

## PARENTAL INVOLVEMENT, TEACHERS' STRATEGIES AND DEVELOPMENT OF DIVERSE LEARNERS' SOCIAL SKILLS

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### ABSTRACT

*The study explores the impact of parental involvement and teachers' strategies on the development of social skills among diverse learners in the Schools Division of Iloilo City for the school year 2023-2024. Utilizing a survey and correlational research design, data were collected from 138 kindergarten teachers across ten districts. Statistical tools such as descriptive statistics were used to analyze the levels of parental involvement and teachers' strategies, while Pearson correlation was employed to examine relationships between these variables and the development of social skills. The findings revealed that while certain social skills, such as giving compliments and effective time management, are emphasized in classrooms, others, like volunteering and conflict management, require further development. Teachers' strategies and parental involvement were found to influence the development of these skills, although no significant correlations were identified between them. The study underscores the importance of a collaborative approach involving parents, teachers, and other stakeholders in fostering social skills among diverse learners, suggesting that a holistic and inclusive approach is necessary for effective social development.*

**Keywords:** *parental involvement, teachers' strategies, social skills development, diverse learners, educational collaboration, kindergarten education, Iloilo City*

### INTRODUCTION

The development of social skills in learners is essential for their overall growth and success, particularly in diverse classrooms where students come from various cultural and socio-economic backgrounds. Social skills enable effective interaction among peers, teachers, and society, and are shaped by multiple factors, including parental involvement and teachers' instructional strategies. Schools play a central role in developing these skills, providing platforms for parents and stakeholders to participate in the educational process, and supporting educational reforms. However, achieving quality education requires collaboration between school personnel, parents,

and other partners to ensure students' academic progress and social development. Teachers are crucial in fostering the social skills of learners through effective teaching strategies such as cooperative learning, social-emotional learning (SEL) programs, and inclusive teaching practices. These strategies promote communication, teamwork, empathy, and responsible decision-making among students. Additionally, parental involvement is fundamental in creating environments that support students' intellectual, emotional, and social growth, complementing the efforts of teachers and contributing to the overall quality of education.

The study emphasized the importance of a collaborative approach involving teachers, parents, and other stakeholders in ensuring effective educational practices and programs that cater to diverse learners. Teachers, in particular, are seen as key players in delivering quality education, preparing students to become active and informed citizens capable of making sound decisions. The effectiveness of teaching and learning processes is recognized as being closely tied to the quality of teacher education and the collaborative efforts of all educational stakeholders.

The study's theoretical framework was grounded in several educational theories, including Attachment Theory, Social Constructivism, and Self-Activity Theory. Attachment Theory highlighted the role of early interactions between children and caregivers in shaping social and emotional development, suggesting that secure attachments fostered social competence. Social Constructivism emphasizes the social nature of learning and the importance of collaborative and scaffolded learning experiences, while Self-Activity Theory focuses on the principle of learning through experience and individual differences.

The conceptual framework of the study explored the relationship between independent variables (age, sex, educational attainment, length of service, and position) and dependent variables (parental involvement, teachers' strategies, and the development of diverse learners' social skills). The framework suggested that teachers' profiles played a significant role in determining their strategies and effectiveness in developing students' social skills.

The study aimed to provide valuable insights to various educational stakeholders, including the Department of Education, school heads, teachers, learners, and future researchers. By understanding the interplay between parental involvement and teachers' strategies, the study sought to enhance social skill development among learners, contributing to a more inclusive and effective educational environment.

In conclusion, the study underscored the importance of collaborative efforts in education, where teachers and parents work together to support the holistic development of learners. By leveraging the strengths of different educational theories and focusing on inclusive practices, the

study aimed to contribute to the ongoing efforts to improve the quality of education and ensure that all students were equipped with the social and academic skills needed for success.

## OBJECTIVES OF THE STUDY

The study aimed to:

1. To examine the impact of parental involvement and teachers' strategies on the development of social skills among diverse learners in the Schools Division of Iloilo City for the school year 2023-2024.
2. To assess the extent of parental involvement in the development of diverse learners' social skills and analyze its influence on student outcomes.
3. To identify and evaluate the effectiveness of various teaching strategies employed by teachers in fostering social skills among diverse learners.
4. To determine the relationships between teachers' demographic profiles (age, sex, educational attainment, length of service, and position) and their effectiveness in promoting the social skills development of diverse learners.

## METHODOLOGY

The research design employed a combination of survey and correlational methods. The survey method was chosen to collect data through a questionnaire, which is effective for gathering information from a large group of respondents. Correlational research was also utilized to examine the relationship between parental involvement, teachers' strategies, and the social skills development of diverse learners, with the independent variables being the respondents' factors (age, sex, educational attainment, length of service, and position) and the dependent variables including parental involvement, teachers' strategies, and learners' social skills.

The study's respondents included 138 kindergarten teachers from various districts in the Schools Division of Iloilo City, Philippines. A purposive sampling technique was used to select respondents across different districts, ensuring representation from each area. The respondents were distributed across ten districts, with the number of participants from each district carefully recorded.

