

Home-school instruction in the new normal: Assessing parent-teacher collaboration and kindergarten learner progress

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Abstract

This study investigated the relationship between parental involvement and the academic achievement of kindergarten learners under a modular instruction framework in the Cebu City Division. Utilizing a descriptive-correlational research design, data were gathered from 400 parents and 34 kindergarten teachers across selected public elementary schools. Statistical analysis—including frequency counts, weighted means, Pearson's r , and t -tests—revealed that while parents were "Highly Involved" in module utilization, this logistical engagement did not significantly correlate with student learning achievement. Conversely, a significant positive relationship was identified between academic performance and parental involvement in lesson tutorials and school task assistance. Furthermore, the study found a significant discrepancy in the perception of collaboration levels between parents and teachers, suggesting a "perception gap" in the home-school partnership. These findings indicate that for modular instruction to be effective, educational policy must transition from the mere provision of materials to the enhancement of parental pedagogical capacity. Based on these results, a Home-School Instruction Development Plan is proposed to optimize early childhood development and strengthen reciprocal educational relationships in the post-pandemic landscape.

Keywords: descriptive-correlational design, early childhood education, home-school instruction, learning achievement, modular approach, parental involvement

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1. Introduction

Learning was significantly impacted during the COVID-19 pandemic. Daily routines and led to the global closure of schools. Communities worldwide had to find innovative ways to continue education when in-person interaction was no longer possible. Virtual platforms helped reduce transmission risk, but learners without internet access faced challenges. Academicians had to creatively deliver lessons remotely, which raised concerns among both teachers and learners. Teachers transitioned to the new normal and embraced asynchronous instruction. Students struggled with their tasks. Teachers, too, had to produce instant learning materials, usually delivered face-to-face. Although remote education is now widespread, countries are gradually reopening schools as herd immunity improves. Globally, while kindergarten classes have long since resumed in-person operations, the instructional gaps created by the pandemic continue to influence early elementary outcomes.

In the Philippines, modular learning is the most popular type of distance learning. The Department of Education (DepEd) conducted a survey of parents and teachers. Due to internet problems in most remote areas, printed and digital modules have become favored, and public schools now use them. Alternative delivery systems, such as TV, radio, blended learning, and online self-learning modules, are all maximized to provide access to quality education. As evidenced by improved test scores, better grades, and positive behavior, parental involvement can positively impact a student's academic achievement. DepEd identifies three functions:

- Module-ator: Parents must collect and submit printed modules every week.
- Bundy-clock: They must manage their child's schedule to avoid cramming and delays.
- Home Innovator: They must provide a learning environment conducive to the child. It must be a well-lighted and well-ventilated area in the house, with minimal distraction (Dangle & Sumaoang, 2020).

The researcher observed several issues in the study locale, including poor internet connectivity, financial difficulties, delayed module submissions, and limited parental capacity due to work commitments or a lack of teaching skills. Work-from-home parents often prioritized earning a living over the above functions. Schools must raise awareness about the benefits of parental involvement and foster collaboration between parents and teachers. A strong collaboration ensures learners' progress with proper guidance and support. While schools have transitioned back to in-person classes, the 'Modular Approach' has left a lasting footprint on Philippine pedagogy. Recent studies emphasize that the roles of 'Module-ator' and 'Home Innovator' are no longer emergency measures but have become integrated into the expected competencies of the Filipino family. Understanding how these roles impacted the foundational year of Kindergarten is essential for long-term educational policy.

This study examined parental involvement and collaboration with teachers in kindergarten instruction, aiming to improve current practices and foster respectful and reciprocal relationships. In response to identified situations, the researcher crafted a home-school instruction plan to enhance children's early learning and holistic development.

