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ORIGINAL RESEARCH ARTICLE

Reconceptualizing Parental Awareness in Early Childhood Learning: A Qualitative Exploration of Interpretive Processes and Socio-Pedagogical Dynamics

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ABSTRACT

Purpose: This study addresses a critical theoretical gap in early childhood education by reconceptualizing parental awareness not as a static set of observable practices, but as a dynamic, interpretive process. **Methodology:** Employing a qualitative single-case study design, this research involved semi-structured interviews with six parents of early childhood learners. Data analysis was conducted using inductive thematic analysis supported by NVivo to explore the subjective processes through which parents make meaning of their children's learning experiences. **Findings:** The findings reveal that parental awareness is a context-dependent, socially constructed process shaped by continuous interactions across home, school, and social environments. Four interrelated dimensions emerged: (1) awareness in school transition, (2) awareness of children's learning patterns in daily activities, (3) awareness in educational decision-making within social contexts, and (4) awareness shaped through school communication. These results demonstrate that parents actively interpret, negotiate, and reconstruct their understanding of children's learning rather than merely implementing predefined pedagogical practices. **Implications:** This research extends existing bio-psycho-social-digital frameworks by shifting the focus from measurable involvement to the internal, reflective processes that underpin meaningful parental engagement. **Recommendations:** Future pedagogical and institutional efforts should prioritize strengthening collaborative communication frameworks that support parents in their role as reflective agents, thereby ensuring more holistic and resilient learning ecosystems. **Originality/Value:** Grounded in the necessity of socio-pedagogical integration, this research provides empirical insight into the subjective dimensions of parental awareness, offering a more holistic lens for understanding parent-child-school interactions in contemporary early childhood settings.

ABSTRAK

Tujuan: Studi ini membahas kesenjangan teoritis kritis dalam pendidikan anak usia dini dengan merekonseptualisasi kesadaran orang tua bukan sebagai seperangkat praktik yang dapat diamati secara statis, tetapi sebagai proses interpretatif yang dinamis. **Metodologi:** Dengan menggunakan desain studi kasus tunggal kualitatif, penelitian ini melibatkan wawancara semi-terstruktur dengan enam orang tua dari anak usia dini. Analisis data dilakukan menggunakan analisis tematik induktif yang didukung oleh NVivo untuk mengeksplorasi proses subjektif di mana orang tua memaknai pengalaman belajar anak-anak mereka. **Temuan:** Temuan menunjukkan bahwa kesadaran orang tua adalah proses yang bergantung pada konteks, dibangun secara sosial, dan dibentuk oleh interaksi berkelanjutan di lingkungan rumah, sekolah, dan sosial. Empat dimensi yang saling terkait muncul: (1) kesadaran dalam transisi sekolah, (2) kesadaran akan pola belajar anak dalam aktivitas sehari-hari, (3) kesadaran dalam pengambilan keputusan pendidikan dalam konteks sosial, dan (4) kesadaran yang dibentuk melalui komunikasi sekolah. Hasil ini menunjukkan bahwa orang tua secara aktif menafsirkan, menegosiasikan, dan merekonstruksi pemahaman mereka tentang pembelajaran anak-anak, bukan sekadar menerapkan praktik pedagogis yang telah ditentukan sebelumnya. **Implikasi:** Penelitian ini memperluas kerangka kerja bio-psiko-sosial-digital yang ada dengan menggeser fokus dari keterlibatan yang terukur ke proses reflektif internal yang mendasari keterlibatan orang tua yang bermakna. **Rekomendasi:** Upaya pedagogis dan kelembagaan di masa mendatang harus memprioritaskan penguatan kerangka komunikasi kolaboratif yang mendukung orang tua dalam peran mereka sebagai agen reflektif, sehingga memastikan ekosistem pembelajaran yang lebih holistik dan tangguh. **Orisinalitas/Nilai:** Berlandaskan pada kebutuhan integrasi sosio-pedagogis, penelitian ini memberikan wawasan empiris tentang dimensi subjektif kesadaran orang tua, menawarkan lensa yang lebih holistik untuk memahami interaksi orang tua-anak-sekolah dalam lingkungan pendidikan anak usia dini kontemporer.

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Keywords: *Early Childhood Education; Parental Awareness; Parental Interpretive Capacity; Qualitative Case Study; Reflective Practice*

1. INTRODUCTION

Early childhood represents a pivotal developmental period that shapes children's long-term cognitive, social, and emotional trajectories, establishing a foundational phase for subsequent educational attainment and well-being. Contemporary global educational frameworks emphasize that early childhood learning is deeply embedded within continuous home-school connections and complex socio-cultural ecologies, moving beyond traditional school-bound definitions ((OECD), 2025; UNICEF, 2024). Within this interconnected landscape, parents serve as children's earliest and most consistent social agents, significantly influencing their motivational frameworks and developmental outcomes through everyday interactions and home-based practices. However, despite widespread recognition of family-school collaboration as a vital mechanism for aligning

institutional expectations with developmental needs, mainstream research has predominantly conceptualized parental involvement through observable, measurable behaviors rather than internal cognitive processes (Coluccino et al., 2026; Garbacz, 2022; Khaenamkhaewa, 2026). This narrow focus risks reducing parental engagement to visible compliance while overlooking the subjective, interpretive dimensions through which parents make meaning of their children's learning experiences. Consequently, there is an urgent theoretical and empirical necessity to reconceptualize parental involvement by exploring parental awareness as a dynamic, reflective, and socially constructed mechanism.

The primary problem addressed in contemporary early childhood discourse is the persistent deficit-oriented or behavior-centric framing of parental involvement, which overlooks the cognitive and experiential realities of caregivers. Challenges arise when educational institutions impose standardized expectations without accounting for the diverse, context-dependent interpretive frameworks that parents utilize in their daily lives. Previous investigations into parental roles have largely bypassed the internal reflective processes that govern how caregivers understand developmental milestones and educational choices, leaving a critical gap in understanding parental agency (Sonnenschein et al., 2012). To resolve this, recent scholarship has increasingly emphasized the need to examine parental awareness not as a static attribute, but as an active interpretive capacity shaped by ongoing interactions across multiple ecological systems (Ünsal et al., 2025). This study addresses this gap by positioning parental awareness as a core explanatory construct that bridges everyday family life and institutional learning environments.

To establish a robust foundation for this investigation, extensive empirical research from 2020 to 2026 was evaluated, revealing distinct thematic clusters in recent literature. First, research focusing on family-school partnerships and transition dynamics has been conducted by Barnett et al. (2020), Perry and Abruzzo (2020), Bubb and Jones (2022), Dockett and Perry (2022), Kim and Sheridan (2021), and Zulauf-McCurdy et al. (2024). While these studies successfully highlight the structural benefits of collaborative communication and phased transition models in reducing child anxiety, they predominantly analyze structural compliance rather than the cognitive internalization of school policies by parents. Second, investigations concerning home learning environments and daily routines have been advanced by Kumalasari (2021), Swastika and Sakti (2022), Rorije et al. (2023), Siddiqui et al. (2023), and Kaya (2025). Although these works thoroughly document how parents manage resources, screen time, and health routines, they tend to treat parental actions as reactive rather than products of deep reflective interpretation. Third, studies examining educational decision-making and socio-cultural contexts include Wati and Sahid (2022), Ana and Eva (2025), and Hernandez et al. (2025). While these authors valuable analyze economic investments and digital monitoring, their frameworks often overlook how parents actively negotiate and shield their parenting philosophies against external community pressures. Finally, foundational collaborative models by Epstein (2018) and Goodall (2021) establish the mechanics of school-family partnerships but require integration with modern subjective frameworks. The critical weakness across these preceding bodies of work is their shared neglect of parental awareness as an active, multidimensional interpretive framework operating dynamically across home, school, and social spheres.

