Volume 7 Issue 5 (2023) Pages 5205-5220
Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini
ISSN: 2549-8959 (Online) 2356-1327 (Print)

The Influence of Parenting Styles and Managerial Elements on School Readiness in Kindergarten-Aged Children within a Community

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DOI: 10.31004/obsesi.v7i5.5154

Abstract
Humanity's phase-to-phase development necessitates adept management, crucial for community growth. Employing a quantitative research approach, this study investigates how familial managerial elements impact children's early school readiness. It scrutinizes two aspects: the influence of variables on parenting style within families and parenting style's impact on school readiness. Key variables include parents' managerial perception, family socioeconomic status, and family involvement in kindergarten programs. Quantitative methods, encompassing statistical tests and SPSS analysis, meticulously explore the relationships and influences among these variables, unveiling significant effects. Importantly, parental managerial perception positively affects parenting style, socioeconomic status, and family involvement in kindergarten programs, quantitatively highlighting managerial elements' impact on child development. Furthermore, a management-focused parenting style demonstrates a direct and positive quantitative influence on children's school readiness. These findings underscore the significance of considering managerial aspects in families as pivotal contributors to children's educational outcomes. This rigorous quantitative approach enriches our comprehension of these influences and informs policies and interventions, enhancing school readiness and community development.

Keywords: *family involvement; humanity development; managerial perspective; parenting style; school readiness*

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Received 26 Juni 2023, Accepted 20 September 2023, Published 20 September 2023

Introduction
At every stage of human development, careful management and human attention are crucial for community growth and transformation (Cavaye & Ross, 2019; Emery & Flora, 2020; Yagnik, 2020). The preschool stage is one of the most critical phases in a child's educational journey. School readiness, the preparation before formal education, plays a pivotal role in shaping children's abilities to face the upcoming educational challenges. Establishing a solid foundation for future education necessitates a profound understanding of the factors influencing early school readiness (Álvarez et al., 2022; Coleman, 2022).

Management is a field that aims to assist communities in organizing themselves. In other words, it is a cross-cutting discipline that should be introduced early in human growth

DOI: 10.31004/obsesi.v7i5.5154

and societal development. In Indonesia, a proper managerial system for the education sector is believed to ensure better early childhood growth and development services by providing a framework for proper family care (Abubakar et al., 2023; Thomas, 2017). This can be observed in the increased access to early childhood education, with a growing number of children benefiting from early childhood education services in educational institutions. The rise in public awareness about education indicates the increasing recognition of its importance as an investment in the future.

Family care conditions continue to evolve due to changes in social conditions, culture, economics, and technology, gradually eroding traditional family functions. Social changes have brought about the emancipation of women, gender equality, and increased social mobility. The demand for work in the economy has led to more women participating in the public sector and greater family mobility. Consequently, there has been a shift from the extended family model, which was predominant in the past, towards nuclear families. With this change, the role of extended families in supporting children has shifted to become more dominant within nuclear families (Aubel et al., 2021; Sanner & Jensen, 2021; Vladimirovna et al., 2021).

The issue is the impact of increasing demands on early childhood education institutions on families. These institutions are expected to provide educational services that align with parents' expectations, even though the time spent in early childhood education is often much less than that spent in the family and home environment (Bigras et al., 2021; Toros et al., 2021). Parents of kindergarten-aged children aged five to six expect their children to acquire reading, writing, and counting skills, creating a significant challenge for early childhood education institutions (Chen et al., 2022; Liu & Hoa Chung, 2022; Zhang & Lau, 2022). On the one hand, these institutions follow developmentally appropriate practices, emphasizing optimized development, but on the other hand, they cannot ignore the desire to meet parents' expectations. However, excessive parental expectations do not necessarily significantly impact children's school readiness. In Indonesia, many students repeat a grade at the beginning of higher grades, which incurs a significant cost for the government. Boys seem more vulnerable to grade repetition in primary education than girls (Parinduri, 2014; Wicaksono & Witoelar, 2019).

Preparing a child for the next education level is not solely the responsibility of educational institutions, especially kindergartens; parents and families play a more dominant role (Erhamwilda et al., 2022; Rachmawati, 2020). Although children spend an average of approximately 858 hours (16.79%) in kindergarten per year and around 4,252 hours (83.21%) in the family and home environment (including an average sleep time of 10 hours), parents often entrust early childhood education for children aged five to six to kindergarten institutions. Parenting in families is influenced by various factors that can be independent or interconnected. Factors influencing child upbringing include parents' perception of their child's education, family socioeconomic status, and family involvement in early childhood education programs (Erhamwilda et al., 2022; Latif et al., 2023; Suharyat et al., 2023). Additionally, studies have examined the relationship between parenting and children's school readiness.

In recent years, there has been a growing awareness of the importance of early childhood education and its role in preparing children for academic success. Research has shown that various factors, including parenting styles, economic circumstances, and family involvement in education programs, influence a child's readiness for school. These factors have been extensively studied in different contexts, highlighting their individual and collective impacts.