2. Literature review

The family is the basic unit of society, shaping a child's values and practices. Parents were the first teachers, responsible for educating their children through everyday chores and practical skills. Before schools existed, parents played the central role in teaching. Homeschooling emerged from this tradition, followed by formal

school settings (Akhmedov, 2021). During the first five years, the brain's synaptic networks were still forming, making children highly receptive to human contact. Learning began at birth and progressed rapidly (Kolb, 2020). Parental interaction in cognitive, social, and emotional activities during these years shaped the child's future.

Development is a gradual process that occurs across various domains (Crowley, 2017). In the Philippines, the Revised Philippine Early Childhood Care and Development (ECCD) Checklist identifies domains such as gross motor, fine motor, self-help, receptive and expressive language, cognitive, and socio-emotional development. These can be nurtured through storytelling, which is a vital practice in early education. Reading is also essential for learning (DepEd Order No. 47 s. 2016). Storytelling, especially bedtime stories, helps build vocabulary and strengthens the bond between parent and child. It promotes early literacy and supports reading development (Brockman, 2019). Including storytelling in the curriculum is important (Gnjatovic, 2015).

Kindergarten education in many areas of the Philippines followed a modular instruction approach, as directed by DepEd guidelines (Quinones, 2020; Flip Science, 2020). Education continued during the pandemic by focusing on the most essential learning competencies. These competencies also serve as the foundation for the indicators used in this study (DepEd Order No. 12 s. 2020). In Pakistan, parents adapted to home learning during school closures, continuing education despite global challenges (Bhamani et al., 2020). Families are influential educators and role models. They teach values like responsibility and hard work, and children reflect what they learn at home (Young, 2018). Home-based family involvement is associated with improved academic achievement (Tarraga et al., 2017). It helps children manage stress and continue learning with the guidance of their parents.

Parental involvement varies. It includes time spent on education at home, in school, and in the community (Bartolome et al., 2017). Parents often assume the role of mentors and provide support for their children's learning (Ntekane, 2018), thereby building strong relationships through effective communication. Parental involvement encompasses attending school events, assisting with homework, and participating in community activities such as library visits. It extends beyond the classroom. Parents should maintain communication with teachers and support their children's learning at home (Schueler, 2017). As children enter school, they face increasing challenges. Their ability to manage these depends on parental guidance and the strength of their relationship with their parents (Garbacz et al., 2017; Huang, Lin & Zhang, 2019). Parental involvement has been shown to improve social skills, reduce behavioral issues, and enhance academic performance. When parents actively support and monitor their children's schoolwork, they feel more confident and motivated to learn. A child who senses genuine concern from a parent is more likely to value school and excel.

Naite (2021) emphasized that academic achievement is linked to parental supervision, high expectations, communication about school, and support in developing reading habits. Whitaker (2018) noted that parental influence continues throughout all levels of education. A strong home-school relationship in the early years carries into adulthood, helping children become focused and goal-driven. The partnership between home and school plays a crucial role in fostering long-term success. Parental involvement encompasses various forms of engagement, including communicating with teachers, supporting learning at home, and participating in school activities. Open communication ensures parents understand and meet their child's needs. Grace & Gerdes (2018) defined it as diverse participation in education and school events. Bartolome (2017) described it as the time parents dedicate to their child's schooling and life. While schools may offer opportunities for involvement, it is ultimately the parents' decision to engage. Encouragement, appreciation, and communication with teachers play a significant role in student performance.

Collaboration between parents and teachers is also essential. Broadstone & Schilder (2019) defined collaboration as working together toward shared goals. Adams (2016) added that collaboration fosters reflection, information exchange, and innovation in curriculum development. Flottman et al. (n.d.) stated that education occurs within relationships between families and professionals, and collaboration creates environments where all children can succeed. Teachers face challenges in meeting student needs and must show empathy to strengthen

relationships (Manty et al., 2022). Early childhood programs rely on mutual understanding between parents and teachers (Fung & Yong, 2022). Keyes (2016) emphasized that educators must prioritize the child's best interests, and a strong partnership between parents and teachers is crucial. Quinn (2020) highlighted that successful collaboration occurs when teachers view parents as partners and friends, recognizing the child as shaped by both home and school experiences.