The novelty and theoretical keterbaharuan of this study lie in its paradigm shift: moving away from the quantification of observable parental behaviors toward a holistic conceptualisation of parental awareness as an interpretive, reflective, and socially mediated process. While previous literature treats parental involvement as an input-output variable, this research introduces a qualitative, depth-oriented architecture that captures how parents construct meaning from lived experiences, institutional dialogues, and socio-cultural expectations. By identifying and analyzing four interconnected dimensions—school transition awareness, daily learning pattern awareness, social decision-making awareness, and communication-shaped awareness—this study provides a nuanced taxonomy of parental cognition that has been largely absent in prior empirical models.

The primary research gap centers on the disconnect between institutional definitions of parental engagement and the lived, subjective interpretations of parents navigating complex educational ecosystems. Prior studies have rarely examined how caregivers process, filter, and enact educational guidance while simultaneously maintaining distinct family philosophies and long-term aspirations (Sonnenschein et al., 2012). This study distinguishes itself from earlier research by explicitly treating parents not as passive implementers of school curricula but as active, reflective agents whose internal meaning-making directly shapes the quality and resilience of early childhood learning ecosystems.

The overarching grand theory guiding this research is Urie Bronfenbrenner's Ecological Systems Theory, which conceptualises child development and parental cognition as the result of dynamic, reciprocal interactions across nested environmental systems, including the family microsystem, school-family mesosystems, and broader socio-cultural exosystems. This macro-theoretical lens is reinforced by self-determination and reflective practice frameworks, which account for parental autonomy and internal cognitive adaptation (Ryan & Deci, 2020). Grounded in these theoretical perspectives, the core concept used throughout this study is Parental Awareness, defined as a reflective, dynamic process in which caregivers observe, interpret, and respond to children's learning experiences in everyday contexts, thereby informing their educational decisions and support strategies.

This research is exceptionally compelling and critical to undertake because contemporary early childhood settings face unprecedented complexities, including hybrid learning demands, digital saturation, and heightened academic pressures. Understanding how parents make sense of these pressures without compromising children's holistic well-being offers vital insights for educators and policymakers. By capturing the authentic, lived voices of parents through rigorous qualitative inquiry, this study illuminates the hidden cognitive mechanisms that drive effective early learning support, thereby transforming how schools design family-engagement initiatives. In alignment with these theoretical and contextual foundations, the primary objective of this study is to explore and reconceptualise parental awareness in supporting early childhood learning by deeply examining parents' lived experiences, interpretive processes, and socio-pedagogical interactions across home, school, and community environments.

2. RESEARCH METHODS

This section comprehensively outlines the methodological architecture of the study, ensuring rigorous alignment with qualitative single-case study standards, empirical transparency, and robust data verification protocols (Braun & Clarke, 2012; Yin, 2018).

2.1 Research Design

This study utilized a qualitative design to address the aims of the research. The researchers employed a case study method to understand the perceptions of parents regarding their role in assisting the learning of their early childhood. Employing a qualitative research design was most fitting for this study as the intention was to understand in great detail the parents' lived experiences and reflective processes, as well as their choices. The study understands parental awareness as a reflective and subjective process that forms from everyday happenings and because of that cannot be measured quantitatively (Siddiqui et al., 2023; Wati & Sahid, 2022). The chosen design for this case study provided an opportunity for an in-depth understanding of parental awareness in its real context. Parental awareness in this case study is situated in the family context, everyday practices, interactions, and decisions pertaining to schooling. Using a case study, the researcher focused on understanding the construction, interpretation, and enactment of parental awareness in the context of the specific situations of young children's learning.

This design is in line with the overarching aim of the research, to understand the ways parental awareness impacts the decisions parents make to support their children's learning and the educational choices they make. A single-case study design was adopted to provide an in-depth exploration of parental awareness within a bounded and context-specific setting (Yin, 2018). This design was chosen to enable a holistic and contextually grounded understanding of parental awareness within a shared educational setting, as the focus of the study was on the depth of interpretive processes rather than comparison across multiple cases. The case in this study refers to parents of early childhood learners within a particular educational and social context, where parental awareness is shaped through everyday interactions, schooling experiences, and communication practices (Ünsal et al., 2025). As a foundational overview of the methodological sequence, Figure 1 illustrates the iterative framework governing the entire inquiry.

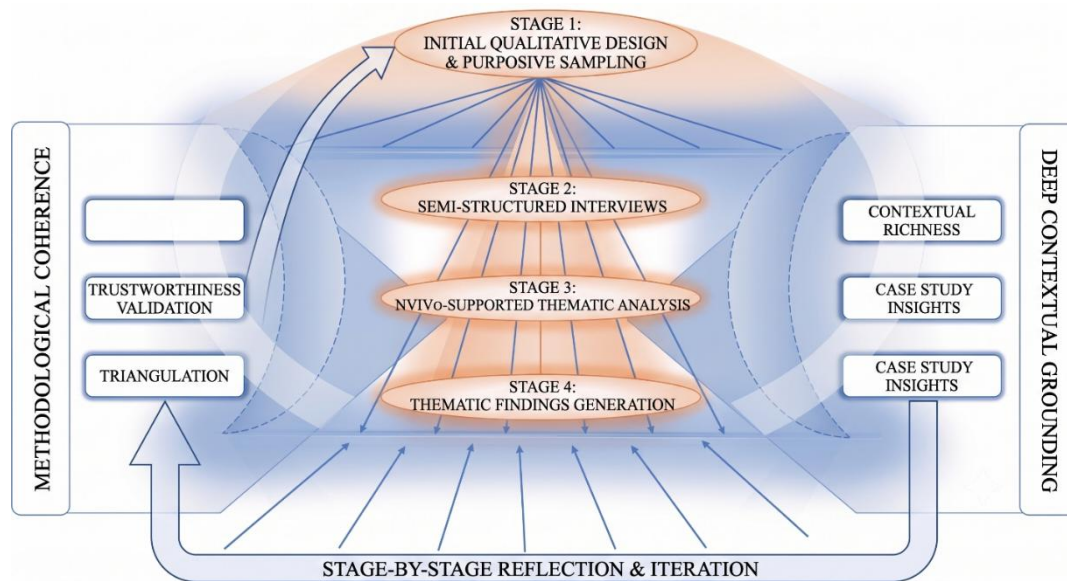


Figure 1. Qualitative Single-Case Study Research Process

Figure 1 outlines the Qualitative Single-Case Study Research Process, mapping out the progression from the initial qualitative design and purposive sampling to semi-structured interviews, NVivo-supported thematic analysis, thematic findings generation, and trustworthiness validation. As indicated by the iterative feedback loop at the base of the diagram, reflection at each stage continuously informs subsequent steps, ensuring methodological coherence and deep contextual grounding.

2.2 Subject and Location Setting

The research was conducted within a specialized, bounded early childhood educational context representing a unique setting in the region—an international-standard kindergarten and early learning environment characterized by active parental involvement and structured transition frameworks (Barnett et al., 2020). The participants for this study comprised six primary caregivers of early childhood learners selected via purposive sampling. The criteria used in sampling verified that parents had direct involvement in assisting their children's learning as well as active participation in educational decision-making. Parents were ideal participants as they serve as the primary caregivers shaping children's foundational learning experiences (Kumalasari, 2021; Swastika & Sakti, 2022). The backgrounds and educational choices among the participant parents were diverse, facilitating the capture of varied perspectives in parental experiences and perceptions. The sample size was deliberately kept compact to prioritize depth of analysis over breadth, adhering to qualitative case study standards (Yin, 2018). Data collection continued until thematic saturation was achieved, where no substantially new insights or themes emerged from subsequent interviews (Braun & Clarke, 2012). To provide a clear demographic overview of the research subjects, Table 1 details the participant profile.

