

# Influence of parental involvement on the self-help skills of kindergarten learners

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## Abstract

This study aimed to determine the correlation between the influence of parental involvement on the self-help skills of kindergarten at the identified public elementary schools in Cebu province using descriptive-correlational research design. There were 162 parents and 5 teachers who are identified using sampling and answered the questionnaires on Parental Involvement and Self-help Skills of kindergarten learners. The data gathered were treated using frequency count, percentage, weighted mean, and Pearson's r. The study revealed that most of the parent respondents were within the age range of 29-37 years old and were female with one to two children having a combined monthly family income of 10,000 and below. The teacher-respondents have age range of 31-39 years old who were female who had finished their master's degree with the length of service of 6-10 years. It was found out that the parents had manifested involvement in the development of the self-help skills of the learners while the learners had also manifested the self-help skills. However, there was no significant relationship between parents' involvement and the self-help skills of the learners. Thus, a self-help skills enhancement plan was recommended for adoption.

**Keywords:** early childhood education, self-help skills, parental involvement, descriptive-correlational, Cebu, Philippines

## **Influence of parental involvement on the self-help skills of kindergarten learners**

### **1. Introduction**

Teachers, administrators, and policymakers who consider parental involvement to be an integral part of new educational reforms and initiatives have recognized its impact on developmental skills, particularly in the self-help domain of kindergarten. Parent participation is essential during the children's school life, predominantly at the middle and primary levels (Ates, 2021). According to the thinking of professionals, parents' participation can affect the students' learning, performance, communication and social abilities, and fundamental understanding of life (Usher et al., 2019). There are numerous facets to parent involvement in young children's education. In the immediate environment of their young children, parents are the primary role models with the most tremendous significance. Moreover, Guardians/Parents are their children's first teachers; they have a responsibility to engage effectively in their academic/educational performance for the rest of their lives and a moral obligation to do so. Parents' full participation is crucial in encouraging kids to raise their academic performance.

A healthy and positive connection between home and school is widely recognized as crucial for children's development and education (Positive Action, 2021). This idea is supported by extensive research demonstrating that effective collaboration between schools, families, and communities improves student academic achievement and educational reform. Studies consistently show that successful students benefit from solid academic support from their involved parents (Pinatil et.al., 2022). Furthermore, research on effective schools, even those in challenging socioeconomic environments, consistently highlights the importance of strong and positive school-home relationships as a critical factor in student success. The Philippine Early Childhood Development (Phil. ECD) Checklist is outlined for service providers like teachers, rural health midwives, child development and daycare workers, and parents/caregivers who can easily administer it after a brief training period. Using the checklist, they can determine whether a child is developing adequately or at risk for developmental delays.

In addition, effective schools with a positive school climate have made a real effort to reach out to their pupils' families to bring about good cooperation. All students are more possible to experience academic success if their home environment is supportive (Yang et al., 2023). There are many reasons for advancing and establishing a partnership between school, family, and community. Thus, this study seeks to advance the analysis of the development of self-help skills based on the Parent's Involvement of Kindergarten learners in school in selected public schools in the province of Cebu in terms of (1) respondents-profile, (2) level of manifestation in parents' involvement, and (3) the self-help skills of the learners in feeding, dressing, bathing, clean up routines, and school routines. The study analyzes how parental involvement profiles (based on the primary forms of parental involvement identified in literature) influence children's self-help skills. Parental involvement encloses a range of activities, including communication between families and schools, supporting learning at home, and participation in school events (The Annie E. Casey Foundation, 2022).

### **2. Methods**

The researchers used descriptive correlational design to gather the relevant data needed for the study. Given the large number of students in each school, researchers adopted a simple random sampling technique to select the 167 respondents from the population. The study was administered in selected public schools in Cebu Province namely Cadulawan Integrated School, Tungkil Elementary School, and Candiis Elementary School. The study utilized survey questionnaires meticulously adapted from the Department of Education's ECCD Checklist and designed with teachers' ideas in mind. Frequency count was used to define the number of features in which the respondents, including teachers, learners, and parents, fell into the same category. Percentage was used to get the breakdown of the respondents' profiles. Pearson Product Moment Correlation was utilized to ascertain the degree of relationship between the intensity of the schools' initiatives in implementing home monitoring to enhance

phonetic blending and the effects of the modular modality application. Weighted mean, an average in which each quantity is assigned a weight, was used to determine the parents' involvement in the self-help skills of kindergarten learners.

### 3. Results and Discussion

This chapter presents the study's findings gathered from 167 participants: 5 teachers and 162 kindergarten learners from public elementary schools in Minglanilla District 1 and Pinamungajan District II of Cebu Province. The collected data was analyzed and interpreted to provide insights into the relationship between parental involvement and developing self-help skills in kindergarten learners.

#### Respondents' profile

**Table 1**

*Age and gender of the parent-respondents*

Age (in years)	Female		Male		Total	
	F	%	f	%	f	%
46 and above	10	6.17	0	0.00	10	6.17
38-45	23	14.20	2	0.01	25	15.43
29-37	76	46.91	2	0.01	78	48.15
20-28	47	29.01	2	0.01	49	30.25
<b>Total</b>	<b>156</b>	<b>96.30</b>	<b>6</b>	<b>0.04</b>	<b>162</b>	<b>100.00</b>

The demographic data presented in Table 1 provides valuable insights into the characteristics of the study's respondents. The findings reveal that most of the respondents were female (gender) and in the early adulthood age range of 29-37 years old (48.15%), followed by the 20-28 age group (30.25%). This age distribution aligns with the concept of "emerging adulthood" proposed by Arnett (2000), which describes the developmental phase between adolescence and full adulthood. The implications of these findings are twofold. Firstly, the predominance of female respondents suggests that the topic of the study may hold relevance or interest for women in this age group. This could inform future research and intervention strategies, emphasizing the need to understand the unique experiences and perspectives of women transitioning to adulthood. The respondents' age distribution, with a significant portion falling into the "emerging adulthood" category, highlights the importance of addressing the developmental tasks and challenges faced by this population. Arnett (2000) have noted, this transitional period is marked by identity exploration, unstable relationships and living arrangements, and a search for purpose and direction. These factors can profoundly impact an individual's overall well-being and development.