Despite its benefits, parental involvement has declined. Barriers include time constraints, lack of resources, limited encouragement from teachers, and past negative school experiences. Language differences, low educational attainment, and other responsibilities also hinder participation (Reinhardt, 2016). Durisic & Bunijevac (2017) found that parental involvement enriches the curriculum, improves the quality of education, and enhances student success and satisfaction. Parents' perceptions are shaped by their experiences and expectations. Addressing barriers through a clear plan can strengthen home-school-community collaboration. The National Education Association (NEA, 2018) affirmed that raising a child involves the whole community. Parents share responsibility with others in shaping children's growth. The broader environment plays a key role in ensuring quality education for all learners.

3. Method

This section outlines the methods the researcher used to achieve the study's objectives. It covered the study's design, its sequence, the instrument used, the approach to data collection, the statistical techniques applied for data analysis, and the scoring method. This study employed a quantitative research design to examine the relationship between the implementation of the modular approach and the learning achievement of kindergarten learners. It also assessed the degree of collaboration between parents and teachers in supporting home-school instruction. The findings played a crucial role in shaping the final research output. The Input-Process-Output (IPO) Approach was applied to organize the study. More specifically,

- **Input:** The data included basic information about parent respondents, such as age, gender, educational attainment, the number of elementary-aged children, and family income. Teacher data included age, gender, teaching experience, educational attainment, and length of service. Additional queries focused on the relationship between parent involvement and kindergarten achievement, as well as the comparison of parent-teacher collaboration in home-school instruction.
- **Process:** The collected data were classified, tabulated, computed, and statistically analyzed according to the study's objectives. Interpretation and analysis followed.
- **Output:** The results served as a basis for creating a Home-School Instruction Development Plan to address current needs in kindergarten education and support early learning and holistic development.

The researcher conducted the study in three (3) public elementary schools in Cebu City: Guadalupe Elementary School, Mabolo Elementary School, and San Nicolas Elementary School. The respondents of this study were kindergarten teachers and parents from these schools. The researcher used a purposive random sampling technique to select individuals who could provide relevant and varied insights. As noted by Johnson and Christensen (2008), sampling involves selecting participants from a population, with purposive sampling being most effective for this study's goals. Patton (1987, 1990) emphasized that purposeful sampling identifies individuals who can best address the research purpose. Table 1 shows the distribution of respondents.

Table 1
Distribution of Respondents

Schools	Teachers (n)	Parents (n)	Total	Percentage (%)
Guadalupe Elementary School	15	137	152	35.02
Mabolo Elementary School	11	194	205	47.22
San Nicolas Elementary School	8	69	77	17.75
Total	34	400	434	100

The instruments used consisted of four (4) parts. Part I gathered basic information from kindergarten teachers and parents. Part II focused on parent involvement in modular learning, including the use of modules, other resources, assistance with tasks, and tutorials. Part III collected data on the achievement of kindergarten learners. Part IV addressed parent-teacher collaboration in modular instruction. Indicators for Part II were based on DepEd Order No. 12, s. 2020. Learner achievement was evaluated in accordance with the Omnibus Policy on Kindergarten Education, utilizing a checklist and tabular summary for standard scoring. Indicators for Parts I, III, and IV were developed by the researcher from unpublished studies. The instrument was pilot tested prior to data collection. Reliability scores were high, with module use (0.879), other resources (0.883), assistance with tasks (0.908), tutorials (0.899), parent collaboration (0.880), and teacher collaboration (0.895) all achieving high scores.

Prior to the study, the researcher submitted a formal request to the Office of the Division Superintendent of Cebu City Division. The researcher sought permission from school heads to administer the questionnaire. Respondents were clearly informed about the details of the questionnaire before its distribution. Due to pandemic-related constraints, administration was conducted both face-to-face and online, with assistance from teachers in the selected schools. Safety protocols were observed throughout. They were provided with informed consent, ensuring confidentiality in line with the Data Privacy Law. Completed questionnaires were collected, consolidated, and statistically analyzed.