Table 1. Participants Profile

Participant	Gender	Estimated Age	Occupation
P1	Female	Mid 30s	Entrepreneur
P2	Female	Mid 30s	Entrepreneur
P3	Male	Mid 30s	Entrepreneur
P4	Female	Early 30s	Homemaker
P5	Female	Early 40s	Civil Servant
P6	Female	Mid 30s	Entrepreneur

Table 1 summarizes the demographic distribution of the six participants (P1 through P6), capturing a balanced variation across gender, age brackets (ranging from early 30s to early 40s), and professional backgrounds (including entrepreneurs, a homemaker, and a civil servant). This diversity ensured that the qualitative inquiry gathered multifaceted viewpoints regarding everyday learning routines, school transitions, and decision-making philosophies.

2.3 Data Collection Techniques

Semi-structured interviews were employed as the primary data collection method with the parents, chosen because they provide participants the opportunity to narrate their experiences, express their thoughts, and articulate reflections while allowing the interviewer to guide the conversation with key questions aligned with the research focus (Braun & Clarke, 2012). Each interview lasted approximately 45–60 minutes and followed a flexible interview protocol consisting of guiding questions on parents' perceptions of children's learning, decision-making processes, school communication, and daily learning practices. The semi-structured format provided the flexibility to delve into emerging explanations and matters of interest during the sessions. Participants were interviewed face-to-face and remotely, depending on their personal preferences and availability. All interviews were audio-recorded with prior informed consent to ensure absolute transcription accuracy. To systematically guide the inquiry and align the qualitative instruments with the analytical approach, Table 2 outlines the alignment between research questions and analytical procedures.

Table 2. Research Questions and Types of Analysis

Research Question Focus	Core Analytical Target	Type of Analysis
How do parents perceive and interpret school transitions?	Transitional policies, emotional readiness, independence	Inductive Thematic Coding via NVivo
How is parental awareness manifested in daily learning activities?	Routines, screen time management, learning styles	Inductive Thematic Coding via NVivo
How do social contexts influence educational decision-making?	Community expectations, parenting philosophies, long-term goals	Interpretive Cross-Case Pattern Matching
How does school communication shape parental awareness?	Teacher feedback, multi-layered group chats, formal meetings	Dialogic Discourse & Thematic Clustering

Table 2 establishes the structural linkage between specific empirical inquiries into parental awareness and the qualitative analysis types executed within the NVivo framework.

2.4 Research Instruments and Protocol

The primary research instrument consisted of a validated semi-structured interview protocol developed in accordance with ecological systems theory and early childhood education literature (Bronfenbrenner; Goodall, 2013). The instrument comprised open-ended core domains: (1) school transition experiences and procedural expectations, (2) daily routines, screen time regulation, and learning style identification, (3) educational decision-making and negotiation of social pressures, and (4) formal and informal communication channels with educators. The protocol was piloted with a small cohort to ensure question clarity, cultural appropriateness, and conceptual resonance before full deployment across the six participant households.

2.5 Data Analysis Procedures

The thematic approach outlined by Braun and Clarke (2012) was used to analyze the interview transcripts, supported by NVivo software to ensure systematic data organization and coding rigor. The first phase involved close, repeated readings of each transcript to achieve data immersion. This was followed by generating initial codes derived inductively from meaningful data segments without theoretical constraints. The coding process was iterative, allowing the researcher to refine, group, and reorganize codes as thematic patterns emerged. These codes were subsequently crystallized into overarching thematic categories representing the key dimensions of parental awareness (Braun & Clarke, 2012; Siddiqui et al., 2023).

2.6 Validity, Reliability, and Trustworthiness

Several strategies were implemented to preserve the study's credibility, dependability, confirmability, and transferability (Lincoln & Guba). Member checking strengthened respondent validation by sharing interpreted data excerpts with participants to confirm that the identified themes accurately reflected their lived experiences. Peer debriefing sessions with academic colleagues helped refine the coding structure and consolidate interpretive decisions. Triangulation was integrated by cross-verifying interview transcripts with school-related documentation, institutional communications, and researcher reflective notes, ensuring that interpretations were supported by multiple converging sources of evidence (Yin, 2018). Furthermore, detailed thick descriptions of the context and analytical trail were maintained to enable future researchers to assess transferability across similar early childhood educational settings.

3. RESULTS AND FINDINGS

This section delineates the empirical findings derived from the qualitative single-case study. By employing rigorous inductive thematic analysis supported by NVivo 14, the investigation unpacks the subjective cognitive structures, lived experiences, and interpretive frameworks of six primary caregivers navigating early childhood education environments.

3.1 Parental Awareness in School Transition and Developmental Continuity

The first thematic dimension investigates how parents interpret and navigate institutional transition policies as children shift between educational levels (e.g., from nursery to kindergarten and toward primary school). Rather than treating transition rules as mere administrative compliance, parents actively decode institutional expectations as indicators of emotional readiness and growing autonomy. The empirical data reveal that parental awareness during early educational transitions extends far beyond superficial familiarity with institutional schedules. Rather than viewing school transition rules as rigid administrative mandates, parents actively interpret procedural norms as developmental benchmarks that foster child independence and emotional readiness (Barnett et al., 2020). As a transitional introductory illustration, Figure 3 diagrams the recursive loop of school transition awareness.

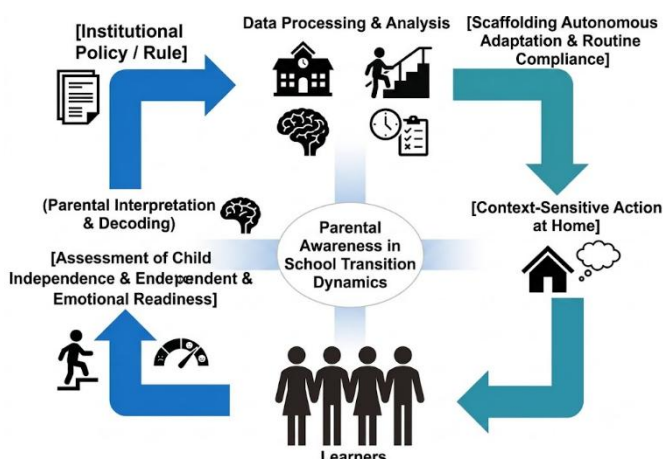


Figure 2. Transitional Interpretation and Behavioral Adaptation Loop

Parental awareness during school transitions serves as an interpretive bridge, as illustrated in Figure 3.1. When schools effectively communicate procedural requirements, parents can transform institutional structures into supportive habits at home, facilitating smooth socio-emotional adjustments for young learners. The School Transition Awareness Flow is designed to assist both students and parents in navigating the changes that occur when entering a school environment. At the institutional level, rules such as gradual dispensation, diaper elimination, and dress code requirements are introduced to simplify the process. Parents play a vital role by interpreting these guidelines, assessing their child's independence, and ensuring they are developmentally ready. This framework aims to promote emotional readiness and ensure pedagogical continuity, easing the transition for both students and their families. The following section provides an overview of the data, as presented in Table 3.

