



Parental Support and Play-Based Learning in Early Childhood Education: Basis for Parents' Orientation

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Abstract

Background and Aim: Parental support and play-based learning are widely recognized as essential elements of early childhood education (ECE), contributing significantly to children's cognitive, social-emotional, and behavioral development. Active parental involvement enhances children's learning experiences, while play-based learning promotes creativity, problem-solving, engagement, and social interaction. Despite their recognized importance, limited studies have examined the relationship between parental support and play-based learning strategies in local ECE contexts. This study aimed to determine the relationship between parental support and play-based learning strategies and to examine differences in the perceptions of parents and teachers in the Municipality of Tubod, Lanao del Norte.

Materials and Methods: This study employed a descriptive-correlational research design involving 60 respondents, consisting of 30 parents and 30 early childhood education teachers selected through purposive sampling. Data were collected using a validated researcher-made questionnaire that measured parental support in terms of emotional support, financial support, and involvement in learning activities, as well as play-based learning strategies in terms of cognitive development, social-emotional development, and engagement. Statistical tools used included frequency, mean, standard deviation, independent-samples t-test, and Pearson Product-Moment Correlation Coefficient at a 0.05 level of significance.

Results: The findings revealed that parental support was generally high, with involvement in learning activities obtaining the highest mean score ($M = 3.71$), followed by emotional support ($M = 3.66$) and financial support ($M = 3.56$). Play-based learning strategies were also highly implemented, with engagement receiving the highest mean score ($M = 3.83$), followed by social-emotional development ($M = 3.71$) and cognitive development ($M = 3.59$). No significant difference was found between the perceptions of parents and teachers regarding parental support ($p = 0.120$). However, a significant difference was observed in their perceptions of play-based learning strategies ($p = 0.017$). Furthermore, a significant positive relationship was identified between parental support and play-based learning strategies ($r = 0.620, p < 0.001$).

Conclusion: The study concludes that parental support is significantly associated with the implementation of play-based learning strategies in early childhood education. Strengthening parental involvement and fostering collaborative home-school partnerships may enhance the effectiveness of play-based learning practices. The findings provide a basis for developing a structured parents' orientation program to improve parents' understanding of and support for play-based learning in ECE settings.

Keywords: Interactive Reading Tools, Comprehension Skills, Early Childhood Education, Decoding Skills, Vocabulary Knowledge, Descriptive-correlational Study





Introduction

Parental support plays an important role in children's educational experiences, particularly during early childhood education (ECE). Previous studies have shown that active parental involvement contributes to children's learning engagement, school adjustment, and academic development. According to Henderson and Mapp (2002), parental participation is among the major factors influencing children's educational achievement. During early childhood, parents are considered the child's first educators because they provide guidance, emotional encouragement, and learning support that shape early development.

Research has also emphasized the importance of parental involvement in improving children's educational outcomes. Claudia and Paun (2024) and Paun (2024) found that parental involvement plays a significant role in students' academic achievement. Support in learning, communication with the school, and participation in educational activities all contribute to children's academic success. Furthermore, early childhood education approaches in many countries emphasize play-based learning, as it is a process that appropriately develops children's intellectual, social, emotional, and engagement skills.

Play-based learning is widely used in early childhood classrooms because it encourages active participation, creativity, problem-solving, and social interaction among children. Effective implementation of play-based learning strategies, however, may also depend on the support provided by parents at home. Emotional support, financial assistance, and involvement in learning activities may influence how children respond to play-based learning experiences in school. Despite the recognized importance of parental support and play-based learning, limited local studies have examined the relationship between these variables in the Municipality of Tubod, Lanao del Norte.

Most existing studies have examined parental support and play-based learning separately rather than investigating their relationship. In particular, there is limited research exploring how parental support in terms of emotional support, financial support, and learning involvement relates to the implementation of play-based learning strategies in ECE settings. Furthermore, differences in the perceptions of parents and teachers regarding parental support and play-based learning strategies remain insufficiently explored in the local context. This gap in the literature highlights the need for a study that examines the relationship between parental support and play-based learning strategies among parents and teachers in early childhood education.

The present study aimed to determine the relationship between parental support and play-based learning strategies in early childhood education in the Municipality of Tubod, Lanao del Norte. Specifically, it sought to assess parental support in terms of emotional support, financial support, and learning involvement, and to identify the extent of play-based learning strategies in terms of cognitive development, social-emotional development, and engagement. The study also examined whether significant differences existed between the perceptions of parents and teachers regarding parental support and play-based learning strategies. In addition, Pearson product-moment correlation analysis was used to determine the relationship between parental support and play-based learning strategies.

The study focused on parents and teachers involved in early childhood education in the Municipality of Tubod, Lanao del Norte. Teachers were included because they implement play-based learning strategies in the classroom, while parents were selected because they provide support that may influence children's learning experiences. The findings of the study may contribute to strengthening home-school partnerships and may serve as a basis for developing a parents' orientation program that supports the effective implementation of play-based learning strategies in early childhood education.