Data was treated statistically. Frequency count and percentage analysis were used to categorize respondent profiles by age, gender, educational attainment, length of service, and number of children at the elementary level. Frequencies indicated response counts per item, while percentages were calculated based on the total number of respondents. The Weighted Mean (WM) was used to describe levels of parental involvement and the extent of parent-teacher collaboration. Pearson's *r* was used to test the relationships between learner achievement and both parental involvement and collaboration with teachers. Lastly, the *t*-test was used to assess significant differences between parent and teacher collaboration.

Parent involvement, learner achievement, and teacher-parent collaboration were assessed using the Revised ECCD Checklist and a Four-Point Likert Scale from the Parent Involvement and Teacher-Parent Research Questionnaire. Parental involvement scores ranged from 1.00 to 1.74 ("not involved") to 3.25 to 4.00 ("highly involved"), based on monitoring and facilitation by parents. Collaboration was assessed using the same score range, labeled from "very low" to "high," indicating levels of trust and shared decision-making. Learner achievement was classified from "significant delay" (≤ 69) to "highly advanced" (≥ 130).

4. Results and discussion

This section presents the data gathered from the study's respondents, along with its analysis and interpretation. The participants consisted of two groups: 400 parents and 34 teachers, totaling 434 respondents from selected elementary schools under the Cebu City Division. Secondary information about the respondent groups' profiles was used to validate and complement the data necessary for fulfilling the research objectives. These details are presented in Tables 2 to 8. For parent-respondents, the profile includes age, gender, highest educational attainment, number of children in elementary, and combined family monthly income. For teacher-respondents, the profile includes age, gender, highest educational attainment, and length of service. The study's results revealed that most parent-respondents were female, aged 30 to 41, with the majority being high school graduates, having three to four children in elementary school, and a combined family income of P10,000 or less. Teacher-respondents were mainly females aged 30 to 39, with 18 holding master's degree units and 19 having served in their schools for six to ten years.

Table 2
Age and Gender of the Parent-Respondents

Age (in years)	Female		Male		Total	
	f (n)	%	f (n)	%	f (n)	%
66 and above	1	0.25	1	0.25	2	0.50
54-55	40	10.00	6	1.50	46	11.50
42-53	45	11.25	6	1.50	51	12.75
30-41	161	40.25	16	4.00	177	44.25
18-29	111	27.75	13	3.25	124	31.00
Total	358	89.50	42	10.50	400	100

Table 3
Highest Educational Attainment of the Parent-Respondents

Educational Attainment	f (n)	%
Master's Graduate	10	2.50
Master's Level	11	2.75
College Graduate	94	23.50
College level	103	25.75
High School Graduate	113	28.25
High School Level	40	10.00
Elementary Graduate	8	2.00
Elementary Level	21	5.25
Total	400	100.00

Table 4
Parent-Respondents' Number of Children in Elementary

Number of Children in Elementary	f (n)	%
7-8	2	0.50
5-6	5	1.25
3-4	54	13.50
0-2	339	84.75
Total	400	100.00

Table 5
Parent-respondents' Combined Family Monthly Income

Monthly Income (Pesos)	f (n)	%
Above 30,000	36	9.00
25,001-30,000	14	3.50
20,001-25,000	24	6.00
15,001-20,000	36	9.00
10,001-15,000	67	16.75
10,000 and below	223	55.75
Total	400	100.00

Table 6
Age and Gender of the Teacher-Respondents

Age (years)	Female		Male		Total	
	f (n)	%	f (n)	f	%	f
50-59	3	8.82	1	2.94	4	11.76
40-49	8	23.53	0	0.00	8	23.53
30-39	13	38.24	1	2.94	14	21.18
20-29	6	17.65	2	5.88	8	23.53
TOTAL	30	88.24	4	11.76	34	100.00