Table 3. School Transition Coding Distribution and Empirical Indicators

Participant / Source	Core Empirical Statement / Raw Data Excerpt	Interpretive Mechanism (Decoding Process)	Analytical Indicator & Coded Focus
Participant 1 (Female)	"When the school said we could only stay for the first three days, I realized it wasn't about pushing us away. It was a structured way for him to learn that the classroom is a safe space even without me there. I had	Reinterpreting restrictive institutional policies as intentional scaffolding for autonomy rather than	Interpreting gradual entry policies as socio-emotional scaffolding; reflecting on parental emotional regulation and institutional

	<i>to manage my own anxiety so he could feel secure."</i>	mere administrative rules.	trust; recognition of institutional boundaries and fostering child independence during transition.
Participant 2 (Male)	<i>"Putting on the uniform every morning changed things. It's not just clothes; it's a boundary. I explain to her that wearing it means it's time to switch from 'home play' to 'school learning.' It builds a mental routine for both of us."</i>	Decoding physical artifacts and daily routines as psychological markers of transition.	Decoding physical artifacts (uniforms) as psychological markers; utilizing institutional requirements to construct daily transition readiness.
Participant 3 (Female)	<i>"I watch how she reacts to the older kids during drop-off. The school mixes them during morning assembly. I realized my job isn't to shield her, but to explain how to interact in that bigger group. It's a huge social jump from being an only child."</i>	Translating observable peer environments into lessons on social competence and expanded frameworks.	Social construction of readiness through peer-environment observation; awareness of socio-pedagogical dynamics outside the nuclear family.
Participant 4 (Female)	<i>"On the first day of kindergarten, the school still gives some dispensation... but after that, parents are no longer allowed to accompany the children... mandatory that they no longer wear diapers."</i>	Decoding bodily and behavioral mandates as markers of biological maturity and institutional readiness.	Recognition of institutional boundaries; decoding self-care mandates as intentional mechanisms for fostering child independence and physical autonomy.
Participant 5 (Female)	<i>"The goal of the school is that when the children enter primary level, they are already fluent... primary teachers already know the kindergarten standards. We as parents follow this mapping so there are no academic shocks later."</i>	Constructing a macro-perspective of long-term educational trajectories and tracking alignment across school tiers.	Constructing understanding of pedagogical continuity; anticipating long-term academic alignment and systemic matriculation phases.
Participant 6 (Male)	<i>"We had to shift our mindset. At home, we help him with everything. But seeing the school's policy on carrying their own bags and eating independently made me realize my 'support' was actually hindering his self-reliance. I had to learn to step back."</i>	Deconstructing personal parenting habits against institutional criteria through critical self-reflection.	Reflective practice and parental identity shift; negotiating the tension between domestic nurturing habits and institutional expectations for self-reliance.

As demonstrated in the expanded Table 3, parental awareness during school transitions moves far beyond superficial compliance with school directives. The rich qualitative evidence gathered across all six participants reveals a profound, context-dependent interpretive capacity that fundamentally redefines how caregivers engage with early childhood education. Rather than treating institutional rules as administrative burdens, parents actively decode underlying developmental and psychological rationales. For instance, as articulated by Participant 4, the strict regulation against diaper use and parental accompaniment is not interpreted as a rigid restriction, but as an intentional institutional mechanism designed to cultivate physical autonomy and self-reliance. Similarly, Participant 2 and Participant 6 highlight how physical artifacts (such as uniforms) and basic motor expectations (carrying personal bags and eating independently) serve as psychological catalysts for redefining the parent-child relationship. This dynamic prompts parents to critically evaluate and reconstruct their domestic nurturing habits, shifting away from over-protection toward fostering genuine independence.

Furthermore, the data underscores the complex socio-pedagogical integration central to modern early childhood ecosystems. Participant 5 highlighted the seamless alignment between kindergarten standards and primary matriculation phases, demonstrating that caregivers perceive educational transitions along an extended developmental continuum to prevent future academic shocks. Meanwhile, Participant 1 and Participant 3 emphasized the profound socio-emotional labor inherent in these transitions, noting that parental awareness involves actively regulating their own separation anxiety, building institutional trust, and intentionally scaffolding their child's entry into wider, unfamiliar peer networks. Participant 1's realization regarding gradual entry policies highlights how parents must manage their internal emotional states so that children perceive the classroom as a secure environment.

These findings fundamentally challenge traditional, behavior-centric models of parental involvement that reduce engagement to mere school attendance or homework supervision. By illustrating that internal cognitive preparation, critical self-reflection, and meaning-making precede observable behavioral adjustment, this research posits that parents act as highly reflective, active agents within the educational ecosystem. When parents successfully decode the developmental and socio-pedagogical rationale behind institutional transition policies, their support mechanisms become intrinsically more cohesive. Ultimately, this dynamic interpretive process directly mitigates childhood anxiety, builds profound trust between families and schools, and supports the holistic, resilient adaptation of the child into formal learning environments.

3.2 Parental Awareness of Children's Learning Patterns in Daily Activities

The second dimension explores how parental awareness manifests within everyday home routines, health practices, and learning styles. The data reveal that parents act as active environmental architects and learning guides who structure domestic spaces and daily schedules to support child development.

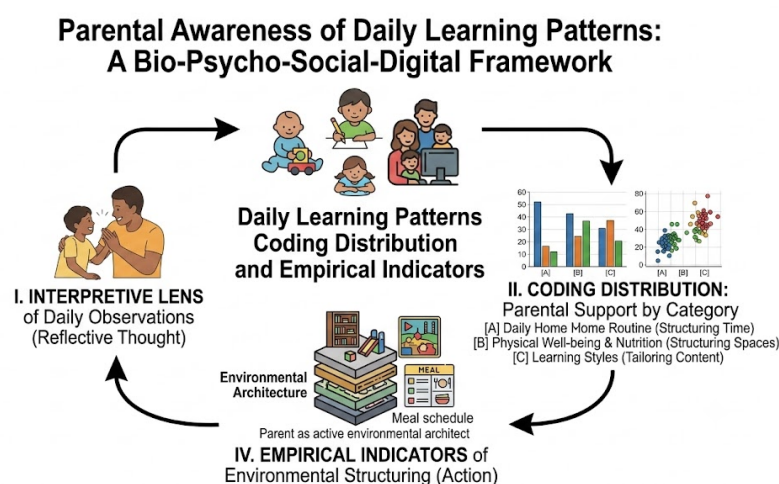


Figure 3. Daily Learning Patterns Coding Distribution and Empirical Indicators

Building on the visual framework in Figure 4, presented in the diagram "Parental Awareness of Daily Learning Patterns: A Bio-Psycho-Social-Digital Framework", the field findings do not stand

independently and rigidly but instead form a cycle that closely intertwines internal reflection and concrete actions at home. This cyclical diagram illustrates how the process begins with parents' interpretative lens through daily observations and reflective thinking, which then empirically distributes into structured categories such as daily time routines, physical health, nutrition, and adjusting children's learning styles. Here, parents actively act as architects of the domestic environment, translating bio-psycho-social dynamics into adaptive parenting strategies. When directly connected to empirical realities in the field, this cycle answers how parents integrate various dimensions of children's lives into a complete, dynamic learning ecosystem that is not fragmented by mere administrative boundaries.

Furthermore, in real field practice, the intersection between biological, psychological, and digital dimensions becomes evident as parents comprehensively manage children's daily rhythms. Based on empirical findings, parental awareness does not stop at a theoretical level but is executed through sleep scheduling, rest management, and strict device regulation to protect sleep architecture and cognitive readiness in early childhood. Parents consciously read physical fatigue signals as the main indicator of learning readiness, transforming domestic activities like meal or rest times into meaningful micro-pedagogical spaces. The interconnection between these elements shows that the structure of time and domestic space management is not a rigid rule but an adaptive response by parents to ensure the balance of children's growth amidst the exposure to modern technology and increasingly complex social demands.

