

## HOME AND SCHOOL RELATIONSHIP: ROLE TO KINDERGARTEN PUPILS' DEVELOPMENTAL DOMAINS

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### ABSTRACT

*This study explores the impact of home and school relationships on the developmental domains of kindergarten pupils in the Municipality of Candaba during the implementation of modular distance learning for School Year 2021 – 2022. Employing an explanatory sequential mixed methods design with 44 teachers and 591 parents as respondents; the findings indicate consistent parental and teacher involvement in kindergarten pupils' learning. Parents strongly affirmed their children's mastery across various domains including gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and social-emotional. The study concludes that a significant correlation exists between home and school relationships and kindergarten pupils' mastery of learning domains. Specifically, an increase in the level of home and school relationships, concerning both teachers' and parents' involvement, corresponds to an elevation in the kindergarten pupils' proficiency across learning domains.*

*Keywords: Home and School Relationship, Modular Distance Learning, Learning Domains, Teachers' Involvement, Parents' Involvement*

### INTRODUCTION

The COVID-19 pandemic has significantly impacted the educational environment in the Philippines, leading to the implementation of distance learning and new education methods. Teachers have had to adapt to new techniques and maintain connections with students and parents, but some parents struggle with technology, understanding lessons, and time constraints. The change from traditional classroom instruction to modular remote learning makes it more challenging for teachers and staff to provide a fundamentally sound education. The Department of Education authorities are seeking solutions to

help teachers and school administrators be more productive in the field of modular remote learning.

Strong partnerships between families and schools are crucial for children's education, but schools are losing social connections due to modular learning. The Kindergarten Education Act in the Philippines emphasizes the importance of kindergarten for a child's academic and technical growth, aiming to make education learner-centered and sensitive to individual needs, cognitive and cultural capacities, and circumstances.

The R.A. 8980, or the Early Childhood Care and Development Act, defines a child's rights and supports parents as caregivers and educators. The National Early Childhood Care and Development Framework (ECCD) provides children with a balanced education and a strong foundation in



problem-solving skills. The 'new normal' education system relies on teacher-parent partnerships to ensure continued learning during the pandemic.

### OBJECTIVES OF THE STUDY

This study examines the impact of the home and school relationship on the developmental domains of kindergarten pupils in Candaba Municipality during the modular distance learning of the Academic Year 2021-2022. Specifically, this research aimed to:

1. Evaluate the home and school relationship in selected public elementary schools described in terms of:
  - 1.1. teachers' involvement; and
  - 1.2. parents' involvement
2. Describe to the parents the learning domains mastered by kindergarten pupils
3. 2.1. Gross Motor Domain.
  - 2.2. Fine Motor Domain.
  - 2.3. Self-Help Domain.
  - 2.4. Receptive Language Domain.
  - 2.5. Expressive Language Domain.
  - 2.6. Cognitive Domain; and
  - 2.7. Social-Emotional Domain
4. Analyze the significant correlation between the home and school relationships and the learning domains mastered by kindergarten pupils.
5. Evaluate the views and insights of the respondents regarding the influence of home and school relationships on the learning domains mastered by kindergarten pupils.
6. Determine the action plan that could be crafted based on the results of the study.

### METHODOLOGY

The study used an explanatory sequential mixed method to collect and analyze both quantitative and qualitative data. It used a descriptive-correlational method to gather quantitative data, focusing on the characteristics of the population being studied. The qualitative part

involved interviewing teachers and selected parents of kindergarten pupils in the Municipality of Candaba during the S.Y. 2021-2022. A Random Sampling Technique was employed to consider 30% of parents as the sample size. The study aimed to assess the relationship between home and school for kindergarten pupils and develop an action plan to strengthen the partnership.

### RESULTS AND DISCUSSION

The home and school relationship is a collaborative process of planning, development, and evaluation towards a shared goal of educating learners.

Local and foreign works of literature have studied how parents and teachers collaborate during the time of the pandemic. A study by Garbe et.al (2020), most parents believe their school provides adequate academic support, but are not yet ready to utilize remote learning resources, making them reliant on teachers' instruction.