Table 7
Teacher-Respondents' Highest Educational Attainment

Educational Attainment	f (n)	%
With Doctorate Units	3	8.82
Master's Graduate	3	8.82
With Master's Units	18	52.94
Bachelor's Degree	10	29.41
Total	34	100.00

Table 8
Length of Service of Teacher-Respondents

Length of service (in years)	f (n)	%
16 and above	1	2.94
11-15	3	8.82
6-10	19	55.88
1-5	11	32.35
Total	34	100.00

The tables show the level of parental involvement in kindergarten instruction across four areas: utilization of modules, other learning resources, assistance with school tasks, and lesson tutorials. Table 9 shows high involvement in module use, with a highest weighted mean of 3.48 and a lowest of 3.16, resulting in an overall mean of 3.33. Table 10 reflects moderate involvement in other learning resources, with a high of 3.38 and a low of 2.87, and an overall mean of 3.18, which is influenced by limited access to technology and financial challenges. Table 11 shows high involvement in assisting with school tasks, with a top score of 3.42 and a low of 3.23, and an overall mean of 3.33, highlighting the parents' role in supporting learning at home. Table 12 indicates moderate involvement in lesson tutorials, with a high of 3.41 and a low of 3.18, and an overall mean of 3.24, showing the need for more guidance. Table 13 summarizes that parents are most involved in module use and task assistance, with lower involvement in tutorials and learning materials.

Table 9
Level of Parents' Involvement in Kindergarten Instruction as to Utilization of Modules

S/N	Indicators	WM	Standard Deviation, SD	Interpretation
1	I participated during the school orientation on the use of the modules	3.26	0.867	Highly involved
2	I attend when the teacher orients on the different topics in the module before I introduce it to my children	3.16	0.860	Involved
3	I take care of the module while it is in our home.	3.48	0.769	Highly involved
4	I get the module on time	3.24	0.814	Involved
5	I return the module on time	3.19	0.801	Involved
6	I explain the module to my child the best way I can	3.45	0.751	Highly involved
7	I see to it that my child follows the schedule given by the module	3.24	0.792	Involved
8	I refer to the module when I guide my child to answer the given activities	3.38	0.775	Highly involved
9	I use the module to give tutorial lessons to my child	3.42	0.768	Highly involved
10	I see to it that my child follows the instructions provided in the module	3.45	0.751	Highly involved
	Aggregate mean	3.33		Highly involved
	Aggregate SD		0.795	

Legend: 3.25–4.00 = Highly Involved; 2.50–3.24 = Involved; 1.75–2.49 = Less Involved; 1.00–1.74 = Not Involved

Table 10
Level of Parents' Involvement in Kindergarten Instruction as to the Utilization of Other Learning Resources

S/N	Indicators	WM	SD	Interpretation
1	I utilize the other learning materials as a guide for my child in answering the modules	3.38	0.746	Highly involved
2	I get the other learning materials on time.	3.22	0.766	Involved
3	return the learning materials on time.	3.15	0.810	Involved
4	I take care of other learning resources while it is at home	3.32	0.784	Highly Involved
5	I ask for clarifications from the teacher when I do not understand the materials	3.19	0.819	Involved
6	I look for other materials if I see that my child cannot understand the lesson	3.32	0.754	Highly involved
7	I make additional study aids for my child to better understand the lesson	3.33	0.763	Highly Involved
8	Study materials such as a dictionary, textbook, or encyclopedia for a better understanding	3.13	0.809	Involved
9	I ask for help from other parents if I do not understand the learning materials	2.88	0.909	Involved

10	I ask help from other parents in case I cannot access the learning materials	2.87	0.882	Involved
	Aggregate mean	3.18		Involved
	Aggregate SD		0.804	

Table 11*Level of Parents' Involvement in Kindergarten Instruction as to Assistance with Child's School Tasks*