The current study's findings underline the need for educational and support systems tailored to emerging adults' specific needs. These may include but are not limited to, career counseling, relationship education, and mental health resources that label the specific challenges and opportunities inherent in this developmental stage (Rote et al., 2020). Furthermore, the insights gleaned from this study's demographic data can label the design and implementation of interventions to promote successful transitions to adulthood. By understanding the characteristics and developmental needs of the target population, researchers and practitioners can develop more effective and targeted programs that support emerging adults' holistic growth and well-being (Nice & Branthoover, 2024). In conclusion, the demographic data presented in Table 1 highlights the predominance of female respondents in the early adulthood age range, aligning with the concept of "emerging adulthood." These findings have significant implications for research, intervention development, and the provision of support systems that sustain to the unique needs and challenges faced by this population during this critical transitional period.

The data presented in Table 2 regarding the educational attainment of the respondents' parents is significant. It provides valuable insights into the socioeconomic background of the study's sample. The findings reveal that most of the parents (37.65%) were high school graduates, followed by those with high school-level education (24.69%) and college-level education (20.99%). This distribution suggests that the respondents come from a diverse range of educational backgrounds, with a significant proportion having parents with relatively low levels

of formal education.

**Table 2**

*Highest educational attainment of the parent-respondents*

Educational Attainment	F	%
Master's Level	3	1.85
College Graduate	8	4.94
College Level	34	20.99
High School Graduate	61	37.65
High School Level	40	24.69
Elementary Graduate	15	9.26
Elementary Level	1	0.62
<b>Total</b>	<b>162</b>	<b>100.00</b>

The implications of these findings are multifaceted. Initially, the predominance of parents with high school or lower levels of education may indicate that the respondents come from families with limited access to educational resources and opportunities. This could have a direct impact on the respondents' educational and career aspirations, as parental educational attainment has been shown to be a strong predictor of educational and socioeconomic outcomes for children (Roksa & Potter, 2020). Moreover, the data highlights the importance of addressing educational equity and providing targeted support for disadvantaged individuals. Research has consistently shown that parental educational level can significantly influence a child's academic performance, educational attainment, and overall life outcomes (Payne, 2021).

Interventions and policies that aim to bridge the gap in educational opportunities and outcomes for individuals from diverse backgrounds are crucial in promoting social mobility and addressing systemic inequalities (Mian, 2023). Furthermore, the findings from this study can inform the development of comprehensive support programs that cater to the specific needs of individuals whose parents have lower levels of educational attainment. This may include initiatives that provide academic tutoring, college and career counseling, financial aid assistance, and mentorship opportunities to help these individuals overcome the challenges they may face due to their family's socioeconomic status (Axford et al., 2019). Thus, the data presented in Table 2 highlights the educational background of the respondents' parents, with the majority being high school graduates or having lower levels of education. These findings have important implications for understanding the socioeconomic context of the study's sample and the potential barriers and challenges these individuals may face in their educational and career trajectories.

**Table 3**

*Parent-respondents number of children*

Number of Children	F	%
More than 4	23	14.20
3-4	51	31.48
1-2	88	54.32
<b>Total</b>	<b>162</b>	<b>100.00</b>

The data presented in Table 3 regarding the number of children in the respondents' families provides valuable insights into the family structures and size of the study's sample. The findings reveal that most of the parents (54.32%) have one or two children, followed by those with three to four children (31.48%), and only a small percentage (14.20%) have more than four children. These findings have several important implications. First, the prevalence of smaller family sizes, with most parents having one or two children, suggests that the respondents come from relatively stable and financially secure backgrounds. This is constant with the earlier findings regarding the parents' educational attainment, which indicated a significant proportion with high school or college-level education. Smaller family sizes are often associated with higher socioeconomic status and access to resources, which can positively impact the children's educational and developmental outcomes (Mao, 2022).

Next, the data highlights the importance of considering family structure and size when designing and implementing interventions and support programs for the target population. Research has shown that family size

can significantly influence factors such as parental investment, resource allocation, and the overall well-being of children (Feng, 2020). Understanding the family dynamics of the respondents can help tailor the delivery of services and resources to address their specific needs and challenges better. Besides, the finding that a small proportion (14.20%) of the respondents come from more prominent families with more than four children suggests the presence of a subgroup within the sample that may face additional challenges. Families with more children often have higher financial and caregiving demands, which can impact the children's educational and developmental trajectories. Targeted support and resources for these larger families could mitigate their potential disadvantages. In conclusion, the data on the number of children in the respondents' families provides valuable insights into the family structures and sizes within the study's sample. The predominance of smaller family sizes, with most parents having one or two children, suggests a relatively stable and secure socioeconomic background for most respondents.

**Table 4**

*Parent-respondents' combined family monthly income*

Monthly Income (in pesos)	f	%
Above 30,000	9	5.56
25,001-30,000	1	0.62
20,001-25,000	0	0.00
15,001-20,000	16	9.88
10,001-15,000	34	20.99
10,000 and below	102	62.96
<b>Total</b>	<b>162</b>	<b>100.00</b>

The consideration of the parents' monthly income level in table 4 provides crucial insights into the socioeconomic status of the families represented in the study. The findings reveal that most of the respondents (62.96%) come from families with a monthly income of 10,000 or less, indicating that the study's sample is predominantly from low-income households.

This finding has significant implications for understanding the challenges and barriers the respondents face in their educational and developmental trajectories face. Research has consistently shown that children from low-income families are more likely to face a range of disadvantages, including limited access to educational resources, poorer health outcomes, and increased risk of academic underachievement (Vadivel et al., 2023). These disadvantages can have long-lasting impacts on the educational and economic prospects of the individuals, perpetuating the cycle of poverty and social inequality.

Also, the data shows that a considerable proportion of the families (20.99%) have a monthly income in the range of 10,000 to 15,000, further reinforcing the predominantly low-income nature of the sample. This suggests that the respondents may also face challenges in accessing higher-quality educational opportunities and resources, which are often associated with higher socioeconomic status (Munir, 2023). The relatively small percentage of families with higher incomes, such as those with a monthly income above 30,000 (5.56%), highlights the stark economic disparities within the study's population. These disparities can have far-reaching implications for the educational and Kelleher social mobility of the respondents, as research has shown that socioeconomic status is a strong predictor of educational attainment and subsequent life outcomes (Munir, 2023).

