectivity is characterized as a temperament trait that persists in the tendency to experience negative emotions such as sadness, fear, anger, frustration, and anxiety (Mierzwa-Kamińska, 2025; Wall & Roberts, 2023). It is how learners react emotionally to stress and situations. Table 6 presents the results.

Table 6

Level of Behavior of the Learners in terms of Negative Affectivity

n= 105

S/N	Indicators	WM	SD	Verbal Description
1	Gets frustrated when prevented from doing something s/he wants to do.	2.30	1.29	Fair
2	Is quite upset by a little cut or bruise.	2.26	1.19	Fair
3	Tends to become sad if plans don't work out.	2.30	1.32	Fair
4	Is afraid of burglars or the "boogie man".	2.27	1.27	Fair
5	When angry, s/he tends to stay upset for 10 mins.	2.15	1.27	Fair
6	Depressed when unable to accomplish some tasks.	2.06	1.18	Fair
7	Hardly ever complains when ill with a cold.	2.15	1.22	Fair
8	Is very difficult to soothe when s/he has become upset.	2.01	1.10	Fair
9	Is not very upset at minor cuts or bruises.	2.17	1.24	Fair
10	Gets angry when s/he can't find something to play with.	1.94	1.11	Fair
11	Becomes upset when friends get ready to leave the classroom.	1.90	1.10	Fair
	Aggregate Weighted Mean	**2.14**		**Fair**
	Aggregate Standard Deviation		**1.21**	

Legend: 4.21-5.00-Outstanding; 3.41-4.20-Very Satisfactory; 2.61-3.40- Satisfactory; 1.81-2.60-Fair; 1.00-1.80-Poor

As shown in Table 6, learners' behavior across the indicators of negative affectivity is generally at a fair level, with an aggregate weighted mean of 2.14 and a standard deviation of 1.21. Among the indicators, "gets frustrated when prevented from

doing something" and "tends to become sad if plans do not work out" both obtained the highest weighted mean of 2.30, followed closely by fear-related responses such as being afraid of imaginary threats (WM = 2.27) and sensitivity to minor injuries (WM = 2.26). Conversely, lower mean scores were observed in indicators such as "becomes upset when friends leave the classroom" (WM = 1.90) and "gets angry when unable to find something to play with" (WM = 1.94). All indicators consistently fall within the "fair" descriptive level, suggesting moderate manifestations of negative emotional responses among the learners.

The results indicate that while children exhibit emotional reactivity, such responses are neither highly intense nor negligible. The relatively higher scores on indicators of frustration and sadness suggest that goal obstruction and unmet expectations are the primary triggers of emotional discomfort among learners. Meanwhile, moderate ratings on fear- and anger-related behaviors imply that these emotional responses are present but not dominant. The uniformity of the "fair" rating across all indicators, coupled with a moderate standard deviation, further suggests a relatively consistent pattern of emotional expression among learners, with limited extreme variations. This pattern reflects a developmental stage in which emotional regulation is still emerging but not entirely underdeveloped.

The findings can be interpreted to mean that learners possess developing yet still maturing emotional regulation skills. The moderate expression of negative affectivity suggests that children are beginning to manage emotional experiences such as frustration, sadness, and fear, but still require guidance and supportive interventions. This aligns with developmental expectations in early childhood, where socio-emotional competencies are gradually shaped through interactions with peers, teachers, and the environment. The results imply a need for structured socio-emotional learning strategies that can further strengthen emotional control, resilience, and adaptive coping mechanisms among learners, particularly in situations involving disappointment, conflict, or change.

Obeldobel et al. (2023) highlight that young children typically exhibit moderate levels of negative affectivity as they learn to regulate emotions through social experiences. Similarly, research by Ursache et al. (2022a) underscores that frustration and sadness are common emotional responses associated with the development of self-regulation skills. A study by Alamos et al. (2022) further found that children with moderate emotional reactivity benefit significantly from guided emotional coaching in classroom settings. However, some studies, such as that of Schneider et al.(2022) argue that even moderate levels of negative affectivity, if not addressed, may influence later social adjustment, thereby reinforcing the importance of early intervention.

4.2.4 Summary on the Level of Behavior of the Learners

Table 7 presents a summary of the levels of behavior for learners, with its three components: effortful control, surgency, and negative affectivity.