Finally, the intersection of field findings also affirms that mapping children's learning styles and forming environmental architecture occur simultaneously and mutually influence daily family life. When parents identify motor tendencies or children's kinesthetic learning styles—as reflected in daily observations—they immediately adjust materials, provide supportive facilities, and restructure learning duration to match the child's attention span. This process demonstrates a dynamic reciprocal relationship as depicted in the framework cycle: reflection gives birth to action, and action reevaluates parents' mindset in accompanying their children. Thus, the narrative of these field findings proves that parental awareness is a living socio-pedagogical process where household dynamics are consciously organized to foster mental resilience, emotional comfort, and optimal independence for children at the start of their schooling years.

Parental awareness plays a crucial role in daily family life. For instance, Participant 2 exhibited a keen understanding of digital safety and sleep hygiene by enforcing strict limits on screen time before bed for her four-year-old, promoting optimal cognitive recovery. In a similar vein, Participant 5 acknowledged her child's kinesthetic tendencies and short attention span, adapting her support strategy by offering dynamic movement activities and flexible reading materials. As outlined in *Table 4* below, these approaches highlight the importance of tailored strategies in parenting.

Table 4. Daily Learning Patterns Coding Distribution, Interpretive Mechanisms, and Empirical Indicators

Participant / Source	Core Empirical Statement / Raw Data Excerpt	Interpretive Mechanism (Decoding Process)	Analytical Indicator & Coded Focus
Participant 1 (Female)	<i>"I notice that when he is overtired, his focus drops completely during home activities. So, I strictly regulate his afternoon nap and bedtime schedule. Without proper physical rest, trying to teach him</i>	Decoding physiological fatigue as a baseline requirement for cognitive readiness and emotional stability.	Regulation of circadian rhythms and sleep hygiene as prerequisites for cognitive receptivity.

Participant 2 (Female)	<i>colors or numbers is just useless frustration for both of us."</i> <i>"I never give my child the freedom to use devices alone because my child is only four years old... one or two hours before bed there is no screen time to protect sleep quality."</i>	Proactive digital boundary-setting; interpreting screen exposure as a direct disruption to neurological rest and sleep architecture.	Proactive digital regulation, health routine management, and cognitive readiness.
Participant 3 (Female)	<i>"During meals, I don't just feed her; I use utensils and counting games with food pieces because I know she learns best through tactile engagement. Everyday dining becomes a mini-lesson in independence and math."</i>	Translating mundane domestic chores into intentional, micro-pedagogical learning opportunities.	Transforming routine domestic chores into applied conceptual learning and tactile scaffolding.
Participant 4 (Female)	<i>"When she asks the same question five times, I realized it's not disobedience or annoyance; it's her pattern of processing information. I learned to slow down my explanations and use visual objects around the house to answer her."</i>	Reinterpreting repetitive child behavior as an indicator of distinct cognitive processing speeds rather than defiance.	Recognizing cognitive processing patterns and adapting explanatory styles to match child comprehension.
Participant 5 (Female)	<i>"My son is very active, I think he is kinaesthetic. He likes to dance even though he is a boy... My child gets bored easily, so I just relax and buy a new book."</i>	Observing bodily expressions and attention span shifts to decode individual psychomotor learning preferences.	Identification of individual learning styles and tailored behavioral scaffolding.
Participant 6 (Male)	<i>"We set a strict rule for weekend homework time vs play time. At first, he resisted, but tracking his mood taught us that he learns better in short, focused 15-minute blocks rather than one long sitting."</i>	Monitoring attention spans and energy fluctuations to restructure domestic time management frameworks.	Managing domestic temporal structures and aligning study blocks with child attention thresholds.

As detailed in the expanded Table 4, Parental awareness plays a crucial role in the regulation of daily domestic life, shaping how parents manage and support their children's development. This awareness extends beyond mere observation, influencing how parents engage with their children in various aspects of life, including physical well-being, learning styles, and emotional health. The examples provided by various participants in the study highlight the multifaceted nature of parental awareness and its impact on family dynamics.

Participants in the study demonstrate a deep understanding of the relationship between physical health and cognitive readiness. For example, Participant 1 emphasises the importance of monitoring circadian rhythms, recognising that physical fatigue negatively affects cognitive focus. By ensuring that children get adequate rest, they promote better cognitive engagement during waking hours. Similarly, Participant 2 focuses on regulating pre-bed screen time for her child to safeguard neurological sleep architecture. By doing so, she protects her child's sleep quality, which is essential for cognitive development. These practices underscore how parents actively manage environmental factors to optimize their children's cognitive and physical well-being.

The study also explores how routine domestic activities serve as opportunities for learning and cognitive scaffolding. Participants 3 and 4 reinterpret everyday activities, such as mealtime interactions, as micro-pedagogical spaces. These interactions become opportunities for tactile learning, where children can engage with their environment in meaningful ways. Participant 5 recognises the importance of adapting to a child's kinaesthetic learning style and short attention span. By providing movement outlets and flexible reading materials, they cater to the child's individual learning needs. Participant 6 observes children's energy fluctuations and adapts domestic time management accordingly. By replacing rigid study blocks with short, focused intervals, they align activities with their child's cognitive threshold.

The study findings reveal that parental awareness encompasses a holistic understanding of children's needs, including emotional well-being, physical health, digital safety, and individualised learning preferences. Parents are attuned to their children's emotional states and adjust their approaches to ensure a supportive environment. By managing factors like rest and digital hygiene, parents contribute to their children's overall health. Limiting screen time and ensuring safe digital practices are integral to protecting children's development. Parents recognise and adapt to their children's unique learning styles, ensuring that their educational experiences are personalised and effective. These findings illustrate how parents continuously interpret behavioural and biological cues, transforming ordinary interactions into intentional pedagogical engagements.

The study also highlights how these parental practices intersect and interact in real-world settings. Parents do not operate in isolation; their approaches are informed by a broader understanding of child development and influenced by interactions with other parents, educators, and community members. This interconnectedness enriches their awareness, allowing them to refine their strategies and support their children's growth more effectively. These interactions contribute to a dynamic learning environment where both parents and children benefit from shared knowledge and experiences.

3.3 Parental Awareness in Educational Decision-Making within Social Contexts

The third dimension examines how parents navigate community expectations, peer pressure, and cultural norms when making pivotal educational choices, such as selecting specialized tutoring programs or private school environments. To fully comprehend how caregivers move beyond external social pressures to form deliberate choices, the complex interplay between societal expectations, critical filtering, and parental agency can be mapped through a structured dynamic flow, as illustrated in Figure 5 below.