Objectives

The study aimed to determine the relationship between parental support and play-based learning strategy attributes among early childhood education (ECE) schools in the Municipality of Tubod, Lanao del Norte. Specifically, it sought to determine the demographic profile of the respondents; assess the level of parental support in terms of emotional support, financial support, and involvement in learning activities; identify the attributes of play-based learning strategies in terms of cognitive development, social-emotional development, and engagement; examine whether there was a significant difference





between the perceptions of parents and teachers regarding parental support and play-based learning strategy attributes; and propose a parents' orientation program based on the findings of the study.

Hypotheses

This study tested the hypotheses at the 0.05 level of significance to determine whether a statistically significant relationship exists between parental support and play-based learning strategy attributes in early childhood education.

Null Hypothesis (H_0):

There is no statistically significant relationship between parental support and attributes of play-based learning strategies in early childhood education.

Alternative Hypothesis (H_1):

There is a statistically significant relationship between parental support and play-based learning strategy attributes in early childhood education.

Literature review

This literature review examines studies related to parental support and play-based learning strategies in early childhood education (ECE). The review focuses on the two major variables of the study: parental support as the independent variable and play-based learning strategies as the dependent variable. Parental support is discussed in terms of emotional support, financial support, and involvement in learning activities, while play-based learning strategies are examined in terms of cognitive development, social-emotional development, and engagement. The review also presents the theoretical foundations that explain the possible relationship between these variables.

1. Parental Support

Parental support refers to the assistance, guidance, and involvement provided by parents to support children's learning and development. This support may include emotional encouragement, financial assistance, and participation in learning activities both at home and in school. Studies consistently show that parental support contributes to children's academic achievement, motivation, and overall development.

Research indicates that children whose parents actively participate in their education tend to demonstrate stronger academic performance and positive learning behaviors. Sujarwo and Herwin (2023) and Casey (2022) found that parental involvement in school activities, home learning, and educational decision-making strengthens children's motivation and engagement in learning. Similarly, Diorio (2021) explained that parental participation in educational programs and learning tasks creates a supportive learning environment that positively influences children's educational experiences.

However, the literature also suggests that parental support extends beyond academic assistance. Lin and Faldowski (2023) reported that supportive parenting contributes to children's emotional regulation, cognitive readiness, and social adjustment. Contreras (2024) further emphasized that moral guidance, emotional encouragement, and quality family interaction positively affect children's learning attitudes and performance. These findings indicate that parental support is multidimensional and plays an important role in children's holistic development.

Although many international studies highlight the importance of parental support, limited local research has examined how parental support relates specifically to play-based learning strategies in early childhood education. Existing Philippine studies often discuss parental involvement broadly without examining its relationship with specific instructional practices in ECE settings. This gap highlights the need for localized studies in communities such as Tubod, Lanao del Norte.

2. Play-Based Learning Strategies

Play-based learning strategies refer to instructional approaches that use play as a medium for learning and development in early childhood education. These strategies encourage children to explore, interact, and participate actively in meaningful learning experiences. Play-based learning is commonly associated with the development of creativity, communication, problem-solving, and social interaction skills.





Several studies support the effectiveness of play-based learning strategies in promoting children's cognitive and social development. Caven (2022) and Yee et al. (2022) found that play-based learning increases learner engagement, creativity, and critical thinking. Likewise, Armon and Vu (2024) and Danniels and Pyle (2023) reported that play-based learning supports literacy, numeracy, and inclusive participation among young learners.

Despite these positive findings, researchers also note challenges in implementing play-based learning strategies effectively. Yean and Ngadni (2024) explained that limited instructional resources, insufficient teacher preparation, and varying parental understanding may affect the implementation of play-based learning in classrooms. This suggests that the effectiveness of play-based learning strategies depends not only on classroom activities but also on support systems involving teachers and parents.

Although the Philippine educational system recognizes the importance of play-based learning in early childhood education, limited studies have examined how parents and teachers perceive these strategies, particularly in rural communities such as Tubod, Lanao del Norte. Most available studies focus generally on early childhood teaching practices rather than on the relationship between parental support and play-based learning strategies.

3. Dimensions of Parental Support

3.1 Emotional Support

Emotional support refers to the encouragement, care, and reassurance provided by parents to children. It creates a secure environment where children can express their emotions and build confidence.

Research shows that emotional support positively influences children's mental health, resilience, and academic adjustment. Yan (2020) and Hu et al. (2022) found that emotionally supportive parenting reduces stress and anxiety while strengthening children's self-confidence and coping abilities. OECD (2024) further reported that students who receive strong emotional support from parents tend to demonstrate better academic performance and higher levels of well-being.

However, studies also indicate that emotional support may vary depending on parental availability, communication patterns, and family environment. This suggests that emotional support is influenced by both family relationships and parental involvement in children's daily experiences.