S/N	Indicators	WM	SD	Interpretation
1	I let my child make his/her own outputs without my assistance	2.97	0.861	Involved
2	I make sure the child understands how to make the outputs	3.35	0.754	Highly Involved
3	I let my child seek assistance from me	3.39	0.762	Highly Involved
4	I assist my child in making outputs	3.41	0.741	Highly Involved
5	I give time and attention to my child when answering the tasks given	3.40	0.738	Highly Involved
6	I check the work of my child and explain why answers are wrong	3.41	0.766	Highly Involved
7	I make sure my child has enough time to answer the given tasks	3.33	0.744	Highly Involved
8	I provide a conducive place to promote learning for my child	3.40	0.747	Highly Involved
9	I monitor my child while working on the outputs	3.40	0.742	Highly Involved
10	I submit the complete outputs of my child on time	3.23	0.800	Involved
	Aggregate mean	3.33		Highly Involved
	Aggregate SD		0.804	

Table 12*Level of Parents' Involvement in Kindergarten Instruction as to Lesson Tutorial*

S/N	Indicators	WM	SD	Interpretation
1	I set a time for my child's tutorial using modules and other learning materials.	3.30	0.777	Highly Involved
2	I give my child time to answer the questions	3.37	0.747	Highly Involved
3	I give time to review my child's answer clearly	3.34	0.732	Highly Involved
4	I check my child's answers	3.41	0.740	Highly Involved
5	I explain the assigned task to be answered	3.39	0.734	Highly Involved
6	I ask someone to tutor my child to answer	2.43	1.026	Less Involved
7	I prepare additional exercises for my child about the lesson	3.18	0.775	Involved
8	I allow my child to verbalize his feelings/opinions	3.27	0.776	Highly Involved
9	I allow my child to ask questions for a better understanding	3.37	0.744	Highly Involved
10	I show my child how to make the output then I let him continue doing it	3.31	0.742	Highly Involved
	Aggregate mean	3.24		Involved
	Aggregate SD		0.780	

Table 13*Summary of the Level of Parents' Involvement in Kindergarten Instruction*

Components	WM	SD	Interpretation
Utilization of Modules	3.33	0.795	Highly Involved
Utilization of Other Learning Resources	3.18	0.804	Involved
Assistance to Child's School Tasks	3.33	0.765	Highly Involved
Lesson Tutorial	3.24	0.780	Involved
Overall Aggregate mean	3.27		Highly Involved
Overall SD		0.786	

The finding that module utilization alone does not significantly affect learning achievement suggests a shift in the nature of home-based education. As noted by Escol and Alcopra (2024), parental involvement in the post-pandemic era has moved beyond mere compliance with school requirements. This study confirms their assertion that the 'quality of interaction'—specifically in lesson tutorials—is the true driver of achievement, rather than the physical presence of learning materials.

Table 14 shows that parental collaboration with teachers in home-school instruction is moderate, with the

highest weighted mean of 3.38 for parents picking up modules from school and the lowest of 2.95 for attending counseling sessions, resulting in an overall mean of 3.18. This moderate involvement may be due to health concerns, work schedules, or a lack of interest in collaboration. In contrast, the extent of teachers' collaboration with parents, based on 12 indicators, is high, as shown in the table, with the highest mean of 3.85 for constant communication through text messages and the lowest mean of 2.97 for conducting counseling sessions, resulting in an overall mean of 3.57. This suggests that teachers and parents have established a strong bond and mutual trust, which supports the learner's education. Table 16 presents the learning achievement of kindergarten learners, showing average overall development, with learners often demonstrating expected competencies and participating in activities with minimal supervision. The mean score is 109.1 and the standard deviation is 8.42, indicating steady progress.