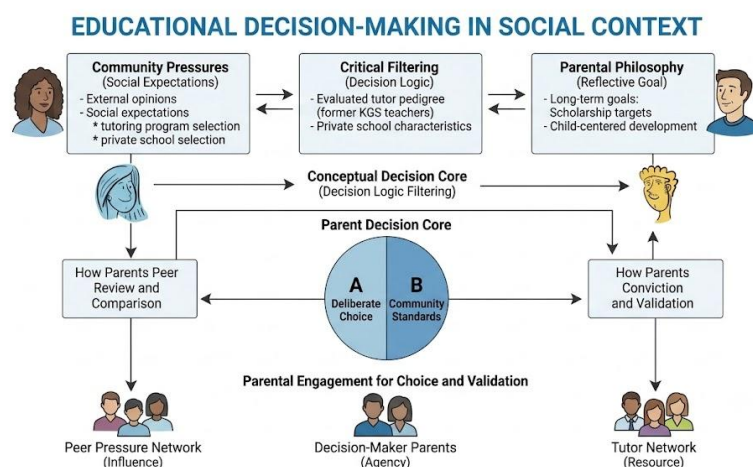


Figure 4. Educational Decision-Making in Social Context: Conceptual Decision Core and Parental Engagement Framework

As outlined in Figure 5, the trajectory of educational decision-making involves a sophisticated, multi-directional negotiation between external influences and internal reflections. The visual framework delineates how community pressures and social expectations—such as trends in tutoring and private school selection—flow through a central "Conceptual Decision Core." Here, parents engage in critical filtering by evaluating elements like tutor pedigree (e.g., former KGS teachers) and school characteristics. This analytical filtering bridges external social demands with the parents' internal reflective goals, shaping a robust parental philosophy centered on long-term targets such as scholarship paths and child-centered development. Furthermore, the framework highlights how decision-maker parents actively balance deliberate choices against community standards by navigating peer comparison networks on one side and validating their choices through specialized tutor networks on the other.

Building upon this comprehensive framework, Table 5 provides the detailed coding distribution and empirical indicators derived from the qualitative data, capturing how individual participants navigate these social intersections.

Table 5. Educational Decision-Making Coding Distribution, Interpretive Mechanisms, and Empirical Indicators

Participant / Source	Core Empirical Statement / Raw Data Excerpt	Interpretive Mechanism (Decoding Process)	Analytical Indicator & Coded Focus
Participant 1 (Female)	"When choosing a preschool, we didn't just look at the building or fees. We looked at how they handle children's emotional outbursts. Our decision was shaped by wanting a safe, empathetic environment rather than just academic pressure."	Deconstructing institutional values beyond superficial facilities to prioritise socio-emotional safety.	Prioritising socio-emotional alignment over superficial prestige in school selection.
Participant 2 (Male)	"We decided to enrol him in extra English classes not because of social trends, but because we decoded his interest when he imitated foreign language songs. Our educational	Translating everyday behavioural cues and spontaneous interests into targeted	Matching external educational choices with observed child interests and intrinsic motivation.

	<i>choices are steered by his natural curiosity."</i>	educational investments.	
Participant 3 (Female)	<i>"Other parents told me to push her straight into academic tutoring, but I refused. I decided to give her more play time based on her developmental stage. My decision is rooted in what she needs right now, not what others expect."</i>	Navigating external social pressures by anchoring decisions in child-centred developmental milestones.	Resistance to external peer pressure and defence of child-centred developmental timelines.
Participant 4 (Female)	<i>"From the tutoring program, which was specifically for KGS students, the materials were prepared by a former KGS teacher. Those made me feel more confident..."</i>	Decoding institutional pedigree and curriculum continuity to select trusted external support systems.	Strategic selection of institutional support based on curriculum alignment and pedigree.
Participant 5 (Female)	<i>"Our mission is that one day our child should be able to continue his study with a scholarship... Every parent has their own parenting philosophy. This is mine."</i>	Formulating long-term academic visions and establishing autonomous parental philosophies amidst external opinions.	Long-term academic vision, resilience against external critique, and parental agency.
Participant 6 (Male)	<i>"When selecting extracurricular activities, we evaluated whether it added stress or joy. We chose art classes because he needs a balanced outlet to process his daily school routines."</i>	Utilizing holistic well-being criteria to filter and manage educational choices for the child.	Balancing cognitive demands with creative outlets; holistic evaluation of extracurricular impact.

As reflected in Table 5, educational decision-making is neither passive nor casual. Participant 4 exercised strategic judgment by selecting tutoring services specifically designed by former KGS instructors to reinforce classroom alignment. Furthermore, Participant 5 articulated a distinct long-term vision—targeting higher education scholarships—while actively defending her personal parenting philosophy against external social pressures. These findings establish that parental awareness serves as a protective and strategic mechanism. Rather than yielding to community conformity, parents critically evaluate educational alternatives, integrating family values, financial priorities, and future aspirations to secure optimal learning trajectories for their children.

3.4 Parental Awareness Shaped by School Communication and Reciprocal Dialogue

The fourth dimension highlights the role of formal and informal communication channels between educators and parents in cultivating shared understanding and refining parental interpretive capacity. To understand how communication serves as a mediating bridge rather than a mere administrative formality, the dynamic flow of school communication mediation is illustrated below.

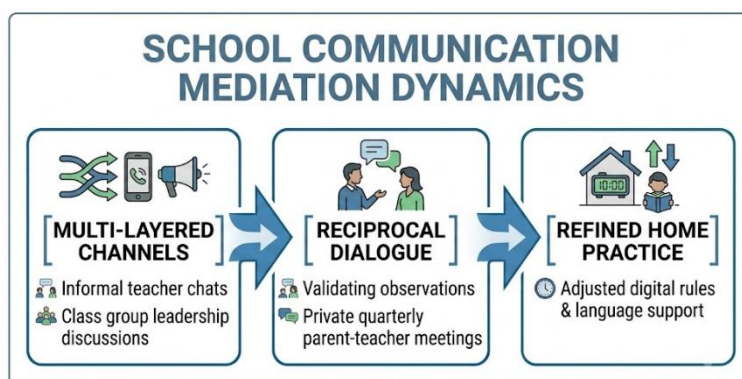


Figure 5. School Communication Mediation Dynamics

As outlined in the framework above, the communication dynamic operates across a spectrum of multi-layered channels that invite parents to engage in reciprocal dialogue. Rather than receiving top-down instructions, caregivers use these channels—ranging from informal teacher chats and digital updates to structured class group discussions—to validate their daily home observations and co-construct solutions for children's learning needs. This ongoing exchange directly feeds back into refined home practices, enabling parents to adjust digital rules, provide targeted language support, and align home routines with school expectations. Building upon this framework, Table 6 provides the detailed coding distribution and empirical indicators derived from the qualitative data, capturing how individual participants leverage communication channels across institutional levels.

Table 6. School Communication Coding Distribution, Interpretive Mechanisms, and Empirical Indicators

Participant / Source	Core Empirical Statement / Raw Data Excerpt	Interpretive Mechanism (Decoding Process)	Analytical Indicator & Coded Focus
Participant 1 (Female)	"When the teacher sends photo updates of class activities, I use them to start a conversation at home about what he enjoyed. It helps me bridge what happens at school with our dinner table talks."	Transforming passive institutional documentation into active conversational bridges between home and school.	Leveraging informal visual updates to construct continuity between domestic and school spaces.
Participant 2 (Female)	"Usually, I meet the teacher and just ask, 'Miss, how is my daughter doing at school, how is her development?'"	Initiating proactive, continuous touchpoints to monitor real-time behavioral and academic progress.	Informal, proactive daily check-ins maintaining continuous home-school linkage.
Participant 3 (Female)	"The teachers are very open on WhatsApp. When I noticed she was struggling with sharing toys, I messaged the teacher for advice, and we aligned how to guide her both at school and at home."	Utilizing digital messaging as a collaborative intervention tool to synchronize behavioral rules across environments.	Synchronizing home and school interventions through responsive digital communication channels.
Participant 4 (Female)	"If there's something fixed, then we discuss it in the group with the teacher, the principal, and the KGS director via class representatives."	Navigating multi-tiered institutional hierarchies and collaborative governance through class representatives.	Multi-layered organizational communication involving institutional

			leadership and group structures.
Participant 5 (Female)	<i>"Every three months, there's a parent-teacher meeting... given 30 minutes to ask anything directly... I told the principal my child has a short attention span."</i>	Utilizing formal, structured spaces for reciprocal diagnostic disclosures and individualized problem-solving.	Formal reciprocal dialogue, individual progress auditing, and collaborative problem-solving.
Participant 6 (Male)	<i>"During the report card collection, the teacher pointed out his progress in teamwork. Hearing that validated our parenting approach at home and gave us confidence to let him join more group activities."</i>	Decoding formal evaluative feedback as external validation and psychological reinforcement for home practices.	Receiving formal developmental validation and translating teacher feedback into expanded social opportunities.