However, while there is a wealth of research on these factors, there remains a significant research gap in understanding how they interact within the context of changing family dynamics. The shift from extended to nuclear families in many societies, including Indonesia, has altered the landscape of children's family care and support. This transformation

DOI: 10.31004/obsesi.v7i5.5154

raises questions about the evolving role of parents and extended families in shaping a child's readiness for school and how early childhood education institutions respond to the changing expectations of parents.

This research lies in its holistic examination of the interplay between parenting styles, economic factors, and family involvement in changing family structures. By exploring these dynamics, we aim to uncover nuanced insights into the challenges and opportunities in preparing children for formal education. Additionally, our study will investigate the impact of parental expectations on children's school readiness, addressing a critical aspect often overlooked in existing research.

Understanding the multifaceted influences on children's school readiness, including parenting styles, economic factors, and family involvement in education programs, is essential for developing effective strategies to support early childhood development and education. Examining these factors within a changing family structure and societal demands can better prepare children for their educational journey and contribute to community growth and transformation. This research seeks to bridge the gap and offer fresh perspectives on early childhood education and family dynamics.

The term "school readiness" or "learning readiness" links two main concepts: physical readiness and psychological readiness. A child is ready for school when they have reached the appropriate age and have acquired the essential skills expected for their age group (Vu, 2021; Westwood, 2021).Jerome Bruner, originally a follower of this theory, developed a new perspective. He emphasized the significance of cognitive development during early childhood, as proposed by Piaget, and stressed the importance of educational stimulation to optimize development during this period, aligned with the child's acquired skills (Black & Wiliam, 2018; Morris, 2019; Qureshi et al., 2023).

From a psychological perspective, Umek et al. (2008), as cited in Murray (2021) believe that school readiness is closely related to a child's readiness to learn, which involves harmonizing cognitive skills with readiness for formal education. This readiness for learning in formal education is usually acquired by children aged four to five years when they gain the knowledge and experience needed for learning through their daily activities.

School readiness differs for each individual (Meisels, 1999, as cited in Lee, 2022)). It is often described as denoting the age or stage of development. Readiness is typically assessed through checklists evaluating the skills and knowledge possessed by children before they start school (Lee, 2022), including social and emotional aspects of readiness. Each individual's preparedness is unique, accounting for achievement variations (Lee, 2022).

Another perspective on school readiness is that it occurs because the environment influences the knowledge system present in children. This view is supported by Bronfenbrenner's Ecological System Theory, which defines the environment as a factor influencing everyone's lives, encompassing face-to-face interactions and responses with various systems (microsystems, mesosystems, exosystems, and macrosystems). Moreover, Bronfenbrenner acknowledges that human life changes over time (chronosystem) (Crawford, 2020; El Zaatari & Maalouf, 2022; Hertler et al., 2018).

From the theories mentioned above, it is believed that preschool children's school readiness skills and abilities to enter primary school education are acquired through interactions with their environment, driven by their biological readiness to absorb information from their surroundings. The National Education Goals Panel (1997), as cited inLee (2022), identifies three components of school readiness: the child's readiness for school (skills to participate in the classroom and learning experience), school readiness for children (how children respond to new entrants), and the readiness of families and communities to provide support and services for the child's readiness (encouraging family and societal involvement in learning activities). Based on this reasoning, the authors consider learning readiness as a variable analyzed due to the parenting education within the family.

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The family is considered the most important primary group in society, formed by the union of men and women who come together to create and raise their children. It constitutes a social unit consisting of a husband, wife, and minor children, and this unit's characteristics are present across all human societies (Ahmadi, 2022). Kramer (2021) also emphasizes that "family" expresses a bond paired with a specific commitment statement.

Families have undergone changes driven by social and cultural factors. Economic shifts, changes in production, the influence of individualism, the social emancipation of women, and deliberate birth control have all contributed to the transformation of families. Some changes include shifts in family function and unity, with certain roles being handed over to schools for educating children, particularly in modern societies where family size tends to be smaller (Sue & Okazaki, 2022).

As an educational function, the family plays a role in fostering children's skills. According to Ki Hajar Dewantara, education begins within the family, with parents being the first teachers and leaders, providing guidance and setting examples for their children (Sugiarta et al., 2019). Parents also significantly impact children's health and well-being, starting from the moment of conception and throughout early childhood. During early childhood, when children cannot care for themselves, the family (parents) plays a crucial role in providing attention to all aspects of their development (Branco et al., 2022; Collins et al., 2022; Rohmalimna et al., 2022).

Parenting interactions are based on values, norms, and dimensions of early childhood development. Parents serve as role models and significantly influence the development of their children, along with the system of norms and values they exhibit. Authoritative parents tend to encourage children to be happy, creative, and cooperative, displaying a combination of affective responses and attentiveness to their children's needs, especially considering their developmental and social dimensions. Conversely, parents with authoritarian attitudes are less warm, responsive, and consistent, often resorting to more punishment (Liang et al., 2022; Liu & Hoa Chung, 2022).

