

# **PARENTAL INVOLVEMENT, COMMUNITY SUPPORT AND LEARNERS PROGRESS: A SEQUENTIAL EXPLANATORY**

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## **ABSTRACT**

This study employed the sequential explanatory. Results shown that the level of parental involvement in terms of quality of time spent, moral support, learning resources, and monitoring progress was described as often involved. Likewise, the level of community support in terms of nutrition and health, peace and order, and awards and recognition were rated as often involved. On the other hand, the level of achievement and progress of Kindergarten Pupils in terms of health, well-being and motor development and the level of learners' progress were all described as often involved. There is no significant relationship between parental involvement and learners' progress. However, a significant influence was found. In the same manner, there is no significant relationship between community involvement and learners' progress, but there is a significant influence. Based on the results, it was concluded that parental support is still not that sufficient. It can be attributed to a factor such as that their parents are farmers and are busy in doing their work in the farm. They do not have the time anymore in responding to the needs of their children to learn. On the contrary, the community support is not the best variable which determined the achievement of the pupils since they do not have a direct participation on the learners' progress.

**KEYWORDS:** Community Support, Learners Progress, Sequential Explanatory & Parental Involvement

## **1. INTRODUCTION**

### **1.1 Rationale**

The COVID-19 pandemic has forced sudden transformation several sectors not excluding the education sector (Oyedotun, 2020). On this situation, the global pandemic, parents are now taking on a more service-oriented role by supporting their children as they take on task and home projects (Azubuike and Aina, 2020). This is a significant burden, particularly for those who are also teleworking and those with limited schooling themselves (UNICEF, n.d.).

The problematic issue focuses on how the parents take the place of the teachers. The learners' development of oral reading fluency has been affected since 2020 after the sudden school closures brought on by COVID-19 (Domingue et al., 2021). Teaching young learners how to read and write often requires hands-on experience (Schwartz, 2020). This is a big challenge to parents since modular is the most common learning modality. Parents are left to play the most difficult task of teaching their children. This was supported by Idris, Ahmad and Hussain (2020) that various educational status of parents showed various outcomes on learners' academic achievements and the finding divulge different sustenance style of parents at home.

The study of Cahapay (2021) showed the experiences of Filipino parents engaged such as journeying through countless of changes, connecting with the learner physically and emotionally, experiencing versatile difficulties in the method and reply to the call of another challenges of parenting. Research on parental involvement in education has largely

focused on the positive reflection parental involvement has in pupils' accomplishment, achievement-related self-concepts, and independent motivation (Families, 2007; Grolnick & Slowiaczek, n.d.; Hill, 2009; Hoover-Dempsey & Sandler, n.d.; Pacheco & Mata, 2013; Peixoto & Carvalho, 2009). Hence, the gap of the study.

The aforementioned reasons encouraged the researcher to conduct the study due to its urgency. This study provides reliable information that serves as basis on how to help the parents in teaching their children. Moreover, the proposed intervention plan will lead to exploring opportunities to help parents and pupils in the development of the reading skills despite the threat of Coronavirus. The current results on survey regarding the decline of reading ability of pupils is an alarming truth that the Department of Education needs to come-up with a program that saves pupils from being illiterate.

### 1.1.1 Research Questions

- What is the level of parental involvement in terms of quality of time spent, moral support, learning resources, and monitoring learning progress;
- What is the level of community support in terms of nutrition and health program, peace and order, literacy education, and awards and recognition;
- What is the level of learning achievement in terms of health, well-being and motor development, socio-emotional development and language, literacy and communication;
- Is there a significant relationship between parental involvement and learning achievement and progress of kindergarten pupils;
- Is there a significant relationship between community support and learning achievement and progress of kindergarten pupils;
- Which of the dimensions of parental involvement significantly influenced the learning achievement and progress of kindergarten pupils;
- Which of the dimensions of community support influenced the learning achievement and progress of kindergarten pupils; and
- What intervention plan may be proposed based on the findings of the study?

### 1.1.2 Limitations and Delimitations of the Study

This study focused at determining the parental involvement, community support and learner's progress: a sequential explanatory in the now normal system of education. The respondents of this study were kindergarten teachers and the parents of the pupils enrolled in central elementary schools in the Division of Cotabato Province specifically municipalities under District 3 namely: Banisilan, Carmen, Kabacan, Matalam, Mlang and Tulunan. This was conducted during the School Year 2021-2022.

## 2. METHODOLOGY

### 2.1 Research Design

This study utilized the mixed methods of research specifically explanatory sequential research design. Mixed method is a research approach whereby researchers collect and analyze both quantitative and qualitative data within the same study. In

this study, mixed method is the most appropriate design for collecting both quantitative and qualitative data so that results will be more valid through support the quantitative results with the qualitative results.

Mixed method of research is an evolving methodology that move forward the systematic combination or mixing of quantitative and qualitative data within a single inquiry, question or ask. This method collects and analyzes both quantitative and qualitative data together with integrates information during facts collection, examination or discussion. This method uses steps that administer quantitative and qualitative part either simultaneously or sequentially (Wisdom & Creswell, 2013).

