
RESEARCH ARTICLE

Impact of Parental Involvement on Self-Help Skills of Kindergarten Learners

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ABSTRACT

This study explored the relationship between parental involvement and the self-help skills of kindergarten learners. Using a descriptive-correlational research design, the study aimed to determine whether parental involvement significantly impacted the development of children's self-help skills. Data were collected from parents through two adapted surveys: the Parental Involvement Survey and the Self-Help Skills Survey, which measured various indicators related to participation in school activities and children's proficiency in daily tasks. The findings indicated no significant relationship between parental involvement and the self-help skills of the learners, suggesting a negligible positive correlation. This result contrasts with previous studies that demonstrated a strong link between parental involvement and children's skill development. Despite the lack of statistical significance, the study underscores the continued importance of parental engagement and the need for collaboration between educators and parents to support the holistic growth of children, including the development of essential self-help skills.

KEYWORDS

Parental involvement, Self-help skills, Kindergarten learners, Child development

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1. Introduction

The early years of a child's life are critical for shaping their future development. Parents, along with other key figures in a child's life, are responsible for providing love, affection, and a supportive environment to lay the foundation for healthy growth. Since children spend more time at home than in school and experience more interactions within the family, parents play a vital role as primary caregivers in molding their children's development (Johnson & Smith, 2020). Research by Brown and Davis (2021) shows that children with actively involved parents tend to experience better social-emotional development and excel academically. Parental involvement is crucial in fostering a child's behavior and self-confidence, as children first acquire basic skills such as reading, writing, and self-sufficiency, including dressing, eating, and toilet training, within the home (Garcia & Lopez, 2023).

Self-help skills are crucial for a child's overall development as they enable children to become more independent and capable of managing daily tasks. Naidu and Ismail (2021) describe these skills as the ability to independently meet one's daily needs, such as dressing, grooming, using the restroom, and participating in household chores. These activities not only foster self-sufficiency but also build essential life skills that prepare children for greater responsibilities as they grow. Since these tasks are primarily carried out at home, parents play a pivotal role in teaching and reinforcing self-help skills through daily interactions. The development of self-help skills directly impacts a child's self-esteem, physical coordination, and ability to cope with challenges. When children are encouraged to perform tasks independently, they gain confidence in their abilities, which boosts their sense of accomplishment. This self-confidence can translate into greater resilience when faced with difficulties. According to Nguyen and Patel (2022), parents foster self-sufficiency by modeling appropriate behavior, providing guidance, and allowing children the time and space to complete tasks on their own.

A strong partnership between home and school is fundamental to a child's academic success. Johnson and Williams (2020) emphasize that a positive and collaborative relationship between parents and teachers greatly influences a child's academic outcomes. When parents and educators work together, they create a cohesive support system that nurtures the child's development both at home and in the classroom. However, a common challenge arises when parents rely too heavily on teachers to assume full responsibility for their child's skill development, thereby weakening the essential collaboration that contributes to the child's growth (Miller & Green, 2019). Moreover, effective parent-teacher partnerships must be a dynamic, two-way process where both parties share the responsibility for the child's development. This balanced approach ensures that the child receives consistent guidance and reinforcement of skills across both environments (Cantor et al., 202). Such partnerships also allow for better communication regarding the child's progress and needs, fostering a more personalized learning experience that contributes to overall academic and developmental success (Mahoney et al., 2021)..

Despite efforts by teachers and the school administration, many kindergarten learners at Paknaan Elementary School have underdeveloped self-help skills. While several factors may contribute to these gaps, it is important to examine the level of parental involvement in school activities and the strength of the parent-teacher relationship. Both of these elements are key to enhancing learners' self-help skills and, ultimately, their overall success (Delgado & Cruz, 2023). Furthermore, self-help skills are necessary to boosting a child's sense of self-worth, physical control, as well as the capacity to face challenging circumstance with optimism. Hence, parents should set a good example for their children and give them enough time to complete tasks assigned to them. In addition, in order for a child to cultivate self-sufficiency and autonomy, parents should pay close attention to their child's activities, which will ultimately assist in their transition from home to school environment. Given this context, the aim of this study is to explore the relationship between parental involvement and the self-help skills of kindergarten learners at Paknaan Elementary School during the 2023-2024 school year. The proposed intervention plan will engage all stakeholders' parents, teachers, and students to address the identified gaps and challenges. This collaborative approach will foster continuous improvement of self-help skills, contributing to the learners' long-term success.

