

Influence of Parental Involvement On the Pilgrim Christian College Basic Education Students' Developmental Skills Amidst Global Pandemic

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ABSTRACT: *Parental Involvement plays a significant part in children's growth and development. This study investigated the parental involvement on their children's developmental skills. A total of 30 parents of Pilgrim Christian College participated in the study amidst the global pandemic. A questionnaire containing the items from Epstein's parental involvement, and ECCD checklist of basic education's developmental skills. Descriptive statistics and multiple regression were used to organize the data. Findings reveal that the components of parental involvement were rated as very high, except volunteerism which was rated as high. The children's developmental domains were rated as very high. Parental involvement significantly influenced the children's developmental skills. The study affirms that parental involvement has greatly contributed to the development of their children's skills, and it points to the need for the development of the children's emotions. Parents may continue their involvement for their children's education especially in getting and returning modules and other activities.*

KEYWORDS: *Parental Involvement, Basic Education Students, Developmental Domains*

INTRODUCTION

Parental involvement has been identified as a significant factor in the academic and socio-emotional development of children. With the onset of the global pandemic, the role of parents in their children's education has become even more critical. The Pilgrim Christian College basic education, like many other educational institutions, has had to adapt to the new normal of online and blended learning. This study aims to explore the influence of parental involvement on the developmental skills of Pilgrim Christian College Basic Education students amidst the global pandemic.

Previous studies have highlighted the positive impact of parental involvement on students' academic achievement, self-esteem, and social skills (Epstein, 2001; Hill & Tyson, 2009; Miedel & Reynolds, 1999). However, with the current pandemic, parents have taken on more significant roles in their children's education, including overseeing their online learning, providing emotional support, and ensuring their safety during the health crisis.

Education is very important to all and the mode of learning that educators used traditionally was changed during the COVID -19 pandemic which was experienced globally. A transformation was made in education setting from the face to face to the online modality which makes everybody adjust, not just the school administrators, and teachers but the entire community of students, parents, and family members who are part of the learning process. With this, parents have a big role in their children's learning especially in dealing with technology as the primary tool for teaching and learning. In addition, parents shared their experience that despite the challenges they encounter during pandemic with limited movements and resources they remain being positive in their children's

learning in having bonding moments, sharing their interest and discovering skills for them to understand that each child has a different style in learning. They need to come up with more strategies that fit the learners and enhance learning by providing them variety of activities. In this way, both learn how to use gadgets and watch educational videos. Children are able to use manipulative materials that show their creativity and curiosity and enable them to construct their own ideas. In the end, parents will always look after the welfare of their children. Moreover, teachers should help parents enhance their skills, be sensitive to cater to the needs of their children, and give activities that suit their interests (National Association for the Education of Young Children, 2009).

In the United States, parents' involvement in school-based activities is strengthened with the passage of the Elementary and Secondary Education Act (ESEA); Educate America Act, and the No Child Left behind Act. In the Philippines, the basic education program has been improved by the Enhanced Basic Education Act of 2013, or the K-to-12 Act. It establishes a "universal kindergarten" and introduces Grades 11 and 12 to high school education in public and private schools. Students will have to complete the extra education to qualify for university. And so with RA 10157 in 2012 known as the "Kindergarten Education Act". It mandates the provision of equal opportunities to all children to avail of accessible mandatory and compulsory kindergarten education that effectively promotes physical, social, intellectual, emotional skills stimulation and values formation to sufficiently prepare them for formal elementary schooling.

To implement this program, parents and teachers give activities to see their children's potential to develop holistically. Both parents and teachers build a strong relationship for the progress of the children. Parental involvement has a big impact on children's academic success, self-esteem, retention and attendance (Garbacz et al., 2017). It is the goal of the family to be involved in enhancing their children's learning by having a conducive learning environment at home (Cowan et al., 2012).

This promotion and enhancement of the child's life and welfare is anchored on the moral supervision of the parent or guardian, whose support plays a pivotal role in the promotion and enhancement of the child's life and welfare. According to Alampay (2014), part of the Filipino culture is respect, care, and obedience among members of the family. The Presidential Decree No. 603, legally known as the Child and Youth Welfare Code of the Philippines, acknowledges that the children are the hope of the nation, which implies that healthy and consistent nurturance should be provided to all children without conditions.

The theory of Bronfenbrenner's Ecological Systems (1998) stipulates that parent- children communication has a vital role in nurturing and accepting the children, making them happy and well-loved. Parents provide food and look after for their children's welfare for them to grow and develop the best of their ability especially in their talents, potentials as they enjoyed in doing it. Outcomes linked with parenting are installed in a form of safe, wide surroundings such as extended families, community, socioeconomic class, and culture.

As parents' involvement is increased, teachers and school administrators also raise the chance to realize quality reform in education (Sapungan, 2014). As stakeholders of the school, parents are highly enjoined to participate in school, such as collaborating with teachers and knowing the progress of their children. There is also a home-based parental involvement that is, assisting the child in doing the homework, which serves as a bonding moment between the parent and the child.

Parents need to be aware that their role is very important in not just seeing their children grow up but also in every step they want to pursue in life, and one way of developing their children's potentials is to provide support and involvement in their early academic years especially that the current world is technologically high tech and communication is different Learning starts at home involving parents and family members. The kind of educational setting is different and the world is more on technology that needs people to be techy too, which most of the parents should learn about. Considering the

current realities during this pandemic which affects the way learning is transmitted, and which highlights the crucial role of parents in facilitating their children's education at home, this study was conducted. It focuses on finding out their experiences in this 'new normal' in terms of guiding their children to learn at home, and whether their involvement influences the developmental skills of their children.

The Pilgrim Christian College basic education is a Christian school in the Philippines that offers preschool, elementary, and high school education. The school has had to adjust to the new normal of online and blended learning since the pandemic started. With this study, we seek to understand how parental involvement has influenced the developmental skills of students in this educational institution.

By examining the impact of parental involvement on students' developmental skills, this study can provide insights into the effectiveness of parental involvement in the context of online and blended learning. It can also contribute to the existing literature on the impact of parental involvement on student development and offer recommendations for parents and educators on how to best support students during this challenging time.

LITERATURE REVIEW

Parental Involvement

According to Hentgens (2017) parents who that are actively involved to their involvement in children's education influence them to an exciting school achievement and making more fulfilling through peers, doing hands on activities that makes it fun and enjoyable, and effective experiences. Similarly, assisting children in doing homework is one of the responsibilities of parents that helps them understand what child learn in school, and it also helps the child development learn independently (Epstein and Van Voorhis, 2012). On the other hand, arranging learning surroundings makes great opportunities to link communication between children's home and school might be an important part in children's educational outcomes (Hayes et al., 2017). Also (Harris and Robinson 2016) found that parental involvement makes the children's learning stronger and thinks of their welfare. Epstein design six visible types of family involvement: a home conducive for learning, communication, participation at school, learning at home, shared responsibility in decision making in school, and community cooperation (Epstein & Dauber, 199; Epstein et al., 2009).

Parents' increasing involvement in their children's learning experiences at home have been linked with children's higher accomplishment result in reading and writing (Epstein, 2001). The general climate in the education community has pushed schools to reform, giving a more vital role to parents. Hence, the goal is that parents must understand the significant role in the time of parents in an isolated time to a child's education. The theory of Hoover-Dempsey and Sandler (1995) as cited in Avvasati, Besbas, and Gouyun, (2010) shared that there are three ways of parental involvement that influence their children's school achievement: modeling, reinforcement, and direct instructions. Their theory predicts that children with high parental involvement in school are more likely to develop a healthy level of self-efficacy for achieving many developmental and academic tasks in the pre-school compared to children with uninvolved parents.