Mixed methods of research are the relative of multi-method research in which simply multiple quantitative or solely multiple qualitative approximate are merged. Elements are point to as quan (for quantitative) and qual (for qualitative). For primacy and emphasis, QUAN and QUAL are used. The plus (+) signs refer to concurrent implementation and arrows (→) for sequential implementation (Schoonenboom & Johnson, 2017).

Sequential explanatory design starts with an initial phase of quantitative data collection and analysis followed by the qualitative phase of data collection and analysis (Creswell, 2003). The purpose of this design is to use qualitative results to assist in explaining and interpreting the findings of a quantitative study.

Figure 2. Diagram of Explanatory Sequential Research Design

In the quantitative phase, the researcher specifically used the descriptive-correlation approach in order to determine the level of parental involvement, community support and learning achievements and progress of kindergarten pupils in new normal. Correlation design was used because the intention is to determine whether there exists a significant relationship and influence between and among the variables included in the study.

In this phase, the survey questionnaire was administered to the identified respondents in order to generate information that will be translated and change into numbers. This phase will center in tallying and classifying features and constructing statistical models and figures to explain what is observed (Quantitative and Qualitative Research, 2018). After retrieving the questionnaire, the data were analyzed using statistical tools.

Meanwhile, in the qualitative phase, the researcher used the phenomenological approach. A phenomenological study describes the common meaning for several individuals of their experiences of a concept or a phenomenon. It focuses on the commonality of a lived experiences within a particular group. Typically, interviews are conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. However, other forms of data such as documents, observations and art may be used. Phenomenology is the most appropriate approach to use because the researcher wants to understand the lived experiences of parents and teachers as regards their involvement in the learning development of their children/learners (Creswell, 2013).

In this phase, the qualitative data will be collected through in-depth interview (IDI). This phase includes content analysis which assumes that people have various experiences and that these can be reliably contained from analysis of what they say (Wilkinson, 2004). Hence, point of content analysis is to identify participants' experiences in providing learning to the learners. Content analysis involves categorizing what people will say into collective and coherent groups of opinions; it can be very systematic. With this design, the initial items based from the interviews of participants will be drafted and categorized.

## 2.2 Informants of the Study

This study selected parents, P.T.A officers, pupils and teachers as respondents. Purposive sampling was used since all the kindergarten teachers in the identified central schools were included in the study.

The respondents in this study were the kindergarten teachers and parents of pupils officially enrolled in selected central elementary schools in District 3 consisting of Banisilan Pilot Elementary School, Carment Pilot Elementary School, Kabacan Pilot Elementary School, Matalam Central Elementary School, Mlang Pilot Elementary School and Tulunan Central Elementary School. The participants will be the top ten (10) pupils in the said schools. It also includes the PTA officers.

The researcher set criteria for the selection of participants in the qualitative phase. The parents as participants must be (1) 30 years old and above, (2) must be high school graduate and (3) must be a farmer.

## 2.3 Locale of the Study

This study conducted in different central elementary schools in the Divisions of Cotabato, Region XII, this School Year 2021-2022. It includes the following towns of District III such as Banisilan, Carmen, Kabacan, Matalam, Mlang and Tulunan with one (1) central school in each municipality. In each municipality parents of top 10 pupils using the purposive sampling will be participants of the study. It also includes the Parents and Teachers Association (PTA) officers.

## 2.4 Data Gathering Procedure

In data gathering, the researcher develops an instrument both in quantitative and qualitative phase. The instrument will undergo a thorough scrutiny of the experts. Then, suggestion was applied during the revision. In addition, for the quantitative instrument the researcher considers the face validation wherein Chronbach alpha at 5 % will be used. To ensure the validity of the instrument, pilot testing will be done so that other irrelevant items will be deleted or revised. When the instrument rated as valid the researcher will then ask

Permission through a letter-request from the Schools Division Superintendents of Cotabato Province Division to conduct the survey and interview in their respective areas of jurisdiction. Upon approval, the researcher provided copies to the concerned public schools district supervisors and school heads for their information about the study.

In quantitative phase, the researcher distributed the questionnaires to school sites or through the use of the social platforms like email and Messenger. Respondents will be assured that their responses will be kept confidential and that their names will not appear in any part of this study. After the data were retrieved, encoding of the data, analyzing the data with the use of appropriate statistical tool will be applied. Then, the data will be interpreted using statistical tools such as frequency, percentage, mean, and Pearson r.

In qualitative phase, the researcher conducted an in-depth interview. The participants in the IDI were the participants in the survey. The researcher conducted the interview and employed the casual approach to set a friendly tone and make the interviewees feel at ease as they share the needed information. The researcher recorded the proceedings of the interview with the consent of the interviewees to ensure that everything that will be shared is documented. The collected data were transcribed and translated into English version ensuring that the thoughts or ideas in the sentences will not be different from its original version. To ensure the validity, the researcher asked the assistance of the debriefers to determine if there are errors with her interpretations.

## 2.5 Data Analysis

### Quantitative

In quantitative phases, mean and weighted mean was used to determine the level of parental involvement, community support and learning achievement and progress of kindergarten pupils. Pearson r was used to determine the significant relationship between the level of parental involvement and community support in the learning of kindergarten pupils. To determine the influence of the independent variables to dependent variable, regression analysis will be used.