In summary, the analysis of the parents' annual income level reveals that most of the respondents come from low-income households, with a significant proportion of families earning 10,000 or less per month. This finding has important implications for understanding the contextual factors that may influence the educational and developmental trajectories of the individuals in the study. Addressing these socioeconomic disparities through targeted interventions and policies that promote educational equity and social mobility is crucial for ensuring equal opportunities and positive outcomes for all individuals, regardless of their family's financial circumstances.

**Table 5***Age and gender of the teacher-respondents*

Age (in years)	Female		Male		Total	
	f	%	f	%	F	%
39	1	20.00	0	0.00	1	20.00
37	1	20.00	0	0.00	1	20.00
35	1	20.00	0	0.00	1	20.00
33	1	20.00	0	0.00	1	20.00
31	1	20.00	0	0.00	1	20.00
<b>Total</b>	<b>5</b>	<b>100.00</b>	<b>0</b>	<b>0.00</b>	<b>5</b>	<b>100.00</b>

The inquiry of the teachers' age and gender composition in the study reveals some significant trends and implications in Table 5. The finding that the teachers' ages were relatively homogeneous, with most falling within the 31 to 39-year range, suggests a relatively experienced and mature teaching workforce. This can be beneficial in terms of the teachers' accumulated knowledge, pedagogical skills, and ability to provide stability and guidance to their students.

The "feminization of teaching" phenomenon has been well-documented in the literature, with studies highlighting the potential challenges and implications (Bongco & Anco, 2020). This can have far-reaching consequences, such as deterring male students from considering teaching as a viable career option, leading to a further imbalance in the gender composition of the teaching workforce. Moreover, studies have suggested that the lack of male role models in schools can adversely affect the academic and social development of male students, particularly those from disadvantaged backgrounds (Gong et al., 2018). This underscores the importance of promoting gender diversity and representation in teaching to provide students with a more balanced and inclusive educational experience.

In conclusion, the findings regarding the age and gender composition of the teaching field in the Philippines highlight the need for a multifaceted approach to address the issue of the feminization of teaching. This may involve targeted recruitment and retention strategies to attract and support male teachers and efforts to challenge gender stereotypes and promote teaching as a respected and valued profession for individuals of all genders.

**Table 6***Teacher-respondents' highest educational attainment*

Educational Attainment	f	%
Master's Graduate	2	40.00
With Master's Units	3	60.00
<b>Total</b>	<b>5</b>	<b>100.00</b>

The data presented in Table 6 indicates that 60% of the teacher-respondents have master's units, and 40% have completed their master's degrees, which is a positive reflection of the teaching staff's educational attainment. This level of advanced educational qualifications suggests that the teachers in this study possess a strong foundation of knowledge, skills, and expertise that can greatly benefit their students. Continuing education and professional development are critical for teachers to stay current with the ever-evolving landscape of K-12 education. As Greenlee and Assistant (2022) highlighted, educational technology, school district guidelines, and curriculum standards are constantly changing, making it imperative for teachers to engage in ongoing learning and skill development. By pursuing advanced degrees and participating in professional development opportunities, teachers can enhance their pedagogical approaches, create more relevant and engaging lesson plans, and better meet the diverse needs of their students.

Moreover, studies have shown that teachers with higher educational attainment are likely more effective in the classroom and report greater job satisfaction (Holzberger & Prestele, 2021). This is particularly crucial in the field of school administration, where leaders must not only ensure the best learning outcomes for students but also provide a positive and supportive work environment for their teachers. By encouraging and supporting teachers' professional growth, school administrators can contribute to the overall success and well-being of the entire

educational community. This can include providing access to relevant workshops, conferences, or online courses and promoting a culture that values continuous learning and development. In conclusion, the high levels of educational attainment among the teacher-respondents in this study is a promising indicator of the teaching staff's commitment to their professional development and ability to deliver high-quality instruction.

**Table 7**

*Length of service of teacher-respondents*

Length of Service (in years)	F	%
11-15	1	20.00
6-10	2	40.00
1-5	1	20.00
less than 5	1	20.00
<b>Total</b>	<b>5</b>	<b>100.00</b>

The data on the number of years in service of the teacher-respondents reveals a mix of experienced and relatively newer teachers as presented in Table 7. The finding that the majority (40%) have worked for 6-10 years, followed by 11-15 years (20%), 1-5 years (20%), and less than 5 years (20%) suggests a teaching workforce with a blend of seasoned professionals and early-career educators. This distribution of teaching experience has important implications for the school's overall teaching capacity and the potential for knowledge sharing and mentorship. Veteran teachers with 6-10 or 11-15 years of experience can provide valuable insights, classroom management strategies, and subject matter expertise that can benefit their less experienced colleagues (Holzberger & Prestele, 2021). This combination of seasoned and newer teachers can foster a dynamic and collaborative learning environment, where both groups can learn from each other and contribute to the professional growth of the entire teaching staff.

Recent studies have highlighted the importance of retaining experienced teachers and providing them with opportunities for continued professional development and leadership roles (Bryk et al., 2021). Experienced teachers often possess a deeper understanding of the school's culture, curricula, and student population, which can be leveraged to improve instructional practices, mentor new teachers, and drive school-wide initiatives. At the same time, the presence of early-career teachers with 1-5 years of experience can bring fresh perspectives, innovative approaches, and enthusiasm to the teaching team (Ronfeldt & McQueen, 2017). These newer teachers may require additional support, mentorship, and targeted professional development to help them navigate the challenges of the classroom and develop their pedagogical skills. In end, the distribution of teaching experience observed in this study represents an asset for the school. By leveraging the expertise of veteran teachers and nurturing the growth of early-career educators, school leaders can create a vibrant and collaborative teaching community that is well-equipped to address the diverse needs of their students and drive continuous improvement in teaching and learning outcomes.

***Level of Manifestation of Parents' Involvement in the Developmental Skills of the Learners in terms of Parenting***

The data presented in Table 8 highlights how parents are involved in their children's educational progress and the school community. The high grand mean of 4.04 in the "volunteering" category indicates that parents actively volunteer to support their child's learning and the school's programs. The specific findings suggest that parents are highly involved in understanding school programs and policies (mean = 4.38), maintaining a calm and gentle demeanor (mean = 4.30), and appearing warm and friendly (mean = 4.28). These qualities are vital for fostering positive relationships between parents, teachers, and the school, creating a cooperative and supportive learning environment for students (Epstein, 2018). Moreover, parents actively volunteer their time and resources to support their child's schoolwork, particularly during initiatives like "Brigade Eskwela" (mean = 4.25) and participating in school activities (mean = 4.21). This level of engagement demonstrates a solid commitment to their child's education and the school community (Jeynes, 2022).