Perception is making sense of sensory experiences. It involves giving meaning to sensory input based on one's knowledge systems, values, culture, and needs (Boddice & Smith, 2020). The main dimensions of a child's perception include their values, attitudes, knowledge about themselves, expectations, and lifestyle (Breinholt & Conley, 2021; Vautero et al., 2021). In line with this, Epstein & Rogers, as cited in Stenberg (2008), define perception as a set of processes through which we recognize, organize, and understand sensory information from our environment. Stenberg (2008) further suggests that many psychological phenomena involve perception.

A child's perception can be categorized as social perception, meaning the perception of human objects affected by the context of life, including social, cultural, and other value systems. Various factors influence social perception, and these factors are not fixed but constantly changing. Therefore, different individuals or groups may have different perceptions. Differences in social perceptions can be attributed to attention, mental set, needs, value systems, personality types, and psychiatric disorders. These differences lead to different interpretations and assessments of objects (Schweizer et al., 2022; Tedeschi et al., 2021).

How parents and children interact will depend on how the child perceives them. (Bornstein & Putnick, 2022)explains that parents of gifted kids typically foster a learning-friendly environment. This study holds that a child's perception can affect how parents educate their children within the context of the family.

The term "socioeconomic status" refers to a person's position within the social structure of society. It describes a person's position or status within a specific social pattern, or the position of a family within a specific social pattern (Antonoplis, 2023; Manstead, 2018; Oakes & Andrade, 2017). Status refers to a person's position within a hierarchy of groups or communities (Chakrabarti, 2022).

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Parental education, employment status and position, and income are the three main variables that are typically used to determine socioeconomic status. These components can be used singly or in combination to form a seamless whole (Agostinelli et al., 2022; Bornstein & Putnick, 2022; Rowe, 2018). Social status, which can be either static or dynamic, is used to describe a group's standing within society in the family context. According to Bornstein and Putnick (2022), three key indicators—parental education, income, and employment status—should be used to determine socioeconomic status. Socioeconomic status can be measured using income, maternal education, household conditions, and family structure (Bornstein & Putnick, 2022).

Several studies have shown that socioeconomic status influences family life. Based on this, the study considers socioeconomic status as a variable expected to affect parenting and upbringing within the family. Eva L Essa discusses that family involvement in educational institution programs is a systemic concept that can take various forms (Ondieki & Mweru, 2020; Syomwene, 2020). It may involve parents and other family members receiving information passively. Alternatively, it could refer to parents or family members actively participating as volunteers in educational institutions or even being involved in policymaking and decision-making processes related to the institution's programs.

Eva L Essa identifies three strategies for the role of parents in educational institutions: 1) the family as a source of learning, where family members contribute their interests and skills to support the institution's programs, and some may even volunteer as teachers; 2) family members participating in the classroom as learners; and 3) family members involved as policy-makers, contributing to decision-making regarding the programs to be implemented. Parental involvement in the classroom is more commonly observed in daycare settings (Ondieki & Mweru, 2020; Syomwene, 2020).

Pancsofar and Petroff(2022) and Khalid and Singal (2022) suggests various ways of involving parents in educational institutions, including 1) parents serving as educators for their children; 2) parents participating as observers in the classroom; 3) temporary parent volunteers; 4) parents as a source of volunteers and labor; and 5) parents being involved in policymaking within the school.

Epstein (2018) and Brewer (2013) emphasize the importance of involving parents in educational institutions for several reasons: 1) parents and teachers share many goals and needs in parenting; 2) parental involvement should not be limited to their children's current education but should continue to the next education level; 3) programs in educational institutions should involve the whole family; 4) such programs make the teacher's tasks easier; and 5) the programs evolve. Family involvement in educational institutions is crucial to enhancing educational outcomes and creating a collaborative environment between parents, teachers, and the institution.

Methodology

This study was conducted in Bandung Regency, West Java Province. The process began with selecting random locations, considering the characteristics of urban and rural districts within Bandung Regency. Subsequently, one kindergarten was chosen from each region, ensuring representation from both urban and rural areas.

Data collection involved two distinct instruments. Firstly, a structured questionnaire was administered to parents, gathering insights into various aspects, including family socioeconomic status, family involvement in kindergarten programs, and parenting practices. Secondly, school readiness tests for kindergarten-aged children were conducted. These tests were adopted from a comprehensive assessment tool developed by the Guidance and Counseling Services Unit of the Indonesia University of Education team, covering cognitive skills, early literacy, numeracy, and socio-emotional readiness. The research instruments utilized in this study underwent a validation process to ensure their reliability and effectiveness in collecting data.

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This study comprised a sample size of 379 families. To determine this sample size, a multistage random sampling approach was employed. A survey method with a causal approach was employed as the research design for this study. It aimed to explore causal relationships among key variables. This study focused on five primary variables: the perception of the child (X1), family socioeconomic status (X2), family involvement in kindergarten programs (X3), parenting and educating children in the family (X4), and school readiness of kindergarten children (Y). Path analysis, a statistical technique, scrutinized the interrelationships between these variables. The relationships between the variables are depicted in Figure 1, illustrating the interconnectedness and influence of each variable on one another.