### Qualitative

In qualitative phase, the record that will be get from in-depth interview were analyzed using thematic analysis. This method emphasizes pinpointing, examining, and recording patterns or themes within data. Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question (Boyatzis, 1998). In doing the thematic analysis, the researcher will first read and re-read the transcripts in order to become familiar with the data. The data will be organized to generate initial codes. Codes reduce big ideas into smaller chunks of meaning. Codes will be examined and grouped together according to themes. Themes will be reviewed so that they will be coherent and distinctive from each other. Lastly, the identified themes will be defined in order to identify its meaning (Maguire and Delahunt, 2017).

## 3. RESULTS AND DISCUSSIONS

Table 1 shows the level of parental involvement among parents in terms of quality time with the weighted mean of 3.14 and described as involved. This means that the respondents had sometimes involved at 41%-60% which connotes that they cannot fully give quality time for their children. The results implies that parents really want to spend quality time with their children as they sometimes turn-off technology while spending time with their child, play board games that can be useful and fun activity for the whole family, create special ritual like choosing and reading a book every day, connect with the child daily and schedule time for doing an activity and ensure that no distractions. It can be attributed by the mere fact that parents' quality time for their children made a difference in learning development. Parents as partners of learning should have to give an ample time for their children especially in learning their lessons at home. Learning does not only occur in the four corners of the classroom but within the contexts of home (Milkie et al., 2010).

**Table 1: Level of Parental Involvement in Terms of Quality Time**

	Statements	Mean	Description
1.	I am connecting daily with my child.	3.11	Involved
2.	I am creating special ritual for my child everyday like choosing and reading a book.	3.13	Involved
3.	I am scheduling time for doing an activity and ensure that no distractions.	3.10	Involved
4.	I am turning off technology while spending time with my child.	3.21	Involved
5.	I am playing board games that can be useful and fun activity for the whole family.	3.16	Involved
	Weighted Mean	3.14	Involved

Table 2 shows the level of parental involvement among parents in terms of moral support with the weighted mean of 4.19 described as often involved. This means that the respondents had often involved at 61%-80% which indicates that they provide moral support to their children. This implies that parents take about making decisions based on values, show action values like honesty or being compassionate toward those less fortunate, aware of what they model, talk values with

kids and develop empathy among their children. More so, this shows that the parents do not really have the highest level of moral support. This can be attributed to other factors like for example many of them are engaged into farming and other chores which made them busy and no time anymore for their children's welfare. For Johnson and Best (2012), the moral support which parents can give to their children for their quest for a higher leaning transpired in their achievement in school. Less support could have a detrimental effect on their well-being. They have the feeling that they are not loved. Thus, parents must have to provide the necessary moral support especially in education of their children.

**Table 2: Level of Supports of the Parents of Kindergarten Pupils in Terms of Moral Support**

Statements		Mean	Description
1.	I am helping to develop empathy.	4.13	Often Involved
2.	I am talking values with my kids.	4.14	Often Involved
3.	I am showing in action values like honesty or being compassionate toward those less fortunate.	4.20	Often Involved
4.	I am aware of what I am modelling.	4.18	Often Involved
5.	I am talking about why I make certain decisions based on my values.	4.29	Often Involved
<b>Weighted Mean</b>		<b>4.19</b>	<b>Involved</b>

Table 3 shows the level of parental involvement among parents in terms of learning resources with the weighted mean of 4.23 and described as involved. This means that the respondents had often involved at 61%-80% which indicates that they provide the learning resources to their children. Moreover, it indicates that the parents find means to provide the necessary learning resources they receive guidance from teachers and equip with the tools required to help the learners, wait for the school to provide the learning resources, help in selecting books as their learning references, enjoy the learning programs being rolled out and access the TVBI and RBI. Though supports are given on these contexts, but this is not on the highest level. This corroborated that learning resources helped strengthen the learning capabilities of children. It availability at home will suffice the needs for learning (Okongo et al., 2015). Meanwhile, parents should also give their time to help their children especially in the proper utilization of these resources so that learning can be fun for them even at the comfort at their homes (Tella & Akande, 2007).

**Table 3: Level of Supports of the Parents of Kindergarten Pupils in terms of Learning Resources**

Statements		Mean	Description
1.	I am browsing the internet for resources and supplemented lesson plans.	4.07	Often Involved
2.	I am waiting for the school to provide the learning resources.	4.27	Often Involved
3.	I am helping my children to select books as their learning references.	4.25	Often Involved
4.	I am enjoying the learning programs being rolled out and how to access them such as TVBI and RBI.	4.25	Often Involved
5.	I am receiving guidance from teachers and equip with the tools required to help the learners.	4.31	Often Involved
Weighted Mean		4.23	Often Involved

Table 4 reveals the level of parental involvement among parents in terms of monitoring learn reveals the level of parental involvement among parents in terms of monitoring learning with the weighted mean of 4.15 and described as involved. This means that the respondents had often involved at 61%-80% which indicates that parents monitor the

learning progress of their children. In addition, the result implies that parents exercise consistency with a stable relationship over a long period of time for the commitment, keep an open mind, give permission to child to share their stories and personal experiences without criticism, establish discipline through firmness but friendly environment and build trust with their child in the monitoring learning progress. Supposedly, the best support that parents can give on this manner will create a room for improvement since they know their progress. Monitoring progress at home determines parents' responsibilities in giving their children enough time so that they could be able to know whether change occurs on the learning capabilities of their children. In the same vein, this provided that parents know their children and thus, they know what specific strategies will be utilized in monitoring progress (Farmer, 2014).