As summarized in the expanded Table 6, school communication operates across multiple functional layers, transforming routine administrative interactions into dynamic, reciprocal dialogues. The qualitative evidence demonstrates that parents actively leverage both informal touchpoints and formal institutional structures to refine their interpretive capacity. For instance, Participant 2 and Participant 3 utilize informal daily check-ins and responsive digital channels to monitor immediate developmental progress and synchronize behavioral rules between home and school. Similarly, Participant 1 leverages informal visual updates sent by educators to construct conversational bridges, translating school activities into meaningful domestic discussions.

Furthermore, the data reveals sophisticated engagement with formal and organizational communication tiers. Participant 4 engages in structured group channels involving principals, directors, and class representatives to address institutional policies collaboratively. At the same time, Participant 5 and Participant 6 highlight the value of formal quarterly parent-teacher conferences and evaluative feedback sessions. Participant 5 leverages these dedicated windows for direct diagnostic disclosures—such as discussing a child's short attention span—while Participant 6 experiences formal feedback as psychological validation that reinforces and guides future parenting decisions at home. These expanded results prove that parental awareness is socially co-constructed through ongoing, multi-directional interactions. School communication transcends basic administrative reporting; it functions as a vital mediating mechanism that validates parental observations, resolves behavioral challenges at home, and unifies institutional goals with family practices to support the child's holistic development.

3.5 Synthesis of Qualitative Analysis and NVivo Empirical Validation

To consolidate the entire qualitative investigation, the empirical metrics derived directly from the NVivo software interface are integrated to synthesize the thematic distribution across all cases. As captured in the NVivo software output displaying node summaries and child node distributions (Figure 7), the qualitative coding architecture provides concrete quantitative backing for the four core dimensions.

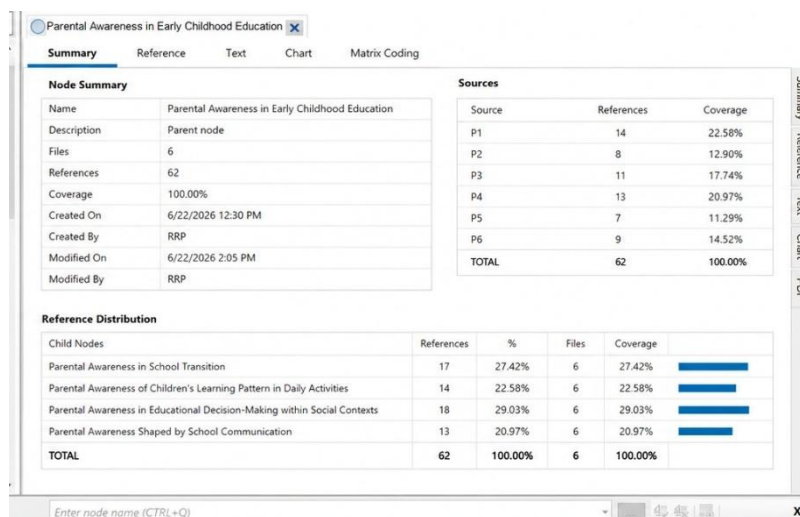


Figure 6. NVivo Coding Architecture and Reference Distribution Output for Parental Awareness in Early Childhood Education

As shown in the NVivo node summary output of Figure 6, a total of $n = 62$ references across 6 participant files (P1 to P6) were systematically coded under the parent node of "Parental Awareness in Early Childhood Education." The reference distribution across the child nodes demonstrates a robust empirical hierarchy: Educational Decision-Making within Social Contexts leads with 18 references (29.03%), followed closely by Parental Awareness in School Transition with 17 references (27.42%), Parental Awareness of Children's Learning Pattern in Daily Activities with 14 references (22.58%), and Parental Awareness Shaped by School Communication with 13 references (20.97%). Furthermore, individual source coverage metrics in Figure 6 indicate active contribution from all cases, led by Participant 1 (14 references, 22.58%) and Participant 4 (13 references, 20.97%). The quantitative distribution of coded references in NVivo—led by Educational Decision-Making (29.03%) and School Transition Awareness (27.42%)—indicates that caregivers in international-standard early learning settings place paramount importance on strategic future planning and structured institutional adaptation. When evaluated against prior literature, these findings resolve the persistent research gap regarding the internal cognitive processes of caregivers. By moving beyond observable behavioral metrics, this study provides empirical proof that parental awareness functions as an active interpretive framework, offering profound implications for the design of collaborative family-engagement policies in contemporary early childhood education ecosystems.

4. DISCUSSION

The empirical investigation conducted through NVivo-supported inductive thematic analysis of the six participant households reveals that parental awareness in early childhood education cannot be adequately captured through static behavioral metrics. Instead, as synthesized in the hierarchical qualitative single-case study process, parental awareness functions as an underlying interpretive mechanism. As demonstrated in the NVivo node distribution data (totaling 62 coded references

across 6 files), parental awareness is empirically manifested across four primary dimensions: School Transition Awareness (17 references, 27.42%), Daily Learning Patterns (14 references, 22.58%), Educational Decision-Making within Social Contexts (18 references, 29.03%), and School Communication (13 references, 20.97%). These dimensions collectively illustrate that caregivers operate as reflective agents who actively construct, negotiate, and reconstruct meaning rather than acting as passive recipients of institutional mandates.

In the first dimension, School Transition Awareness, parents demonstrated a profound cognitive shift when navigating institutional policy changes. Rather than viewing school entry rules and separation protocols as rigid administrative hurdles, caregivers interpreted these milestones as purposeful markers of developmental readiness. As noted by Participant 4 regarding kindergarten entry requirements: *"On the first day of kindergarten, the school still gives some dispensation... but after that, parents are no longer allowed to accompany the children... The school requires every child to bring a change of clothes, and it's mandatory that they no longer wear diapers"*. Rather than treating this purely as a hygienic rule, parents internalised the developmental rationale behind fostering independence. Similarly, Participant 5 highlighted academic continuity: *"The goal of the school is that when the children enter primary level, they are already fluent... In the first six months of primary school, there is a sort of matriculation phase before regular assignments begin"*. This indicates that parents perceive institutional transition frameworks through an interpretive lens, aligning home preparation with long-term educational trajectories.

The second dimension, Awareness of Children's Learning Patterns in Daily Activities, highlights how informal home routines are deliberately curated to support cognitive and physical readiness. Participants exhibited acute awareness of screen time regulation and individual learning styles. Participant 2 emphasized strict temporal boundaries around digital media: *"I never give my child the freedom to use devices alone because my child is only four years old... What I avoid the most is screen time before bed. I really try to make sure my child sleeps at eight, so one or two hours before bed there is no screen time"*. This reflects a sophisticated understanding of sleep hygiene as a direct neurological prerequisite for learning engagement. Furthermore, parental observation extended to behavioral tendencies, as articulated by Participant 5 regarding kinesthetic learning preferences: *"My son is very active, I think he is kinaesthetic. He likes to dance even though he is a boy, he likes to move, and in every performance he is always the most active"*. By adapting home environments and providing targeted resources based on such observations, parents transcend basic childcare into active pedagogical scaffolding.