Table 7
Summary on the Level of Behavior of the Learners
n= 105

Components	WM	SD	Verbal Description
Effortful Control	3.94	0.80	Very Satisfactory
Surgency	3.61	0.88	Very Satisfactory
Negative Affectivity	2.14	1.21	Fair
Grand Mean	**3.23**		
Grand Standard Deviation		**0.96**	**Satisfactory**

Legend: 4.21-5.00-Outstanding; 3.41-4.20-Very Satisfactory; 2.61-3.40- Satisfactory; 1.81-2.60-Fair; 1.00-1.80-Poor

The results in Table 7 indicate that learners' overall behavior is Satisfactory (WM = 3.23, SD = 0.96). Among the three temperament dimensions, effortful control obtained the highest mean score (WM = 3.94, SD = 0.80), followed by surgency (WM = 3.61, SD = 0.88), both of which were described as Very Satisfactory. In contrast, negative affectivity had a lower mean (WM = 2.14, SD = 1.21), indicating a Fair level. These findings indicate that while learners generally demonstrate positive behavioral tendencies, variations exist across specific temperament domains.

The high levels of effortful control suggest that learners possess strong self-regulation skills, including the ability to focus attention, manage impulses, and follow classroom expectations. Similarly, the very satisfactory level of surgency implies that learners are generally active, expressive, and socially engaged in classroom interactions. However, the comparatively lower rating in negative affectivity indicates that some learners still experience challenges in managing emotions such as frustration, fear, or

discomfort. The relatively higher standard deviation in negative affectivity further suggests greater variability among learners, pointing to differences in emotional regulation capacities within the group.

The findings imply that while most learners exhibit adaptive behavioral and socio-emotional competencies, emotional vulnerability remains an area that requires targeted intervention. The strong effortful control and surgency levels reflect a conducive learning environment that supports active participation and behavioral regulation. However, the presence of fair-level negative affectivity suggests the need for enhanced socio-emotional learning strategies, particularly those that foster emotional awareness, coping mechanisms, and resilience. Addressing this imbalance is crucial, as unmanaged negative emotions may hinder learners' academic engagement and social relationships over time.

According to the study by Valiente et al. (2021), effortful control and shyness moderated the effect of school readiness on reading. Moreover, Ursache et al. (2022b) noted that effortful control was strongly associated with positive academic outcomes and classroom behavior, as it enables children to regulate attention and behavior effectively. Likewise, surgency has been linked to social competence and active classroom participation, contributing to collaborative learning experiences (Fukkink et al., 2024). Conversely, elevated negative affectivity has been associated with emotional and behavioral difficulties, particularly when not mitigated by supportive teaching practices and socio-emotional interventions (Spinrad & Eisenberg, 2023).

4.3 Test of Relationship Between Parents' Involvement and Behavior of the Learners

This study hypothesized that there is no significant difference between parents' involvement and learners' behavior. Table 8 presents the results.

Table 8
Test of the Relationship Between the Parents' Involvement and the Behavior of the Learners
n= 105

Variables	r-value	Strength of Correlation	p-value	Decision	Remarks
Parents' Involvement and Behavior	0.098	Negligible Positive	0.318	Do not reject Ho	Not Significant

*significant at p<0.05 (two-tailed)

The results in Table 6 show that the relationship between parents' involvement and learners' behavior is very weak and not statistically significant. The computed correlation coefficient (r = 0.098) indicates only a negligible positive relationship, and the p-value (p = 0.318) is higher than the 0.05 level of significance. This means the null hypothesis is accepted, suggesting that parents' involvement does not have a significant direct relationship with learners' behavior in this study.

Although there is a slight indication that increased parental involvement may be associated with better behavior, the connection is too small to be meaningful. This suggests that changes in parental involvement do not necessarily lead to noticeable differences in how learners behave. It is possible that other factors, such as the teacher's approach, classroom management, peer influence, or the child's own personality, play a more important role in shaping behavior. In addition, differences in how parents show involvement may also affect the overall results.

The findings imply that while parents' involvement remains important, it may not, on its own, directly influence behavior. Children's behavior develops through a combination of experiences at home and in school. This means that parental involvement may have an indirect effect or need to work in tandem with school-based support to create a stronger impact.

Sengonul (2022) found that parental involvement does not always directly affect children's behavior and may instead influence other areas, such as motivation. However Jeynes (2025) reported that strong and consistent parental involvement can improve student behavior. Khasawneh et al. (2023) also emphasized that the type of involvement and cooperation with teachers plays a key role in its effectiveness.

5. Conclusion and Recommendations

Despite consistently high parental involvement in the academic and emotional domains, this study found no statistically significant correlation with behavioral outcomes among early childhood learners. While students displayed readiness through

satisfactory effortful control and surgency, persistent negative affectivity suggests that emotional regulation is shaped by factors beyond the home. These results indicate that parental influence may be indirect, operating through emotional security rather than immediate behavior, and highlight the need for a holistic approach that includes peer dynamics, teacher responsiveness, and classroom climate. Further, it is recommended that professional development prioritize responsive classroom management and behavioral observation tailored to early learners, while parental engagement programs should shift their focus to the quality of interactions rather than mere frequency.

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7. Conflict of Interest

The authors emphasized that there is no conflict of interest arising from the conceptualization to publication of this paper.

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