The study of Bouffard and Weiss (2008) further strengthened the need for parental involvement in the child's academic formation. Their study revealed the importance of helping children with homework, talking to them about their school experiences, and being frequently participative as parents in school events. Parental involvement is considered very instrumental to a child's level of achievement, which typically is what parents care about. Parent's involvement in home activities, participation in school events, monitoring, and communication with children are part of parents' basic responsibilities in parenting style, and their educational expectations to their children's learning. In

terms of these parenting practices, the research studies suggest that when parents are actively involved in their children's educational activities, show affection to their children, participate in school events, are democratic and responsive, and keep positive educational expectations then students' academic performance will become higher.

Furthermore, parental involvement was found to be a determining factor in the success rate of developing children's skills. In two separate studies by (Demir-Lira et., al 2019), parental involvement in teaching children how to read and write words determined the child's success in the development of early literacy skills, and early parent-child book reading interactions have predicted children's receptive vocabulary in later years.

Parental involvement not only affects the academic skills of children. It also shapes social development during their elementary school years. In a study by (Nokali et, al 2010), parental involvement predicted the decline in problem behaviors and improvements in social skills. Children with highly involved parents also showed relatively enhanced social functioning and diminished behavioral problems. In another study by Buchanan and Clark (2019) conducted among children with emotional and behavioral difficulties, it was found that a deeper parental involvement significantly minimized the expression of negative behaviors.

Parenting design by parents' shapes how young children easily follow orders, commands, laws, and advice given by parents (Hastuti 2018). Foreseeing the continuing result of parenting way and characteristic of children's development; it is believed that not only children should be trained but also families in school, but families that bring perception and skills. Berkowitz and Bier (2004) suggest that parents and schools should take part in an important character for children to show concrete characteristics. Basic education programs include variety of activities that support children's development (Ministry of National Education, 2013). With this, children learn to discover and experience their own potential to listen, share and communicate with (Çelik & Kök, 2008).

Learning at home includes strategies like communication between parents and children, creating a learning environment at home, monitoring, and helping with homework. In a study by Zakaria (2013), interaction, communication, parenting techniques, leisure, openness, and acceptance were the predictive factors of involvement and had a positive relationship with students' achievement. Children may perceive their homework activities as less difficult and more enjoyable when parents are involved. In another study by (Moè et al., 2018). Parent involvement is focused on the children's learning and other activities in school with the willingness, motivation of family which have a great effect of academic performance (Park & Holloway, 2016).

Moreover, Liew (2019) emphasized the need for parents to participate in their child's educational journey to guarantee their success in academics. It helps boost a child's behavior and motivation to learn. While teachers determine the success of children in the classroom, parents can help contribute to a rise in attendance rates and, in effect, their test scores. The effects of parental interaction in academics can also extend beyond the classroom. In the same study by Liew (2019), the parent-child interaction acts as a bridge between the classroom and real-life activities.

One of the best ways for parents to be involved in all aspects of child development is to see in every progress of their children and supporting them not just physically, emotionally, and mentally, and making them feel that they have a family whom they can rely on for them to become responsible and better person's, well nurtured by the family (Turney & Haskins 2019).

In their study, Roy and Garcia (2018) further strengthened the connection between parental involvement, academic success, and children's social and emotional skills. These foster the continuity of classroom learning in the form of monitoring homework and facilitating the real-life, at-home

application of concepts learned at school. Encouraging their children is aligned with the principle of Appreciative Inquiry which highlights the best and the potentials of people, and the world around them (Whitney, D., & Cooperrider, D., 2011).

Likewise, parental involvement can deliberately be used to foster parent school relationships. This parent-school interaction could be intentionally initiated by the school. This involvement may include more frequent invitations for visits to schools (besides formal conferences) to meet teachers or principals so that a working relationship can be established and so they can become collaborative partners in the learning and development of the child. Parents who read to their children are an important bond which learns through interaction with their parents, siblings, and grandparents, they can even follow rules. It also follows school readiness, language thinking skills which increase vocabulary and comprehension also increases imagination which they are putting their selves to the characters they are reading. According to the study of Schoen (2008), using a time delay procedure was more advantageous than the increasing assistance of parents in teaching complex, chained-response tasks.

Children who participate in meeting a lot of friends can develop good relationships, socialization, and interaction with peers and learning materials within early education classrooms (Downer, Booren, Lima, Luckner, & Pianta, 2010). Nowadays, pandemic changes the way of learning, it is via online and digital technologies as part of young children's learning. Online learning refers to the access of internet engage with teachers and students with their suited time and place (Singh & Thurman, 2019). Most of the schools worldwide are now promoting online learning as their modality which is also flexible in terms of time, place the pace of learning. In a world of digital age, government agencies, educational institutions, corporations worldwide are now highly promoting online learning, as a result of traditional face-to-face classes to online blended learning (Aldhafeeri & Khan, 2016).

Parents are not used with this kind of learning and this is a big challenge, adjustment on their part in which not all parents are knowledgeable enough to manipulate gadgets, it takes more effort to learn and to become a teacher as well teaching their children and doing their responsible as a parents, as a result that all they wanted is for their children to learn. Moreover, parents have started to treasure the worth of digital devices and tend to feel enjoyable with young children's use at home (Livingstone et al., 2015, Mikelic Preradovic et al., 2016, Sharkins et al., 2016).

Furthermore, considerable learning resulted solely from the observation of instruction. Children can learn fast in their self-help tasks after watching their parents did the tasks with their presence like cleaning sunglasses, putting on a wristwatch, and zipping a jacket. In the book of Vygotsky (1978) he stated that thinking and learning are natural processes belonging to an individual actually 'resides' in his or her This means that creativity begins with the common practice of object pretend play. Children's brain learn their language as an individual accumulation or as a transmission of knowledge from their parents to the children.

Developmental Skills

Developmental domain refers to certain skills, it is the holistic growth and development of a child which is categorized in four aspects: Physical, Cognitive, language (expressive and receptive), and Socio-emotional. As the children grows parents are there to guide and facilitate the learning as well as teaching them to become independent that can do things own their own as what we called Self-Help Skills this are simple activities of a daily living like; washing their hands, drinking water, taking a bath, etc. Children who learn self-care skills can take care of themselves and socialize (Akhmetzyanova, 2014).

According to Piaget's theory, the close connection of cognitive development and motor development is generally accepted, research results reveal that these two areas of development are connected in

children who have matured in a healthy way (Bornstein & Lamb, 2011; Roebbers & Kauer, 2009). Children are more on an activity-based that aroused their interest and making learning entertaining that will increase their understanding (Piaget 1896). It is also were children are being curious of the things they see around them and if they are given manipulative objects, instructional materials to work on, they explore and their mind is critically thinking on how this thing works.

On the other hand, language is considered as an important foundation for development in other areas (Salmon et al., 2016) and language shape the basis for the growth of educational skills, including reading and math (LeFevre et al., 2010; Purpura and Reid, 2016). It is important for children to express language to know their needs and wants, shared ideas, which develop through writing and can even retell story with the interaction of others. While, receptive language children are able to comprehend the information in different ways, it can be music, words and gestures. Skills that can follow simple directions and can answer questions they understand. The influence of early literacy skills in scaffolding education in schools and encouraging social connection have been further uttered, both for generally progressing children and those who experience growth difficulties. (Dockrell, Lindsay, & Palikara, 2010).