The assessment of the home and school relationship in terms of teachers' involvement and parents' involvement are presented in Tables 1 and 3.

Teachers' involvement is described as the way teachers build collaboration with parents to ensure that their children's learning needs are met and addressed.

**Table 2**  
*The Home and School Relationship in Selected Public Elementary Schools in terms of Teachers' Involvement*

Item Statement	Responses = 591					Mean	VD
	5	4	3	2	1		
The school encourages parents to involve themselves in their child's education during the new normal.	486	86	16	1	2	4.78	A
Approach disagreements in a manner that encourages mutual problem-solving.	420	131	34	4	2	4.63	A
<b>Overall Mean</b>						<b>4.71</b>	<b>A</b>

Table 1 exhibits the assessments of the home and school relationship in terms of teachers' involvement with an overall mean of 4.71 which possessed a verbal description of "Always."

It can be noted from the table that encouraging parents to involve themselves in their child's education during the new normal gained the



highest mean of 4.78 while approaching disagreements in a manner that encourages mutual problem-solving gained the lowest mean of 4.63. Both have a positive verbal description of “Always” implying that teachers are committed to involving parents in the teaching-learning process of their children amidst conflicting viewpoints to increase the level of kindergarten pupils' cognitive development.

This is relevant to how teachers perceive each family as different and having diverse resources, skills, and preferences. Considering these varieties enables teachers to offer families different opportunities to make their involvement in their children's education more meaningful (Christenson & Reschly, 2009, as cited in NSAP, 2019).

Parental involvement in a child's early schooling is linked to increased academic success, as it helps parents assess their child's competency and areas for skill development, thereby enhancing their child's overall academic performance. Parents should actively support their children's preschool development at home, ensuring they can relate their child's learning from school to their daily life, which is crucial for their growth and education (Spreeuwenberg, 2022).

**Table 2**  
*The Home and School Relationship in Selected Public Elementary Schools in terms of Parents' Involvement*

Item Statement	Responses = 591					Mean	VD
	5	4	3	2	1		
I contact my child's teacher regularly to get information on the proper handling of modules from claiming to retrieval.	427	138	24	2	0	4.68	A
I communicate with teachers about our personal and family matters if it affects my child's work at school in this time of pandemic.	296	177	65	19	34	4.15	A
<b>Overall Mean</b>						<b>4.49</b>	<b>A</b>

Table 2 presents the assessments of the home and school relationship in terms of parents' involvement as perceived by them with an overall mean of 4.49, which possessed a verbal description of “Always.”

Analysis of the findings exhibits that contacting the child's teacher regularly to get information on proper handling of modules from claiming to retrieval received the highest mean of 4.68 and a verbal description of “Always” while communicating with the teacher about personal and family matters if it affects child's work at school

received the lowest mean of 4.15 and a verbal description of “Always.”

The finding implies how parents' role as collaborators is exemplified by constantly communicating with the teacher, which is not only specific to the academic needs of the children but their holistic being. This strategy also benefits children, as teachers will be able to formulate programs, services, resources, and opportunities suitable to their pupils' emotional, cognitive, and social needs (Epstein, 2010).

Parents play a crucial role in their children's education, influencing their learning and parenting performance. Schools should invest in parental empowerment, explore new communication methods, and communicate school aims and expectations to parents. Parental involvement in school-sponsored activities, such as parent-teacher conferences, is essential for monitoring children's academic progress.

**Table 3**  
*The Home and School Relationship in Selected Public Elementary Schools in terms of Parents' Involvement*

Item Statement	Responses = 44					Mean	VD
	5	4	3	2	1		
Parents are actively involved in planning how they would like to be involved in school during this pandemic.	13	25	6	0	0	4.16	O
Parents are polite and friendly when I communicate with them through phone calls, texts, chats, and video conferencing, regardless of the reason.	28	16	0	0	0	4.64	A
<b>Overall Mean</b>						<b>4.38</b>	<b>A</b>

Table 3 presents the assessments of the home and school relationship in terms of parents' involvement as perceived by the teachers with an overall mean of 4.38, which possessed a verbal description of “Always.”

