

PARENTAL INVOLVEMENT IN MODULAR DISTANCE LEARNING AND THE HOLISTIC DEVELOPMENT OF KINDERGARTEN STUDENTS AMIDST THE PANDEMIC

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ABSTRACT

This study aimed to determine the significant relationship between level of parental involvement in modular distance learning and kindergarten's holistic development based on the perception of kindergarten parents amidst the pandemic. This research used descriptive correlational research with 150 selected Kindergarten parents in Bukal Sur Elementary School, Candelaria West District as respondents. It was conducted during the 4th quarter of SY 2021-2022. Results revealed that majority are married female, 30-34 years old, with high school background and below P5,000 income. They perceived parenting and learning at home very satisfactory, while collaborating, decision making, volunteering, and communicating are satisfactory. All indicators of holistic development including physical, intellectual, and emotional are very high. All variables of parental involvement are significantly interrelated to their physical, intellectual, and emotional development. When grouped according to age, sex, civil status, and monthly income, no significant differences were noted. Nevertheless, educational attainment of the respondents showed significant difference when used as a grouping factor.

Keywords: Parental involvement, Modular Distance Learning, Holistic Development

INTRODUCTION

The COVID-19 pandemic is still ongoing globally. Several countries have closed schools. Authorities must decide whether to keep schools open to supporting employment and the economy or close them to reduce contact and save lives. Homeschooling greatly impacts children's social and academic lives and family productivity.

Education is moving online and to new formats to protect students' and teachers' health and safety. Learner assessments quickly move online and to other platforms, causing confusion and trial and error. Person-to-person classes are

gone. These disruptions will have long-term effects on all students' ability to learn.

During pandemic, parents must educate, coach, supervise, and console children at home. Remote teaching and learning were challenging for teachers, parents, and kindergarteners. Working parents don't have enough time or money for their children's education. They couldn't keep up with the weekly home learning schedule. Parents accomplished tasks to satisfy module submission. Children didn't create all outputs; therefore, learning and advancement are unreliable thus, parents must value the importance of proper parental involvement.

Parents' interest promotes pupils' confidence, self-perception, and psychological well-being according to Mellon and Moutavelis (2009) as cited by Karıbayeva et. al, (2014). Low psychological well-being leads to low self-perception and self-confidence, which can influence happiness and satisfaction. Students whose parents encourage and motivate them do well academically (Fan and William, 2010). Children lacking parental support may not study or achieve academic achievement. But on the other hand, over-involvement may severely affect students' performance in and out of the classroom and their educational development and achievement, resulting in not being independent in their education (Tabaeian, 2016).

According to Epstein (2009), as cited by Bartolome et al. (2017), parents and schools recognize their shared interests and responsibilities for children and work together to create better student programs and opportunities. Epstein's typology of Parental Involvement comprises; parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

Parental involvement refers to a parent's involvement in their children's education. According to the Child and Youth Welfare Code, the child is one of the Philippines' most valuable assets. Parents greatly influence their child's cognitive development, which is essential for success. Contact should be maintained between family and school, especially during the primary school years. PTA, or the Parent-Teacher Association, exists in both public and private schools in the Philippines. It is governed under the 1999 Department of Education Memorandum No. 74 series. Every PTA has measures to guarantee good coordination with community members (Cerezo, 2021).

OBJECTIVES OF THE STUDY

This study aimed to find out the parental involvement in modular distance learning and the holistic development of kindergarten students amidst the pandemic. Specifically, this sought to determine 1) the demographic profile of the respondents in terms of age, sex, civil status,

educational attainment, and monthly income 2) the perceived level of the respondents on parental involvement in terms of parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community 3) the perceived level of the respondents on holistic development of kindergarten students in terms of physical development, intellectual development and emotional development 4) the significant relationship between perceived level of parental involvement and the holistic development of kindergarten students 5) significant difference between perceived level of parental involvement and the holistic development of kindergarten students when grouped in terms of age, sex, civil status, educational attainment and monthly income

METHODOLOGY

This research used a descriptive-correlational research design. The study's respondents were the Kindergarten parents of Bukal Sur Elementary School of Candelaria West District, Division of Quezon. Specifically, it includes 150 Kindergarten parents chosen randomly.