3.2 Financial Support

Financial support refers to the provision of educational resources and basic needs that assist children's learning experiences. This may include school materials, transportation, tuition, and other learning-related expenses.

Rosal et al. (2025) and Moneva et al. (2020) explained that adequate financial support helps reduce barriers to learning and allows children to participate more consistently in school activities. Fomby et al. (2019) further emphasized that stable economic conditions positively influence educational opportunities and learning participation.

However, researchers also note that financial support alone does not guarantee academic success. The effectiveness of financial assistance depends on how resources are used to support meaningful learning experiences.

3.3 Involvement in Learning Activities

Parental involvement in learning activities refers to parents' participation in school-related and home-based educational activities. This includes assisting with homework, attending school programs, and supporting learning tasks at home.

Delfino (2019) found that active parental involvement strengthens children's academic engagement and study habits. Wildmon et al. (2024) further reported that strong home-school partnerships contribute positively to children's learning outcomes and social development.

Despite these benefits, Kazlauskienė and Kravcenkaite (2019) identified challenges such as limited time, lack of awareness, and insufficient resources that may reduce parental participation. These findings suggest that parental involvement is influenced by both family and school-related factors.



These findings suggest that narrative interactivity can support comprehension when balanced appropriately with literacy objectives.

4. Dimensions of Play-Based Learning Strategies

4.1 Cognitive Development

Cognitive development refers to children's ability to think, reason, solve problems, and acquire knowledge. Play-based learning strategies support cognitive growth by encouraging exploration and active participation.

Babakr et al. (2019) explained that cognitive development is influenced by environmental experiences and learning opportunities. Shaheen et al. (2024) found that interactive and play-based activities improve attention, memory, and problem-solving skills among young learners.

However, scholars also emphasize that cognitive development depends on the quality of instructional experiences and the availability of meaningful learning environments.

4.2 Social-Emotional Development

Social-emotional development refers to children's ability to understand emotions, build relationships, and interact positively with others.

Greenberg (2023) explained that social-emotional competence contributes to academic success and overall well-being. Malik and Marwaha (2020) further emphasized the importance of attachment and social interaction in shaping children's emotional behaviors.

Studies by Kausar et al. (2024) revealed that play-based learning environments strengthen communication skills, emotional regulation, and resilience. However, researchers note that supportive interactions from both teachers and parents are necessary to maximize these outcomes.

4.3 Engagement

Engagement refers to children's active participation, attention, and interest in learning activities. High levels of engagement contribute to improved concentration and learning performance.

Clynes et al. (2020) and Kahu et al. (2020) explained that engagement is influenced by instructional strategies, learning environment, and learner motivation. Kilani et al. (2024) found that play-based learning strategies increase participation and enjoyment during classroom activities.

Nevertheless, studies also indicate that a lack of resources and insufficient teacher training may reduce the effectiveness of engagement-focused instructional strategies (Ndlovu et al., 2023).

4. Theoretical Foundations

This study is anchored in Sociocultural Theory, Constructivist Learning Theory, and Ecological Systems Theory. These theories explain how parental support and play-based learning strategies may influence children's learning experiences in early childhood education.

Sociocultural Theory (Vygotsky, 1978)

Sociocultural Theory explains that learning occurs through social interaction and guidance from more knowledgeable individuals. In this study, parents and teachers serve as important sources of support that influence children's participation in play-based learning activities.

Constructivist Learning Theory (Fosnot, 2013)

Constructivist Learning Theory emphasizes that children actively construct knowledge through interaction and experience. Play-based learning strategies allow children to explore, solve problems, and develop understanding through meaningful activities.

Ecological Systems Theory (Bronfenbrenner, 1979)

Ecological Systems Theory explains that children's development is influenced by interactions within their environment, including family and school. In this study, parental support and classroom learning experiences interact to influence children's educational development.

Together, these theories provide the conceptual basis for examining the relationship between parental support and play-based learning strategies in early childhood education.

Synthesis of Literature

The reviewed literature shows that parental support and play-based learning strategies are both important components of early childhood education. Studies consistently indicate that emotional support, financial support, and involvement in learning activities contribute positively to children's educational experiences and development. Similarly, play-based learning strategies support cognitive





development, social-emotional development, and learner engagement through active and meaningful participation.

However, the literature also reveals that findings are not entirely consistent. While many studies report positive outcomes associated with parental support and play-based learning, researchers emphasize that their effectiveness depends on factors such as implementation quality, parental involvement, teacher preparation, and learning environment. This suggests that both parental support and play-based learning strategies must be examined within actual educational contexts rather than viewed as automatically effective practices.

A further review of studies shows that most existing research examines parental support and play-based learning separately. There is limited empirical evidence examining the relationship between these variables, particularly in Philippine early childhood education settings. In addition, few studies have explored differences in the perceptions of parents and teachers regarding parental support and play-based learning strategies.