Teachers' assessment manifested that the highest mean of 4.64 and a verbal description of “Always” is that the parents are polite and friendly when they communicate with them through phone calls, texts, chats, and video conferencing, regardless of the reason” and the lowest mean of 4.16 and a verbal description of “Often” is that the parents are actively involved in planning on how they would like to be involved in school during this pandemic.”

The finding implies that teachers perceived parents as lacking in devising means to better their



children's learning experience amidst the pandemic.

The present study is in accordance with the study of Agaton & Cueto (2021), which pronounced that the citizens are satisfied with the government's actions to mitigate COVID-19, particularly those that include school closures and the level of support provided by the schools. Also, parents have difficulties balancing responsibilities and accessibility to media platforms where the plans are being discussed.

## 2. The Learning Domains Mastered by Kindergarten Pupils

Learning domains are development areas associated with specific skills. The development of each skill is analyzed to be linked and relevant to the development of other domains.

The assessment of the learning domains mastered by Kindergarten pupils, namely gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and socio-emotional skills, are presented in Tables 4 to 10.

### 2.1. In terms Gross Motor Domain

The gross motor domain involves a child's skills in large muscles, such as walking, running, jumping, and coordinated movements. It affects everyday tasks like maintaining correct posture, engaging in fine motor activities, and academic achievement. Gross motor skills, such as carrying a heavy bag, moving between classrooms, and sitting upright, also impact daily school performance and environmental movement.

**Table 4**  
*The Learning Domains Mastered of Kindergarten Pupils in Terms of Gross Motor Domain*

Item Statement	Responses = 591					Mean	VD
	5	4	3	2	1		
The teacher effectively educates learners on how to ...	5	4	3	2	1		
Walk upstairs with alternate feet without holding onto a handrail	318	181	63	20	9	4.32	SA
Move body parts as directed	396	171	20	2	2	4.62	SA
<b>Overall Mean</b>						<b>4.46</b>	<b>SA</b>

Table 4 presents the assessments of the learning domains mastered by Kindergarten pupils in terms of gross motor domain with an overall mean of 4.46, which has a verbal description of "Strongly Agree."

The teacher effectively educates learners on how to move body parts as directed, earned the highest mean of 4.62 and a verbal description of "Strongly Agree" while the teacher effectively educates learners on how to walk upstairs with alternate feet without holding onto a handrail obtained the lowest mean of 4.32 and a verbal description of "Strongly Agree."

Both means having the same verbal description exhibits parents' perception of the teachers' effectiveness in developing children's dynamic balance or one's ability to perform movements that require displacing or moving oneself.

The finding is significant as it manifested movement education still being employed by children, which is in conformity with the study conducted by Dunton, Do, and Wang (2020), which pronounced how children are lacking in physical activities during the pandemic learning which caused their sedentary behavior. Such behavior may lead to obesity or high weight level, which is associated with the challenge to keep oneself balanced. (Singer, 1980, as cited in Kayapinar, 2010).

### 2.2. In terms of Fine Motor Domain

The fine motor domain involves activities like cutting and tracing, requiring small muscles in arms and hands to regulate and coordinate, demonstrating children's ability to handle and control objects.

**Table 5**  
*The Learning Domains Mastered of Kindergarten Pupils in Terms of Fine Motor Domain*

Item Statement	Responses = 591					Mean	VD
	5	4	3	2	1		
The teacher effectively educates learners on how to ...	5	4	3	2	1		
Use all five fingers to get food/toys placed on a flat surface	417	150	17	6	1	4.65	SA
Draw a human figure (head, eyes, trunk, arms, hands/fingers)	298	210	70	9	4	4.34	SA
<b>Overall Mean</b>						<b>4.51</b>	<b>SA</b>





Table 5 presents the assessments of the learning domains mastered by Kindergarten pupils in terms of fine motor domain with an overall mean of 4.51 with a verbal description of “Strongly Agree.”

Analysis of the table reveals that the teacher effectively educates learners on how to use all five fingers to get food/toys placed on a flat surface received the highest mean of 4.65 and a verbal description of “Strongly Agree” while the teacher effectively educates learners on how to draw a human figure (head, eyes, trunk, arms, hands/fingers) received the lowest mean of 4.34 and a verbal description of “Strongly Agree.”