For ethical considerations, the researcher made a request letter first like, approval and permission to conduct of the study. The researcher utilized a survey questionnaire to gather data that was subjected to pilot testing and had undergone the Cronbach Alpha analysis reliability test. The final copy of the instrument was administered to the actual respondents through google forms. Then, the researcher monitored and retrieved the responses of respondents. The data gathered were organized, tabulated, and treated statistically for analysis and interpretation of each result. Frequency and percentage were used to determine the profile of the respondents, while mean and standard deviation was used for respondent's perception on parental involvement in modular distance learning and the Holistic development of Kindergarten students.

Pearson Product Moment Correlation was utilized to show the relationship between the parental involvement in modular distance learning and holistic development of Kindergarten

students. Analysis of Variance was employed to determine difference between perceived level of parental involvement and the holistic development of kindergarten students when grouped in terms of age, civil status, and educational attainment. On the other hand, T-test was used determine difference between perceived level of parental involvement and the holistic development of kindergarten students when grouped in terms of sex.

RESULTS AND DISCUSSIONS

1. Profile of the Respondents

1.1. In terms of Age

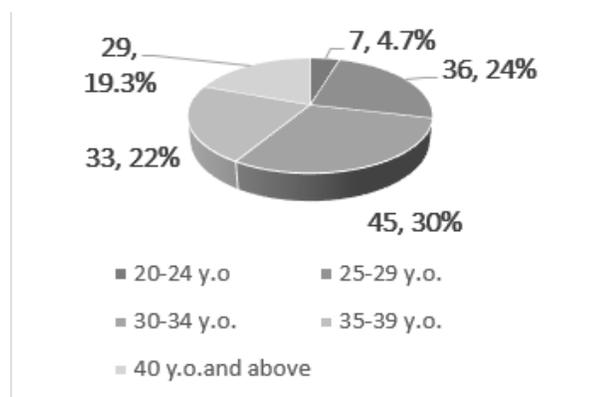


Figure 1. Distribution of the Respondents According to Age

Majority of the parents or guardians are 30 to 34 years old, with 45 respondents or 30.0%. It is immediately followed by the 25 to 29 age group with 24.0% and 35 to 39 years old comprising 22.0% of the population. There are 29 respondents in the 40 years old and above range with 19.3%, and there are 4.7% of parents aged 20 to 24 years old. This implies that the greatest number of parents belong to the millennial generation.

1.2. In terms of Sex

Figure 2 displays that majority of the learners are looked after or taken care of by the

female parent, equivalent to 84.0%, while the remaining 24 or 16.0% are males

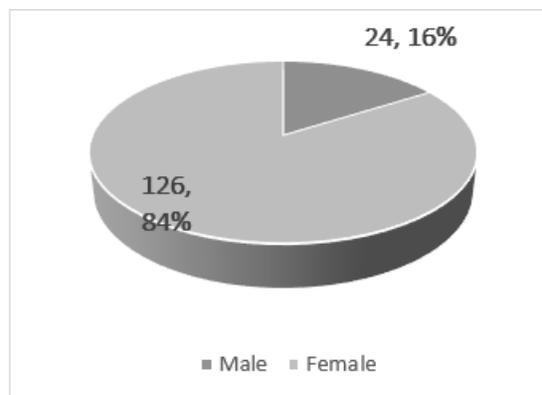


Figure 2. Distribution of the Respondents According to Sex

1.3. In terms of Civil Status

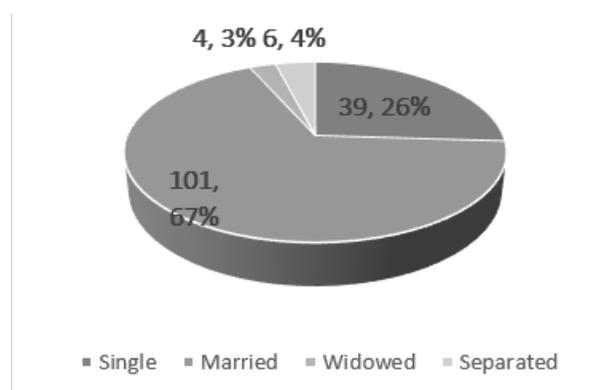


Figure 3. Distribution of the Respondents According to Civil Status

Most of the parents of kindergarten students are married, making up 67.3% of the respondents. The next highest value was noted for singles who are 26.0% of the total number of parents or guardians surveyed. There are 4 (2.6%) who are widowed and the remaining 6 (4.0%), claim that they are separated from their partners.