**Table 4: Level of Supports of the Parents of Kindergarten Pupils in terms of Monitoring Learning Progress**

Statements	Mean	Description
1. I am keeping an open mind..	4.22	Often Involved
2. I am waiting for the school to provide the learning resources.	4.23	Often Involved
3. I am helping my children to select books as their learning references.	4.06	Often Involved
4. I am enjoying the learning programs being rolled out and how to access them such as TVBI and RBI.	4.06	Often Involved
5. I am receiving guidance from teachers and equip with the tools required to help the learners.	4.18	Often Involved
<b>Weighted Mean</b>	<b>4.15</b>	<b>Often Involved</b>

Table 5 shows the level of community support for the kindergarten pupils in terms of nutrition and health programs with the weighted mean of 4.15 and described as involved. This means that the respondents had often involved at 61%-80% which indicates that parents monitor the learning progress of their children. In addition, the result signifies that the community find ways on helping the learners to have a healthy living wherein teachers remind them in various ways. They promote healthy balance diet, incorporate healthy eating and physical activity, create partnerships with the broader community for example local food growers, encourage the family to have a vegetable garden. This provides an idea that they are particular in making their children healthy and have sound body and mind which is important for learning. Nutrition and health programs implemented extended by the community to schools would make a big change into the lives of the learners. The availability of healthy foods enabled them to have the healthy body and that they can perform well during classroom discussions (Casey et al., 2001). As the sound body and mind manifested a good outcome in the class (Bundy et al., 2006).

**Table 5: Level of Supports of the Community of Kindergarten Pupils in Terms of Nutrition and Health Programs**

Statements	Mean	Description
1. I am incorporating healthy eating and physical activity across through sending reminders to learners.	4.44	Often Involved
2. I am creating partnerships with the broader community for example local food growers.	4.43	Often Involved
3. I am providing parents with information on healthy food choices and active living.	4.39	Often Involved
4. I am encouraging the family to have a vegetable garden.	4.43	Often Involved
5. I am promoting a healthy balance diet to every Filipino parents and learners.	4.58	Highly Involved
<b>Weighted Mean</b>	<b>4.46</b>	<b>Often Involved</b>

Table 6 presents the level of community support for kindergarten pupils in terms of peace and order with the

weighted mean of 4.29 and described as often involved. This means that the participants had often involved at 61%-80% which indicates that the community ensures peace and order. In this point, the result indicates that the community supports peace or order learning environment for pupils. Teachers maintain clear communication as often as possible, organize a well-lit area for effective learning, building positive relationship with each member of the family, try to have books readily available, and create a colorful and educational space for learning. The school as a zone of peace should also be a haven of love and comfort among the learners. This is where they hone their full potentialities as learners in order to reach their ambitions in life. They are not subjects of hatred, bullying, and different forms of violence (Rojas, 2004).

**Table 6: Level of Supports of the Community of Kindergarten Pupils in terms of Peace and Order**

Statements	Mean	Description
1. I am creating a colorful and educational space for learning.	4.23	Often Involved
2. I am organizing a well-lit area for effective learning.	4.32	Often Involved
3. I am trying to have books readily available.	4.26	Often Involved
4. I am building positive relationship with each member of the family.	4.29	Often Involved
5. I am maintaining clear communication as often as possible.	4.33	Often Involved
<b>Weighted Mean</b>	<b>4.29</b>	<b>Often Involved</b>

Table 7 reveals the level of community support for kindergarten pupils in terms of awards and recognition with the weighted mean of 4.38 and described as often involved. This means that the respondents are often involved at 61%-80% ensuring awards and recognition to the pupils. The result indicates that the community supports awards and recognition for the kindergarten pupils. Teachers establish rules and conditions for each award, create criteria for the selection process and procedures, promote the significance of having an award at the start, initiates a solid program for the learners' award and recognition and promote the significance of having an award at the start. The giving of awards and recognitions should be clear to parents, learners, and teachers (Raynie et al., 2021). This is important to avoid any untoward incidents which may be the cause of conflict between the school and the community in general. Therefore, teachers must be particular of the grading system through transparency (Axemaker et al., 2021).

**Table 7: Level of Supports of the Parents of Kindergarten Pupils in terms of Awards and Recognition**

Statements	Mean	Description
1. I am initiating a solid program of my own for the learners' awards and recognition.	4.35	Often Involved
2. I am establishing rules and condition for each award.	4.48	Often Involved
3. I am creating criteria for the selection process and procedures.	4.39	Often Involved
4. I am preparing for the budget for awards.	4.31	Often Involved
5. I am promoting the significance of having an award at the start.	4.36	Often Involved
<b>Weighted Mean</b>	<b>4.38</b>	<b>Often Involved</b>

Table 8 reveals the level of achievement and progress of Kindergarten Pupils in terms of health, well-being and motor development with the weighted mean of 4.14 and described as often involved. This means that the participants had often involved at 61%-80% which indicates that the pupils achieved the progress in their health, well-being and motor development. The demonstration of different locomotor movements enabled the learners to enjoy learning. Knowing that they are dealing with the kindergarten, these are highly active and wants playing as part of their learning. Indeed, the teacher has the capacity to show these necessary skills in order to attain the necessary skills that are mandated in the teaching of the children.