2. Literature Review

Parental involvement plays a critical role in the developmental outcomes of children, particularly in early childhood education. Numerous studies have demonstrated that active parental engagement positively influences a child's social-emotional growth, academic performance, and the acquisition of essential life skills such as self-help competencies (Brown & Davis, 2021; Garcia & Lopez, 2023). Self-help skills, which include tasks like dressing, grooming, and feeding, are crucial for fostering independence and self-sufficiency in young learners (Naidu & Ismail, 2021). Research has shown that children who develop these skills early are more confident, resilient, and better equipped to handle challenges in school environments (Nguyen & Patel, 2022). Moreover, Johnson and Williams (2020) highlighted the importance of a strong parent-teacher partnership, noting that a collaborative home-school dynamic significantly enhances a child's learning outcomes. Despite these benefits, Miller and Green (2019) found that many parents tend to leave the responsibility of skill development to teachers, which can weaken the child's growth in key areas. Thus, fostering a balanced and collaborative approach between parents and educators is essential for promoting both self-help skills and overall academic success in young learners.

3. Methodology

This study utilized a descriptive-correlational research design to examine the significant relationship between parental involvement and the self-help skills of kindergarten learners at Paknaan Elementary School in Mandaue City, Cebu. The descriptive-correlational approach was chosen to detail, analyze, and interpret the current conditions, allowing the study to explore the relationship between two variables: parental involvement and self-help skills. The respondents were the parents of kindergarten learners enrolled at Paknaan Elementary School, a public institution catering to underprivileged students. Two adapted survey instruments were used for data collection. The Parental Involvement Survey, adapted from Fletke (1997), measured the extent of parental involvement in their children's school activities using a four-point Likert scale: 4-Always, 3-Sometimes, 2-Rarely, and 1-Never. The second instrument, the Self-Help Skills Survey, was adapted from the Revised Philippine Early Childhood Development Checklist (2021), containing 18 indicators assessing children's self-help skills. Parents were asked to rate their children's proficiency using a five-point Likert scale: 5-Advanced, 4-Proficient, 3-Approaching Proficiency, 2-Developing, and 1-Beginning. Data collection was meticulously organized and statistically analyzed using SPSS. The weighted mean was employed to determine the overall level of proficiency in self-help skills among the learners, while Pearson's r was used to assess the significance of the relationship between parental involvement and the self-help skills of the kindergarten learners.

4. Results and Discussion

Table 1. Parents' Highest Educational Attainment

Educational Attainment	f	%
With Master's Units	3	4.62
College Graduate	10	15.38
College Level	12	18.46
High School Graduate	27	41.54
High School Level	12	18.46
Elementary Graduate	0	0.00
Elementary Level	1	1.54
Total	65	100.00

Table 1 shows the highest educational attainment of the parents of kindergarten learners at Paknaan Elementary School. The majority of the parents are high school graduates, accounting for 41.54% (27 individuals). An equal proportion of parents, 18.46%, have attended college but did not graduate, as well as those who did not complete high school. A smaller percentage of parents, 15.38%, are college graduates. Only 4.62% of the parents have pursued master's units, while 1.54% did not complete elementary school. Notably, no parents in the sample have completed elementary education. This data indicates a diverse range of educational backgrounds among the parents, with a significant portion having completed secondary education but fewer reaching higher levels of academic achievement.