1.4. In terms of Educational Attainment

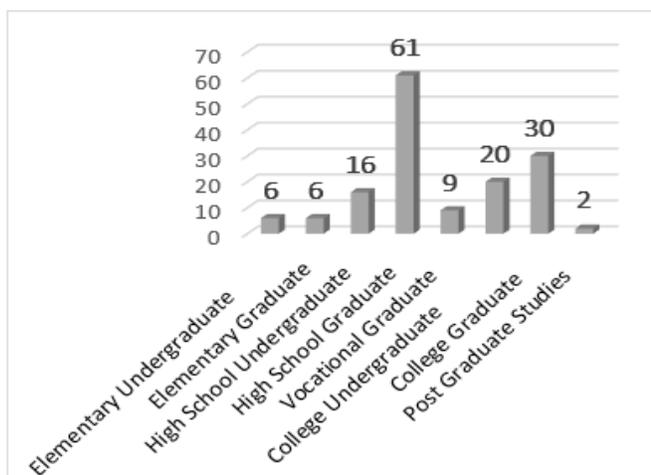


Figure 4. Distribution of the Respondents According to Educational Attainment

It can be observed that the greatest percentage of the respondents are high school graduates with 61 respondents or 40.6%. The college graduates are next with 30 respondents or equal to 20.0%. 20 of the 150 respondents are college undergraduates and 16 are high school undergraduates. Elementary graduates and elementary undergraduates compose 4.0% each of the respondents. 9 or 6.0% have finished vocational courses and only 2 of them have reached post graduate studies.

1.5. In terms of Monthly Income

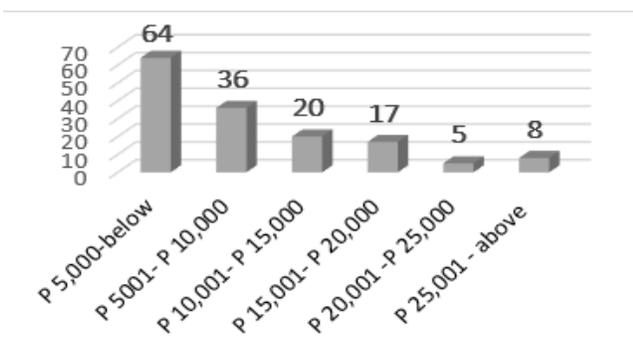


Figure 5. Distribution of the Respondents According to Monthly Income

It can be noted that the highest percentage of the respondents are high school graduates with 61 respondents or 40.6%. The college graduates

are next with 30 respondents or equal to 20.0%. 20 of the 150 respondents are college undergraduates and 16 are high school undergraduates. Elementary graduates and elementary undergraduates composed 4.0% each of the respondents. 9 or 6.0% have finished vocational courses and only 2 of them have reached post graduate studies.

2. Perception of Respondents on Parental Involvement in Modular Distance Learning

Table 1
Perceived Parental Involvement

Indicators	Mean	SD	VI
1. Parenting	3.63	0.50	Very Satisfactory
2. Communicating	3.43	0.58	Satisfactory
3. Volunteering	3.34	0.57	Satisfactory
4. Learning at Home	3.57	0.47	Very Satisfactory
5. Decision Making	3.21	0.57	Satisfactory
6. Collaborating with Community	3.42	0.57	Satisfactory
Overall Mean	3.43	0.54	Satisfactory

Among indicators of parental involvement parenting got the highest mean of 3.63 and a standard deviation (SD) of 0.50, it indicates that they practiced parenting in a very satisfactory level. Parents believe that they are more involved in their children's learning terms of parenting and knows the importance of parenting. The study of Tanvir et al. (2016) found a favorable link between parenting style and academic success as well as an impact of parenting style on children's academic performance. Therefore, parenting is really an essential for a child's education.