In addition, Socio-Emotional is the control of emotion through experience, the ability to express and understand, and the development of interaction with the family and the feeling of empathy towards others. So as the child grows parents nurture socio-emotional to develop healthy relationships and the feeling that they are safe. Effective social habits and emotion appreciation in preschool are related to effective social habits in kindergarten (Nix et al., 2013). As stated by Domitrovich et al. (2017) children with poor socio-emotional ability show more exacting attitudes, including aggressiveness, misbehavior, and drug addiction. Moreover, early childhood teachers can aid social and emotional skills in the classroom by giving children a safe, conducive learning environment (National Council for Curriculum and Assessment (NCCA), 2009; Ho & Funk, 2018).

According to NAEYC 2009, that all skills of child development, Cognitive, Physical, Social and Emotional, Language Receptive and Expressive are important and both support and aid by others. Moreover, the discovery approach refers to guiding children to construct and organize ideas processes by themselves guided by Bruner's Constructivism Theory (1986). Children have their way of learning and understanding their knowledge, setting goals which they have their learning styles. Research shows that basic education' teachers have their teaching strategy that suits their interests. (Shiple 2014).

Due to pandemic e-learning settings started which the Interaction and the procedure of exchanging knowledge and opinions of teachers with the learners are done virtually. Therefore, interaction plays the key to growth and influences learning achievements (Mehall 2020). The children are learning and playing online as long as the location has an internet connection at anytime and anywhere (Shabha 2004). However, the efficacy of online learning does not that support social connections among children to aid them to become better (Hirumi 2005). However, Neumann (2000) recommended that the efficacy of online learning can enhance through the teacher's way of improving skills in interaction with their children. It was found out that that personal and private interplay like closeness in the start and during the online has a beneficial effect on the learners' learning goal (Jung et. al 2002). Parents' beliefs and attitudes on the possible role of online learning influence the quality and quantity, opportunities receive and experience by children at home (Erdogan, Johnson, Dong, & Qiu, 2019).

The foregoing literature and studies guided the researcher in building the conceptual framework of the study, in choosing the items in the questionnaire and checklist, and in interpreting the findings of this study.

Research Questions / Statement of the Problem

This study aims to determine the level of parental involvement and its implications to the developmental skills of the basic education students of Pilgrim Christian College Cagayan de Oro City enrolled in the School Year 2021-2022. Specifically, this study sought answers to the following questions:

1. How do the parents rate their involvement considering the following:
 - 1.1 Parenting;
 - 1.2 Communicating;
 - 1.3 Learning at home;
 - 1.4 Volunteering?
2. What is the basic education students' level of developmental skills in terms of;
 - 2.1 Self-Help Skills;
 - 2.2 Cognitive;
 - 2.3 Language; and
 - 2.4 Socio-emotional skills?
3. Do the parents' parental involvement significantly influence their children's developmental skills?

Hypothesis

Problems 1, 2, and 4 are hypothesis-free.

Ho1: Parental involvement does not significantly influence the basic education' developmental skills.

METHODOLOGY

Model/s and Variables

This study assumes that parental involvement in parenting, communicating, learning at home, volunteering, and decision making which includes commitment, responsibility, and participation of parents in their children's learning, as espoused by Epstein (1995) influences their children's developmental skills. This assumption is based on Vygotsky's socio cultural learning theory which emphasized the essential role of experience with peers and family members in the children's understanding about the environment. The basic assumption of his theory is that young children create their view of the world by matching their expectations with the realities they see.

Cognitive development stress social interaction with guided learning to construct their own knowledge and understanding through a certain schema provided by the parents for their children to learn independently and be able to learn solve problems on their own. Social interaction and context are inseparable in this social situation. Children assimilate new learning and accommodate their incorrect views of the world more quickly if there are agents that help them understand the world, in this case, the parents. In this regard, children learn best when they interact with their social environments, particularly with their parents (Athey, 2007).

Sociocultural Theory also supports this assumption as it argues that children learn through interaction with peers and the community. In this study, it is assumed that the Involvement of parents contribute to the developmental skills learned by their children.

Parental involvement refers to behaviors shown by the parents, both at home and in school settings to support the development of their children's social/emotional skills and facilitate their educational success (El Nokali, Bachman, & Votruba-Drzal, 2010; Reece, Staudt, & Ogle, 2013). It consists all kinds of support given to the children to ensure their progress in their academic program (Waters, Menchaca, and Borup 2014). Parents who are involved in their children's activities believe that this will make a positive difference for the child (Bandura, 1977). Positive parental involvement has a significant influence on increasing student achievement (Benner, Boyle, & Sadler, 2016; Zolkoski, Sayman, & Lewis-Chiu, 2018). The role of parental involvement is to lead, energize, and inspire children to build greater success (Epstein, 1995). This study is anchored on the types of involvement as suggested in Epstein's model, which includes parenting, communicating, learning at home, volunteering and decision-making.

Parenting takes place at home when parents nurture, support, and raise children. It also involves parents' participation in every activity, event, meeting that is happening in school and even at home in checking homework, talking to their children, and even reading books and listening while children are reading. They act as the teacher's helping hand. It has been found by some researchers that parents who are involved in this kind of parental involvement makes the children more focused in their learning (Kwatubana & Makhalemele, 2015). There were fewer unmanageable behaviors (Sheldon & Epstein, 2002) than children whose parents are not involved.

Another dimension of parent involvement covered in this study is communication which can be described as home-school and school-home programs, meetings, children's updates in school for good and open communication. There are a variety of communication used by both teachers and parents such as letters, journals, calls, sent through email. This dimension of parental involvement is significant in establishing a good and powerful functioning connection between parents and teachers. Building trust and respect are the two-way processes of communicating (Epstein 2007).

Learning at home is also an important dimension in parental involvement included in this study. It is the responsibility of parents to aid the children's learning as determined by their children's accessibility in solving problems with the given homework. (Dumont et al., 2014; Núñez et al., 2014). These are assignments to be done at home, projects, activities provided by the parents to see the learning progress at home not just in school. It covers encouraging their children to practice the tasks in school, assisting them to improve their skills, setting a schedule. Encouraging their children is aligned with the principle of Appreciative Inquiry which highlights the best and the potentials of people, and the world around them (Whitney, D., & Cooperrider, D., 2011). Normally, parents believe that helping their children with their homework is their prime responsibility on their strategy and action (Epstein and Van Voorhis, 2012).

In addition, bioecological systems theory highlights the interaction of several contexts in forming children's growth (Bronfenbrenner, 2006). At a direct level, parents are the first teachers of children. They nurture children's education and growth by shaping numerous features of the environment, including (a) involving in routine proficiency tasks, (b) encouraging parent commitment, and (c) accessibility of age-suitable educational materials (Rodriguez et. al., 2009).

The next dimension is Volunteering. This is defined as offering help without expecting anything in return and that's what parents do as stakeholders. Epstein et.al. (1997) asserted that teachers and parents must be trained and be familiar with school guidelines and rules to have a fruitful volunteer program. This includes getting involved in the classroom, school improvement, or beautification through comments and suggestions (Bower & Griffin, 2011)

Research supports the positive effect of volunteering within the classroom, highlighting troublesome attitudes (Epstein 2002), increasing teacher competence (Miller et al, 2009), and increasing children's accomplishments (Ritter et al, 2009). Some parents don't want to be active or less give time for

activities, but wish to be asked and informed about school decisions that influence their children (Epstein, 2009).

Since it is still pandemic, the nature of volunteerism that parents do is related to getting and returning modules to the teacher. It also involves the guidance they give to their children in coordination with the teachers. Parent assistance has shown important contributions to the achievement of learners in virtual learning surroundings (Borup et al., 2014; Makrooni, 2019; Woofter, 2019).

Finally, the last dimension considered in this study is Decision-making. This type of parental involvement involves parents' decision on the choice of school for their child considering safety and distance between home and school (Lareau & Goyette, 2014); the support that they give in terms of appropriate reading materials, implementing guidelines in the use of mobile phones at home and other support structures for their children's learning. Their main priority and responsibility is not just involving themselves in every activity at home-school but in every field their children will choose to become in the future.

