

# Parents - Mediated Instructional Delivery to Kindergarten Learners

Myrna O. Carrascal<sup>1</sup>, Napoleon U. Meimban, PhD<sup>2</sup>

Department of Education Pangasinan II Division–Sto Domingo Elementary School, Address: Sto Domingo, San Manuel, Pangasinan 2438, Philippines

Email: myrna.carrascal[at]deped.gov.ph

**Abstract:** *This study determined the extent of parents-mediated instructional delivery to kindergarten learners in Pangasinan II Division, S.Y. 2021-2022. It looked into - 1) profile of the respondent 2) extent of parents-mediated instructional delivery 3) significant mean differences 4) significant relationships between the extents of parents-mediated instructional delivery to kindergarten and the profile variables. 5) formulate an enhancement program. Normative-descriptive was employed and the questionnaire checklist was used for data-gathering. Multi-stage sampling design, frequency counts, percentage, and Multivariate Analysis of Variance (MANOVA) specifically Wilk's Lambda and Hotelling's Trace were employed. This research concluded that most kindergarten parents are in their early adulthood years; belong to low-income, small families, and value their mother tongue. Parents did their instructional mediation with their respective children very extensively. The variable highest educational attainment, monthly family income, and occupation are found to have contributed to the variability in the extent of mediated instruction of the respondent-parents to their kindergarten children. The extent of instructional mediation by parents to their kindergarten children is correlated to the variables, namely: highest educational attainment, occupation, and family income. The researcher recommends the school conduct programs helping parents to augment their income, proposed enhancement programs should be implemented, and organized activities like symposia and fora that focused on the best practices in parent-mediated instruction be implemented. Other research studies should be conducted to look into other aspects of parent-mediation in instruction.*

**Keywords:** parents-mediated, Kindergarten

## 1. Introduction

Many parents think that as soon as their children enroll and go to school, students can enjoy themselves and let the teacher take charge of them. However, some research shows that parents have a more significant impact on their children's academic results than teachers. Parents can give a head start to their children by educating them at home, especially these times education occurs not only within the Philippines but in many countries around the globe. Worldwide, United Nations (2020) led a report entitled "Education during COVID-19 and beyond". Hence, this emphasizes that education isn't only a primary human right. It is an enabling right with a sincere impact on fulfilling all other human virtue. World Economic Forum (WEF) (2020) reported that over 1.2 billion students in 186 countries are now out of the classroom. Education completely changed from face-to-face teaching to e-learning, wherein teaching was undertaken remotely and digitally. In Asia, the Association of Southeast Asian Nations (ASEAN, 2020) ASEAN Rapid Assessment: The Impact of COVID-19 on Livelihoods across ASEAN Jakarta states that parents and guardians have been the most immediate source of school closure support for students in home-based learning. The Asia-Pacific Regional Network for Early Childhood (ARNEC) worked with ASEAN countries to provide guidelines for parents and guardians of young children. In Brunei, these guidelines include 1) providing a learning space for young children at home, 2) communicating with teachers and school staff, 3) supporting children's education at their own pace, and 4) supporting schools monitoring children's education at home. Aside from television and radio, many ASEAN schools rely on SMS and social media to reach students in rural and remote areas. In the Philippines, the Department of Education (DepEd, 2020)

issued an official statement based on the PAHAYAG End-of-the-Year survey, an independent and non-commissioned poll done by PUBLiCUS Asia Incorporated covering December 3-9, 2020. The results show that most (about 75 percent) of the respondents are willing to use the blended learning environment during the pandemic. Public, including parents and guardians, continuous cooperation and support for implementing Basic Education-Learning Continuity Plan (BE-LCP) were beneficial. As far as the education of children is concerned, many parents believe that they only add little more than their role in the development of character and behaviors. Vygotsky's academic framework for comprehending academic achievement is relevant to this study. Thus, embracing this information or activities points to the child's achievement and leads to forward-thinking skills. Epstein J. et al. (2002), a well-known group of researchers on parental involvement, developed six types of parental participation and studied the importance of school, family, and community partnerships in caring for children that align with Vygotsky's Social Learning. Desforges C. & Abouchar A. (2003) determined that parental involvement in the form of at-home good parenting' has a strong positive effect on children's attainment and adjustment even after other factors determining achievement have been taken out of the equation.