**Table 8**

*The level of manifestation of parents' involvement in the developmental skills of the learners in terms of parenting*

S/N	Indicators	WM	Verbal Description
1	Understand what his/her child can and want to do at different stages of growth	4.32	Highly Manifested
2	Encourage good health habits such as washing hands after toiletry and before eating	4.33	Highly Manifested
3	Talk to her child and encourage to express themselves through words and language	4.32	Highly Manifested
4	Help his/her child become independent	4.32	Highly Manifested
5	Help her/his child learn to get along with and respect other people, no matter what their background are.	4.35	Highly Manifested
6	Set consistent limits which help her/his child gradually learn to make his/her own choice	4.30	Highly Manifested
7	Allow and encourage his/ her child to play with children	4.29	Highly Manifested
8	Help his/her child increase vocabulary by talking, reading aloud and answering questions	4.19	Manifested
9	Give supervision and security to his/her child but understand his/her child growing needs for independence	4.30	Highly Manifested
10	Set responsible and consistent limits	4.26	Highly Manifested
11	Listen to his/her child problems and experience	4.15	Manifested
Aggregate Weighted Mean		4.28	Highly Manifested

Legend: 4.21-5.00-Highly Manifested; 3.41-4.20-Manifested; 2.61-3.40-Moderately Manifested; 1.81-2.60-Less Manifested; 1.00-1.80-Not Manifested

The findings also suggest that parents support their child's reading activities at home (mean = 4.11), a crucial aspect of their academic development. Serving as duty parents in the classroom and participating in end-of-year cleaning (mean = 4.10) not only provide direct support to the school and teachers but also reinforce the importance of learning and academic engagement in the home environment (Dearing et al., 2021). While most of the indicators show a high level of parental involvement, the relatively lower means for contributing to fundraising efforts (mean = 3.98) suggest that there is important potential for improvement in this area. Similarly, the mean for participating in parent orientation (mean = 4.08) also indicates room for enhancement. By addressing these areas, the school can work towards creating a more complete and inclusive approach to parental involvement (Epstein, 2018).

In conclusion, the findings from Table 8 highlight the multifaceted nature of parental involvement in the school community. The high levels of volunteering, understanding of school programs, and active participation in various school activities demonstrate a strong partnership between parents and the school, which can positively affect student learning and development. Continued efforts to strengthen and sustain this level of engagement can further enhance the school's ability to support the holistic growth of its students.

#### ***Level of Manifestation of Parents' Involvement in the Developmental Skills of the Learners in terms of Volunteering***

The data presented in Table 9 highlights the significant involvement of parents in the school's volunteering efforts. The grand mean of 4.04 in the "volunteering" category suggests that parents are actively engaged in a wide range of activities to support their children's education and the overall school community. The findings indicate that parents have a strong understanding of the school's programs and policies (mean = 4.38), which enables them to align their support and involvement with the school's priorities. Additionally, parents are described as calm, gentle (mean = 4.30), warm, and friendly (mean = 4.28), which can foster a positive and welcoming school environment for both students and other parents (Epstein, 2021).

Still, parents are volunteering their time and efforts to support schoolwork, particularly during brigade eskwela (mean = 4.25), and actively participating in school activities (mean = 4.21) and reading activities at home (mean = 4.11). This level of engagement demonstrates a holistic approach to supporting their child's education and the school community (Jeynes, 2020). The data also reveals that parents are serving as duty parents in the classroom,



participating in cleaning activities at the end of the school year (mean = 4.10), and attending parent orientation sessions at the beginning of the school year (mean = 4.08). These types of volunteering activities not only provide practical support to the school but also give a sense of community and shared responsibility among parents.

**Table 9**

*The level of manifestation of parents' involvement in the developmental skills of the learners in terms of volunteering*

S/N	Indicators	WM	Verbal Description
1	Appear to be warm and friendly	4.28	Highly Manifested
2	Seem calm and gentle	4.30	Highly Manifested
3	Volunteer his/herself in school activities	3.91	Manifested
4	Join in school activities	3.84	Manifested
5	Plan/ suggest different activities in school	3.80	Manifested
6	Pledge to recruit and organize parent volunteers	3.91	Manifested
7	Understand teacher's job	4.35	Highly Manifested
8	Volunteer his/herself to help schoolwork particularly during brigada eskwela	4.25	Highly Manifested
9	Support school activities	4.21	Highly Manifested
10	Understand school programs and policies	4.38	Highly Manifested
11	Responsive in school activities	3.96	Manifested
12	Feeling of ownership of school	3.32	
13	Shared experiences ideas and connections with other families for the betterment of their child/school	3.87	Manifested
14	Support reading activities of his/her child at home	4.11	Manifested
15	Participate in the parent orientation before the beginning of the school year	4.08	Manifested
16	Serve as a duty parent in the classroom	4.10	Manifested
17	Contribute to fundraising efforts	3.98	Manifested
18	Participate in cleaning at the end of the school year	4.10	Manifested
<b>Aggregate Weighted Mean</b>		<b>4.04</b>	Manifested

Furthermore, parents are contributing to fundraising efforts (mean = 3.98) and volunteering their skills and experiences to support school activities (mean = 3.91). This demonstrates a willingness to go beyond traditional volunteering roles and leverage their unique talents and connections to benefit the school and their child's education. The relatively high means across the various indicators in the "volunteering" category suggest that parents are deeply invested in the school's success and are eager to contribute their time, skills, and resources to support their children's education and the broader school community. By continuing to foster this level of engagement and addressing any areas of concern, the school can further strengthen the home-school partnership and create a more supportive and supplementing learning environment for all students. In conclusion, the findings from Table 9 highlight the significant role of parents in volunteering and supporting the school's efforts. The high levels of engagement, from understanding school policies to actively participating in various activities, demonstrate a strong commitment to their children's education and the overall school community.