The findings imply how parents perceive teachers’ instruction as effective for children to instill fine motor skills and that these foundational skills are being cultivated even if the curriculum is more focused in math and reading instruction.

This is further supported by the study from Grissmer et.al (2010) which pronounced that the focus on Math and reading instruction for kindergarten is insufficient to build attention and fine motor skills. Therefore, areas like the arts, music, dance, physical education, and free play are proposed to be given emphasis. Also, the role of the family and society to which the child belongs to is crucial in the formation and development of these foundational skills even before the start of school.

**2.3. In terms of Self-Help Domain**

The self-help domain involves independent use of adaptive abilities like clothing, eating, toileting, and drinking, including learning to dress, feed, use the toilet, brush teeth, bathe, and tie shoes.

Table 6 presents the assessments of the learning domains mastered by Kindergarten pupils in terms of self-help domain with an overall mean of 4.26, which has a verbal description of “Strongly Agree.”

**Table 6**  
*The Learning Domains Mastered of Kindergarten Pupils in Terms of Self-Help Domain*

Item Statement	Responses = 591					Mean	VD
The teacher effectively educates learners on how to....	5	4	3	2	1		
Drink from <u>cup</u> unassisted	378	177	26	6	4	4.55	SA
Prepare meals for younger siblings/family members when no adult is around	195	218	118	41	19	3.90	A
Overall Mean						4.26	SA

It can be noted that the teacher effectively educates learners on how to drink from a cup unassisted garnered the highest mean of 4.55 and a verbal description of “Strongly Agree” while the teacher effectively educates learners on how to prepare meals for younger siblings/family members when no adult is around received the lowest mean of 3.90 and a verbal description of “Agree.”

The findings imply that parents perceive teachers as providing focus on tasks that are doable and suitable to the child’s self-help abilities and lesser attention on tasks that require them to take responsibility for others.

In accordance with this, siblings provide opportunities for play that contribute to understanding roles that are found to be complementary among sibling interactions. This involves not only the roles like teachers, managers, and helpers for older siblings but the complimentary ones such as being the learner, manager, and help which are assumed by the younger siblings (Downey & Condron, 2004).

**2.4. In terms of the Receptive Language Domain**

The receptive language domain involves a child's ability to respond to sounds and words, associate sights with words, and provide verbal or nonverbal answers, including tasks like sound recognition, listening comprehension, and auditory sequencing.

Table 7 presents the assessments of the learning domains mastered by Kindergarten pupils in terms of receptive language domain with an overall mean of 4.37 with a verbal description of “Strongly Agree.”



**Table 7**  
*The Learning Domains Mastered of Kindergarten Pupils in Terms of Receptive Language Domain*

Item Statement	Responses = 591					Mean	VD
The teacher effectively educates learners on how to...	5	4	3	2	1		
2. Point to five body parts on himself when asked to do so	376	186	26	2	1	4.58	SA
8. Repeat more than 12-word sentences correctly.	208	248	107	24	4	4.07	A
Overall Mean						4.37	SA

Significant results that the teacher effectively educates learners on how to point to five body parts on himself when asked to do so” achieved the highest mean of 4.58 and a verbal description of “Strongly Agree” while effectively educating the learners on how to repeat more than 12 – word sentences correctly” achieved the lowest mean of 4.07 and a verbal description of “Agree.”

The findings imply that the link between the receptive language domain and expressive language domain needs to be strengthened.

As the child is able to receive and understand instruction, which is indicative of the receptive language domain, this is yet to be matched to the expressive language domain as the child may have struggled voicing out language patterns (Levine & Munsch, 2010).

**2.5. In terms of the Expressive Language Domain**

The expressive language domain involves a child's ability to convey information through gestures, sounds, and words, including spoken communication, articulation, verbal memory, syntax, pragmatics, and vocabulary.