Villarreal A. (2005), in his newsletter entitled, "Parents as First Teachers- Creating an Enriched Home Learning Environment," asserts using parenting workshops for inspiring learning opportunities during children's formative ages should be encouraged. By taking responsibility seriously parents, and children will absorb life experiences indiscriminately. Excellent relations between parents and their children are important in children's progress and development.

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Robles S. (2011) study verified that when parents' involvement happens in their children's learning, regardless of families' earnings, parents' educational level, or cultural background, children are anticipated to get higher grades and enroll in challenging-level programs. Further, they are promoted, pass their classes, attend ol frequently, and can advance to higher education. It was found that parental involvement is more influential in determining a children's school success than all of the significant factors combined. Thus, this result provided an essential basis for future educational policy formation.

Rapp, N., & Duncan, H. (2012) from Brandon University, similarly showed that parental participation is essential for children's school academic achievement. Students improve when the schools participate in families in a routine connected to improving learning. Generating and applying an active parental involvement model is vital in growing student accomplishment in school.

Badri M. et al. (2014) study clearly show the relationships between parent involvement and school adjustment behaviors contributing to the broader constructs of hyperactivity, internalizing, and externalizing behaviors for children attending KG-1 public schools across the United Arab Emirates.

Hashmi J.'s (2015) study has shown that support and encouragement from parents have increased the educational aspirations of students. Parent engagement through the monitoring of homework and through the behavior of communicating with school staff is linked with higher rates of attendance, homework completion, student achievement, graduation, and college enrollment. These students face challenges in designing and planning for a college education, and parental assistance is shown to diminish these challenges. Sawyer M. (2015) study indicated that parent involvement, in a child's learning can follow in different school-related contexts, such as assisting with schoolwork and helping academic development. As a result of the study, the BRIDGES model was developed. BRIDGES stand for Build, Recruit, Individualize, Dialogue, Generate, Empower, and Strengthen which is a framework for parents' involvement in seven steps. Shanahan T. & Lonigan C. (2020), authors of the article: "The National Early Literacy Panel," report that the meta-analysis of several studies on the influences of home and parent programs on the literary skills of young children indicates that these interventions produce a moderate to a significant effect on oral language products and general intellectual abilities. However, some parents may find it difficult to mediate their children - especially during the COVID-19 crisis due to a lack of time, limited digital skills, or curricular limitations. Thus, there is still a need for an intensive study and review of parents-mediated of implementation the modular distance learning modality in the new normal. Hence, this study was conceptualized.

### 1.1 Objectives of the study

This study determined the extent of parents-mediated instructional delivery to kindergarten learners. This research specifically sought to address the following questions:

- 1) What is the profile of the respondent-parents with respect to the following variables;
  - a) Sex;
  - b) age;
  - c) highest educational attainment;
  - d) occupation;
  - e) monthly family income (based on the NEDA 2018 scale);
  - f) no. of children; and
  - g) mother tongue used?
- 2) What is the extent of parents-mediated instructional delivery to the kindergarten in the following domains?
  - a) Socio-Emotional Development;
  - b) Values Development
  - c) Physical Health and Motor Development;
  - d) Aesthetic/ Creative Development;
  - e) Numeracy;
  - f) Understanding of the physical and Natural Environment; and
  - g) Language, Literacy, and Communication?
- 3) Are there significant mean differences in the extent of parents-mediated instructional delivery to kindergarten learners across profile variables?
- 4) Are there significant relationships between the extent of parents-mediated instructional delivery to kindergarten learners and the selected profile variables?
- 5) What enhancement program could be formulated, proposed, and implemented to improve the parents-mediated instructional delivery to kindergarten learners?