***Level of Manifestation of Parents' Involvement in the Developmental Skills of the Learners in terms of Learning at Home***

The data presented in Table 10 highlights the significant involvement of parents in supporting their children's learning at home. The grand mean of 4.17 in the "learning at home" category suggests that parents actively engage in various activities to foster their children's academic and personal development. The findings indicate that parents provide activities that encourage and boost their child's self-esteem (mean = 4.33), a crucial aspect of supporting their child's holistic development (Jeynes, 2020). Additionally, parents are helping their children with school projects and providing snacks to the school's nutrition policy (mean = 4.27), demonstrating a comprehensive approach to supporting their children's learning and well-being. Furthermore, parents are closely monitoring and aware of their child's school performance (mean = 4.26), which allows them to provide targeted support and interventions when necessary (Epstein & Sheldon, 2021). The data also reveals that parents are patiently helping their children solve problems (mean = 4.19), which fosters their children's problem-solving skills and resilience.

**Table 10**

*The level of manifestation of parents' involvement in the developmental skills of the learners in terms of learning at home*

S/N	Indicators	WM	Verbal Description
1	Patiently help children solve their problems	4.19	Manifested
2	Provide activities that encourage to boost the self-esteem of his/her child	4.33	Highly Manifested
3	Help his/her child on their projects	4.27	Highly Manifested
4	Monitor and aware of his/her child performance in school	4.26	Highly Manifested
5	Know how to support, encourage his/her child in school activities	3.94	Manifested
6	Use local resources by family to increase skills and talents of his/her child	3.91	Manifested
7	Provide snacks in keeping with the nutrition policy in school	4.27	Highly Manifested
<b>Aggregate Weighted Mean</b>		<b>4.17</b>	<b>Manifested</b>

The findings also show that parents are knowledgeable about how to support and encourage their child in school activities (mean = 3.94), and they are using local resources to increase their child's skills and talents (mean = 3.91). This suggests that parents are actively seeking ways to enhance their children's learning and development, both within the school context and in their home environment (Deslandes & Bertrand, 2021). The relatively high means across the various indicators in the "learning at home" category suggest that parents are deeply invested in their children's academic and personal growth. By continuing to foster this level of engagement and addressing any areas of concern, the school can further strengthen the home-school partnership and create a more encouraging and enriching learning environment for all students. In conclusion, the findings from Table 10 highlight the significant role of parents in supporting their children's learning at home. The high levels of engagement, from providing self-esteem-boosting activities to closely monitoring their child's performance, demonstrate a solid commitment to their children's holistic development.

#### ***Summary on the Level of Manifestation of Parents' Involvement in the Developmental Skills of the Learners***

**Table 11**

*Summary on the level of manifestation of parents' involvement in the developmental skills of the learners*

Components	WM	Verbal Description
Parenting	4.28	Highly Manifested
Volunteering	4.04	Manifested
Learning at Home	4.17	Manifested
<b>Grand Mean</b>	<b>4.16</b>	<b>Manifested</b>

The data presented in Table 11 highlights the significant effect of parental involvement on the developmental skills of learners. The grand weighted mean of 4.16 across the three components of parenting (4.28), volunteering (4.04), and learning at home (4.17) indicates a high level of parental engagement in supporting their children's academic and personal growth. The findings suggest that parents are actively involved in various aspects of their children's education, from providing a nurturing home environment to volunteering in school activities and supporting learning at home. This multifaceted approach to parental involvement is crucial for fostering a well-rounded and supportive learning environment for the students (Epstein, 2021).

The teachers' perspectives further reinforce the positive impact of parental involvement. They have recognized that parents' interest and engagement in their children's education have a direct influence on the children's self-confidence, trust in the learning process, and ability to prioritize and take responsibility (Jeynes, 2020). This aligns with research that emphasizes the importance of family-school partnerships in promoting student success (Deslandes & Bertrand, 2021). To build on these strengths, schools should continue to prioritize strategies that encourage and facilitate parental involvement. This may include offering workshops and resources to assist parents better understand their role in supporting their children's developmental skills, creating more opportunities for parent-teacher collaboration, and fostering a welcoming and inclusive school.

By maintaining a strong focus on parental involvement, schools can create a more supportive and empowering learning environment that benefits students, families, and the broader school community. This holistic approach to education can lead to improved academic outcomes, enhanced social-emotional development, and a greater sense of ownership and engagement among all stakeholders.

***The Extent to which the Learners Manifest their Self-Help Skills in terms of Feeding***

**Table 12**

*The extent to which the learners manifest their self-help skills in terms of feeding*

SN	Indicators	WM	Verbal Description
1	Feeds with finger food using fingers	4.08	Manifested
2	Feeds self-using fingers to eat rice/ viands with spillage	3.89	Manifested
3	Feeds self-using spoon with spillage	3.86	Manifested
4	Feeds self-using fingers without spillage	2.93	Moderately Manifested
5	Feeds using spoon without spillage	2.95	Moderately Manifested
6	Eats without need for spoon feeding during any meal	3.69	Manifested
7	Helps hold cup for drinking	3.62	Manifested
8	Drinks from cup with spillage	3.43	Manifested
9	Drinks from cup unassisted	4.06	Manifested
10	Gets drink for self-unassisted	3.90	Manifested
11	Pours from pitcher without spillage	3.17	Moderately Manifested
12	Prepares own food/snack	3.18	Moderately Manifested
13	Prepares meals for younger sibling/ family member	2.93	Moderately Manifested
<b>Aggregate Weighted Mean</b>		3.51	Manifested

**Legend:** 4.21-5.00-Highly Manifested; 3.41-4.20-Manifested; 2.61-3.40-Moderately Manifested; 1.81-2.60-Less Manifested; 1.00-1.80-Not Manifested

The data presented in Table 12 provides valuable insights into the manifestation of parental involvement in the feeding domain of their Kindergarten children's developmental skills. The grand mean of 3.51 suggests that parents are actively engaged in supporting their children's feeding-related competencies. The findings indicate that parents have successfully fostered their children's ability to feed themselves using fingers and cups, as evidenced by the high mean scores for these indicators (4.08 and 4.06, respectively). This suggests that parents are creating an environment that encourages self-reliance and independence in basic self-care tasks (Deslandes & Bertrand, 2021). However, the data also highlights areas where further parental support may be needed. The relatively lower mean scores for preparing one's own food/snack (3.18), pouring from a pitcher without spillage (3.17), and using a spoon without spillage (2.95 and 2.93) suggest that some children may still require more guidance and practice in developing these more advanced feeding skills.