This lack of localized evidence creates a clear research gap. First, there is limited research examining the relationship between parental support and play-based learning strategies in the Municipality of Tubod, Lanao del Norte. Second, there is insufficient analysis of how parents and teachers perceive these variables in early childhood education settings. Third, local studies focusing specifically on emotional support, financial support, involvement in learning activities, cognitive development, social-emotional development, and engagement remain limited.

Therefore, the present study addresses these gaps by examining the relationship between parental support and play-based learning strategies among parents and teachers in early childhood education in the Municipality of Tubod, Lanao del Norte. Specifically, the study investigates parental support in terms of emotional support, financial support, and involvement in learning activities, and play-based learning strategies in terms of cognitive development, social-emotional development, and engagement.

Conceptual Framework

The conceptual framework of this study is anchored on the assumption that parental support influences the implementation of play-based learning strategies in early childhood education (ECE). Specifically, the study considers parental support as the independent variable, while play-based learning strategies serve as the dependent variable. Parental support is examined in terms of emotional support, financial support, and involvement in learning activities, whereas play-based learning strategies are assessed in terms of cognitive development, social-emotional development, and engagement.

The framework is primarily based on Bronfenbrenner's Ecological Systems Theory, which explains that children's development is influenced by interactions within their immediate environment, particularly the family and school. In this study, parents represent a major part of the child's microsystem because their emotional encouragement, provision of resources, and involvement in learning activities directly influence children's educational experiences. The theory supports the assumption that parental support contributes to the effectiveness of play-based learning strategies implemented in early childhood education.

The study is also supported by Vygotsky's Social Constructivist Theory, which emphasizes that children learn through social interaction, collaboration, and guided participation. Play-based learning strategies encourage children to interact actively with peers, teachers, and learning materials while constructing knowledge through meaningful experiences. Parental involvement further strengthens this process by providing guidance, reinforcement, and support for learning both at home and in school. Thus, the theory explains how parental support may enhance children's participation and learning experiences during play-based activities.

The conceptual framework proposes that higher levels of parental support may positively influence the implementation of play-based learning strategies. Emotional support may help children



develop confidence and motivation, financial support may provide access to learning materials and educational resources, and involvement in learning activities may strengthen children's participation in educational experiences. These forms of support are expected to contribute to children's cognitive development, social-emotional development, and engagement during play-based learning activities.

Furthermore, the framework explains that the relationship between parental support and play-based learning strategies may provide important information for improving home-school partnerships in early childhood education. The findings of the study will serve as the basis for developing a parents' orientation program intended to strengthen parental involvement and support for play-based learning practices in ECE settings.

Overall, the conceptual framework presents the relationship between parental support and play-based learning strategies and explains how these variables are connected through the theories of Bronfenbrenner and Vygotsky. It also provides the conceptual basis for examining how parental support may influence children's learning experiences in early childhood education.

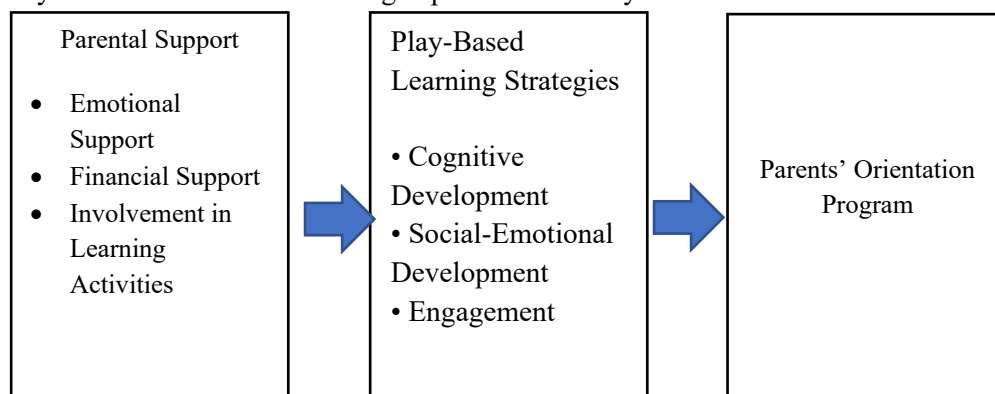


Figure 1. Conceptual framework showing the relationship between parental support and play-based learning strategies in early childhood education.

Research Design

This study employed a descriptive-correlational research design to determine the relationship between parental support and play-based learning strategies in early childhood education (ECE). This design was appropriate because it described the existing conditions of the variables and examined whether a significant relationship existed between them without manipulating any variables.

The descriptive component was used to determine the level of parental support in terms of emotional support, financial support, and involvement in learning activities. It was also used to assess the extent of play-based learning strategies in terms of cognitive development, social-emotional development, and engagement.