While decision making got the lowest mean of 3.21 and a SD of 0.57 that indicates that they practiced decision making in a satisfactory level. Due to time conflicts with their jobs or other errands, some parents have been reluctant to join the PTA and attend parent-teacher conferences thus, making decision making falls only into satisfactory level.

Generally, parents perceived their involvement in modular distance learning into a satisfactory level, with an overall mean of 3.43 and a SD of 0.54. School administrator may consider



coming up with more comprehensive plan to improve more parental involvement of parents amidst health crises. Similarly, in the study of Llamas & Tuazon (2015) they suggest that several communication tactics may be used to overcome the obstacles provided by great distances between homes and schools and by parents' restricted availability to communicate with the school. Request the parents' input on ways to facilitate school-family communication despite the busy schedules of teachers and families. Facilitate their inquiries and encourage them to make contact.

3. Perception of the Parent Respondents in Terms of Kindergarten's Holistic Development

Table 2
Perceived Kindergarten Holistic Development

Indicators	Mean	SD	VI
1. Physical Development	3.72	0.45	Very High
2. Intellectual Development	3.71	0.43	Very High
3. Emotional Development	3.64	0.46	Very High
Overall Mean	3.69	0.44	Very High

Among indicators of holistic development, physical development got the highest mean of 3.72 and a SD of 0.45, it indicates that despite pandemic the physical development of Kindergarten is very high. While emotional development got the lowest mean of 3.64 and a SD of 0.46 that indicates that the emotional development but still in a very high level. Parents observed that when it comes to trying out new tasks or experiences kindergarten learners were hesitant or afraid of doing so because they don't know how to do it. That is why it is very important to guide and encourage them emotionally to boost their confidence.

Generally, the respondents perceived their children holistic development was highly observed

with an overall mean percentage of 3.69 and SD of 0.44 making it in a very high level of development. The study of Cho (2015) stated that the preschool years are essential for emotional socialization because this is when a child's understanding of how emotions work starts to grow. The social and emotional skills children learn during this time, such as how to understand, control, and express their feelings, can help them grow up emotionally healthy and competent.

4. Result of Test of Correlation Between Parental Involvement and Kindergarten Holistic Development

Table 3
Test of Correlation between Parental Involvement and Kindergarten Holistic Development

Parental Involvement	Holistic Development		
	Physical	Intellectual	Emotional
Parenting	.652**	.579**	.620**
Communicating	.585**	.538**	.581**
Volunteering	.493**	.438**	.430**
Learning at Home	.504**	.534**	.527**
Decision Making	.433**	.449**	.443**
Collaborating with the Community	.606**	.524**	.539**

** . Correlation is significant at the 0.01 level (2-tailed).

The test of correlation between the level of parental involvement and holistic development of the learner reveals that they are all positively correlated. This goes to show that those students who have a high level of parent involvement are also the learners who are well developed in terms of the different dimensions of holistic development: physical, intellectual, and emotional. Also, this leads to the conclusion that the more involved the parents or guardians are, the more the learners will be developed in terms of the three dimensions.



5. Test of Difference on Parental Involvement and Holistic Development

5.1. In terms of Age

Table 4

Test of Difference on Parental Involvement when grouped according to Age

Age		Sum of Squares	df	Mean Square	F	Sig.
Parenting	Between Groups	.406	4	.101	.397	.810
	Within Groups	37.027	145	.255		
	Total	37.433	149			
Communicating	Between Groups	.861	4	.215	.636	.637
	Within Groups	49.038	145	.338		
	Total	49.899	149			
Volunteering	Between Groups	.622	4	.156	.472	.756
	Within Groups	47.772	145	.329		
	Total	48.395	149			
Learning at Home	Between Groups	.294	4	.074	.325	.861
	Within Groups	32.788	145	.226		
	Total	33.082	149			
Decision Making	Between Groups	1.040	4	.260	.801	.526
	Within Groups	47.069	145	.325		
	Total	48.109	149			
Collaborating with the Community	Between Groups	.986	4	.247	.765	.550
	Within Groups	46.720	145	.322		
	Total	47.706	149			

From the results of the Analysis of Variance (ANOVA), it revealed that when the respondents are grouped according to their respective ages, there is no significant difference in terms of their parental involvement.