The literature reiterated that in order to promote the overall well-being of the learners, the teacher has to



demonstrate the healthy habits to them. From eating the proper food, to diet, and exercise. Since Kindergarten activities are more into locomotor skills, these should not be curtailed. Children should be allowed to grow and appreciate their learning phase (Whitall et al., 2020).

**Table 8: Level of Achievement and Progress of Kindergarten Pupils in Terms of Health, well-being and Motor Development**

Statements		Mean	Description
1.	Demonstrated health habits that keep one clean and sanitary	4.13	Often Involved
2.	Demonstrated behaviors that promote personal safety	4.14	Often Involved
3.	Demonstrated locomotor skills such as walking, running, skipping, jumping, climbing correctly during play, dance or exercise activities	4.38	Often Involved
4.	Demonstrated non-locomotor skills such as pushing, pulling, turning, swaying, bending, throwing, catching, and kicking correctly during play, dance or exercise activities	3.96	Often Involved
5.	Demonstrated fine motor skills needed for self-care / self-help such as toothbrushing, buttoning, screwing and unscrewing lids, using spoon and fork correctly, etc.	4.00	Often Involved
6.	Demonstrated fine motor skills needed for creative self-expression/ art activities, such as tearing, cutting, pasting, copying, drawing, coloring, molding, painting, lacing, etc.	4.28	Often Involved
7.	Traced, copied, or wrote letters and numerals	4.08	Often Involved
<b>Weighted Mean</b>		<b>4.14</b>	<b>Often Involved</b>

Table 9 reveals the level of achievement and progress of Kindergarten Pupils in terms of socio-emotional development with the weighted mean 4.08 and described as often involved at 61%-80%. It implies that the pupils achieved the progress in terms of socio-emotional development. This implies that children are being developed in terms of their socio-emotional in order that they could have the sense of building a good attitude especially in respecting the elders, their classmates, and teachers. Furthermore, learning occurs when they could identify the different places in the community, the members of their own families. Above all, they are being honed to have the confidence that they need as they have to merge in the society. Ashiabi (2007) mentioned that developing the socio-emotional aspects of children would make them ready in facing the world that awaits them. Engaging them into the different classroom activities will regulate their self-confidence in dealing with other kids. Hence, they could win friends and become the beginning of their life as learners that values the importance of people that surround them.

**Table 9: Level of Achievement and Progress of Kindergarten Pupils in Terms of Socio-Emotional Development**

Statements		Mean	Description
1.	Stated personal information (name, gender, age, birthday)	3.88	Often Involved
2.	Expressed personal interests and needs	4.09	Often Involved
3.	Demonstrated readiness in trying out new experiences, and self-confidence in doing tasks independently	4.26	Often Involved
4.	Expressed feelings in appropriate ways and in different situation	4.02	Often Involved
5.	Followed school rules willingly and executes school tasks and routines well	3.97	Often Involved
6.	Recognized different emotions, acknowledges the feelings of others, and shows willingness to help	4.13	Often involved

7. Showed respect in dealing with peers and adults	4.08	Often Involved
8. Identified members of one's family	4.18	Involved
9. Identified people and places in the school and community	4.13	Often involved
Weighted Mean	4.08	Often Involved

Table 10 Reveals the level of achievement and progress of Kindergarten Pupils in terms of language, literacy and communication with the weighted mean 3.94 and described as often involved at 61%-80%. This indicates that the pupil achieved progress in terms of language, literacy and communication. This means that the pupils have the capacity to relate the events in the story to their personal experiences. Through this, they could learn values that are crucial for their development. As they expressed their thoughts and ideas, it is easy for them to determine the elements of the story and tried to figure it out in the real-life setting. Correspondingly, they learned to discriminate the pictures embedded on the story and tried to recall the events that happened. Suprasegmental is developed by identifying the pitch and sounds of the literary pieces presented to them. Language, literacy, and communication are the needed skills to be developed among the pupils. If these can be done properly, the pupils could have the capabilities to strengthen their skills in learning. It is through language that they can interact with their teachers and classmates in the class. More importantly, it enabled them to become independent learners (Dickinson, 2001).

**Table 10: Level of Achievement and Progress of Kindergarten Pupils in Terms of Language, Literacy and Communication**

Statements	Mean	Description
1. Distinguished between elements of sounds e.g. pitch (low and high), volume (loud and soft)	3.81	Often Involved
2. Listened attentively to stories/poems/songs	3.91	Often Involved
3. Recalled details from stories/poems/songs listened to	3.99	Often Involved
4. Related story events to personal experiences	4.08	Often Involved
5. Sequenced events from a story listened to infer character traits and feelings	3.92	Often involved
6. Identified simple cause-and-effect and problem-solution relationship of events in a story listened to or in a familiar situation	3.82	Often Involved
7. Predicted story outcomes	4.00	Often Involved
8. Discriminated objects/pictures as same and different, identified missing parts of objects/pictures, and identified which objects do not belong to the group	4.01	Often Involved
Weighted Mean	3.94	Often Involved

### **Significant Relationship between Parental Involvement and Learning Achievement and Progress of Kindergarten Pupils**

Table 11 reveals that among the dimensions of parental support, only the learning resources found to have a high significant with the learners' progress in terms of socio-emotional development. The hypothesis of the study is accepted. This means that the availability of the learning resources helped the children to improve their socio-emotional

development. It is through this that they could learn more from the learning resources that they could apply it in their daily lives and tried to understand the feelings of other people.