The correlational component was used to determine whether a significant relationship existed between parental support and play-based learning strategies. Pearson Product-Moment Correlation Coefficient (Pearson r) was utilized to examine the strength and direction of the relationship between the variables at the 0.05 level of significance.

In addition, the study examined whether significant differences existed between the perceptions of parents and teachers regarding parental support and play-based learning strategies using an independent-samples t-test.

Population and Sample

The respondents of the study were parents and early childhood education teachers from selected public schools in the Municipality of Tubod, Lanao del Norte, during the School Year 2024–2025. Parents were selected because they play an important role in supporting children's learning at



home, while teachers were selected because they directly implement play-based learning strategies in the classroom.

Purposive sampling was used in selecting the respondents of the study. A total of sixty (60) respondents participated in the study, composed of thirty (30) parents and thirty (30) teachers from selected ECE schools in Tubod, Lanao del Norte. The respondents were selected based on their direct involvement in early childhood education.

Research Instrument

The study utilized a researcher-made structured questionnaire as the primary data-gathering instrument. The questionnaire was designed to measure two major variables: (1) parental support and (2) play-based learning strategies.

The questionnaire consisted of three parts:

Part I: Profile of the Respondents

This section gathered demographic information such as age, civil status, educational attainment, employment status, years of teaching experience, and relevant training attended.

Part II: Parental Support

This section measured the level of parental support in terms of:

- Emotional Support
- Financial Support
- Involvement in Learning Activities

Responses were rated using a Likert scale.

Part III: Play-Based Learning Strategies

This section measured the extent of play-based learning strategies in terms of:

- Cognitive Development
- Social-Emotional Development
- Engagement

Responses were also rated using a Likert scale.

Validity and Reliability

To ensure content validity, the questionnaire was reviewed by experts in early childhood education and educational research. Their suggestions and recommendations were incorporated to improve the clarity, relevance, and alignment of the instrument with the objectives of the study.

A pilot test was conducted to determine the reliability of the questionnaire. Cronbach's alpha was used to measure the internal consistency of the instrument. Necessary revisions were made to improve the clarity and consistency of the questionnaire items.

Data Collection Procedure

Data collection was conducted after securing permission from the appropriate school authorities. The process involved three phases:

Preparation Phase

The researcher prepared the questionnaire, secured validation from experts, and obtained approval from school administrators.

Administration Phase

The questionnaires were distributed personally to the selected respondents. Before answering the questionnaire, respondents were informed about the purpose of the study, the confidentiality of responses, and the voluntary nature of participation.

Retrieval Phase

Completed questionnaires were collected, checked for completeness, and prepared for data analysis.

All information gathered was treated confidentially and used solely for academic purposes.

Data Analysis

Descriptive Statistics

Frequency and percentage were used to describe the demographic profile of the respondents. Mean and standard deviation were used to determine:

- the level of parental support, and



- the extent of play-based learning strategies.

Inferential Statistics

To determine whether significant differences existed between the perceptions of parents and teachers, an independent-samples t-test was used at the 0.05 level of significance.

To determine the relationship between parental support and play-based learning strategies, the Pearson Product-Moment Correlation Coefficient (Pearson r) was utilized.

These statistical tools were appropriate because the study aimed to examine both differences and relationships between variables measured through Likert-scale responses.

All gathered data were encoded, tabulated, and analyzed using appropriate statistical software.

Results

This chapter presents the findings of the study on parental support and play-based learning strategies in early childhood education (ECE). Specifically, it discusses the level of parental support in terms of emotional support, financial support, and involvement in learning activities; the extent of play-based learning strategies in terms of cognitive development, social-emotional development, and engagement; the significant differences between the perceptions of parents and teachers; and the significant relationship between parental support and play-based learning strategies.

The data were gathered using a validated survey questionnaire administered to parents and teachers from selected ECE schools in the Municipality of Tubod, Lanao del Norte. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to analyze the profile of the respondents and the level of the variables. Inferential statistics such as the independent-samples t-test and the Pearson Product-Moment Correlation Coefficient (Pearson r) were used to determine significant differences and relationships among variables.

1. Level of Parental Support

Table 1: Level of Parental Support in Terms of Emotional Support

Statements	Mean		Verbal Interpretation	Descriptive Rating
	Score	SD		
Parents encourage children during learning activities	3.70	0.320	High	High
Parents show concern for children's educational needs	3.68	0.285	High	High
Parents motivate children to participate in school activities	3.65	0.301	High	High
Parents maintain positive communication with children regarding school experiences	3.61	0.339	High	High
Overall	3.66	0.236	High	High





Table 1 shows that emotional support obtained an overall mean of 3.66 (SD = 0.236), interpreted as a high level of parental support.

Among the indicators, parental encouragement during learning activities obtained the highest mean ($M = 3.70$), while communication regarding school experiences obtained the lowest mean ($M = 3.61$). The relatively close mean scores indicate generally consistent perceptions among respondents regarding emotional support.