For the age groupings and the parental involvement, even though the respondents are of different generations or age groups, their level of parental involvement remains the same. Thus, leading to the implication that young and experienced parents have the same level of involvement in the studies of their children. Since these are kindergarten parents, it is well appreciated that the level of involvement is unquestionable since Kindergarten learners are dependent learners require a strong guidance and parental involvement in teaching and learning process.

Table 5

Test of Difference on Kindergarten Holistic Development when grouped according to Age

Age		Sum of Squares	df	Mean Square	F	Sig.
Physical	Between Groups	.126	4	.031	.153	.961
	Within Groups	29.826	145	.206		
	Total	29.952	149			
Intellectual	Between Groups	.148	4	.037	.193	.942
	Within Groups	27.815	145	.192		
	Total	27.963	149			
Emotional	Between Groups	.418	4	.104	.483	.748
	Within Groups	31.348	145	.216		
	Total	31.766	149			

With regards to the holistic development, no significant difference was noted. This implies that since the same level of involvement of parents are done, the same level of development is expected from the learners. Age as defined by Frederick; Blumenfeld & Paris (2016) is the number of years a learner has gained. This may be attributed to development but is sometimes unreliable because of the number of experiences that a child encounter. There are those in the formative years who were exposed to so many experiences that leads them to maturity at an early age. This has been validated by Fahkrudin (2018) who found out that age is truly an unreliable measure for the level of development of learners.

5.2. In terms of Sex

Table 6

Test of Difference on Parental Involvement when grouped according to Sex

Sex	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
				Lower	Upper
Parenting	-.618	148	.537	-.290	.152
Communicating	-1.683	148	.094	-.469	.038
Volunteering	-.899	148	.370	-.365	.137
Learning at Home	-.831	148	.407	-.295	.120
Decision Making	-.011	148	.991	-.252	.250
Collaborating with The Community	-.940	148	.349	-.368	.131



There was no significant difference recorded for the level of parental involvement of male and female guardians.

This contrasts with the study by Han & Sun (2013), those female parents were substantially more involved than male parents in fostering competence, mentoring/teaching, advising, and intellectual development, according to a 2013 study by Han & Sun. Specifically, moms were more involved in intellectual growth, mentoring/teaching, and advising than fathers.

Table 7
Test of Difference on Kindergarten Holistic Development when grouped according to Sex

Sex	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference		
				Lower	Upper	
Holistic Development	Physical	-.043	148	.966	-.202	.194
	Intellectual	.381	148	.703	-.154	.228
	Emotional	-.996	148	.321	-.306	.101

No significant difference was recorded for the holistic development of the learners. This implies that whether the students are looked after or taken care of their male or female parents, both are effective in doing so.

These findings are inconsistent with that of Bakker & de Vries (2021), he found in his study that in terms of discipline, sex or gender is a considerable factor, especially in schools. He narrated that when it comes to discipline, learners are very much likely to follow instructions from a male teacher because they feel like they have more authority over female teachers. Thus, the recommendation to have at least one male teacher for each grade level. On the other hand, he concluded further that female teachers are better at counseling and guiding students who show emotion related concerns.

5.3. In terms of Civil Status

Table 8
Test of Difference on Parental Involvement when grouped according to Civil Status

Civil Status		Sum of Squares	df	Mean Square	F	Sig.
Parenting	Between Groups	.267	3	.089	.350	.789
	Within Groups	37.165	146	.255		
	Total	37.433	149			
Communicating	Between Groups	.238	3	.079	.233	.873
	Within Groups	49.661	146	.340		
	Total	49.899	149			
Volunteering	Between Groups	.204	3	.068	.206	.892
	Within Groups	48.190	146	.330		
	Total	48.395	149			
Learning at Home	Between Groups	.385	3	.128	.572	.634
	Within Groups	32.698	146	.224		
	Total	33.082	149			
Decision Making	Between Groups	.115	3	.038	.116	.950
	Within Groups	47.994	146	.329		
	Total	48.109	149			
Collaborating with the Community	Between Groups	.272	3	.091	.279	.840
	Within Groups	47.433	146	.325		
	Total	47.706	149			

No significant differences as to the parental involvement and holistic development of the learners when the respondents are grouped according to their civil status. Since most of the respondents are the actual parents of the students, there really is the so-called parental care. As described by Rosen et. al (2014), those who are single are only preoccupied by their work or job – related tasks, as compared to those of with families who still need to attend to the needs of their family members. This was discredited by Abdous (2019) who emphasized that regardless of civil status, teachers or any other employee can perform beyond expectations and he anchors this claim on time management.