Quality of time did not have significant relationship with all the dimensions of learners’ progress. This means that parents lacked the support in all the stated dimensions. It can be reiterated that this could have a detrimental effect on the learning abilities of their children. As noted, parents who gave quality time to their children considered their health and well-being, socio-emotional development, and communication skills since they have supposed the time to talk with them with regards their studies.

The same with moral support wherein no relationship have been found in all the dimensions of learners’ progress. This reveals that parents lacked these aspects. It can be associated by the mere fact that majority of the parents are farmers and are busy in working at the farms. When they arrived home, they are already tired and no time to look into the different aspects of their children’s progress. For them, the most important thing is that their children are attending their classes.

Indeed, parental support is crucial in developing the socio-emotional, well-being, and language development of the learners. The time they could give them have a big impact on their quest for the higher learning. Lacking of these supports may have a negative result (Mooij & Sweets, 2009). Sometimes, learners opted to stop schooling because they are not motivated since their parents do not show the necessary support for their growth and development (Mowat, 2005).

**Table 11**

Correlation matrix showing the relationship of the level of parental supports and the kindergarten pupils' achievement and progress.

Parental Supports		Health, well-being and motor development	Socio-emotional development	Language, Literacy and Communication
<b>Quality of Time</b>	Pearson R	0.095	-0.091	-0.012
	Probability	0.299	0.323	0.895
<b>Moral Support</b>	Pearson R	0.112	0.140	-0.895
	Probability	0.222	0.127	0.520
<b>Learning Resources</b>	Pearson R	-0.027	<b>0.236**</b>	-0.075
	Probability	0.770	<b>0.009</b>	0.415
<b>Monitoring and Learning Progress</b>	Pearson R	0.077	0.127	-0.052
	Probability	0.400	0.163	0.570

\*\*Correlation is significant at 0.01 level

\*Correlation is significant at 0.050 level

**Influence Parental Supports on the Kindergarten Pupils’ Achievement and Progress**

Table 12 shows that parental support significantly influenced the learners’ progress in terms of health, well-being, and motor development (F-value=1.745, Probability=0.050\*). Since the P-value is at 0.50 level of significance, thus, the hypothesis is rejected. Among the dimensions of the parental support, learning resources was found to be the predictor on health, well-being, and motor development of the learners. By taking it singly, only 14.70% of the variation of pupils’ achievement can be associated with parental support. The rest or 85.30% is attributed to other dimensions not included in the study.

This shows the importance of learning resources on the health, well-being, and motor development of the pupils. Having these at school and at home will help them to perform different learning activities. It enriches their mental abilities

through reading. And that, they could appreciate the value of studying even at the comfort of their homes.

The availability of learning resources at home signifies that the learners could utilize them in improving their mental and physical capabilities. Reading them will help them integrate the lessons in their daily lives wherein they could create a difference and have the realizations of the importance of improving their health that leads them to progress (Mowat, 2015).

**Table 12: Influence of Parental Supports on the Kindergarten Pupils' Achievement and Progress in Terms of Health, well-being and Motor Development**

Parents Supports	Coef. B	Std Error	t - value	Probability
(Constants)	4.001	0.152	26.259	0.000
Quality of time	0.024	0.024	0.987	0.326
Moral support	0.054	0.036	1.519	0.081
Learning resources	-0.075	0.043	-1.735	0.045*
Monitoring learning progress	0.037	0.036	1.028	0.099
Multiple R = 0.147	F - Value = 1.745			
Probability = 0.050*	* = Significant at 5% level			

#### Parental Supports on Socio-Emotional Development

**Table 13** reveals that their parental support significantly influenced the socio-emotional development of the learners (F-value=1.983, Probability=0.047\*). This leads to the acceptance of the hypothesis since the P-value is lower than 0.05. On the other hand, 16.40% of the variation of socio-emotional development is accounted by parental support and 83.60% is for other dimensions not included in the study. Among the dimensions of parental support, learning resources was found is the predictor of socio-emotional development.

This explains that the learning resources played a significant role in the socio-emotional development of the learners. The proper selection of the materials will enhance the learning capabilities of the children. They can properly identify the things and people that surround them. As learning resources indicated values, they could understand the feelings of other people and try to alleviate the societal norms especially in giving respect to their classmates, teachers, and parents.

Learning resources for the kindergarten embedded the formation of values education. As young as they are, they are honed to value the people that surround that. Literary pieces being taught to them contained lessons to ponder and in turn applied in the real-life setting (Classens & Lessing, 2015).

**Table 13: Influence of Parental Supports on the Kindergarten Pupils' Achievement and Progress in Terms of Socio-Emotional Development**

Parents' Supports	Coef. B	Std.Error	t - value	Probability
(Constants)	3.718	0.248	14.987	0.000
Quality of time	-0.033	0.039	-0.847	0.399
Moral support	-0.004	0.058	-0.074	0.941
Learning resources	0.145	0.070	2.063	0.041*
Monitoring learning progress	-0.031	0.059	-0.528	0.598
Multiple R = 0.164	F - Value = 1.983			
Probability = 0.047*	* = Significant at 5% level			

**Table 14** mirrors that parental support does not have a significant influence on language, literacy, and communication of the pupils (F-value=0.176, Probability=0.951). This accepts the hypothesis. Only 16% of the variation of language, literacy, and communication is associated with parental support and 84% of which is attributed to other dimensions not included in the study.