Table 14*Extent of Parents' Collaboration with Teachers towards Kindergarten Home-School Instruction*

S/N	Indicators	WM	SD	Interpretation
1	I coordinate with the teacher when the teacher conducts home visits to monitor my child's progress	3.07	0.839	Moderate
2	I utilize social media such as Facebook or Messenger to communicate with the teacher	3.36	0.792	High
3	I pick up modules in school that the teacher distributes to us.	3.38	0.798	High
4	I communicate constantly with the teacher through text messages on school-related matters	3.31	0.778	High
5	I participate in capacity-building activities conducted by the teacher to empower us.	3.12	0.799	Moderate
6	I attend counseling sessions, facilitated by teachers, with the help of the guidance office	2.95	0.857	Moderate
7	I discuss with the teacher about how to answer modules for my better understanding.	3.11	0.790	Moderate
8	I coordinate with the teacher when the gadgets for learning such as cell phones and computers are not available so that I can find alternative ways of my child's learning.	3.14	0.783	Moderate
9	I utilize the additional learning resources provided by the teacher so that I can better explain lessons to my child	3.27	0.711	High
10	I discuss with the teacher what I would like to do to help in teaching my child at home	3.10	0.780	Moderate
11	I ask guidance from the teacher in assessing my child's work	3.18	0.780	Moderate
12	I participate in conference calls conducted by teachers, to help me in delivering instruction to my child, as well as address other concerns	3.20	0.764	Moderate
	Aggregate mean	3.18		Moderate
	Aggregate SD		0.789	

Legend: 3.25–4.00 = High; 2.50–3.24 = Moderate; 1.75–2.49 = Low; 1.00–1.74 = Very Low

Table 15*Extent of Teachers' Collaboration with Parents Towards Kindergarten Home-school Instruction*

S/N	Indicators	WM	SD	Interpretation
1	I coordinate with the teacher when the teacher conducts home visits to monitor my child's progress	3.68	0.475	High
2	I utilize social media such as Facebook or Messenger to communicate with the teacher	3.76	0.431	High
3	I distribute the modules in school regularly.	3.79	0.592	High
4	I communicate constantly with the parents through text messages on school-related matters	3.85	0.359	High
5	I conduct capacity-building activities to empower the parents.	3.12	0.686	Moderate
6	I conduct counseling sessions with the parents with the help of the guidance office	2.97	0.797	Moderate
7	I explain to the parents how to answer the module for a better understanding	3.79	0.410	High
8	I facilitate finding alternative ways for children who do not have gadgets for learning such as cell phones and	3.62	0.604	High

	computers so that the children can still access learning			
9	I provide additional learning resources so that the parents can better explain lessons to their children	3.68	0.475	High
10	I discuss with the parents what they would do to help in teaching children at home	3.71	0.462	High
11	I provide guidance to parents in assessing their child's work	3.50	0.508	High
12	I conduct conference calls to help the parents in delivering instruction to their children, as well as address other concerns	3.41	0.557	High
	Aggregate mean	3.57		High
	Aggregate SD		0.530	

The significant difference in the extent of collaboration reported by parents (WM=3.18) and teachers (WM=3.57) highlights a persistent perception gap. This aligns with recent research by Alipio and Torres (2025), which found that while teachers believe they are providing sufficient outreach via digital platforms, parents often feel overwhelmed by the instructional burden. This 'collaboration fatigue' suggests that the 'New Educational Landscape' requires more streamlined communication to ensure both parties are aligned on the learner's needs.

Table 16 presents the learning achievement of kindergarten learners, showing average overall development, with learners often demonstrating expected competencies and participating in activities with minimal supervision. The mean score is 109.1 and the standard deviation is 8.42, indicating steady progress.