Table 9
Test of Difference on Kindergarten Holistic Development when grouped according to Civil Status

	Civil Status	Sum of Squares	df	Mean Square	F	Sig.	
Holistic Development	Physical	Between Groups	.348	3	.116	.572	.635
		Within Groups	29.604	146	.203		
		Total	29.952	149			
	Intellectual	Between Groups	.247	3	.082	.433	.730
		Within Groups	27.716	146	.190		
		Total	27.963	149			
	Emotional	Between Groups	.917	3	.306	1.446	.232
		Within Groups	30.849	146	.211		
		Total	31.766	149			

No significant differences as to the perceived holistic development of the Kindergarten students when the respondents are grouped



according to their civil status. No matter what the status of the parents they ensure proper guidance and support to the development of their children since Kindergarten learners are dependent learners.

5.4. In terms of Educational Attainment

Table 10
Test of Difference on Parental Involvement when grouped according to Educational Attainment

Educational Attainment		Sum of Squares	df	Mean Square	F	Sig.
Parental Involvement	Between Groups	7.348	7	1.050	4.955	.000
	Within Groups	30.085	142	.212		
	Total	37.433	149			
	Parenting	6.400	7	.914	2.984	.006
	Within Groups	43.500	142	.306		
	Total	49.899	149			
	Volunteering	2.798	7	.400	1.245	.282
	Within Groups	45.597	142	.321		
	Total	48.395	149			
	Learning at Home	3.940	7	.563	2.743	.011
	Within Groups	29.142	142	.205		
	Total	33.082	149			
Decision Making	1.604	7	.229	.700	.672	
Within Groups	46.505	142	.327			
Total	48.109	149				
Collaborating with the Community	3.894	7	.556	1.803	.091	
Within Groups	43.812	142	.309			
Total	47.706	149				

Significant differences were noted for the indicators for parental involvement which are parenting, communicating, and learning at home while there is no significant difference in volunteering, decision making and collaborating with the community.

Specifically, the post hoc tests reveal that the difference lies in the group of respondents who are elementary graduates. It showed that they have far more inhibition in involving themselves in the learning process of the learners as compared to those with higher levels of education.

These findings are consistent with that of Suarez (2018) who found out that when parents are of lower educational attainment, they have this very low self-esteem and high level of fear that they may commit mistakes, especially in school, more so in front of their children. He further stated that this is one of the greatest hindering factors as to why parents and guardians tend to entrust students to teachers most of the times, it is

because they can no longer handle education – related issues for other people.

Table 11
Test of Difference on Kindergarten Holistic Development when grouped according to Educational Attainment

Educational Attainment		Sum of Squares	df	Mean Square	F	Sig.
Holistic Development	Between Groups	5.255	7	.751	4.316	.000
	Within Groups	24.697	142	.174		
	Total	29.952	149			
	Physical	4.540	7	.649	3.932	.001
	Within Groups	23.423	142	.165		
	Total	27.963	149			
	Intellectual	4.520	7	.646	3.365	.002
	Within Groups	27.246	142	.192		
	Total	31.766	149			
	Emotional					
	Within Groups					
	Total					

It is noted that there is a significant difference in perceived holistic development of Kindergarten students when grouped according to respondent’s educational attainment.

Based on study of Abou-Khalil et. al (2021) who said that to be able to assist learners in their learning tasks, there must be a certain level of educational background. A parent of elementary level background may find himself unfit to be of assistance to a learner in the secondary level or higher. However, those with high educational background are more confident in involving themselves and contribute to the development of students.