The data gathering instrument was a researcher-revised questionnaire divided into three parts: respondent profiles, parental involvement, teachers' strategies, and the development of social skills. The questionnaire included items that were rated on a Likert scale, with specific descriptive ratings to interpret the level of parental involvement, the effectiveness of teachers' strategies, and the development of learners' social skills. The questionnaire was designed to gather comprehensive data on these variables.

To ensure the validity of the questionnaire, it underwent validation by a panel of experts. The panel reviewed each item for clarity, relevance, and appropriateness, making suggestions for improvement. The revised questionnaire was then subjected to a pilot test with a small group of teachers to further refine it. Reliability was assessed using Cronbach's Alpha, with results indicating high reliability for all sections of the questionnaire.

The data-gathering procedure involved securing approvals from relevant educational authorities before distributing the questionnaire to the respondents. The researcher personally delivered the questionnaires, ensuring that the purpose of the study was well understood to guarantee accurate responses. Both online and printed questionnaires were used, with a set timeframe for completion and retrieval to ensure timely data collection.

The statistical analysis was conducted using various non-parametric tests, including frequency count, percentage, mean, Mann Whitney U-test, Kruskal-Wallis H-test, Chi-Square, and Spearman's rho. These tools were selected based on their appropriateness for analyzing the data collected from the survey and correlational research. Frequency counts and percentages were used to describe the distribution of respondents'

characteristics, while means and ranks were employed to assess levels of parental involvement, teachers' strategies, and social skills development.

Mann Whitney U-Test was applied to compare differences between two groups, while the Kruskal-Wallis Test was used for comparing three or more groups. These tests helped determine whether there were statistically significant differences across various demographic factors. The results from these analyses served as the basis for accepting or rejecting the study's null hypotheses, providing insights into the relationships among the variables.

Overall, this methodology chapter details the systematic approach taken to conduct the research, from designing and validating the questionnaire to collecting and analyzing data. The use of rigorous statistical tools ensures that the findings of the study are reliable and can contribute valuable insights into the roles of parental involvement and teachers' strategies in developing diverse learners' social skills.

## RESULTS AND DISCUSSION

### 1. Demographic Profile of Respondents

The majority of respondents (79.7%) were aged 40 years and below, reflecting a predominantly younger teaching workforce that may influence the adoption of innovative teaching strategies. The gender distribution showed that 95.7% of respondents were female, mirroring a common trend in the teaching profession. Regarding educational attainment, most respondents held a bachelor's degree (73.2%), while 26.8% had a master's degree, indicating that a significant portion of teachers have pursued further education, which may enhance their instructional practices. The length of service showed a balance between newer teachers (44.9% with 15 years or less) and more experienced educators (55.1% with 16 years or more). Positions were primarily at the Teacher I-III level (97.8%), with very few in SPED I-III (0.7%) or Master Teacher I-III roles (1.4%).

### 2. Parental Involvement in Education

Teachers generally perceived a "high" level of parental involvement, particularly in supervising homework and ensuring the timely completion of assignments. However, areas such as providing a conducive home environment and motivating children to view their studies positively received less emphasis. Younger teachers (40 years and below) tended to adopt a holistic view of parental involvement, focusing on both academic and socio-emotional support, whereas older teachers (41 years and above) emphasized academic supervision and structure. Gender differences revealed that male teachers prioritized setting media guidelines and emotional support, while female teachers emphasized reminders and diverse reading materials. Educational attainment also influenced perceptions, with bachelor's degree holders focusing on academic support and master's degree holders emphasizing communication and technology integration. Teachers with less experience (15 years or less) highlighted feedback and diverse reading materials, while more experienced teachers (16 years or more) prioritized structured environments and direct academic support.

Likewise, Parental involvement plays a crucial role in the academic and social development of children, providing a strong support system that enhances their learning experiences both at school and at home. Studies indicate that when parents actively engage in their children's education, it positively influences students' self-esteem, behavior, and relationships with peers and teachers. This involvement creates a conducive environment that supports children's academic competence and overall development (Nair, 2021).

On the other hand, Research has consistently shown that parental involvement significantly impacts children's academic success. Parents contribute in various ways, such as providing emotional, motivational, and financial support, which directly influences their children's educational outcomes. The overall pattern of parenting, including the style and level of involvement, shapes a child's behavior and learning capabilities, making parental involvement a key determinant of academic performance and social competence (Labajo, 2022).

### 3. Social Skill Development Among Learners

The development of social skills varied across categories, with strengths in areas such as giving compliments to peers (mean = 3.81) and using time appropriately while waiting for help (mean = 3.73). However, skills like volunteering to help others (mean = 3.07) and managing group dynamics (mean = 2.95) were less emphasized. Teachers aged 41 years and above showed a higher tendency to encourage volunteering, cooperation, and conflict management compared to their younger counterparts. Male teachers excelled in managing conflicts and building connections, while female teachers demonstrated resilience and fostered positive social dynamics. Teachers with master's degrees showed higher proficiency in cooperation and conflict resolution, while those with bachelor's degrees contributed significantly in fostering students' basic social skills. Teachers with less experience (15 years or less) exhibited slightly higher engagement in developing learners' social skills compared to their more experienced counterparts. Across positions, Teacher I-III educators excelled in time management, SPED teachers in fostering positive interactions, and Master Teachers in collaboration and self-awareness.