These aspects of parental involvement help in enhancing their children's Early Childhood Developmental Skills such as self-help, cognitive, language, and socio-emotional skills. These are very important foundational skills they need to use so they can learn more complex concepts in all areas as they grow. Self-Help Skills are skills and behaviors used by children that later on will lead to independence such as combing hair, brushing teeth, dressing her/his own, and learning to do table setting. These skills also develop the emotional and cognitive domains since they can express their feelings through actions and words (Lee, 2011). Vygotsky (1986) stated the importance of modeling and developing self-help among the children; this builds trust and their eagerness to become more independent. Parents and teachers help each other to provide scaffolding and support to children when the latter are trying to learn new skills.

Cognitive skills refer to the children's ability to ask questions, sort out things small or big, and do simple reasoning and visual discrimination. Teaching basic education is a challenging part of the teacher because learners have many questions, based on what they see and observe that arouse their learning. According to Piaget (1936), each stage of cognitive development is linked to the aspects of certain kinds of behavior and reasoning plan. Children love to explore and they need a chance to use their senses and to learn fundamental skills and concepts.

Through cognitive activities, children learn by manipulating and understanding the schema. They learn to identify objects, through the knowledge they acquire, such as naming colors, shapes, and sizes. Parental involvement can be directed to improve cognitive gains when implementing school-like activities at home, such as naming objects, colors, shapes in nature, and talking about historical events that define the family background (Epstein, 1995).

Parents have a great role in molding the children's learning in their developmental skills. During the kindergarten years, children explore and understand the world they see through the use of senses, i.e. seeing, hearing, touching, smelling, feeling, and tasting. These physical activities begin to develop in the early years including, locomotion, hand, eye body coordination (Elkind, 2001 as cited by Tan, 2007). Moreover, children's learning progresses when exposed to a variety of learning activities and meaningful experiences that suit their interests (Shipley, 2014).

Another domain considered in this study is the development of the children's language. Vygotsky (1986) believed that children begin to gain language proficiency as they engage in an active, social process. According to Piaget, this development can be guided through discovery, by testing the child's potential and using real experiences.

Language consists of the expressive and receptive dimensions. The expressive dimension consists of the kind of communication in which children can express their feeling through action, in verbal and nonverbal ways. Receptive language, on the other hand, entails the comprehension of details given in a variety of ways such as music and words; action and signal; and signs and symbols. Children often receive part of receptive language faster than expressive language (Reyes, 2020). Children who have bad experience or were maltreated may have a difficulty in understanding and may have language delays (Lum, Powell, Timms, & Snow, 2015).

As psychologist Fraser-trill (2020) said, children who are more exposed to books have more reading, vocabulary, and understanding skills. Children whose parents aid them in reading had increased vocabulary knowledge (Montag et al., 2015), a better understanding of new stories (Clarke et al., 2010), and enriched print cognition (Piasta, et al., 2012). Reading to children improves vocabulary and language skills which also help them imagine the character in the story. Research on parental involvement discovered that enhanced exercises, such as singing, drawing, storytelling, book reading, and games, have been found to improve basic education“ language and literacy outcomes in the areas of cognitive, phonetics, and reading interest (Weigel et al., 2017).

The last developmental skill undertaken in this study is the children’s Socio-emotional Skills described as the interaction of children with the people close to them and their peers, This includes experience, and expression towards the environment that establish positive and pleasing relationships (Cohen, et.al., 2005). Vygotsky (1986) also believed that children move toward more individualized thinking through social interaction. Parent's support for their children's social and emotional learning enables the children to gain and apply their knowledge, values, and manage their emotions, manifest empathy to their peers, and make wise decisions (Taylor et al., 2017; Redding, 2014). Children are allowed to perform their tasks without someone pressuring them and they are open to their children making a mistake so they will be encouraged and motivated to do it again (O' Connor, Notari-Svverson & Vadasy, 2000). Other people, most especially the parents and guardians, are essential elements influencing the children's environment.

The schema presented in the next page demonstrates these arguments, showing that parental involvement in terms of parenting, communicating, learning at home, volunteering and decision making influence the children’s skills in the developmental domain, particularly their self-help, cognitive, language, and socio-emotional skills.

SCHEMATIC DIAGRAM

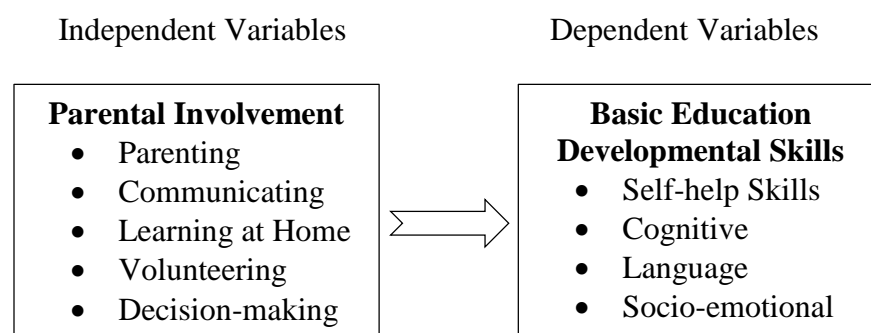


Figure 1: Schema showing the interplay of variables in the study

Data Collection

Before the distribution of the questionnaire, approval of the school administrators were asked. After the approval, the researchers coordinated with the teachers for the conduct of the study. The

questionnaire were administered online with the use of google forms with the help of the school class adviser to ensure appropriate accomplishment of the questionnaire by the participants of the study. Data were collated and subjected to statistical analysis. The researchers assure that the parent's information is protected under RA 10173 or the Data Privacy Act of 2012, thus, these were treated with the utmost confidentiality. The researchers assure the participants' participation would be voluntary, and the risks and benefits of the study were explained. The data then were collected, organized, analyzed, and interpreted.

The participants of this study were the parents and the basic education students of Pilgrim Christian College, Cagayan de Oro City during School Year 2020-2021. The instrument used in the study is divided into two parts. Part I is about parental involvement consisting of 28 items taken from Epstein (1995). Some items are modified by the researchers to fit the Philippine context and the nature of the study. The items were categorized into five (5): 6 items in Parenting, 6 items in Communicating, 5 items in Volunteering, and 7 items in Learning at Home. Part II is about the developmental skills of the basic education (46 items), taken from the Revised Philippine ECCD Checklist. The items are categorized into five (5): 9 items in Cognitive skills, 7 Items for Socio-Emotional Skills, 10 items for Self-Help Skills, 9 for Speech-Language (Receptive), and 11 for Speech-Language (Expressive). For the parents' experiences of facilitating children's developmental skills, two (2) open-ended questions were used.

Data Analysis

Descriptive statistical tools such as frequency, mean, percentage, and standard deviation were employed to describe the parents' involvement and the pupils' developmental skills. To determine the influence of parental involvement in the developmental skills of the kindergartner's pupils, multiple regression was used. On the other hand, for the qualitative data four themes emerged from the parents' responses on their experiences in dealing children's learning during the pandemic.

DISCUSSION OF RESULTS

This part presents, analyzes, and interprets the data that were gathered in the study.