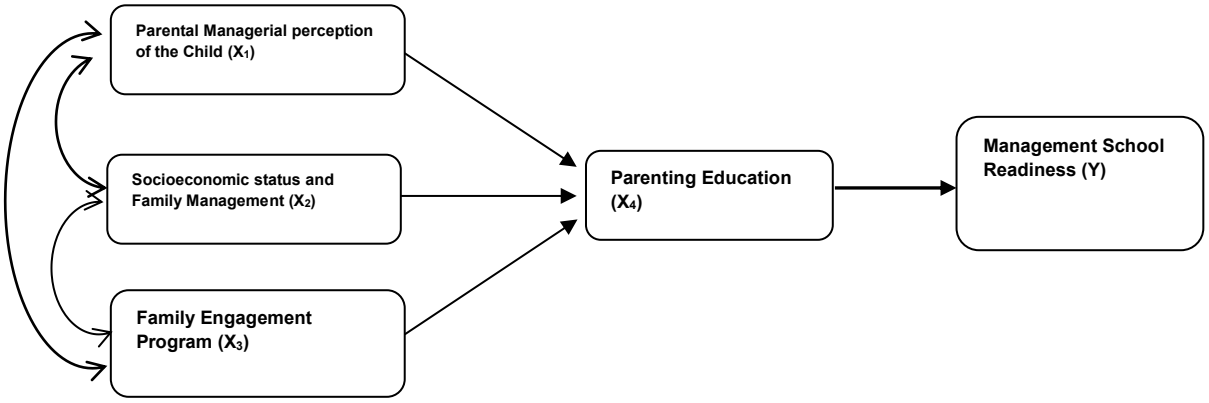

Figure 1. Relationship between the Research Variables

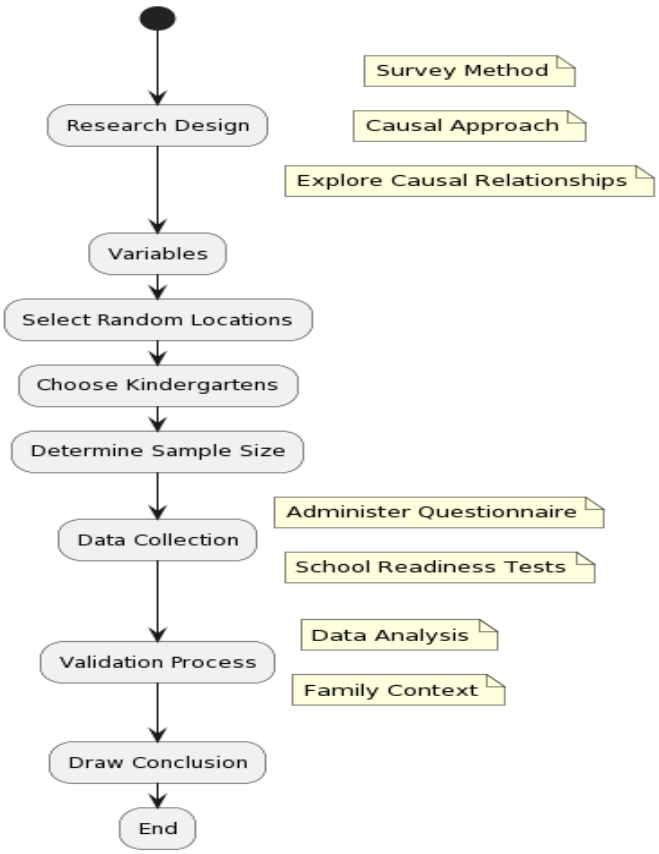

Figure 2. Research Flowchart

The data analysis process in this study involved utilizing path analysis, a statistical technique, to examine how these variables interacted within the family context, with the family

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unit as the primary focus of analysis. To assess the success of this study, a research flowchart was developed. Figure 2, chart clearly outlined the data collection and analysis processes, enhancing transparency and facilitating a comprehensive understanding of the research methodology.

Result and Discussion

Table 1 presents a summary of descriptive statistics for the key variables analyzed in this study. These statistics provide an overview of the central tendencies and variability within the dataset, offering essential insights into the characteristics of the variables under investigation.

Table 1. Summary of Descriptive Statistics

Nr.	Variables	Min. Score	Max. Score	Mean	Modus	Median	Deviation Standard
1.	Y	92.00	262.00	198.40	203.00	235.00	32.94
2.	X_1	113.00	213.00	153.43	153.00	152.00	14.55
3.	X_2	21.00	63.00	41.75	42.00	42.00	8.74
4.	X_3	62.00	130.00	95.78	96.00	109.00	12.42
5.	X_4	124.00	233.00	173.86	175.00	174.00	17.95