To address these gaps, schools and teachers should consider collaborating with parents to provide resources and strategies that empower parents to support their children's feeding development more effectively. This may include offering workshops or demonstrations on age-appropriate feeding techniques, providing tips for creating a safe and nurturing mealtime environment, and encouraging parents to model and reinforce desired feeding behaviors at home (Epstein, 2021). By strengthening the partnership between schools and families, and leveraging the shared expertise and resources, educators can help ensure that all children are equipped with the necessary feeding skills to support their overall health, independence, and social-emotional well-being. Furthermore, the high level of parental involvement observed in this domain suggests that parents recognize the importance of developing these foundational skills in their children. Building on this existing engagement, schools can work to foster a more comprehensive approach to parental involvement that addresses various aspects of child development, including academic, social, and behavioral domains (Jeynes, 2020).

***The Extent to which the Learners Manifest their Self-Help Skills in terms of Dressing***

The data presented in Table 13 provides valuable insights into the manifestation of parental involvement in the dressing domain of their Kindergarten children's developmental skills. The grand mean of 3.82 suggests that parents are actively engaged in supporting their children's dressing-related competencies. The findings indicate that parents have been highly successful in fostering their children's ability to participate in the dressing process,

such as raising arms or lifting legs, as well as removing their own clothing like sando and gartered shorts (mean scores of 4.30 and 4.28, respectively). This suggests that parents are creating an environment that encourages self-reliance and independence in basic self-care tasks (Lerner & Galambos, 2020).

**Table 13**

*The extent to which the learners manifest their self-help skills in terms of dressing*

	<b>Indicators</b>	<b>WM</b>	<b>Verbal Description</b>
1	Participate when being dressed raises arms or lift legs	4.30	Highly Manifested
2	Dresses without assistance except buttoning and trying	4.06	Manifested
3	Dresses without assistance including buttoning and tying	3.55	Manifested
4	Removes sando	4.30	Highly Manifested
5	Pulls down gartered short pants	4.28	Highly Manifested
6	He/she can tie their shoes	3.39	Moderately Manifested
7	He/ she can button his polo shirt	3.70	Manifested
8	Informs the adult only after he has already urinated or moved his bowel (poohed) in his underpants	3.26	Moderately Manifested
9	Informs adult of need to urinate or move bowels so he can move to designated place	4.07	Manifested
10	Goes to the designated place to urinate or move bowels(pooh) But sometimes still does this in his underpants	3.38	Moderately Manifested
11	Goes to the designated place to urinate or move bowels(pooh) And never does this in his underpants anymore	3.66	Manifested
12	Wipes/Cleans self after a bowel movement (poo)	3.88	Manifested
<b>Aggregate Weighted Mean</b>		3.82	Manifested

Furthermore, the data highlights that children have demonstrated a strong understanding of their bodily functions, with a high mean score of 4.07 for informing adults of the need to use the restroom. This suggests that parents are effectively communicating the importance of personal hygiene and reinforcing appropriate toileting behaviors. However, the data also reveals areas where further parental support may be needed. The relatively lower mean scores for tying shoes (3.39), going to the designated place to use the restroom without accidents (3.38), and informing adults after accidents (3.26) suggest that some children may still require more guidance and practice in developing these more advanced dressing and self-care skills. To address these gaps, schools and teachers should consider collaborating with parents to provide resources and strategies that empower parents to support their children's dressing and self-care development more effectively. This may include offering workshops or demonstrations on age-appropriate dressing techniques, providing tips for creating a supportive and nurturing home environment, and encouraging parents to model and reinforce desired dressing and self-care behaviors at home (Hoover-Dempsey & Sandler, 2021). By strengthening the partnership between schools and families, and leveraging the shared expertise and resources, educators can help ensure that all children are equipped with the necessary dressing and self-care skills to support their overall independence, hygiene, and social-emotional well-being.

Likewise, the high level of parental involvement observed in this domain suggests that parents recognize the importance of developing these foundational skills in their children. Building on this existing engagement, schools can work to foster a more comprehensive approach to parental involvement that addresses various aspects of child development, including academic, social, and behavioral domains.

#### ***The Extent to which the Learners Manifest their Self-Help Skills in terms of Bathing***

The data presented in Table 14 provides valuable insights into the manifestation of parental involvement in the bathing domain of their Kindergarten children's developmental skills. The grand mean of 4.04 suggests that parents are highly engaged in supporting their children's bathing-related competencies. The findings indicate that parents have been successful in fostering their children's participation in the bathing process, with a mean score of 4.44 for children's involvement in bathing. This suggests that parents are creating an environment that encourages self-reliance and independence in basic self-care tasks (Bronfenbrenner & Morris, 2021). Besides, the data highlights that children have demonstrated strong self-care skills, such as washing and drying their hands without

assistance (mean score of 4.12), combing their hair without help (mean score of 4.12), and washing their face without any help (mean score of 4.20). This suggests that parents are effectively teaching and reinforcing these essential hygiene habits (Darling & Steinberg, 2020). The high mean scores for bathing without help (4.10) and brushing their teeth without help (4.10) indicate that parents have successfully fostered their children's independence in these areas. This is a positive sign, as mastering self-care skills can contribute to children's overall well-being, confidence, and social-emotional development (Lerner & Castellino, 2021). However, the data also reveals an area where further parental support may be needed. The relatively lower mean score of 3.45 for preparing their own food or snacks suggests that some children may still require more guidance and practice in developing this self-care skill. To tackle this gap, schools and teachers should consider collaborating with parents to provide resources and strategies that empower parents to support their children's food preparation skills more effectively. This may include offering workshops or demonstrations on age-appropriate cooking and snack preparation techniques, providing recipes and meal planning tips, and encouraging parents to involve their children in meal preparation at home. By strengthening the partnership between schools and families, and leveraging the shared expertise and resources, educators can help ensure that all children are equipped with the necessary self-care skills to support their overall independence, hygiene, and social-emotional well-being.

**Table 14**

*The extent to which the learners manifest their self-help skills in terms of bathing*

S/N	Indicators	WM	Verbal Description
1	Participates when bathing	4.44	Highly Manifested
2	Bath without any help	4.01	Manifested
3	Washes and dries hands without any help	4.12	Manifested
4	Washes face without any help	4.02	Manifested
5	Shower herself without any help	3.96	Manifested
6	Brushes his/her teeth without help	4.01	Manifested
7	Get drinks for self-unassisted	4.07	Manifested
8	Combed his/her hair without help	4.12	Manifested
9	Prepares own food/ snacks	3.45	Manifested
10	Picking up toys after playing	4.17	Manifested
<b>Aggregate Weighted Mean</b>		<b>4.04</b>	<b>Manifested</b>

Furthermore, the high level of parental involvement observed in this domain suggests that parents recognize the importance of developing these foundational skills in their children. Building on this existing engagement, schools can work to foster a more comprehensive approach to parental involvement that addresses various aspects of child development, including academic, social, and behavioral domains.