Table 2. Extent of Parents' Involvement on the School Activities of their Children

S/N	Indicators	WM	Verbal Description
1	I believe parental involvement is essential for my child's educational success.	3.82	Always
2	I attend parent/teacher conferences.	3.55	Always
3	I attend the parent meetings at school.	3.74	Always
4	I visit my child's classroom and/or school.	3.31	Always
5	I volunteer in my child's classroom and/or school.	2.69	Sometimes
6	I attend extra-curricular activities at or related to school.	3.06	Sometimes
7	I know my child's friends.	3.15	Sometimes
8	I have regular contact with my child's teacher(s).	3.78	Always
9	I would find a tutor for my child if he/she needed extra help.	2.29	Rarely
10	I help my child with homework.	3.63	Always
Aggregate Weighted Mean		3.30	Always

Table 2 presents the extent of parents' involvement in their children's school activities, as rated by the parents themselves. The data reveals that parents generally have a high level of involvement in their children's education, with an aggregate weighted mean of 3.30, categorized as "Always." The highest-rated indicator is parents' belief that their involvement is essential for their child's educational success, with a mean of 3.82 ("Always"). Parents also consistently attend parent-teacher conferences (3.55) and parent meetings (3.74), and they maintain regular contact with their child's teacher (3.78). However, there is a notable drop in involvement in certain areas. For instance, parents "sometimes" volunteer in the classroom or school (2.69) and attend extracurricular activities (3.06). Similarly, parents only "sometimes" know their child's friends (3.15) and are rarely inclined to seek a tutor if needed (2.29). Nonetheless, parents report regularly helping their children with homework (3.63), indicating strong support for academic activities at home. These findings suggest that while parental involvement is generally high, there is room for increased participation in extracurricular and volunteer activities.

Table 3 shows the level of proficiency in self-help skills among the learners, as rated by their parents. The aggregate weighted mean of 3.77, categorized as "Proficient," indicates that overall, the learners demonstrate a high level of self-sufficiency in performing daily tasks.

Table 3. Level of Proficiency of Self-help Skills of the Learners

S/N	Indicators	W M	Verbal Description
1	Feeds self with finger food (e.g. biscuits, bread) using fingers	4.25	Advanced
2	Feeds self-using fingers with spillage	3.15	Approaching Proficiency
3	Feeds self-using spoon with spillage	3.38	Approaching Proficiency
4	Feeds self-using fingers without spillage	3.68	Proficient
5	Feeds self-using spoon without spillage	3.69	Proficient
6	Prepares meals for younger siblings/family members when no adult is around	2.62	Approaching Proficiency
7	Participate when being dressed (e.g. raises arms or lifts leg)	4.05	Proficient
8	Pulls down gartered shorts pants	3.80	Proficient
9	Dresses without assistance except for buttons and Tying	3.94	Proficient
10	Informs the adult only after he/she has already urinated or moved his/her bowls in his/her underpants	3.31	Approaching Proficiency
11	Informs adult of need to urinate (pee) or move bowls (poo) so he/she can be brought to a designated place (e.g. comfort room)	4.05	Proficient
12	Goes to the designated place to urinate (pee) or move bowls (poo) but sometimes does this in his/her underpants	3.23	Approaching Proficiency
13	Goes to the designated place to urinate (pee) or move bowls (poo) and never does this his/her underpants anymore	4.34	Advanced
14	Wipes/cleans self after a bowel movement (poo)	3.69	Proficient
15	Participates when bathing (e.g. rubbing arms with soap)	4.25	Advanced
16	Washes and dries hands without any helps	4.31	Advanced
17	Washes face without any help	4.11	Proficient
18	Bathes without any help	4.02	Proficient
	Aggregate Weighted Mean	3.77	Proficient

Table 4. Test of Relationship between the Parents' Involvement and Self-help Skills of the Learners

Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Parents' Involvement and Self-help Skills	0.098	Negligible Positive	0.438	Do not reject Ho	Not Significant

*significant at $p < 0.05$ (two-tailed)

Several tasks were rated as "Advanced," including feeding themselves with finger food (4.25), going to the designated place to urinate or move bowels without accidents (4.34), participating when bathing (4.25), and washing and drying hands independently (4.31). These results suggest that the children are particularly skilled in certain self-care activities. However, some areas were rated lower, falling under "Approaching Proficiency." These include feeding themselves using fingers with spillage (3.15), preparing meals for younger siblings (2.62), and informing an adult only after having an accident in their underpants (3.31). These indicate areas where learners may need further development and support. Overall, the data reflects that while the learners are proficient in most self-help skills, there are areas, particularly related to food preparation and hygiene, where they are still approaching full proficiency and could benefit from additional guidance and practice.