Table 1 Frequency, Percentage, and Mean Distribution of Parents' Involvement (Parenting)

Range	Interpretation	F	%
4.51 – 5.00	Very High	24	80.0
3.51 – 4.50	High	6	20.0
2.51 – 3.50	Moderate	0	0.0
1.51 – 2.50	Low	0	0.0
1.00 – 1.50	Very Low	0	0.0
Total		30	100.0
Overall Mean		4.78	
Interpretation		Very High	
SD		0.33	

Table 1 presents the frequency, percentage, and mean distribution of parents' involvement in terms of parenting. The overall mean of 4.78 indicates that they have a very high level of parental involvement in this specific component. This means that the participants nurture their children to a

high extent as parents. It is worthy to note that among the indicators of parental involvement, the items that were rated as very high were on: thinking about the welfare of their children and communicating with their children (both getting the mean of 4.93); followed by showing good behavior for their children to follow (M 4.87); and I ensure that my child follows our house rules (M 4.77).

Table 2 Frequency, Percentage, and Mean Distribution of Parents' Involvement (Communicating)

Range	Interpretation	F	%
4.51 – 5.0	Very High	18	60.00
3.51 – 4.50	High	11	36.67
2.51 – 3.50	Moderate	1	3.33
1.51 – 2.50	Low	0	0.00
1.0 – 1.50	Very Low	0	0.00
Total		30	100.0
Overall Mean		4.61	
Interpretation		Very High	
SD		0.51	

Specific Indicators of Parenting	M	Interpretation	SD
1. I think of the welfare of my child.	4.93	Very High	0.25
2. I communicate with my child.	4.93	Very High	0.25
3. I show good behavior for my child to follow.	4.87	Very High	0.35
4. I ensure that my child follows our house rules.	4.77	Very High	0.43
5. I reprimand my child's misbehavior.	4.70	Very High	0.79
6. I attend online parent-teacher conference.	4.45	High	0.87

These findings which reveal the concern of the parents to their children are in line with what the UNICEF 2011 encouraged parents to do, namely: to build up their connection with their children, and to be good role models for them. These data are in line with what the parents shared that despite the challenges they experienced during the pandemic, such as the need to follow safety protocols and the limited resources they have, they see to it that their children are learning. Moreover, parents tried their best to be a teacher in teaching their modules and in enhancing their skills in learning to use gadgets. This is shown in their support in facilitating their children's learning through the provision of internet connection, and staying positive or encouraging them all the time.

Furthermore, it is worth noting that among the indicators that got the lowest rating (but were still rated as high), was on the area of attending the online parent-teacher conference (M 4.45). This may be attributed to the reality that not all parents have the time to attend such conferences because of their work which may be away from home, and their difficulty/unstable internet connection. But

some parents found ways to attend virtual meetings despite their busy schedules since their only aim for their children to learn and they would like to monitor their children's progress in school because supporting their children's learning helps them boost self-esteem too in their academic performance (Garbacz et al., 2017).

Table 2 shows the frequency, percentage, and mean distribution of parents' involvement in terms of Communicating. The overall mean of 4.61 indicates that parents had very high involvement when it comes to communicating to their children.

Table 3 Frequency, Percentage, and Mean Distribution of Parents' Involvement (Learning at Home)

Range	Interpretation	F	%
4.51 – 5.0	Very High	15	50.00
3.51 – 4.50	High	15	50.00
2.51 – 3.50	Moderate	0	0.00
1.51 – 2.50	Low	0	0.00
1.0 – 1.50	Very Low	0	0.00
Total		30	100.0
Overall Mean		4.60	
Interpretation		Very High	
SD		0.34	

Specific Indicators of Communicating	M	Interpretation	SD
1. I monitor my child's progress in school	4.80	Very High	0.41
2. I follow-up on his/her projects to meet the deadline.	4.67	Very High	0.61
3. I discuss to my child the things he/she needs to improve as evident in her report card.	4.63	Very High	0.56
4. I spend time checking online assignments.	4.60	Very High	0.62
5. I check the conference notes from the teacher.	4.53	Very High	0.86
6. I spend time to discuss online the unclear direction In the module.	4.43	High	0.73

Findings reveal that *parents monitor their child's progress in school* got a very high mean of 4.80; followed by *make a follow-up that the children's project meet the deadline upon submission* (M 4.67) and *I spend time checking online assignments* (M 4.60). This means that the parents do their part in collaborating with the teacher in monitoring their children's progress in school, also when it comes to home-based activities homework and project to meet the deadline. This importance is in line with Simpkins et al., (2015) who emphasized that parents provide guidance and parental support which is very important for the children's academic achievement.

Moreover, parents see to it that all assignments and upcoming activities will be check on their assignment notebook so that nothing is missed. *As shared by the parents they are thankful to the Lord, that the pandemic gave them the opportunity to bond with their children and know more about their interest, their potentials as well as their skills in drawing, and other variety of activities.*

However, although still rated as high, the item which got the lowest mean (4.43) is on the *online consultation that parents do with the teachers when there are unclear directions* which may imply that even if they may have difficulty contacting the teachers, they still manifest their concern on the progress of their children in school.

Table 3 shows the frequency, percentage, and mean distribution of parents' involvement in terms of learning at home. The overall mean of 4.60 indicates that parents are very much involved in their children's learning at home.

Table 4 Frequency, Percentage, and Mean Distribution of Parents' Involvement (Volunteering)

Range	Interpretation	F	%
4.51 – 5.0	Very High	11	36.67
3.51 – 4.50	High	15	50.00
2.51 – 3.50	Moderate	4	13.33
1.51 – 2.50	Low	0	0.00
1.0 – 1.50	Very Low	0	0.00
Total		30	100.0
Overall Mean		4.2	
Interpretation		High	
SD		0.69	

Specific Indicators of Learning at Home	M	Interpretation	SD
1. I encourage my child to practice the tasks for school activities.	4.80	Very High	0.41
2. I listen to my child while he/she is reading the books.	4.80	Very High	0.41
3. I teach my child at home with his/her assignments and lessons.	4.73	Very High	0.45
4. I guide my child in answering the textbooks.	4.67	Very High	0.61
5. I assist my child on how to improve his/her Skills (e.g. drawing)	4.67	Very High	0.48
6. I discuss my child's schoolwork regularly.	4.50	High	0.57
7. I set a schedule for family open forum and Interaction.	4.03	High	0.85

This means that parents encourage their children to practice the tasks for school activities; they listen to their children while they are reading books (M4.80). Also guide my child in answering the textbooks and assist my child on how to improve his/her Skills (e.g... drawing) (M4.67) are indicative of their involvement in this component which was rated very high.

Parents shared that book reading provides a strong foundation in their children's learning in language and literacy skills. Parents reading to their children has been associated with a variety of positive learning effects for children, such as increased vocabulary knowledge (Mol & Bus, 2011; Montag et al., 2015), a better understanding of new stories (Clarke et al., 2010), and enriched print cognition

(Piasta, et al., 2012). Moreover, parents take time to assist their children in answering their textbooks for them to check if their answers are correct and they see to it that the children answer the right activity given by the teacher. Parents also help their children improve in their skills which is very true because they see that their child has a potential that needs to be developed. Parents enroll their children in an art school, music, drama or in whatever skills. As affirmed by Bell (2012); Lifschitz-Grant (2012); and Lucas (2014), art is a holistic and observational activity that allows children to use their imagination.

As what the parents shared about their experiences when dealing with their children learning at home, it was not difficult for them to facilitate reading because of the prior knowledge that children have already acquired during their earlier years in school which served as a good foundation. Parents also exert efforts in watching educational programs to assist their children in responding to their modules.

Table 4 presents the frequency, percentage, and mean distribution of parental involvement in terms of volunteering. The overall mean of 4.2 indicates that parents get highly involved in volunteering when it comes to school activities.