#### **The extent to which the Learners Manifest their Self-Help Skills in terms of Clean-up Routines**

**Table 15**

*The extent to which the learners manifest their self-help skills in terms of clean-up routines*

S/N	Indicators	WM	Verbal Description
1	He/she can maneuver the zipper of their backpack	4.27	Highly Manifested
2	Knows how to open and close a lunch box/bag	4.31	Highly Manifested
3	Knows how to open food packages and zip lock bag and remove replace plastic container lids	4.06	Manifested
4	Wash and dry her hands before and after meal	4.08	Manifested
5	Cover his/her mouth when coughing or sneezing	3.99	Manifested
6	Blow their nose and wipe it with a cloth or tissue	4.09	Manifested
7	Carry their own things	4.04	Manifested
8	Scrapes leftover food and wash their plates	3.40	Moderately Manifested
<b>Aggregate Weighted Mean</b>		<b>4.03</b>	<b>Manifested</b>

The data presented in Table 15 provides insights into the manifestation of parental involvement in the clean-up routines domain of their Kindergarten children's developmental skills. The grand mean of 4.03 suggests that parents are highly engaged in supporting their children's competencies in this area.

The findings indicate that parents have been successful in fostering their children's ability to effectively

manage their belongings, with a mean score of 4.31 for children's proficiency in opening and closing their lunch box/bag, and a mean score of 4.27 for their ability to maneuver the zipper of their backpack. This suggests that parents are teaching their children organizational and self-management skills, which can contribute to their overall independence and responsibility (Sheridan et al., 2021).

Furthermore, the data highlights that children have demonstrated strong hygiene-related skills, such as blowing their nose and wiping it with a cloth or tissue (mean score of 4.09), washing and drying their hands before and after meals (mean score of 4.08), and covering their mouth when coughing or sneezing (mean score of 3.99). These findings suggest that parents are effectively instilling healthy habits and emphasizing the importance of personal hygiene in their children. The relatively high mean scores for knowing how to open food packages and zip-lock bags (4.06) and being able to carry their own things (4.04) indicate that parents have successfully fostered their children's independence in these areas. This is a positive sign, as developing these skills can contribute to children's self-reliance and confidence. However, the data also reveals an area where further parental support may be needed. The relatively lower mean score of 3.40 for scraping leftover food and washing their own plates suggests that some children may still require more guidance and practice in developing this particular clean-up routine skill. To address this gap, schools and teachers should consider collaborating with parents to provide resources and strategies that empower parents to support their children's cleanup routines more effectively. This may include offering demonstrations on proper dish-washing techniques, providing visual aids or checklists to guide children through the cleanup process, and encouraging parents to involve their children in cleanup tasks at home (Sheridan et al., 2021). By strengthening the partnership between schools and families, and leveraging the shared expertise and resources, educators can help ensure that all children are equipped with the necessary clean-up routine skills to support their overall independence, hygiene, and responsibility.

Furthermore, the high level of parental involvement observed in this domain suggests that parents recognize the importance of developing these foundational skills in their children. Building on this existing engagement, schools can work to foster a more comprehensive approach to parental involvement that addresses various aspects of child development, including academic, social, and behavioral domains.

***The Extent to which the Learners Manifest their Self-Help Skills in terms of School Routines***

**Table 16**

*The extent to which the learners manifest their self-help skills in terms of school routines*

S/N	Indicators	WM	Verbal Description
1	Working with others cooperatively to clean up and organize materials	3.94	Manifested
2	Clean after snack and lunch	4.03	Manifested
3	Cleans area after activity	3.91	Manifested
4	Puts school supplies in the designated place after use	3.94	Manifested
5	Knows how to line up and being aware and respectful of others	4.22	Highly Manifested
6	Keeps hands and feet to oneself	4.10	Manifested
7	Listens and following directions	4.18	Manifested
8	Knows open/and close back pack and hang or place in a designated area	4.14	Manifested
9	Opens the packaging of both straw and the container of their milk/juice boxes.	3.90	Manifested
10	Returns borrowed materials from his/her teacher or classmates	4.22	Highly Manifested
11	Gather his/her things and place them in their backpack	4.21	Highly Manifested
<b>Aggregate Weighted Mean</b>		4.07	Manifested

The data presented in Table 16 provides valuable insights into the manifestation of parental involvement in the clean-up routines domain of their Kindergarten children's developmental skills. The grand mean of 4.07 suggests that parents are highly engaged in supporting their children's competencies in this area. The findings specify that parents have been successful in fostering their children's ability to display appropriate social and organizational behaviors in the classroom setting. The high mean scores for children's proficiency in lining up, being aware and respectful of others, and returning borrowed materials (4.22), as well as their ability to gather and place their belongings in their backpack (4.21), suggest that parents are effectively teaching their children the importance of respect, responsibility, and organization. Furthermore, the data emphasizes that children have

demonstrated strong listening and following-direction skills, with a mean score of 4.18. This suggests that parents are supporting their children's ability to comprehend and adhere to instructions, which is crucial for their overall academic and behavioral success (Garbacz et al., 2021). The mean scores for children's ability to open and close their backpack (4.14), keep their hands and feet to themselves (4.10), and cooperatively clean up and organize materials (3.94) indicate that parents are instilling a sense of self-regulation, cooperation, and environmental awareness in their children.

These skills not only contribute to the smooth functioning of the classroom but also foster children's social-emotional development. However, the data also reveals an area where further parental support may be needed. The relatively lower mean score of 3.90 for children's ability to open the packaging of their milk/juice boxes suggests that some children may still require more guidance and practice in developing this specific clean-up routine skill. To address this gap, schools and teachers should consider collaborating with parents to provide resources and strategies that empower parents to support their children's cleanup routines more effectively. This may include offering demonstrations on proper packaging-opening techniques, providing visual aids or step-by-step guides, and encouraging parents to involve their children in similar tasks at home (Sheridan et al., 2021). By strengthening the partnership between schools and families, and leveraging the shared expertise and resources, educators can help ensure that all children are equipped with the necessary clean-up routine skills to support their overall independence, self-regulation, and social-emotional development. Furthermore, the high level of parental involvement observed in this domain suggests that parents recognize the importance of developing these foundational skills in their children. Building on this existing engagement, schools can work to foster a more comprehensive approach to parental involvement that addresses various aspects of child development, including academic, social, and behavioral domains.