The findings suggest that parents commonly provide emotional encouragement and motivation that may contribute positively to children's learning experiences.

Table 2: Level of Parental Support in Terms of Financial Support

Indicators	Mean Score	SD	Verbal Interpretation	Descriptive Rating
Parents provide school materials and learning resources	3.60	0.355	High	High
Parents support school-related expenses	3.55	0.328	High	High
Parents allocate financial resources for educational activities	3.52	0.310	High	High
Parents provide children's basic educational needs	3.57	0.340	High	High
Overall	3.56	0.333	High	High

Table 2 shows that financial support obtained an overall mean of 3.56 (SD = 0.333), interpreted as a high level of parental support.

Providing school materials and learning resources obtained the highest mean ($M = 3.60$), while allocating financial resources for educational activities obtained the lowest mean ($M = 3.52$). Compared to other dimensions, financial support showed slightly lower ratings, which may reflect differences in economic capacity among respondents.

The findings indicate that parents generally provide the financial assistance necessary for children's participation in educational activities.



Table 3: Level of Parental Support in Terms of Involvement in Learning Activities

Indicators	Mean	SD	Verbal	Descriptive
	Score		Interpretation	Rating
Parents assist children with learning activities at home	3.75	0.280	High	High
Parents participate in school-related activities	3.70	0.294	High	High
Parents communicate regularly with teachers	3.69	0.301	High	High
Parents monitor children's academic progress	3.71	0.288	High	High
Overall	3.71	0.291	High	High

Table 3 shows that involvement in learning activities obtained an overall mean of 3.71 (SD = 0.291), indicating a high level of parental involvement.

Assisting children with learning activities at home obtained the highest mean ($M = 3.75$), while communication with teachers obtained the lowest mean ($M = 3.69$). The relatively close mean scores suggest that parents commonly participate in children's educational experiences both at home and in school.

These findings indicate that parental involvement in learning activities remains an important aspect of early childhood education.

2. Extent of Play-Based Learning Strategies

Table 4: Extent of Play-Based Learning Strategies in Terms of Cognitive Development

Indicators	Mean	SD	Verbal	Descriptive
	Score		Interpretation	Rating
Play activities promote problem-solving skills	3.58	0.341	High	High
Play activities improve critical thinking	3.61	0.336	High	High
Play activities encourage creativity and exploration	3.60	0.325	High	High





Indicators	Mean Score	SD	Verbal Interpretation	Descriptive Rating
Play activities support language and communication development	3.57	0.358	High	High
Overall	3.59	0.340	High	High

Table 4 shows that cognitive development obtained an overall mean of 3.59 (SD = 0.340), indicating a great extent of implementation.

Improvement of critical thinking obtained the highest mean (M = 3.61), while support for language and communication development obtained the lowest mean (M = 3.57). The findings suggest that play-based learning strategies are commonly used to support cognitive development in ECE classrooms.

Table 5: Extent of Play-Based Learning Strategies in Terms of Social-Emotional Development

Indicators	Mean Score	SD	Verbal Interpretation	Descriptive Rating
Play activities encourage cooperation among learners	3.75	0.300	High	High
Play activities improve emotional expression	3.69	0.321	High	High
Play activities strengthen communication skills	3.71	0.309	High	High
Play activities promote self-confidence and interaction	3.69	0.318	High	High
Overall	3.71	0.312	High	High

Table 5 shows that social-emotional development obtained an overall mean of 3.71 (SD = 0.312), interpreted as a great extent of implementation.

Encouraging cooperation among learners obtained the highest mean (M = 3.75), while emotional expression and self-confidence obtained slightly lower means (M = 3.69). The findings suggest that play-based learning strategies support interaction and social participation among learners.





Table 6: Extent of Play-Based Learning Strategies in Terms of Engagement

Indicators	Mean Score	SD	Verbal Interpretation	Descriptive Rating
Learners actively participate during play activities	3.85	0.240	High	High
Learners show interest during classroom activities	3.82	0.236	High	High
Play activities sustain learners' attention	3.80	0.245	High	High
Learners interact actively with peers and teachers	3.84	0.231	High	High
Overall	3.83	0.238	High	High

Table 6 shows that engagement obtained an overall mean of 3.83 (SD = 0.238), indicating a great extent of implementation.

Active participation during play activities obtained the highest mean (M = 3.85), while sustaining learners' attention obtained the lowest mean (M = 3.80). The relatively close mean scores indicate generally consistent perceptions regarding learner engagement during play-based activities.

The findings suggest that play-based learning strategies encourage active participation and classroom involvement among learners.

3. Significant Difference Between the Perceptions of Parents and Teachers

Table 7: Difference Between the Perceptions of Parents and Teachers Regarding Parental Support and Play-Based Learning Strategies

Correlation	Mean Difference	t- Value	p-value	df	Remarks
Parents' and Teachers' Perceptions of Parental Support	0.111	1.57	58	0.120	Not Significant
Parents' and Teachers' Perceptions of Play-Based Learning Strategies	0.111	2.45	58	0.017*	Significant

Significant at $p < 0.05$





Table 7 shows the results of the independent-samples t-test conducted to determine whether significant differences existed between the perceptions of parents and teachers.