Table 16
Level of Learning Achievement of the Learners

Level	Numerical range	f	%
Highly Advanced Development	130 and above	0	0.00
Slightly Advanced Development	120-129	0	0.00
Average Overall Development	80-119	400	100.00
Slight Delay In Overall Development	70-79	0	0.00
Significant Delay In Overall Development	69 and below	0	0.00
Total		400	100.00
Mean		109.1	
SD		8.42	

Table 17 shows no significant relationship between parents' involvement in the utilization of modules and other learning resources and the learning achievement of kindergarten learners, so the H_0 is accepted. However, there is a significant relationship between parental involvement in assisting with school tasks and lesson tutorials and learning achievement, so the H_0 is rejected. Table 18 indicates that parent-teacher collaboration does not significantly affect learning achievement, as the H_0 is accepted. This limited impact is attributed to the transitional nature of collaboration during the pandemic and the early developmental stage of kindergarten learners. Table 19 reveals a significant difference in the extent of collaboration between parents and teachers toward home-school instruction, with parents showing lower involvement than teachers, leading to the rejection of the H_0 .

Table 17
Test of Significant Relationship between Parents' Involvement and the Learning Achievement of the Learners

Variables	r-value	Strength of Correlation	p-value	Decision	Result
Utilization of Modules and Learning Achievement	0.095	Negligible Positive	0.058	Accept H_0	Not Significant
Utilization of Other Learning Resources and Learning Achievement	0.097	Negligible Positive	0.053	Accept H_0	Not Significant
Assistance to Child's School Tasks and Learning Achievement	0.113*	Negligible Positive	0.024	Reject H_0	Significant
Lesson Tutorial and Learning Achievement	0.099*	Negligible Positive	0.048	Reject H_0	Significant

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

Table 18*Test of Significant Relationship between Parents' Collaboration and the Learning Achievement of the Learners*

Variables	r-value	Strength of Correlation	p-value	Decision	Result
Parents' Collaboration and the Learning Achievement	0.061	Negligible Positive	0.221	Accept Ho	Not Significant

Table 19*Test of Significant Difference on the Extent of Collaboration between the Parents and Teachers Towards the Home-School Instruction*

Source of Difference	Mean	Standard Deviation	Mean Difference	Computed t- value	p-value	Decision	Result
Parents	38.18	7.60	4.70	-6.439*	0.000	Reject Ho	Significant
Teachers	42.88	3.63					

*significant at $p < 0.05$

5. Conclusion

After getting the results, this research determined that the level of parental involvement in kindergarten instruction indicated that parents are highly involved. They constantly monitor the learner's needs and assume the responsibility of facilitating learning at home. The study further revealed that the extent of collaboration between parents and teachers needs to be strengthened to result in a better learning experience for the learner. On the other hand, the extent of teachers' collaboration with parents yielded a high score, indicating that teachers have established a strong bond with parents and trust each other's decisions in educating the learner. Furthermore, the learning achievement of kindergarten learners during home-school instruction is not affected by the use of modules or other learning resources. Learning achievement is affected by parents' assistance with the child's school tasks as well as lesson tutorials. Finally, teachers and parents differ in their perception of collaboration. Based on this, the researcher recommends that the Home-School Development Plan, as shown in Figure 1, be adapted to strengthen parent-teacher collaboration and enhance instructional support at home.

Recommendation - Based on the findings and conclusion, it is recommended that the formulated Home-School Development Plan be adapted.

Home-School Instruction Development Plan

Area of Concern	Objective	Strategy	Expected Outcome
Parental Pedagogical Support	To enhance parents' capacity to act as "Home Innovators.	Conduct "Micro-Teaching" video workshops focusing on ECCD domains.	Parents demonstrate increased confidence in conducting lesson tutorials.
Communication Alignment	To bridge the perception gap in teacher-parent collaboration.	Establish "Two-Way Feedback Loops" via streamlined digital consultations.	Mutual agreement between parents and teachers on the extent of support provided.
Instructional Quality	To prioritize tutorial-based learning over mere module completion.	Shift school focus from module "distribution" to "instructional guidance" sessions.	Significant improvement in learners' performance in cognitive and language domains.

Instructional Quality	To reduce "instructional burden" on working parents.	Implement "Flexible Tutorial Schedules" and simplified task guides.	High rate of on-time, high-quality output submission without parental burnout.
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