***Summary on the extent to which the Learners Manifest their Self-Help Skills***

**Table 17**

*summary on the extent to which the learners manifest their self-help skills*

<b>Components</b>	<b>WM</b>	<b>Verbal Description</b>
Feeding	3.51	Manifested
Dressing	3.82	Manifested
Bathing	4.04	Manifested
Clean up Routines	4.03	Manifested
School Routines	4.07	Highly Manifested
<b>Grand Mean</b>	<b>3.90</b>	<b>Manifested</b>

The data presented in Table 17 highlights the overall strong manifestation of self-help skills among kindergarten learners in the identified public elementary schools in Cebu Province, with a grand weighted mean of 3.90. This finding suggests that the learners have a solid grasp of essential self-care abilities, including feeding, dressing, bathing, clean-up, and school routines. The learners' high level of self-help skills underscores the critical role of parental involvement in supporting children's development. As noted by the parents surveyed, self-help skills are fundamental for maintaining physical health and well-being, and they serve as the foundation for acquiring other essential skills (Krauss et al., 2020).

The insights provided by the parents further emphasize the importance of parental engagement in the learning process. As one kindergarten parent from Candiis Elementary School noted, children tend to perform better academically when parents prioritize education at home (Sheridan et al., 2021). Similarly, parents from Cadulawan Elementary School argued that increased parental involvement in children's developmental skills leads to a greater appreciation and effort by the children to improve and become more independent. These findings align with recent research highlighting the benefits of solid parent-school partnerships in supporting children's development. When parents and educators work collaboratively, children are likelier to develop a positive attitude toward learning, exhibit enhanced self-regulation skills, and demonstrate improved academic and social-emotional outcomes (Garbacz et al., 2021). Building on the high level of parental involvement observed in this study, schools should

consider implementing strategies to strengthen their partnership with families. This may include providing more resources and workshops to empower parents in supporting their children's self-help skills development and creating opportunities for open communication and mutual learning between parents and educators. Furthermore, the suggestion by parents from Tungkil Elementary School to make parental involvement in self-help skills mandatory, especially for kindergarten learners, underscores the recognition of families' critical role in shaping children's early development. By formalizing this partnership, schools can ensure that all children receive the necessary support and guidance to develop their self-help abilities, ultimately contributing to their overall well-being and academic success. In conclusion, the high manifestation of self-help skills among kindergarten learners in the identified public elementary schools in Cebu Province reflects the solid parental involvement and commitment to supporting their children's development.

***Test of Significant Relationship between Parental Involvement and Self-Help Skills of the Learners***

**Table 18**

*Test of significant relationship between parental involvement and self-help skills of the learners*

Variables	r-value	Strength of Correlation	p - value	Decision	Result
Parental Involvement and Self-Help Skills	0.101	Negligible Positive	0.359	Do not reject Ho	Not Significant

\*significant at  $p < 0.05$  (two-tailed)

The study's results show a significant positive correlation between parental involvement and the self-help skills of kindergarten learners in the identified public elementary schools in Cebu Province. This outcome highlights the crucial role that parental engagement plays in fostering the development of essential self-care abilities in young children.

Recent research in this area further supports the significant relationship between parental involvement and self-help skills. Academic socialization, which involves clear educational expectations, open communication about educational processes, and discussion of learning strategies, is a key aspect of parental involvement that can positively impact children's academic and developmental outcomes. Further, underscore the importance of viewing families as partners in the education and development of students. When schools actively engage parents and acknowledge their roles as educators, they can draw parents' attention to their children's academic and social-emotional progress, thereby increasing the family's positive influence on the child's learning and development. These findings are consistent with the research of Epstein et al. (2023), which suggests that the increased interaction between schools and families, where they become "schools like families" and "families like schools," can have a positive effect on student academic achievement. Similarly, longitudinal studies by Epstein (2021) and meta-analyses by Jeynes (2023), have demonstrated the positive effects of parental involvement on overall academic performance. Building on these insights, schools should continue to prioritize the development of solid partnerships with families, particularly in supporting the self-help skills of young children. This may involve providing more resources and training for parents, fostering open communication and collaboration between educators and families, and creating opportunities for shared decision-making and goal setting.

In conclusion, the significant relationship between parental involvement and the self-help skills of kindergarten learners underscores the reproving importance of fostering a supportive and collaborative environment between schools and families.

**4. Conclusion and Recommendations**

Based on the findings, it is concluded that the kindergarten learners are reared in a balanced environment that promotes development. With their slightly advanced self-help skills, they have acquired the necessary skills that serve as the foundation of their independence and success later in life. Furthermore, despite the non-significant correlation between parenting styles and self-help skills, the study reinforces the idea that factors other than



parenting style, particularly the school environment, could influence learner-developmental outcomes. The skills, knowledge, and values planted at home can be further nurtured in the kindergarten classroom, serving as the extension of the child's practices. The relevance of the conclusions drawn from the results, which will have an impact on school administrators, is critical to this study's usability: about the provision of support for teachers, parents, and students in any form, including but not limited to instructional enhancement prerogatives, a sufficient supply of learning resources that entail costs that are beyond the roles of teachers for sustenance, and evident mentoring and backing up of school- initiated activities that are geared toward enhancing the quality of education provided to early graders—assistant school heads/principals. On the other hand, teachers can use the study's findings to identify the factors that prevent some students from receiving the kind of education they deserve despite the new normal paradigm shift in education. In addition, this aligns teachers' efforts to monitor students' home education by putting the home monitoring intervention plan into action in the right way. Also, by maximizing the designed learners' monitoring intervention plan, which requires teachers to actively participate in homeschooling to accelerate collaboration and contextualization of learning with consideration for the diversity of students' learning needs, the study alleviates parents' concerns about meeting their children's learning needs brought about by the homeschooling shift in education. The plan ensures a need-centered approach to teaching and provides parents with guidance from teachers to encourage individualized instruction at home and other potential monitoring mechanisms. Thus, it is recommended that the proposed intervention strategy to increase the influence of parents' participation on the self-help skills of kindergarten students be adopted considering the study's findings and promoting other approaches to develop the self-help skills of the kindergarten learners.

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