The table 1 includes the following variables: 1) Y (School Readiness): This variable represents the school readiness scores of kindergarten-aged children, ranging from a minimum of 92.00 to a maximum of 262.00. On average, children scored 198.40, with a mode of 203.00 and a median of 235.00. The standard deviation for these scores is 32.94, indicating the degree of variability in school readiness. 2) X1 (Perception of the Child): X1 denotes the perception scores of children, with a minimum score of 113.00 and a maximum of 213.00. The mean perception score is 153.43, with a mode of 153.00 and a median of 152.00. The standard deviation is 14.55. 3) X2 (Family Socioeconomic Status): X2 represents family socioeconomic status, with scores ranging from 21.00 to 63.00. The mean socioeconomic status score is 41.75, with a mode and median of 42.00. The standard deviation is 8.74. 4) X3 (Family Involvement in Kindergarten Programs): This variable signifies family involvement in kindergarten programs, with scores ranging from 62.00 to 130.00. The mean involvement score is 95.78, with a mode of 96.00 and a median of 109.00. The standard deviation is 12.42. 5) X4 (Parenting and Education in the Family): X4 represents parenting and education practices within families, with scores ranging from 124.00 to 233.00. The mean score for parenting and education is 173.86, with a mode of 175.00 and a median of 174.00. The standard deviation is 17.95.

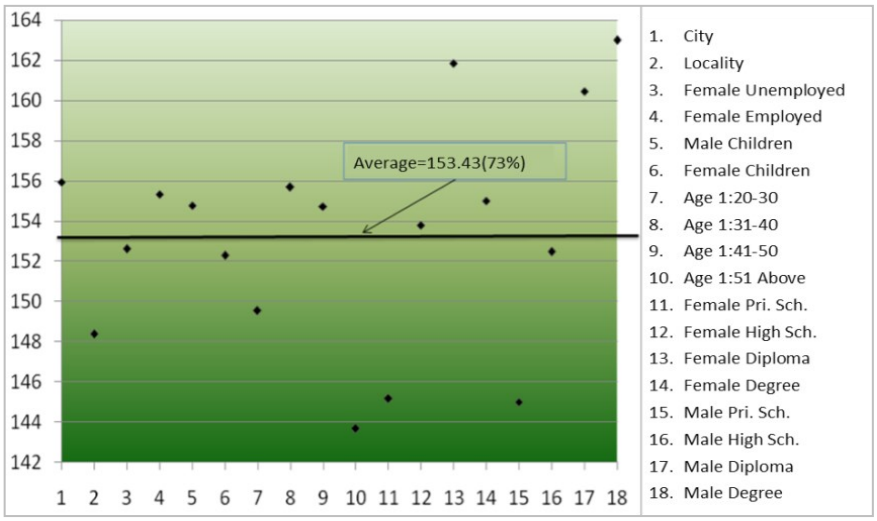

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Figure 3. The variable of Parent Perception About Children Seen From Various Categories

In the variable of perception of the child, there are observed differences in the mean positions of the groups when compared with the overall average. The groups that are relatively far above the average are the urban community groups. A visual representation of the average ratio of public perception with the group average can be seen in Figure 3.

Regarding the socioeconomic status variable, there is variation in socioeconomic status among the groups. Some groups that are relatively far above the average are the urban community groups. Similarly, there are variations among the groups in the family involvement in early childhood education programs. The city community groups, mothers aged 50 and over, mothers educated to a degree and diploma, and fathers educated on it, are relatively far above the average. On the other hand, the groups that have a mean below the average general perception are the elderly in rural areas, working mothers, mothers under 30 years of age, and parents (both mothers and fathers) with primary education (elementary/junior high) (see Figure 4).