The third dimension, Educational Decision-Making within Social Contexts, captures the complex interplay between family values, community expectations, and long-term aspirations. Parents actively resisted external social pressures by anchoring their choices in articulated parenting philosophies. Participant 5 detailed this deliberate autonomy: *"The reason I chose KGS was because my husband and I did our research first. Our mission is that one day our child should be able to continue his study with a scholarship... I told others, 'It's okay, I have my own way. Every parent has their own parenting philosophy. This is mine, and you are free to have yours'"*. This demonstrates that educational choices—such as selecting specialized tutoring or private

curricula—are strategic, values-driven decisions designed to safeguard children's individuality against external homogenization.

The fourth dimension, Awareness Shaped through School Communication, underscores the co-constructed nature of parental knowledge via multi-layered dialogic channels. Communication was not restricted to unidirectional administrative memos; instead, it spanned informal check-ins, structured class group chats involving school leadership, and quarterly private parent-teacher conferences. Participant 2 noted casual inquiries (*"Miss, how is my daughter doing at school, how is her development?"*), while Participant 5 highlighted formal engagement: *"Every three months, there's a parent-teacher meeting... It's private; we're given 30 minutes to ask anything directly to the teacher... From the start, I even told the principal, 'Miss May, I think my child is a bit more active and has a short attention span'".* These structured interactions provided essential interpretive support, enabling parents to bridge home observations with institutional assessments and refine their support strategies.

The empirical evidence established in this study necessitates a radical departure from functionalist, behavior-centric models of parental involvement that dominate contemporary early childhood literature. Traditional quantitative paradigms have historically operationalized parental engagement through observable inputs, such as the frequency of home literacy drill sessions (Sénéchal & Young, 2021), the number of hours dedicated to homework supervision (Sonnenschein et al., 2012), or institutional meeting attendance rates (Grolnick et al., 1997). By confronting these input-output models with our qualitative case data through the lens of Urie Bronfenbrenner's Ecological Systems Theory and self-determination frameworks (Ryan & Deci, 2020), we demonstrate that parental support is fundamentally mediated by internal cognitive schemata and relational dialogue within the family-school mesosystem. Parents do not execute school directives as mechanical agents; rather, they serve as active, reflective interpreters who constantly filter, negotiate, and internalize institutional expectations.

When evaluating our findings on School Transition Awareness, our data extend the phased transition models proposed by Barnett et al. (2020), Perry and Abruzzo (2020), and Dockett and Perry (2022). While prior research establishes that structured transition protocols successfully mitigate children's separation anxiety and foster institutional adjustment (Kim & Sheridan, 2021; Zulauf-McCurdy et al., 2024), it largely overlooks the cognitive labor expended by parents in translating bureaucratic rules into emotional milestones. Our participants did not view mandatory self-reliance or uniform policies as administrative constraints; instead, they reinterpreted them as vital psychological scaffolding for child autonomy. This confirms that school transition awareness operates at an advanced cognitive level, transforming procedural compliance into meaningful developmental transitions. Consequently, institutional transition programs must evolve beyond child-centered orientation weeks to explicitly incorporate parental interpretive capacity building, ensuring absolute psychological alignment between home microsystems and formal school environments.

In analyzing Daily Learning Patterns and Routines, our findings reinforce and deepen the home learning environment (HLE) frameworks articulated by Kumalasari (2021) and Swastika and Sakti (2022). However, whereas previous scholarship frequently characterizes parents as reactive

facilitators responding to immediate academic pressures, our analysis reveals that caregivers construct sophisticated, proactive mental models integrating physical health, emotional regulation, and cognitive readiness (Rorije et al., 2023; Siddiqui et al., 2023). The deliberate curtailment of screen time prior to sleep cycles exemplifies how parents intuitively apply neurological insights regarding rest quality and cognitive receptivity. This extends current theoretical understandings by proving that parental awareness in daily household management functions as a continuous micro-scaffolding mechanism, elevating routine parenting into purposeful pedagogical design (Kaya, 2025).

Regarding Educational Decision-Making within Social Contexts, our data uncover a sharp dialectic between external community norms and internal family philosophies, challenging the deterministic assumptions of socio-economic stratification highlighted in systematic reviews by Wati and Sahid (2022) and Hernandez et al. (2025). Rather than succumbing to community pressures or peer homogenization, our participants utilized their interpretive awareness as a strategic protective shield. Grounded in self-determination theory (Ryan & Deci, 2020), these caregivers exercised psychological autonomy by consciously defending their long-term educational visions—such as scholarship attainment and holistic character development—against external critique (Ana & Eva, 2025). This proves that parental decision-making is not an isolated individual act, but a complex, socially mediated negotiation where personal values are actively safeguarded.

Finally, in examining School Communication, our findings advance classical partnership typologies (Epstein, 2018; Goodall, 2021) by demonstrating that multi-layered communication channels—such as leadership-inclusive group chats and private quarterly conferences—act as vital interpretive catalysts. Teacher feedback did not merely supply academic data; it provided essential interpretive scaffolding that reconciled home observations with institutional evaluations (Ulrich & Bauer, 2001; Ünsal et al., 2025). This confirms that parental awareness is co-constructed through reciprocal dialogue, where educators and parents iteratively validate and refine their understanding of the child's developmental trajectory.

5. CONCLUSION AND SUGGESTIONS

1. Parental awareness in early childhood education operates as a dynamic, context-dependent, and socially mediated interpretive process rather than a static set of observable behaviors.
2. Caregivers actively construct meaning across four interrelated dimensions—school transition management, daily learning pattern regulation, socio-contextual educational decision-making, and communication-shaped sensemaking—thereby transforming institutional policies and routines into meaningful developmental milestones.

3. Parents function as reflective and strategic agents who utilize their interpretive capacity as a protective filter to negotiate external community pressures while steadfastly aligning home practices with long-term aspirations and family philosophies.
4. Multi-layered communication channels between homes and schools serve as vital collaborative catalysts that co-construct and refine parental understanding of young children's holistic learning requirements.
5. Grounded in these insights, early childhood institutions must transition from unidirectional information dissemination to collaborative, dialogic partnership frameworks that explicitly support parents in their roles as reflective co-educators, ensuring resilient learning ecosystems that bridge home microsystems and formal educational environments.

Future qualitative and longitudinal research should expand beyond small-scale single-case designs to investigate how parental interpretive capacity evolves across diverse socio-cultural landscapes, varied geographical settings, and extended educational trajectories.

Ethical & Author Statements

Informed consent was obtained from all participants. Participation was voluntary, and all data were anonymized to ensure confidentiality. The author declares no conflict of interest and that no external funding was received for this study.

CRedit Statement:

R.R.P.: Conceptualization, Methodology, Data Collection, Formal Analysis, Writing – Original Draft.

S.: Supervision, Validation, Writing – Review & Editing.

S.: Supervision, Theoretical Framework, Writing – Review & Editing.

U.S.: Supervision, Project Administration, Writing – Review & Editing.

Data Policy: The data supporting the findings of this study are not publicly available due to confidentiality and ethical restrictions but are available from the corresponding author upon reasonable request.

AI Policy: The author used AI-assisted tools to support language refinement and editing. All ideas, data analysis, and interpretations are the original work of the author. The author takes full responsibility for the content of the manuscript.

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