Table 5 Frequency, Percentage, and Mean Distribution of Parents' Involvement (Decision Making)

Range	Interpretation	F	%
4.51 – 5.0	Very High	24	80.00
3.51 – 4.50	High	6	20.00
2.51 – 3.50	Moderate	0	0.00
1.51 – 2.50	Low	0	0.00
1.0 – 1.50	Very Low	0	0.00
Total		30	100.0
Overall Mean		4.82	
Interpretation		Very High	
SD		0.29	

Specific Indicators of Volunteering	M	Interpretation	SD
1. I help the teacher in assisting my child on reading.	4.67	Very High	0.48
2. I help my child by assisting through hands-on activities.	4.63	Very High	0.61
3. I help the child in submitting online assignments.	4.13	High	1.11
4. I help the teacher improve online teaching aids through suggestions.	3.87	High	1.04
5. I help the teacher in communicating with other parents.	3.70	High	1.12

Furthermore, the table reveals that among the indicators of volunteering, the top activities are *helping the teacher in assisting the child to read* (M4.67). This means that during this pandemic where children are attending their online classes at home, parents were hands-on in tutoring their children in reading and other hands-on activities. In this case, the parents showed the cooperation and help to the teachers. It only shows that parents are concerned of the reading skills development of their children. This conforms to the findings of Hosseinpour et al., (2015) stating that parents are good

role models in teaching children reading with daily practice which develops their learning literacy skills, and contributes to their children's achievement in learning. Reading to children regularly in the early years in life also helps them develop their language potentials (Simkus & Hamby 2012).

Moreover, the item on *helping their children in their hands-on activities* was rated as the next highest (M4.63). In relation to facilitating children's hands-on activities, parents also shared their initiative to buy the necessary art materials to enhance children's creativity. They allowed their children to play even in their backyard for them to exercise; and assigned them to do some household chores and even gardening to enable them to learn while doing and manipulating concrete objects.

According to Morais (2015), parents provide this kind of assistance to their children doing outdoor activities, toys to manipulate, which is an effective way to stimulate childrens learning interest with an appropriate and wise choice of toys and stories with combined hands-on activities. Helping the child in submitting online assignments (M4.70) and helping the teacher in communicating with other parents (M3.70) were rated high. This means that parents check if assignments are really submitted. Since classes are virtual, parents only communicate to those parents they knew, and those parents of their new classmates can ask of the upcoming activities to their teacher.

As parents shared that to assist the teachers in their task, they provide things that motivate their children to think critically such as giving them informative books, which is not hard because of the strong foundation that makes them easily understand the lesson. Each child absorbs the learning differently; others are fast learners and others are not. In addition, parents give them a variety of art materials that enhance their skills; let them memorize Bible verses while on video and distributed the household chores as part of their daily routine to develop their children's sense of responsibility.

Table 5 shows the mean distribution of parents' involvement in terms of decision-making. The overall mean of 4.82 indicates that parents rated their decision-making skills to a very high extent concerning their children's learning. In the specific items, findings reveal that all indicators got very high ratings but what came out as the two highest are on *expressing belief in their children's ability to be successful* (M4.87), and *supporting their children with appropriate reading materials* (M4.83).

Table 6 Summary Table of Parental Involvement

Components	M	Interpretation	SD
Parenting	4.78	Very High	0.33
Communicating	4.61	Very High	0.51
Learning at home	4.60	Very High	0.34
Volunteering	4.20	High	0.69
Decision-Making	4.82	Very High	0.29
OVERALL MEAN	4.60	Very High	0.43

Specific Indicators of Decision Making	M	Interpretation	SD
1. I express belief in my child's ability to be successful.	4.87	Very High	0.35
2. I support my child with appropriate reading material.	4.83	Very High	0.38
3. I emphasize the importance of education and doing best in school.	4.80	Very High	0.41
4. I help implement rules regarding mobile phone use at home.	4.77	Very High	0.43

The result indicates that parents convey their confidence that their children would succeed in their studies even during this pandemic. They keep on motivating their children to do their best in their studies by developing their talents with guidance, open-communication and they always check or make a follow-up with their children about their lessons and assignments.

In relation to the experiences shared by parents, they enforce guidelines in their children's appropriate use of gadgets; screen time is usually focused only on educational apps and programs like stories online, discoveries, history etc. As what the Association of American and Canadian pediatricians recommend, children aged 3-5 years old should have limitation when playing with gadgets such as only 1 hour a day. Parents should know and be aware of the effects of too much use of gadgets, so children must be trained and discipline for their own good.

Table 6 presents the summary of the dimensions of parental involvement considered in this study. The data reveal that Parenting, Communicating, Learning at Home, Decision –Making were rated as very high except for volunteering. This indicates that parents do their responsibilities in motivating, encouraging, helping their children in school-home activities as collaborators of teachers in their children's education. Volunteering got the least rating among the components of parental involvement which may be because of their less involvement in school due to pandemic.

Since it is blended online learning, the participation of parents is limited. They only go to school to get the modules of their children, assist them in their projects, assignments, read when at home, and attend PTA meetings done virtually. According to Lilawati (2020), parents are there to facilitate their children's learning at home in making assignments and projects given by the teachers during the distance learning.

Table 7 Frequency, Percentage and Mean Distribution of Kindergartens' Level of Developmental Skills (Self-Help Skills)

Range	Interpretation	F	%
4.51 – 5.0	Very High	18	60.00
3.51 – 4.50	High	11	36.67
2.51 – 3.50	Moderate	1	3.33
1.51 – 2.50	Low	0	0.00
1.0 – 1.50	Very Low	0	0.00
Total		30	100.0
Overall Mean		4.52	
Interpretation		Very High	
SD		0.48	

Table 7 presents the frequency, percentage, and mean distribution of kindergartners' developmental domains on self-help skills. The overall mean of 4.52 indicates very high self-help skills. This implies that the children manifest a certain level of independence. Particularly as, they can *drink from a cup by themselves and eat with a spoon and fork, and brush her/her teeth* (4.87).which go the highest ratings.

Table 8 Frequency, Percentage and Mean Distribution of Kindergartens' Level of Developmental skills (Cognitive Skills)

Range	Interpretation	F	%	
4.51 – 5.0	Very High	28	93.33	
3.51 – 4.50	High	2	6.67	
2.51 – 3.50	Moderate	0	0.00	
1.51 – 2.50	Low	0	0.00	
1.0 – 1.50	Very Low	0	0.00	
Total		30	100.0	
Overall Mean		4.82		
Interpretation		Very High		
SD		0.28		
Specific Indicators of Self Help Skills		M	Interpretation	SD
<i>My child can...</i>				
1.	brush his/her own teeth.	4.87	Very High	0.43
2.	drink from a cup by himself/herself.	4.87	Very High	0.43
3.	eat with a spoon and fork.	4.87	Very High	0.35
4.	go to the designated place to urinate (pee) or move bowels (poop) and never does this in his underpants anymore.	4.77	Very High	0.77
5.	wash and dry hands without any help.	4.77	Very High	0.77
6.	Wear/ dress t-shirt without assistance including buttons and tying.	4.40	High	0.77
7.	take a bath independently.	4.23	High	1.10
8.	clean the table.	4.20	High	1.06
9.	eat without the need for spoon-feeding during any meal.	4.17	High	0.99
10.	buckle the belt.	4.10	High	1.03

This finding is aligned with the assertion of Akhmetzyanova (2014) who noted that for children to attain improvement, they need to grow by developing self-help skills that are part of the activities of daily living. In this time of crisis, while children are mostly staying at home, they learn doing basic things like fixing their toys after playing by themselves. They develop independently as a result of social interaction. This is in line with the theory of Vygotsky on the Zone of Proximal Development (ZPD) which provides that there are things that the children can do on their own and also with the help of others. Like a mother who wants her child to stand provides things which a child can manipulate, she uses scaffolding and encourages her child to explore until she or he uses those things on her own.