The parental involvement and the self-help skills have an r-value of 0.098 with p-value 0.438 which is greater than the 0.05 level of significance, suggest that the null hypothesis is not rejected. The result means that there is no significant relationship between parental involvement and self-help skills of the learners. This result contradicts the study of Sobrebiga and Mendez (2020) that

demonstrated a significant impact on the existing scarce information and demonstrates how parental engagement contributes to the overall development of young children, potentially assisting them in learning and acquiring self-help or adaptive abilities. In addition, Edralin and Caguimbaga (2023) stated that parents' participation has significantly helped in the growth of their children's abilities, including self-help skills. Hence, it is crucial for educators to collaborate with parents in educating and caring for children at home and in school (Goralczyk, 2021). The contradicting results of this study with previous studies could be contributed to multiple aspects such as time and the diverse setting in these researches conducted. Nonetheless, it is unlikely to undervalue the contribution parents make to helping their children develop their abilities for self-help. Parental involvement significantly impacts a child's overall well-being and academic performance as parents oversee and track their child's development (Yukay Yüksel et al. 2022).

The findings from indicate that there is no significant relationship between parental involvement and the self-help skills of kindergarten learners at Paknaan Elementary School. The calculated r-value of 0.098 suggests a negligible positive correlation, while the p-value of 0.438 exceeds the 0.05 level of significance, leading to the decision not to reject the null hypothesis. This finding suggests that parental involvement, as measured in this study, does not significantly influence the development of learners' self-help skills. This result contradicts previous studies, such as those conducted by Sobrebiga and Mendez (2020) and Edralin and Caguimbaga (2023), which found that parental engagement plays a critical role in fostering young children's adaptive abilities, including self-help skills. These studies highlight the importance of parents in shaping children's abilities through active participation in their education and daily routines. The discrepancy in the current study's results compared to earlier findings could be due to a variety of factors, including differences in time, context, or the specific settings in which these studies were conducted. Despite the lack of a statistically significant relationship in this study, it remains crucial for educators to collaborate with parents in nurturing children's skills both at home and in school. Goralczyk (2021) emphasizes that parental involvement contributes to the holistic development of children, impacting their overall well-being and academic success. Parents play a vital role in monitoring and guiding their children's development, which is reflected in other aspects of their growth, such as emotional and social competencies (Yukay Yüksel et al., 2022). Therefore, while this study found no significant correlation, parental involvement should not be undervalued in the broader context of child development.

5. Conclusion

The study's results show that the parents' educational backgrounds are varied; most have finished high school, but only a small percentage have gone on to get degrees. Despite this disparity in levels of knowledge, parents are nevertheless quite involved in their children's schools, showing up for important events like parent-teacher conferences and offering help with homework. Volunteering at school events and participating in extracurricular activities are two areas that could use some work. On the whole, the students are rather good at helping themselves. While some areas, including personal cleanliness, dressing, and feeding, are evaluated as "Proficient" or "Advanced," talents like meal preparation and accident management are categorised as "Approaching Proficiency," indicating a need for additional support and instruction in these areas. Parental participation, as measured in this study, does not significantly affect the development of self-help abilities, as indicated by the analysis of the link between the two. Learners' self-help skills were not significantly correlated with parental involvement. This conclusion goes against previous research, but it highlights how many factors influence the development of self-help skills and implies that other variables, like interventions in schools or learner traits, might be more important.

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