5.5. In terms of Monthly Income

Table 12
Test of Difference on Parental Involvement when grouped according to Monthly Income

Monthly Income		Sum of Squares	df	Mean Square	F	Sig.
Parental Involvement	Between Groups	2.282	5	.456	1.870	
	Within Groups	35.151	144	.244		
	Total	37.433	149			
	Parenting	.624	5	.125	.365	
	Within Groups	49.275	144	.342		
	Total	49.899	149			
	Volunteering	1.112	5	.222	.678	
	Within Groups	47.282	144	.328		
	Total	48.395	149			
	Learning at Home	.740	5	.148	.659	
	Within Groups	32.342	144	.225		
	Total	33.082	149			
Decision Making	1.592	5	.318	.986		
Within Groups	46.517	144	.323			
Total	48.109	149				
Collaborating with the Community	2.812	5	.562	1.804		
Within Groups	44.894	144	.312			
Total	47.706	149				



There is no significant difference as to the level of parental involvement of the respondents when they are grouped according to their monthly income. This goes to show that regardless of the economic standing of the family, they can sustain the level of involvement of the respondents. Thus, these factors are independent of the monthly income of the respondents.

This is supported by Derilo (2019), that monthly income is no longer a good measure of differences for other variables most specifically to the educational or academic capacity of the respondents. He claims that there is a very blurred line between a financially stable individual who does not persevere and someone who struggles financially but is determined in life.

Table 13
Test of Difference on Kindergarten Holistic Development when grouped according to Monthly Income

		Monthly Income	Sum of Squares	df	Mean Square	F	Sig.
Holistic Development	Physical	Between Groups	.913	5	.183	.905	.479
		Within Groups	29.039	144	.202		
		Total	29.952	149			
	Intellectual	Between Groups	1.463	5	.293	1.589	.167
		Within Groups	26.500	144	.184		
		Total	27.963	149			
	Emotional	Between Groups	.677	5	.135	.627	.679
		Within Groups	31.089	144	.216		
		Total	31.766	149			

There is no significant difference as to the level of holistic development of the learners when grouped according to the respondent's monthly income. No matter how the respondents' monthly income is they were able to sustain the holistic development of learners.

This supports Halverson's (2016) claims that financial status of the respondents may be investigated as the resources. When they have resources, they can provide for the needs of the learners and the school, and therefore are involved. But there are also other non-material things that can show involvement and support to child's development such as mentoring, attending parent teacher conferences to which they can show their concern about child's development. Therefore, monthly income did not show significant difference.

CONCLUSIONS

There is a significant relationship between perceived level of parental involvement and the holistic development of kindergarten students. Thus, the null hypothesis is not supported. When the respondents are grouped according to age, sex, civil status, and monthly income no significant differences difference between perceived level of parental involvement and the holistic development of kindergarten students were noted. Thus, the null hypothesis for these grouped are supported. Additionally, young, and old parents are just as involved in their children's schoolwork, both male and female parents do a good job of taking care of them. And no matter what civil status and monthly income they have they keep the level of involvement and the development of the learners. However, educational attainment of the respondents showed significant difference when used as a grouping factor. Those who has low level of educational attainment are much less likely to get involved in the learning process of the learners than people with higher levels of education. Thus, the null hypothesis that there is no significant difference between perceived level of parental involvement and the holistic development of kindergarten students when grouped in terms of educational attainment is not supported.

RECOMMENDATIONS

Based on the findings and conclusions made, the following are recommended:

1. Parents may consider being more involved in terms of the learning process of the children. They may assist in the physical, intellectual, and emotional development of the learners and other aspects of holistic development
2. Parents may try other means to improve/strength their involvement to the study of their children especially in communication, volunteerism, collaborating with the community and decision-making.
3. School administrators may design program to improve parents' involvement when it

comes to decision making since it has the lowest mean among other parental involvement.

4. Teachers and parents may provide counselling and other means to improve the emotional development of Kindergarten students since it has the lowest means among other aspects of Holistic Development.
5. Future researchers may consider assessing the skills of the learners through authentic assessments using a rubric to further highlight the development of the learners with respect to the different areas.
6. Researchers may conduct another study to explore more factors and indicators which may influence the holistic development of children.

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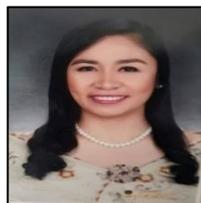
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