This implies that the parents do not have the necessary support given to the development of language skills of the pupils. It can be associated by the mere fact that they gave this role to the teachers. This is also the very reason why children must be sent to school. Some parents do not have the proper training in developing this aspect of their children.

On the contrary, parents are seen to be the best role models of children in acquiring the language (Genishi & Dyson, 2015). As first teachers, teaching their children the proper pronunciation could mean that they are particular into their growth and development. They have to nurture them in the proper utilization of language as they communicate with other people in particular (Justice et al., 2008).

**Table 14: Influence of Parental Supports on the Kindergarten Pupils’ Achievement and Progress in Terms of Language, Literacy and Communication**

Parents’ Supports	Coef. B	Std. Error	t - value	Probability
(Constants)	4.086	0.192	21.277	0.000
Quality of time	-0.005	0.030	-0.179	0.858
Moral support	-0.006	0.045	-0.123	0.902
Learning resources	-0.026	0.055	-0.470	0.639
Monitoring learning progress	0.001	0.045	0.015	0.988
Multiple R = 0.016 F – Value = 0.176				
Probability = 0.951ns ns= Not Significant				

**3.7.3 Relationship of Community Supports and Kindergarten Pupils’ Achievement and Learning Progress**

The correlation matrix on table 15 shows the relationship between the community support and the achievement of the pupils. Thus, the hypothesis is rejected. Only the peace and order showed to have the significant relationship with socio-emotional development. This means that when the pupils are within the peaceful community they can grow and foster into someone who has the peace within. The support given by the community made the school as a haven of peace where there is no problem which could curtail them from achieving their dreams and aspirations in life. They could continue their learning without fear from their hearts. Its negative correlation with the language, literacy and communication implies that as the level of peace and order increases, there is a decrease on the level of language literacy and communication of the pupils.

For awards and recognitions, it did not show any relationship with health, well-being, and motor development, socio-emotional development of the pupils. This connotes those awards and recognitions are not the best dimensions which determines the relationship among the dimensions of pupils’ achievement. Thus, a negative correlation on language, literacy, and communication was found. It implies that regardless of the awards given to the pupils, their level of language acquisition and literacy is never affected.

On the contrary, community support was found to be important for making the school as the zone of peace and development. A center where pupils are protected from different forms of harm which may affect their learning development. Through the support of parents’ association and the local government, the school is transformed into a place of achievement and hopes (Hung et al., 2005).

**Table 15: Correlation matrix showing the relationship of the level of community supports and the kindergarten pupils' achievement and learning progress**

Community Supports		Health, well-being and Motor Devt.	Socio-Emotional devt.	Language, Literacy and Comm
Nutrition and health program	Pearson R	0.081	0.045	0.060
	Probability	0.378	0.620	0.517
Peace and order	Pearson R	0.122	<b>0.169*</b>	-0.036
	Probability	0.183	<b>0.049</b>	0.698
Awards and recognitions	Pearson R	0.126	0.150	-0.072
	Probability	0.169	0.102	0.430
*Correlation is significant at 0.05 level.				

### 3.7.4 Influence of Community Support to Pupils' Progress

This part of the paper presents the influence of community support on the progress and achievements of the kindergarten pupils.

#### Community Supports on Health, Well-being and Motor Development

**Table 16** presents that community support did not influence the progress of the kindergarten pupils in terms of health, well-being, and motor development (F-value=0.862, Probability=0.565). The hypothesis of the study is accepted. As a matter of fact, only 11.70% of the variation health, well-being, and motor development is attributed with community support and the rest of 88.30% is associated with other variables not included in this study.

This implies that all the dimensions of the community support are not the best predictors that could influence the health, well-being, and motor development of the pupils. It reiterates that support usually comes from the parents and teachers themselves. The community does not have the programs relative on this matter.

Nevertheless, community support was found to be the best predictor of fostering the well-being of the learners. It was explained that they are partners in the quest for learning by the pupils. The absence of their support means a big failure in the educational endeavor that would alleviate the conditions of the community (Konu & Rimpela, 2002).

**Table 16: Influence of Community Supports on the Kindergarten Pupils' Achievement and Progress in Terms of Health, Well-Being, and Motor Development.**

Community Support	Coef. B	Std. Error	t - value	Probability
(Constants)	3.950	0.172	22.919	0.000
Nutrition and health program	0.006	0.045	0.143	0.886
Peace and order	0.016	0.044	0.360	0.720
Awards and Recognitions	0.021	0.048	0.441	0.660
Multiple R = 0.117	F - Value = 0.862			
Probability = 0.565ns	ns = Not Significant			

### 3.7 Community Supports on Socio-Emotional Development

Table 17 reveals that community support influenced the socio-emotional aspects of the pupils (F-value=1.765, Probability=0.050\*). Since the P-value is at 0.05 level of significance, the hypothesis of the study is rejected. Among the dimensions of community support, peace and order was found to be the predictor of socio-emotional development. Taking it singly, 16.10% of the variation of socio-emotional development can be associated with community support and 87.90%

is by other dimensions not included in the study.