**Table 8**  
*The Learning Domains Mastered of Kindergarten Pupils in terms of Expressive Language Domain*

Item Statement	Responses = 591					Mean	VD
The teacher effectively educates learners on how to...	5	4	3	2	1		
Name objects in pictures	367	204	17	2	1	4.58	SA
Tell stories with simple plots.	220	260	93	14	4	4.15	A
Overall Mean						4.44	SA

Table 8 presents the assessments of the learning domains mastered by Kindergarten pupils in terms of expressive language domain with an

overall mean of 4.44 with a verbal description of “Strongly Agree.”

Effectively educating the learners on how to name objects in pictures received the highest mean of 4.58 and a verbal description of “Strongly Agree” while effectively educating learners on how to tell stories with simple plots received the lowest mean of 4.15 and a verbal description of “Agree.”

This implies that parents perceive their children’s expressive language domain in terms of producing short words or phrases as more practiced or noticeable than that of formulating coherent and cohesive utterances. This finding is relevant to the observation in a language-rich environment which showcases how children first learn to represent objects, actions, or desires through individual words. Later in their language development, they learn how to put these words together to produce meaningful sentences (Levine & Munsch, 2010).

**2.6. In terms of Cognitive Domain**

The cognitive domain refers to a child's mental abilities, including learning, memory, and problem-solving, which are crucial for academic performance.

**Table 9**  
*The Learning Domains Mastered of Kindergarten Pupils in terms of Cognitive Domain*

Item Statement	Responses = 591					Mean	VD
The teacher effectively educates learners on how to...	5	4	3	2	1		
Arrange objects according to size from smallest to biggest	347	208	32	1	3	4.51	SA
Assemble simple puzzles	264	242	77	4	4	4.28	SA
Overall Mean						4.44	SA

Table 9 presents the assessments of the learning domains mastered by Kindergarten pupils in terms of cognitive domain with an overall mean of 4.44 with a verbal description of “Strongly Agree.”

Teacher effectively educates learners on how to arrange objects according to size from smallest to biggest earned the highest mean of



4.51, and a verbal description of “Strongly Agree” while the teacher effectively educates learners on how to assemble simple puzzles” earned the lowest mean of 4.28 and a verbal description of “Strongly Agree.”

The findings imply that parents have a positive conception of their children’s cognitive domain, considering that all item statements are found to be strongly agreeable for them. This is in particular on the children’s skill to solve problems.

In accordance with this, it was found that children have the capacity to offer an answer based on what they know, even if their knowledge is lacking. This is attributed to how they benefit from the “let’s find out” approach which they utilize whenever faced with a new challenge. This approach enables greater behavioral and mental competence to figure things out (NRC, 2015).

### 2.7. In terms of Social-Emotional Domain

The socio-emotional domain involves a child's emotional management and positive social relationships, essential for interpersonal connections, emotional control, and empathy. It involves understanding one's feelings, relating to others, and checking in on distressed individuals.

**Table 10**  
*The Learning Domains Mastered of Kindergarten Pupils in terms of Social-Emotional Domain*

Item Statement	Responses = 591					Mean	VD
	5	4	3	2	1		
<i>The teacher effectively educates learners on how to....</i>							
Demonstrate respect for elders using terms like “po” and “opo”	372	176	38	4	1	4.55	SA
Cooperate with adults and peers in group situations to minimize quarrels and conflicts	245	249	73	15	9	4.19	A
Overall Mean						4.33	SA

Table 10 presents the assessments of the learning domains mastered by Kindergarten pupils in terms of the socio-emotional domain with an overall mean of 4.33 which has a verbal description of “Strongly Agree.”

It can be noted that the teacher effectively educates learners on how to demonstrate respect for elders using terms like “po” and “opo” received the highest mean of 4.55, and a verbal description of “Strongly Agree” and the teacher effectively educates learners on how to cooperate with adults

and peers in group situations to minimize quarrels and conflicts received the lowest mean of 4.19 and a verbal description of “Agree.”

The findings imply that parents perceived their children as in need to be inculcated with the skills to effectively interact and collaborate with older people.

This is supported by a study conducted by Kirk and Jay (2018), which pronounced that positive relationships, alongside child-initiated play and an effective environment, guide children’s desirable socio-emotional understandings and abilities.