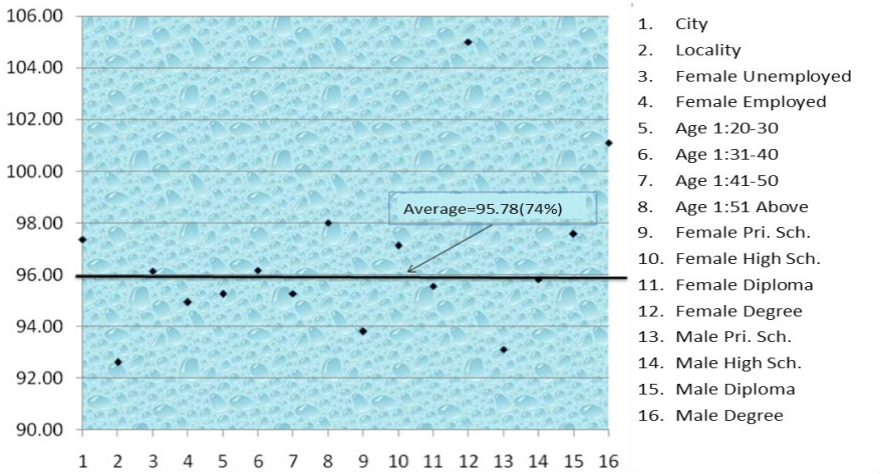

Figure 4. The variable of Family Involvement Seen From Various Categories

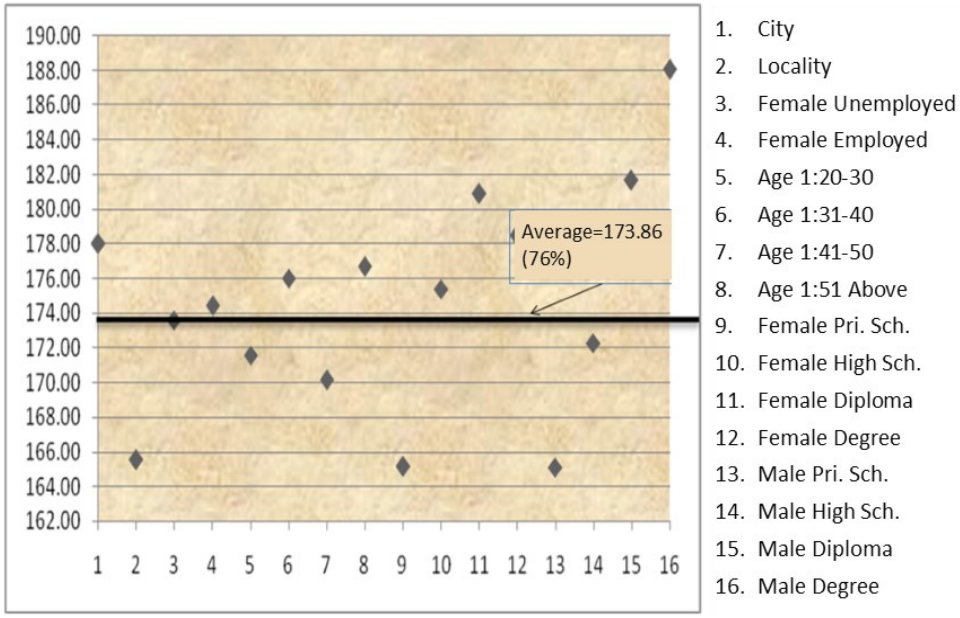

Figure 5. The Variable of Educational Parenting in Families

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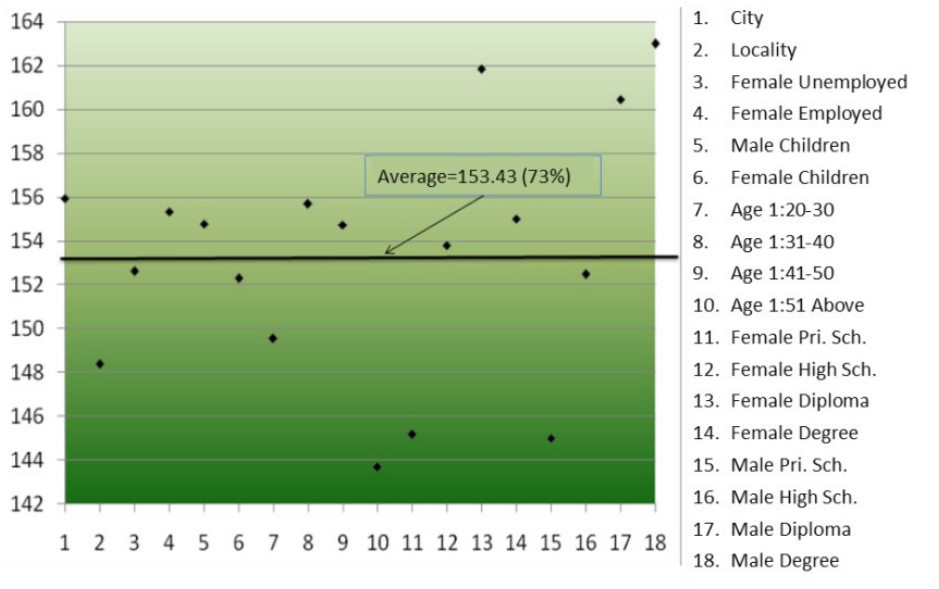

Figure 6. The variable of School Readiness Seen From Various Categories

Several groups are observed to be relatively far above the average in parenting and educating children in the family. These groups include the city community groups, women aged 30-40 years, women with high school education and above, and fathers with a diploma and above (See figure 5).

Regarding the school readiness variable of children, several groups are above the average, including the city community groups, working mothers, mothers aged 30-50 years, women with high school education and above, and fathers with a diploma and above. On the other hand, the groups that have a mean below the average general perception are the elderly in rural areas, mothers with age less than 30 years old and over 50 years, and parents (both mothers and fathers) with primary education (elementary/junior high) (see figure 6).

The crucial highlights from the data analysis reveal notable patterns. City community groups tend to outperform in family involvement, parenting, and children's school readiness, showcasing the positive impact of urban environments. Moreover, mothers aged 50 and over, educated mothers, and fathers with higher education qualifications consistently demonstrate higher levels of engagement and effectiveness in these aspects. Conversely, rural areas, younger mothers, and parents with lower educational qualifications exhibit below-average performance in family involvement, parenting, and fostering children's school readiness, indicating areas where targeted support and interventions may be needed to bridge these disparities.

Hypothesis Testing

Analysis Testing Requirements

Path analysis was conducted in this research, and the data was derived from a normal distribution. The relationships among variables tested in the model were required to be linear. Tests for normality, linearity, and the significance of regression were performed to fulfil the analysis requirements.

For the normality test, the Lilliefors test with the prediction error approach was used for each pair of variables tested. The results showed that all data pairs of variables tested in the study came from a normally distributed population. This was evident from the magnitude of the L_{Count} values being less than the L_{Table} values at a significance level of 5%. Based on these results, the use of path analysis was deemed appropriate. The overall testing results for the normality of distribution are presented in the table below.