## 2. Materials and Methods

### 2.1 Research Design

This research used the Normative-descriptive method of research. Descriptive research involves gathering data describing events and then organizing, tabulating, depicting, and describing the data collection. (O'Leary, Z., 2017) The descriptive method used to establish the baseline data on the parents and or guardian demographic profile, the extent of parents-mediated instructional delivery to the kindergarten learners, significant mean differences in the extent of parents-mediated instructional delivery to the kindergarten learners across profile variables, their significant relationship between the extent of parents-mediated instructional delivery and developed enhance a program that could be formulated and implement to improve parents-mediated instructional delivery to kindergarten learners.

### 2.2 Population and Locale of the Study

The study subjects included 385kindergarten parents from the Division of Pangasinan II during the SY 2020-2021.

### 2.3 Data Collection Instrument

The researcher used a questionnaire checklist instrument made explicitly for the study based on the constructed problems. The kindergarten teachers were informed and requested to identify the parents of their kindergarten pupils who served as respondents of this study. The data-gathering underwent online through the used Google Forms or a printed Questionnaire-Checklist.To ensure that necessary

instructions and clarifications were administered to the respondent-parents and to guarantee the 100 percent retrieval of the answered questionnaire, the concerned Kindergarten educators assisted the researcher.

**2.4 Treatment of Data**

In order to treat the numerical results on the specific problem in this study, statistical tools such as frequency count, percentage, weighted average, Multivariate Analysis of Variance, specifically Wilk’s Lambda and Hotelling’s Trace, were employed and multiple comparison test (Tukey SHD) were used.

**3. Results and Discussion**

**3.1 Table 1: Profile of the respondents**

Profile of the Respondents	Variables	Frequency (F)	Percentage (%)
Sex	Female	334	86.8
	Male	51	13.2
Age	20 Below	14	3.6
	21 -30	139	36.1
	31 - 40	163	42.3
	41 - 50	56	14.5
	51 and above	13	3.4
Highest Educational Attainment	Did not attend school	1	.3
	Elementary Graduate	10	2.6
	High School Graduate	196	50.9
	Vocational	57	14.8
	College Graduate	90	23.4
	Master's/ Doctorate Degree	31	8.1
Occupation	Menial	318	82.6
	Technical	7	1.8
	Professional	60	15.6
Monthly Family Income	11,690 and below	246	63.9
	11,691– 23,381	78	20.3
	23,382 - 46,761	45	11.7
	46,762 - 81,832	8	2.1
	81,833 - 140,284	3	.8
	140,285 and above	5	1.3
Number of Children	1 - 2	220	57.1
	3 - 4	126	32.7
	5 - 6	30	7.8
	7 - 8	9	2.3
Mother Tongue Used at Home	Tagalog	91	23.6
	Iloko	157	40.8
	Pangasinan	128	33.2
	Taglish	9	2.3

In terms of age, the majority of the respondents’ parents and guardians belong to the age bracket 31- 40 is 163 or 42.3 percent, while the rest belong to the age bracket 21-30, 139 or 36.1 percent, 41-50 age bracket had 56 or 14.5 percent, 20 below had 14 or 3.6 percent, and 51 above is 13 or 3.4 percent only. As reflected in the table, 196 or 50.9 percent have graduated high school or secondary schooling, 90 or 23.4 percent are with bachelor’s degree or college graduate, 57 or 14.8 percent are undergoing vocational, 31 or 8.1 percent with Master’s/Ph.D. /Ed.D. Units, 10 or 2.6, are elementary graduate while 1 or 0.3 percent does not attend school. It can be seen that the greatest number is in the group classified as menial with a frequency of 318 or 82.6 percent. The results

show how the parent/guardian values the family planning for not having many children. Most of the parents used Iloko and Pangasinan as their language at home.