### 3. The Correlation between Home and School Relationship and the Learning Domains Mastered by Kindergarten Pupils

Table 11 exhibits the results of the correlation analysis which was done to determine if a significant relationship existed between home and school relationship and the learning domains mastered by kindergarten pupils.

**Table 11**  
*Results of the Correlation Analysis on the Relationship between Home and School Relationship and the Learning Domains Mastered by Kindergarten Pupils*

Learning Domains Mastered by Kindergarten Pupils	Home and School Relationship	
	Teachers’ Involvement	Parents’ Involvement
Gross Motor Domain	0.819** (0.000)	0.563** (0.000)
Fine Motor Domain	0.658** (0.000)	0.638** (0.000)
Self-Help Domain	0.749** (0.000)	0.312** (0.008)
Receptive Language Domain	0.342** (0.007)	0.489** (0.000)
Expressive Language Domain	0.634** (0.000)	0.557** (0.000)
Cognitive Domain	0.710** (0.000)	0.620** (0.000)
Social-Emotional Domain	0.689** (0.000)	0.417** (0.000)

Legend: \*\* = highly significant (p<0.01)      Numbers in the upper entry are correlation values (r-values)  
Numbers enclosed in parentheses are probability values (p-values)

From the table that highly significant relationship was found between home and school relationship in terms of teachers’ involvement parents’ involvement and the kindergarten pupils’ mastered learning domains in terms of gross motor

domain, fine motor domain, self-help domain, receptive language domain, expressive language domain, cognitive domain, and social-emotional domain. This highly significant relationship was brought about by the fact that the computed probability values for these variables that ranged from 0.008 to 0.000 are less than the 0.01 level of significance. Further perusal of the tabulated results reveals that a direct relationship (as implied by the positive sign of the correlation values that ranged from 0.312 to 0.819) existed between the aforementioned variables. This indicates that as the level of home and school relationship in terms of teachers' involvement and parents' involvement increases, the level of kindergarten pupils' mastered learning domains also increases.

The results imply that when the teachers and parents exert extra effort, spend adequate time in teaching, talking, and assisting the kindergarten pupils, the development of these pupils will be very fast.

In conjunction with the present findings, results of the study conducted by McDowell et al., (2018), indicate that the involvement of teachers and parents was statistically correlated with kindergarten learners' progress. Because the results were based on self-report and included relatively small sample size, the outcomes of the study may not align with the majority of published studies about parent involvement and student achievement, due to its subjective nature. Or, perhaps for some students, there may be other factors that are more influential than parent involvement.

#### **4. Proposed Program of Activities could be Crafted from the Results of the Study**

The study reveals that increased involvement of teachers and parents in home and school relationships leads to better development of kindergarten pupils. The researcher proposes action strategies to strengthen these relationships during the Covid-19 pandemic. The Objectives of the Program and Activities Crafted from the Results of the Study are:

1. Strengthen the home and school relationship during this COVID-19 pandemic in terms of parents' and teachers involvement and collaboration.
2. Develop strong partnerships and engagement between parents and teachers.
3. Increased child's development on the seven developmental

#### **Findings**

The study determined the impact of home and school relationships on the developmental domains of kindergarten pupils in Candaba Municipality during the modular distance learning of School Year 2021-2022. Following the procedures outlined in the previous chapter, the study found that parents and teachers consistently participated in the learning process of kindergarten pupils. Parents strongly agreed that their children excelled in various learning domains, including gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and social-emotional domains. A highly significant relationship was identified between home and school relationships, teachers' involvement, parents' involvement, and the mastered learning domains of kindergarten pupils, encompassing gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and social-emotional domains.

#### **CONCLUSIONS**

There is a significant correlation between home and school relationships and the learning domains mastered by kindergarten pupils. As the level of home and school relationship in terms of teachers' involvement and parents' involvement increases, the level of kindergarten pupils' mastered learning domains also increases.





## RECOMMENDATIONS

In light of the findings and conclusions of the study, the following recommendations are hereby offered:

1. Parents may encourage to actively involved in planning on how they would like to be involved in school during this pandemic.

2. For future researchers, further research along this line could be conducted. Other independent variables such as home learning materials and gadgets may be considered to further study the factors that may affect the kindergarten pupil's learning domains.

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