### 4. Relationship Between Parental Involvement and Social Skill Development

The study found no significant correlation between parental involvement and teachers' strategies for developing social skills. While parental involvement plays a role in academic and emotional support, its direct impact on social skills appears limited. This suggests that other factors, such as classroom practices, peer interactions, and teacher-led initiatives, maybe more critical in shaping learners' social development.

According to Yulianti (2022). Teachers also play a significant role in encouraging parental involvement, which in turn enhances student engagement. Studies have found that teacher invitations to parents, rather than school leadership alone, significantly boost parental involvement in school activities. This suggests that direct teacher-

parent interactions are crucial for fostering a supportive educational environment, leading to improved student outcomes.

In the context of educational disparities, particularly during the COVID-19 pandemic, parental involvement has been identified as a critical factor in maintaining student engagement and academic performance. Studies have shown that parental involvement significantly predicts children's performance in subjects like Chinese and English, mediated by their engagement in learning activities. This highlights the ongoing importance of parental support in overcoming educational challenges posed by external factors such as the pandemic (Wang, 2023).

### 5. Implications for Professional Development

The findings highlight the need for tailored professional development programs to address specific strengths and gaps across demographic and professional categories. Programs focusing on innovative teaching strategies, holistic parental engagement, and advanced social skill development methods could help teachers maximize their impact on student learning. For early-career teachers, initiatives aimed at time management and conflict resolution may be beneficial, while more experienced educators might benefit from advanced strategies for fostering collaboration and addressing diverse learning needs. Master Teachers could further enhance their leadership roles by promoting inclusive practices and self-awareness in classroom settings.

### CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. The study concludes that certain social skills, such as giving compliments and using time effectively, are more emphasized in classrooms, while skills like volunteering to help others and managing group conflicts are less developed among diverse learners.

2. Teachers are proactive in adapting their teaching methods to address diversity and inclusion; however, there is inconsistency in management strategies, indicating a need for more uniform approaches.
3. Teachers aged 41 and above tend to place slightly more emphasis on developing social skills among learners, suggesting that experience may enhance a teacher's ability to foster these skills.
4. Both male and female teachers exhibit strong social competencies, with males excelling in conflict management and time management, and females demonstrating superior conflict resolution and resilience.
5. Teachers with master's degrees exhibit slightly higher proficiency in fostering social skills, particularly in areas such as cooperation and conflict resolution, indicating that advanced education positively influences teaching effectiveness.
6. Teachers with fewer than 15 years of experience demonstrate slightly higher levels of social skill development among learners, reflecting the benefits of recent training and adaptation to current educational trends.
7. Different teaching positions bring unique strengths to the classroom, with early-career teachers excelling in time management, SPED teachers in positive interactions, and Master Teachers in collaboration and self-awareness.
8. There is no significant correlation between parental involvement and the development of social skills, suggesting that other factors may be more influential in shaping these skills.
9. The strategies employed by teachers do not significantly impact the development of social skills, indicating that a broader



approach may be necessary to effectively nurture these competencies.

- The lack of strong correlations between the studied variables implies that a more holistic approach, considering multiple factors, is necessary to effectively develop social skills among diverse learners.

## RECOMMENDATIONS

Based on the conclusions of the study, the following are recommended:

- Schools should implement targeted programs to strengthen underdeveloped social skills, such as volunteering to help others and managing group conflicts.
- Educational institutions should work towards standardizing management strategies across classrooms to ensure consistent support for diverse learners.
- Provide professional development opportunities that leverage the experience of older teachers to mentor younger colleagues in effective social skill development.
- Schools should encourage gender diversity among teaching staff to benefit from the complementary strengths that male and female teachers bring to the classroom.
- Encourage teachers to pursue advanced degrees, as this can enhance their ability to foster social skills and manage diverse classrooms effectively.
- Schools should offer ongoing professional development focused on the latest educational trends to ensure that both new and experienced teachers are equipped to support social skill development.
- Schools should recognize and leverage the unique strengths of teachers in different positions, offering tailored support and

resources to maximize their impact on student development.

- Develop programs that engage parents in a more holistic manner, addressing factors beyond academic support that influence social skill development.
- Encourage teachers to diversify their strategies, incorporating more collaborative and student-centered approaches to better support the social and emotional development of learners.
- Schools should adopt a holistic approach to social skill development, integrating academic, social, emotional, and environmental factors to create a supportive learning environment for all students.

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**Dr. Larisa Abangan** is a dedicated educator with the Department of Education (DepEd) and holds a Doctor of Education (EdD) degree from the Guimaras State University. She is committed to fostering a positive and effective learning environment, guided by her teaching philosophy: "Every student has the potential to shine when guided by effective teaching." Dr. Abangan believes in the transformative power of quality teaching and continuously strives to adapt her methods to meet the diverse needs of her students. With a passion for education and a commitment to excellence, she works to inspire and empower learners to reach their full potential.

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