Furthermore, *washing and drying hands without any help and going to the designated place to urinate or move bowels and never doing this in his underpants had also a mean of 4.77* assessed as very high. It appeared that parents trained their children to wash hands before and after usually during eating time; and at an early age, they also trained their children in urinating, or letting them set down in the bowl for their toilet training. Parents/ teacher teaching self-help skills to children is not only telling them the information but allowing them to do the task without the involvement of elders (Yunitami, 2014).

However, wearing dress/t-shirt without assistance, including buttons and tying (M4.40), taking a bath independently (M4.23) were also rated high. There are skills taught by parents for children to exercise responsibility, and cleanliness training. Musfiroh (2014) stated that through imitating and practicing daily life activities like playing, discovering helps the children learn and develop self-help skills.

Table 9 Frequency, Percentage and Mean Distribution of Kindergartens' Level of Developmental Skills (Receptive Language)

Range	Interpretation	F	%
4.51 – 5.0	Very High	25	83.33
3.51 – 4.50	High	5	16.67
2.51 – 3.50	Moderate	0	0.00
1.51 – 2.50	Low	0	0.00
1.0 – 1.50	Very Low	0	0.00
Total		30	100.0
Overall Mean		4.81	
Interpretation		Very High	
SD		0.28	

Specific Indicators of Cognitive Skills	M	Interpretation	SD
<i>My child can...</i>			
1. identify the shapes of objects.	4.93	Very High	0.25
2. answer simple question.	4.90	Very High	0.40
3. follow simple direction.	4.90	Very High	0.31
4. sense missing pictures or part.	4.90	Very High	0.31
5. express needs and thoughts easily.	4.83	Very High	0.46
6. look for partially hidden object.	4.83	Very High	0.38
7. match 2-3 colors.	4.83	Very High	0.38
8. look at direction of fallen objects.	4.73	Very High	0.52
9. exhibit simple pretend play (feed, put doll to sleep).	4.53	Very High	0.78

The overall mean of 4.82 indicates that the kindergartners showed very high cognitive competencies. As shown in the table, 93.33 percent of the kindergartners got very high ratings in performing basic cognitive skills like identifying the shapes of objects, answering simple questions and even sensing missing parts of a picture. Vygotsky (1978) stated that thinking and learning are natural processes belonging to an individual and these processes actually "reside" in his or her brain.

The highest among the indicators is their ability to *identify the shapes of objects* (M4.93) followed by answering simple questions, *following simple directions*, and *identifying the missing picture or part* (M4.90). These findings imply that the children are beginning to manifest the developmental milestone appropriate to their age, which can be enhanced as they grow. These manifestations are in line with the claim of Clements & Sarama (2014) that children begin to develop clear understanding of repeating patterns, identifying objects, colors, and shapes through sounding and naming names, understanding and following simple directions which indicate what Piaget identified as part of a child's cognitive development. This is also reflected as a developmental milestone by other organizations like the National Association for the Education of Young Children [NAEYC] (2017); National Association for Music Education [NAfME] (2014); and International Society for Music Education [ISME] (2016).

Moreover, the item on their ability to *look for partially hidden object, to match 2-3 colors* (M4.83) and *exhibit simple pretend play (feed, put doll to sleep)*; both with the same mean of 4.53 were also rated as very high. This develops critical thinking among the children by looking at the missing object while they are playing. On the other hand, pretend play makes the children develop their imagination, trying to create a situation which they want it to happen or pretending to be a super hero. Playing is important for children, because this enables them to develop their ideas by exploring the world they live in and connecting these ideas with their own experience (Alansari, 2015).

Table 9 presents the frequency, percentage, and mean distribution of kindergartners' level of development on language, specifically receptive language. The overall mean of 4.81 shows that the children had a very high level of receptive language skills. The highest among the indicators is their ability to *point to 5 named pictured objects* and *point to 5 body parts on himself when asked to do so*. (M4.93)

These findings imply that the children are beginning to manifest their developmental skills appropriate to their age, which can be enhanced as they grow. They begin to develop and understand the concept of naming pictures of objects by touching or pointing the picture, and naming body parts which is a basic skill taught by parents especially when they sing the rhyme song "My toes my knees" as a sort of exercise and mastery of body parts

Table 10 Frequency, Percentage and Mean Distribution of Kindergartens' Level of Developmental Skills (Expressive Language)

Range	Interpretation	F	%
4.51 – 5.0	Very High	27	90.00
3.51 – 4.50	High	3	10.00
2.51 – 3.50	Moderate	0	0.00
1.51 – 2.50	Low	0	0.00
1.0 – 1.50	Very Low	0	0.00
Total		30	100.0
Overall Mean		4.85	

Interpretation		Very High	
SD		0.30	
Specific Indicators of Receptive Language	M	Interpretation	SD
<i>My child can...</i>			
1. point to 5 named pictured objects when asked to do so	4.93	Very High	0.25
2. point to 5 body parts on himself when asked to do so.	4.93	Very High	0.25
3. follow instructions (e.g. put on your coat).	4.87	Very High	0.35
4. follow simple directions.	4.87	Very High	0.35
5. point to a family member when asked to do so.	4.80	Very High	0.55
6. follow one-step instructions that include simple prepositions (e.g. in, on, under, etc.)	4.80	Very High	0.41
7. sing music and rhythm	4.80	Very High	0.41
8. follow 2-step instructions that include simple prepositions.	4.80	Very High	0.41
9. understand non-verbal instructions.	4.47	High	0.63

Also, the highly rated items on following *simple directions, following instructions* (M4.87) show that children obey their parents as they are being instructed to do certain things that help them develop independence. This is in line with what Allen & Gathercole (2016) found that guided instruction followed by practice have been acknowledged as helpful for children to grasp in mind the fulfilled directive at the same time doing each activity and they can hold this up in their active or short term memory.

The ability to *sing and follow correct rhythm* also got a very high (M4.80) rating which means that young children love to listen and sing songs together with actions taught by the parents/ teachers. Music experiences can be a helpful influence in children's development mentally, physically, emotionally and socially (Barrett et al., 2019; Hallam, 2015).

In the receptive language, only the item on their ability to *understand non-verbal instructions* got a high rating (M4.47) which means that children have less understanding of non-verbal instructions because they are more on verbal understanding but non-verbal instruction or communication can be understood by way of body gestures action or eye contact.

Table 10 shows the frequency, percentage, and mean distribution of kindergartners' developmental skills on expressive language. The overall mean of (4.85) indicates a very high rating on this component pointing to the children's ability to express themselves through orally.

Table 11 Frequency, Percentage and Mean Distribution of Kindergartens' Level of Developmental Skills (Socio-Emotional Skills)

Range	Interpretation	F	%
4.51 – 5.0	Very High	14	46.67
3.51 – 4.50	High	16	53.33
2.51 – 3.50	Moderate	0	0.00
1.51 – 2.50	Low	0	0.00
1.0 – 1.50	Very Low	0	0.00
Total		30	100.0
Overall Mean		4.67	
Interpretation		Very High	
SD		0.43	

Specific Indicators of Expressive Language	M	Interpretation	SD
<i>My child can.</i>			
1. respond to her name.	5.00	Very High	0.00
2. name a pet.	4.93	Very High	0.25
3. say 10 words]	4.93	Very High	0.25
4. name objects in pictures	4.93	Very High	0.25
5. use pronouns (e.g. I, me, ako, akin).	4.90	Very High	0.31
6. ask “what” questions.	4.87	Very High	0.43
7. use 2-3 words verb-noun combination (e.g. hingi gatas).	4.83	Very High	0.38
8. use 5-20 recognizable words.	4.83	Very High	0.46
9. speak in grammatically correct 2–3-word sentences.	4.80	Very High	0.48
10. identify wrong doings.	4.70	Very High	0.79
11. ask for help.	4.57	Very High	0.94

The skills rated as highest are on *responding to their name* (M5.00); followed by *naming a pet*, *saying 10 words*, and *naming objects in pictures* (M4.93). These imply that these children learn to utter words or talk through simple conversations, body gestures with the people around them. This development is in line with what Hartmeyer and Mygind (2016) said that at this stage, children demonstrate their ability to express their wants and needs in a form of communication. Asking questions manifest their interests that this gives them new knowledge because they are curious of what’s happening around them. These skills are also related to what Vygotsky (1986) believed that children begin to gain language proficiency as they engage in an active, social process.