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Table 2. Summary Results of the Normality Test

Nr.	Standard Error Regression	L_{Count}	L_{Table} (α=0,05)	Level
1.	Regression X_4 over X_1	0.0307	0.046	Normal
2.	Regression X_4 over X_2	0.0458	0.046	Normal
3.	Regression X_4 over X_3	0.0356	0.046	Normal
4.	Regression Y over X_4	0.0316	0.046	Normal

After fulfilling the testing requirements for the analysis, the next step involved calculating and testing the path coefficients. The calculated results revealed that the relationships between all the variables were significant.

Table 3. Matrix Coefficient of Correlation Between Variables

Variable	X_1	X_2	X_3	X_4	Y
X_1	1				
X_2	0.445**	1			
X_3	0.193**	0.153**	1		
X_4	0.420**	0.463**	0.578**	1	
Y	0.248**	0.305**	0.304**	0.476**	1

Description: ** = correlation coefficient significant at 99% confidence level (α = 0.001)
X1 = Perception of Parents about Children
X2 = Socioeconomic Status Family
X3 = Family Involvement Program Kindergarten
X4 = Parenting Educating Children in Families
Y = Kids in School Readiness Preschool

Furthermore, based on the results of the correlation coefficient calculations, matrix inversion was performed to calculate the path coefficients for the first substructure. The calculated path coefficients were significant for all variables, as indicated in Table 5 below. The test results demonstrated that all path coefficients in this study were significant, with p-values less than 0.05.

Table 4. Line Coefficient for First Substructure

Nr.	Line	Coefficient	t_{count}	t_{table}	Level
1.	p_{41}	0.190	4.633	1.645	Significant
2.	p_{42}	0.303	7.442	1.645	Significant
3.	p_{43}	0.495	13.344	1.645	Significant

The combined influence of the three tested variables is considerable. Based on the calculations, the collective coefficient of the independent variables is 0.711, with an effect shared by 50.6%. The remaining influence of other variables on the variable parenting educating young children in the family is 49.44%, represented by the coefficient of 0.703. This additional influence is denoted as (ε1). Accordingly, the structural equation for the variable X4 is formulated as follows: X4 = 0.190X1 + 0.303X2 + 0.495X3 + 0.703ε1.

The process follows a similar approach to the second substructure as in the first, although only one exogenous variable is involved. Based on the test results, it is evident that the path from X4 to Y is 0.377. This value is significant, indicating that the effect of the variable parenting educating the family on school readiness is significant. Hence, the structural equation for the Y variable is formulated as Y = 0.426X4 + 0.90ε2.

In summary, the variables that significantly influence the variable parenting and educating children in the family are 1) The perception of the child, 2) Socioeconomic Status,

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and 3) the Family Involvement Program in kindergarten. Additionally, the variable parenting educating children in the family significantly affects children's school readiness. The overall influence of all exogenous variables on endogenous variables is summarized in the table 5.

Table 5. Summary of Test Effect

Nr.	Line	Direct	Indirect			Total
			X_1	X_2	X_3	
1.	p_{41}	0.190	-	0.135	0.095	0.420
2.	p_{42}	0.303	0.135	-	0.076	0.514
3.	p_{43}	0.495	0.095	0.076	-	0.666
4.	p_{y4}	0.426	-	-	-	0.426

Schematically, the hypothesis testing results above can be presented in the figure 7.