This implies that peace and order made the pupils safe. As the school is protected so as their learning. Further, this can be explained that pupils can build the importance of following the rules and regulations of the school. There is a good partnership between the community and the school.

The partnership between community and the school integrated the best idea that one needs the other to implement the programs of the agency. Moreover, this shows that their partnership could make a difference in making the school as the safest place and suitable for learning (Dumont & Pacquette, 2013).

**Table 17** Influence of community supports on the kindergarten pupils' achievement and progress in terms of **socio-emotional development.**

<b>Community Supports</b>	<b>Coef. B</b>	<b>Std. Error</b>	<b>t - value</b>	<b>Probability</b>
(Constants)	3.834	0.281	13.636	0.000
Nutrition and health program	-0.038	0.073	-0.520	0.604
Peace and order	0.167	0.098	1.835	0.044*
Awards and Recognitions	0.030	0.078	0.382	0.703

Multiple R = 0.161  
Probability = 0.050\*

F - Value = 1.765  
\* = Significant at 5% level

### 3. 8 Community Supports on Language, Literacy and Communication

**Table 18** determined that community support did not influence the progress of the pupils in terms of language, literacy, and community (F-value=0.791, Probability=0.501). Since the P-value is higher than 0.05 degree of significance, hence it is accepted. Only 9.00% of the variation of language, literacy and communication is attributed to community support and 91% to other dimensions not included in the study.

This implies that language, literacy and communication's progress of the pupils happened within the comfort of their homes and school. These are the two institutions that have significant influenced on the acquisition of the pupils of the language as they deal with their teachers, peers, and parents.

It presents that the school is one of the best places for the learners to gain confidence in using the language (Curry, 2004). This is where they are being honed by their teachers. Different activities are presented to them like songs, plays, and storytelling. Proper sounds of letters are also taught to them (Black, 2005).

**Table 18** Influence of community supports on the kindergarten pupils' achievement and progress in terms of **language, literacy and communication.**

<b>Community Support</b>	<b>Coef. B</b>	<b>Std. Error</b>	<b>t - value</b>	<b>Probability</b>
(Constants)	3.850	0.212	18.122	0.000
Nutrition and health program	0.069	0.055	1.252	0.513
Peace and order	0.018	0.054	0.340	0.835
Awards and Recognitions	-0.068	0.059	-1.155	0.451

Multiple R = 0.090  
Probability = 0.501<sup>ns</sup>

F - Value = 0.791  
<sup>ns</sup> = Not Significant

#### 4.1 Implications for Practice

This study shows that the level of parental involvement in terms of quality of time spent, moral support, learning resources, and monitoring progress was described as often involved. Likewise, the level of the level of community support in terms of nutrition and health, peace and order, and awards and recognition were rated as often involved.

On the other hand, the level of achievement and progress of Kindergarten Pupils in terms of health, well-being and motor development and the level of learners' progress were all described as often involved.

There is no significant relationship between parental involvement and learners' progress. However, a significant influence was found. In the same manner, there is no significant relationship between community involvement and learners' progress, but there is a significant influence.

#### 4.2 Implications for Future Research

This study employed the sequential explanatory aimed at the level of parental involvement in terms of quality of time spent, moral support, learning resources, and monitoring progress was described as often involved. Likewise, the level of community support in terms of nutrition and health, peace and order, and awards and recognition were rated as often involved.

On the other hand, the level of achievement and progress of Kindergarten Pupils in terms of health, well-being and motor development and the level of learners' progress were all described as often involved.

There is no significant relationship between parental involvement and learners' progress. However, a significant influence was found. In the same manner, there is no significant relationship between community involvement and learners' progress, but there is a significant influence.

Thus, this study that future researchers should have follow up parental and community involvement play an important role in the education of the pupils wherein teachers serve as a facilitator. In this now normal set-up of education, teachers must lay-down comprehensive plan to link parents and community. The task in supporting learners will become lighter if parents and community cooperate with one another;



The teacher establishes a linkage with the parents. It is necessary to involve parents in school activities as well as inform them with the needed support that the teachers expected from them. In case parents are too busy and cannot cater the request of the teachers to be in school. The parents are encouraging them to send any representative.

For those parents who cannot work-out with the options given by the adviser due to the nature of their task. The teachers must communicate with the parents in a nice way so that parents will not be offended if they failed to grant the options. The teachers must be so positive in dealing with the parents and never speak-out negative remarks.

Parents have task to be perform wherein the family depend their basic needs such as food, shelter, clothes, medicine, education and etc. considering that the current ways of life are too high they need to earn to sustain their family.

Moreover, the teacher must connect with the local government unit especially the Department of Social Welfare and Development (DSWD) and other government agencies that support children and parents.

### 4.3 Concluding Remarks

Based on the results, the researcher concludes that parental support is still not that sufficient. It can be attributed to a factor such as that their parents are farmers and are busy in doing their work in the farm. They do not have the time anymore in responding to the needs of their children to learn. On the contrary, the community support is not the best variable which determined the achievement of the pupils since they do not have a direct participation on the learners' progress.

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