The findings revealed no significant difference in the perceptions of parents and teachers regarding parental support, $t(58) = 1.57$, $p = 0.120$. This suggests that both groups generally shared similar perceptions regarding parental support in early childhood education.

However, a significant difference was found in the perceptions of parents and teachers regarding play-based learning strategies, $t(58) = 2.45$, $p = 0.017$. This indicates that parents and teachers differed in their views concerning the implementation of play-based learning strategies in ECE settings.

4. Significant Relationship Between Parental Support and Play-Based Learning Strategies

Table 8: Relationship Between Parental Support and Play-Based Learning Strategies

Correlation	df	Pearson r	p-value
Parental Support and Play-Based Learning Strategies	58	0.620	< 0.001

A Pearson Product-Moment Correlation analysis was conducted to determine the relationship between parental support and play-based learning strategies.

The results revealed a significant positive relationship between parental support and play-based learning strategies ($r = 0.620$, $p < 0.001$). Since the p-value is less than 0.05, the null hypothesis was rejected.

The findings suggest that higher levels of parental support were associated with stronger implementation of play-based learning strategies in early childhood education. However, the results should be interpreted within the context of perceptual data gathered from respondents and should not be interpreted as direct evidence of children's developmental outcomes.

Discussion

The findings of the study indicate that parental support and play-based learning strategies were both evident in early childhood education settings in the Municipality of Tubod, Lanao del Norte. Most parent respondents were aged 36–45 years, married, and had at least secondary or college-level education. These characteristics may have influenced their ability to participate in children's educational activities and provide learning support at home. Meanwhile, most teacher respondents were within the 26–35 age range and had several years of teaching experience and professional training related to early childhood education. Their professional background may have contributed to the implementation of play-based learning strategies in the classroom.

The results further revealed that parental support obtained a high overall mean, with involvement in learning activities receiving the highest rating. This finding suggests that parents were generally involved in supporting children's educational experiences through home-based learning activities, communication with teachers, and participation in school-related tasks. Emotional support and financial support also received high ratings, indicating that parents commonly provided encouragement and educational resources for their children. However, the findings should not be interpreted as direct evidence that parental support alone improves children's educational outcomes because the study measured perceptions rather than actual learner performance.

The study also found that play-based learning strategies were implemented to a great extent in early childhood education classrooms. Engagement obtained the highest mean, followed by social-emotional development and cognitive development. These findings suggest that teachers frequently used play-based activities that encouraged learner participation, interaction, and classroom involvement. Nevertheless, the results only reflect the perceptions of respondents regarding the implementation of play-based learning strategies and do not directly measure children's developmental outcomes.





In terms of group comparison, the independent-samples t-test showed no significant difference between the perceptions of parents and teachers regarding parental support. This indicates that both groups generally shared similar views concerning the level of parental involvement in early childhood education. However, a significant difference was found in their perceptions regarding play-based learning strategies. One possible explanation for this difference is that teachers directly observe classroom implementation of play-based activities, while parents primarily observe learning behaviors at home. Differences in exposure to classroom practices may therefore influence how each group interprets the effectiveness and implementation of play-based learning strategies.

The Pearson Product-Moment Correlation analysis further revealed a significant positive relationship between parental support and play-based learning strategies. This finding suggests that higher levels of parental support were associated with stronger implementation of play-based learning strategies in early childhood education. The result supports the assumption that parental involvement may contribute to children's participation in educational activities and reinforce classroom learning experiences. However, the relationship identified in the study should be interpreted cautiously because the data were based on perceptual responses gathered through self-report questionnaires.

Overall, the findings emphasize the importance of strengthening collaboration between parents and teachers in supporting early childhood education. The results suggest that consistent parental involvement and communication with schools may contribute positively to the implementation of play-based learning strategies in ECE settings.

Knowledge Contribution

This study contributes to the existing literature on early childhood education by providing empirical evidence regarding the relationship between parental support and play-based learning strategies in the local context of the Municipality of Tubod, Lanao del Norte. While previous studies commonly examined parental support and play-based learning separately, the present study analyzed the relationship between these variables within early childhood education settings.

The study also contributes contextual knowledge by providing localized findings from selected public schools in Tubod, Lanao del Norte. Existing literature on parental support and play-based learning is largely based on international or urban educational settings. The present study, therefore, adds information relevant to local educational conditions and may serve as reference material for future studies in similar communities.

From a theoretical perspective, the findings support Bronfenbrenner's Ecological Systems Theory by emphasizing the role of family-school interaction in children's educational experiences. The results also relate to Vygotsky's Social Constructivist Theory, which highlights the importance of social interaction and guided learning in child development. The identified relationship between parental support and play-based learning strategies suggests that learning experiences in early childhood education may be strengthened through collaborative support systems involving both parents and teachers.