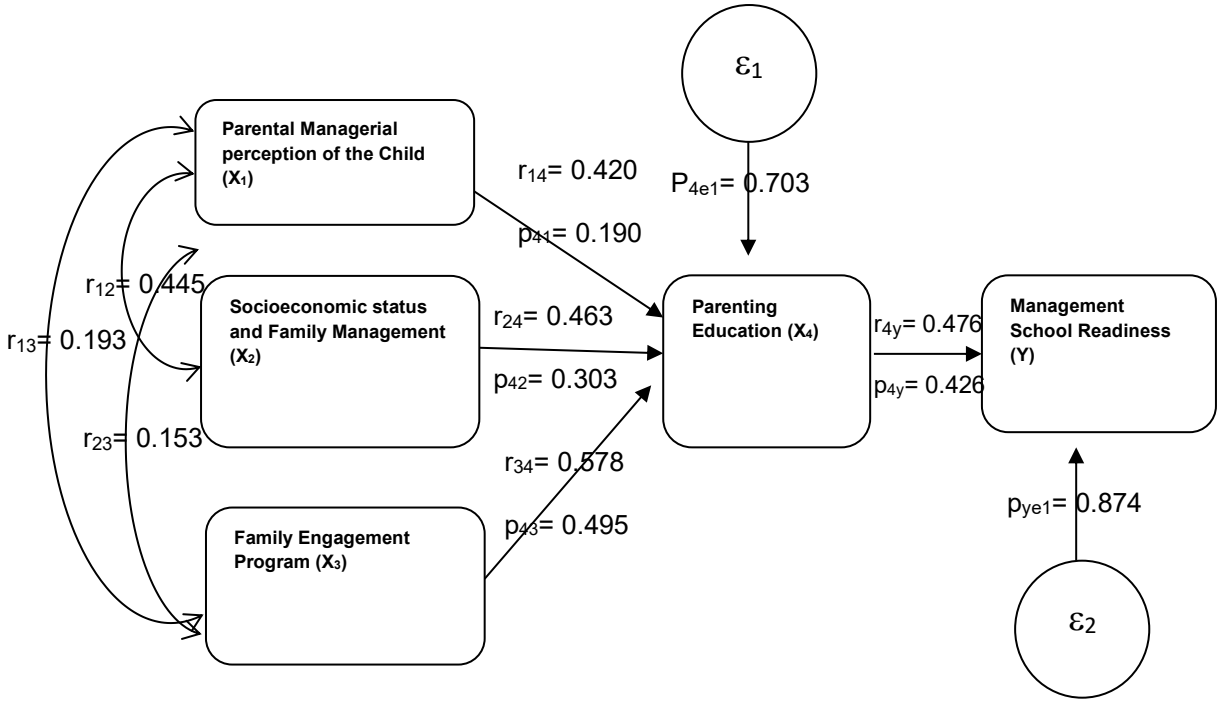

Figure 7. Relationship between Research Variables of Testing Results

Discussion

The analysis of the influence of parental perception of the child, family socioeconomic status, family involvement in kindergarten programs, and parenting educating children in the family on the school readiness of kindergarten children yielded significant results for all four research hypotheses, each at a significance level exceeding 95%. Family involvement in kindergarten programs emerged as the most influential variable, accounting for 24.5% of the variance, while parental perception of the child exhibited the least impact at 3.61%. These findings provide valuable insights into the dynamics at play.

Firstly, our findings underscore the significance of parental perception in shaping parenting and educating practices within the family. Parental actions toward their children are closely linked to their perceptions, expectations, and interpretations of their behavior. This aligns with prior research by Bornstein & Putnick (2022), highlighting the positive influence of parental behaviors at home on the school readiness of 5–6-year-old children. Cooper's emphasis on parents fostering conducive learning environments at home also resonates with our results, reinforcing the pivotal role of parental involvement.

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Secondly, the impact of family socioeconomic status on parenting and child education practices emphasizes the role of socioeconomic factors in shaping parenting styles across different social groups. These results are consistent with earlier studies, including (Davies et al., 2020; Ndijuye, 2023; Puccioni et al., 2019), which found that a child's socioeconomic status significantly affects their level of achievement. Socioeconomic status determines the available infrastructure and resources and influences parental engagement in their children's education, influenced by their own educational backgrounds.

Furthermore, our study underscores the vital role of parental participation in kindergarten programs in influencing child-rearing and education. This underscores the significance of parental involvement in a child's education, aligning with prior research by Dowling & Osborne (2018), which posited that strong family-school relationships enhance children's overall well-being and success.

Lastly, the direct and significant influence of parenting and educating children in the family on the school readiness of kindergarten children highlights that the school itself does not solely determine a child's readiness for school but is profoundly shaped by family interactions and support. These findings agree with previous research, such as Cooper (as cited in (Papalia et al., 2010)), which emphasized the pivotal role of parents in creating a conducive learning environment for their children.

Our study emphasizes the multifaceted interplay between parental perception, family socioeconomic status, parental involvement in kindergarten programs, and parenting practices within the family. These factors collectively contribute to a child's readiness for school, underlining the need for a holistic approach that acknowledges the central role of families in a child's educational journey. As children grow, the responsibility for homework supervision naturally transitions from parent to child, signifying their evolving development.

Conclusion

The findings of this study shed light on several critical aspects of early childhood development and school readiness. Firstly, it is evident that parents' perceptions of their children play a substantial role in shaping parenting practices. These distinct perceptions result in diverse parenting styles within the family unit. Secondly, family socioeconomic status emerges as a significant factor influencing parenting practices, potentially leading to more favorable and constructive parenting behaviors. Thirdly, active family involvement in kindergarten programs also demonstrates a substantial impact on parenting practices within the family. Parents who actively engage in these programs tend to adopt more effective educational approaches within the family environment. Lastly, educational parenting within the family context directly and significantly influences the school readiness of kindergarten children. In contemplating future research directions, it is essential to delve deeper into the nuanced interplay between parental perceptions and parenting practices, exploring how parental perceptions translate into specific parenting styles. Additionally, further investigations into the role of socioeconomic factors in shaping parenting behaviors can provide valuable insights into creating targeted interventions to support families with varying socioeconomic backgrounds. Future research endeavors should also focus on designing and evaluating family involvement programs that promote positive parenting practices and enhance school readiness. By examining these aspects comprehensively, researchers can contribute to a more holistic understanding of early childhood development and pave the way for effective interventions to support children's readiness for formal education.

Acknowledgment

The researchers would like to express their heartfelt gratitude to the reviewers who provided valuable suggestions and recommendations to enhance the quality of this paper.

DOI: 10.31004/obsesi.v7i5.5154

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