Moreover, Piaget (1952) children’s development can be guided through discovery, by testing the child’s potential and using real life experiences. In addition, *ask “what” questions* (M4.87) and *ask for help* (M4.57) got very high indicators of expressive language which means that young children always ask questions especially when they are curious of what they see and what is around them. They won’t stop asking questions unless they are answered by an adult. Adult can explain in a manner that the child can understand. On the other hand, asking for help is seldom heard from a children especially when they can do things on their own, but children are good helpers.

Table 11 presents the frequency, percentage, and mean distribution of kindergartners’ developmental domains on socio-emotional skills. The overall mean of 4.67 indicates that their socio-emotional skills were rated to a very high extent. This means that children have the capacity to understand, experience, express, and manage emotions in which they can develop meaningful relationships with others.

Specific Indicators of Socio-Emotional Skills	M	Interpretation	SD
<i>My child can...</i>			
1. hug or cuddle toys.	4.70	Very High	0.53
2. demonstrate respect for elders (such as using terms like “po” and “opo)	4.63	Very High	0.56
3. laugh and squeals aloud in play.	4.60	Very High	0.62
4. help simple family chores like wiping tables, watering plants, etc.	4.47	High	0.73
5. attend to his/her own needs.	4.47	High	0.57
6. accept his/her own mistakes.	4.27	High	0.83
7. control his/her feelings.	4.13	High	0.78

The highest among their skills is *hugging or cuddling toys* (M4.70). This is followed by *demonstrating respect for elders* (M4.63). Cuddling soft and colorful toys develop children’s refreshing natural emotions, as they love touching objects. This is in line with what Taylor et al., (2017); and Redding (2014) found that children's social and emotional learning allows the children to gain and apply their knowledge, values, manage their emotions, manifest empathy to their peers, and make wise decisions.

Also, data reveal that the children in this study convey courtesy for elders, a value that may have been taught by their parents at home and their teachers in school. Demonstrate respect for elders such as using terms like “po” and “opo (M 4.63) also got very high rating. They use the magic word “po and opo” as a sign of respecting the older ones. These manifestations of the children’s socio-emotional skills confirm what Alwaely, Yousif, & Mikhaylov (2020) mentioned that at this stage, children are able to understand their feelings towards others, and to build a good relationship with their peers.

The lowest among the indicators is on the kindergartners’ ability to *control their feelings* (M4.13). Although this was rated high, this is an area that needs attention because most of the time children are self-centered, which is their nature at this age. But if they are handled gently and the situation is explained well, they usually understand and obey their parents.

Table 12 Regression Analysis of the Influence of Parental Involvement on their Children's Developmental Skills

Parental Involvement	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
Parenting	.333	.163	.395	2.04	.053
Communicating	.097	.115	.177	.836	.411
Volunteering	-.118	.087	-.296	-1.37	.185
Learning at Home	.379	.217	.466	1.75	.093
Decision Making	-.058	.179	-.059	-.32	.751

Model Summary

R = .675; R² = .455 Adjusted R² = .342; F = 4.01** p = .009

**significant at 0.01 level

Table 12 shows the regression analysis of the influence of parental involvement on their children's developmental skills. Data reveal that the whole model is significant (F4.01, p.009) with 34.2 percent of the variability in the children's developmental skills as accounted for by a combination of the components of parental involvement (Adjusted R² .342). Thus, the null hypothesis can be accepted. Evidence shows that the combined components of parental involvement significantly influence their children's developmental skills.

These results imply that parents who get more highly involved in their children's learning also have children whose development is more enhanced. Based on the experiences shared by the parents, their active involvement in the learning of the children by giving them a variety of colorful manipulative materials that suit their interest during this pandemic has helped the development of their children's skills.

Creative play is being applied and letting them play outside their house enabled them to have imaginative play, thinking of a cartoon character or a super hero they admire most. This finding echoes what Manz & McWayne (2009) found that children who experienced rich surroundings and more reading materials at home with parents tend to execute high literacy evaluation and reading fulfillment tests than those children who have less reading experience.

This further implies that learning at home with the help of a family member develops their creativity and critical thinking on how to work on their assignments and projects, thus developing their reading and writing skills. Also, providing them with colorful educational toys, reading materials that have pictures that catch their attention helps their development.

Moreover, parenting nurtures young children to become better people, which shows them a good behavior to be followed, giving them a variety of activities to enhance their skills physically, mentally, socially, and emotionally. The development of the children's independence to help themselves may have been facilitated by the parents who allow the children to do things on their own. Encouraging their children to do the activities that suit their interest and providing them appropriate materials have enabled their children to develop their skills. These results have similar findings with the studies of Borup et al., (2014), Makrooni (2019); and Woofter (2019) which reveal that parent support has contributed to the achievement of learners in a virtual learning setting. Moreover, parents involvement in children's early learning have been found to have a positive impact on literacy development (Senechal & LeFevre, 2014). In consonance with the result of the study of Edralin (2021).

In addition, the time valued spend by the parents to take care for children during the early years helps their development, feeling of being secured and loved (Newman, 2017). Parents show support to their children when they see that the latter have a good potential like drawing and singing. Even at a young age, the children learn how to cook by the parents allowing their children to assist while cooking in the kitchen. The self-help skills of the children are developed through the guidance of the adults. They are able to take care of themselves, have become independent and responsible; they carry out daily activities and simple routines like wearing of clothes, eating and drinking, combing hair etc. Self-help develops the potential of children to adjust and survive the environment throughout their lives (Akhmetzyanova, 2014). These findings are in line with what Gunderson, et al. (2013) found that complimenting children for doing a good job in learning, and demonstrating perseverance contributes to their academic achievement.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Conclusion

Based on the findings of the study, it can be inferred that the involvement of parents in their children's learning has greatly contributed to their children's developmental skills. This confirms Vygotsky's and Epstein's sociocultural theory which highlights the scaffolding made by the parents for the holistic development of their children despite the challenges in the new normal setting. Their experiences in seeing this reality from a positive vantage point, their way of managing the learning of their children using available means, and the strategies they employed have facilitated the development of their children's skills. Parents involve themselves in their children's learning even if it's challenging on their part, teaching in the way they know, providing reliable internet connection, and upgrading themselves through the use of technology that aids their children's learning. Overall, the parents are concerned about the holistic well-being of their children.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered that:

1. Parents may continue their involvement for their children's education especially in getting and returning modules and other activities that will facilitate the development of their children's skills;
2. Parents may devise ways to help their children manage their emotions well, especially in the area of temper management;
3. The school administrators may continue to encourage home-school partnerships and open communication lines between the parents and teachers for the work of educating the children given the limitations of situations like the pandemic;
4. The administrators and teachers come up with an orientation for parents with the appropriate use of gadgets in helping their children find interest in the lessons and in understanding the nature of learners in distance education.
5. Future researcher may conduct studies that will focus on other variables such as the use of synchronous sessions as well as printed modules for learners with no internet connectivity.

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