In addition, the study provides practical implications for strengthening home-school partnerships in early childhood education. The proposed parents' orientation program is based on the findings that parental involvement, emotional support, and participation in learning activities were associated with play-based learning strategies. The orientation program may help improve parents' understanding of play-based learning practices and encourage more consistent support for children's educational experiences both at home and in school.

Overall, the study contributes empirical, contextual, theoretical, and practical knowledge regarding parental support and play-based learning strategies in early childhood education.



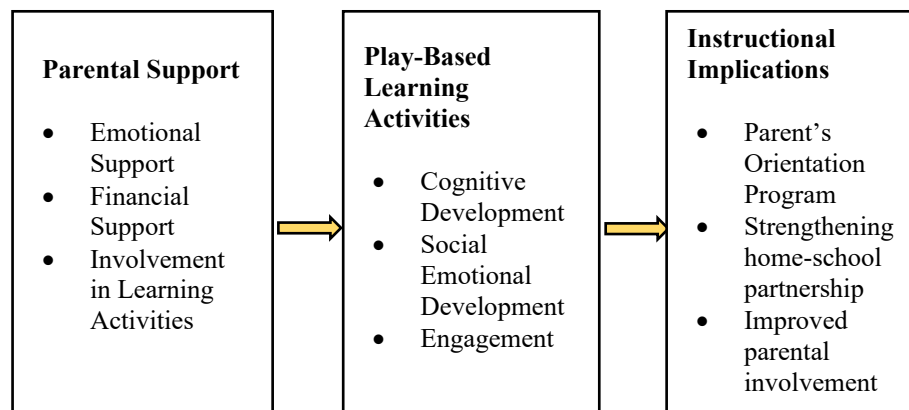


Figure 2: Knowledge contribution model

Figure 2 presents the knowledge contribution model derived from the findings of the study. The model shows that parental support in terms of emotional support, financial support, and involvement in learning activities is associated with the implementation of play-based learning strategies in early childhood education. These strategies contribute to instructional implications such as strengthened home-school partnership, improved parental involvement, and the development of a parents' orientation program to support play-based learning practices.

Conclusion

Based on the findings of the study, it was concluded that parental support and play-based learning strategies were both evident in early childhood education settings in the Municipality of Tubod, Lanao del Norte. Parents were generally involved in supporting children's learning through emotional support, financial assistance, and participation in learning activities, while teachers commonly implemented play-based learning strategies that promoted cognitive development, social-emotional development, and learner engagement.

The study further concluded that parents and teachers shared similar perceptions regarding parental support, as indicated by the absence of a significant difference between their responses. However, differences existed in their perceptions regarding play-based learning strategies, suggesting that parents and teachers may have varying interpretations of how these strategies are implemented in early childhood classrooms.

Moreover, the Pearson Product-Moment Correlation analysis revealed a significant positive relationship between parental support and play-based learning strategies. This indicates that higher levels of parental support were associated with stronger implementation of play-based learning strategies in early childhood education. The findings support the importance of collaboration between parents and teachers in supporting children's learning experiences.

The study also highlights the relevance of strengthening home-school partnerships through programs that encourage parental involvement and improve understanding of play-based learning practices. Based on the findings, the proposed parents' orientation program may serve as a practical intervention to support communication and cooperation between parents and teachers in early childhood education settings.

Recommendation

Based on the findings of the study, the following recommendations are proposed:

1. Develop a Structured Parents' Orientation Program

Schools may develop and implement a structured parents' orientation program focusing on the principles and practices of play-based learning in early childhood education. The program may include seminars, workshops, and orientation sessions that explain the role of parental support in



children's learning experiences. This may help strengthen parents' understanding of play-based learning strategies and encourage consistent support at home.

2. Strengthen Home-School Communication

Schools are encouraged to maintain regular communication between parents and teachers through parent-teacher conferences, consultation meetings, and digital communication platforms. Consistent communication may help reduce differences in perceptions regarding play-based learning strategies and improve collaboration between families and schools.

3. Encourage Parental Involvement in Learning Activities

Parents may be encouraged to participate more actively in home-based learning activities such as guided play, storytelling, and educational games. Teachers may also provide simple learning guides or activity suggestions that parents can use at home to reinforce classroom learning experiences.

4. Provide Professional Support for Teachers

School administrators may continue supporting teachers through training programs and professional development activities related to play-based learning strategies and parent engagement practices. Additional training may help teachers improve classroom implementation and strengthen partnerships with parents.

5. Conduct Further Studies

Future researchers may conduct similar studies using larger sample sizes and additional variables related to early childhood education. Researchers may also consider using observational methods or learner performance assessments to obtain more comprehensive data regarding the effects of parental support and play-based learning strategies on children's development.

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