**3.2 Table 2: Extent of Parents–Mediated Instructional Delivery to Kindergarten Learners along Socio–Emotional Development**

Indicators	WM	DE	TR
As A Parent/Guardian, I...			
1) Engage in appropriate social interactions throughout their daily experiences and routines	4.24	A	HE
2) Reach out my child and be responsive to his/her needs and preferences	4.52	A	HE
3) Ask my child meaningful questions about his/her actions, interests, and feelings	4.46	A	HE
4) Improve his/her ability to manage his/her emotions to match the situation and environment and to control his/her emotions	4.56	A	HE
5) Ensure sensitivity to my child’s unique needs and experiences	4.44	A	HE
6) Engage pretend play with his/her friends and use words and sentences to express his/her feelings and thoughts	4.17	O	E
7) Make or buy books available that discuss feelings and social interactions	3.92	O	E
8) Include emotion words in conversations with my child	4.24	A	HE
9) Encourage my child to use his/her words and talk to his/her peers when conflicts arise	4.57	A	HE
10) Display a variety of emotions in different ways	4.36	A	HE
AWM	4.35	A	HE

**Legend**

Rating Scale	Descriptive Equivalent (DE)	Transmuted Rating (TR)
4.20- 5.00	Always (A)	Highly Extensive (HE)
3.40- 4.19	Often (O)	Extensive (E)
2.60- 3.39	Sometimes (So)	Moderately Extensive (ME)
1.80- 2.59	Seldom (Se)	Slightly Extensive (SE)
1.00- 1.79	Never (N)	Not Extensive (NE)

As shown in the table, it revealed that the extent of parents-mediated instructional delivery to kindergarten learners along socio-emotional development obtained an average weighted mean of 4.35, denoting a "Highly Extensive" transmuted rating. Eight (8) indicators were rated "Highly Extensive," with weighted means ranging from 4.24 to 4.57. Thus, this could mean that the parents/guardians are fully aware of their roles in mediating socio-emotional development. They always engage inappropriate social interactions in their home and give importance to children's unique needs and skills. They display various emotions in different ways in mediating their children to improve their ability to manage their emotions in different situations. Through the proper management of emotions among children, they will overcome maladjustments in a particular environment and situations.

**3.3. Table 3:** Extent of Parents–Mediated Instructional Delivery to Kindergarten Learners along Values Development

Indicators As A Parent/Guardian, I...	WM	DE	TR
1) Teach my child’s values such as truth, humility, honesty, love, peace, non-violence, kindness, concerns and respect for others	4.86	A	HE
2) Train my child to become responsible citizens in his/her personal and social lives	4.78	A	HE
3) Give set of house rules and regulations	4.60	A	HE
4) Teach values through examples and models	4.78	A	HE
5) Promote intellectual wisdom and nature to do what is morally correct and good	4.75	A	HE
6) Teach values through stories with moral lessons	4.71	A	HE
7) Teach values through examining personal actions of self and others	4.68	A	HE
8) Encourage him/her to act what is right	4.82	A	HE
9) Monitor my child’s emotions and agree if it is right	4.70	A	HE
10) Get my child involve with activities that stimulate moral development	4.55	A	HE
AWM	4.72	A	HE

**Legend**

Rating Scale	Descriptive Equivalent (DE)	Transmuted Rating (TR)
4.20- 5.00	Always (A)	Highly Extensive (HE)
3.40- 4.19	Often (O)	Extensive (E)
2.60- 3.39	Sometimes (So)	Moderately Extensive (ME)
1.80- 2.59	Seldom (Se)	Slightly Extensive (SE)
1.00- 1.79	Never (N)	Not Extensive (NE)

These are setting home management rules and regulations, teaching values through stories with moral lessons, and developing pupils' values such as truth, humility, honesty, perseverance, cooperation, love, compassion, peace, non-violence, courage, equality, duty, morality, kindness, righteousness, the dignity of labor and concern for others. On the other hand, item no. 10 got the lowest rating of 4.55, though it is still described as "Highly Extensive." Ryan M. R. & Deci E. L. (2000) pointed out parents are often model values unconsciously, and one of the ways that parents or guardians can help children to develop their values is to give those experiences where they can become more reflective and analytical based on their experienced and what they see.

Table 3 reflects the extent of parents–mediated instructional delivery to kindergarten learners along with physical and motor development. It can be seen in the table that the extent of parents–mediated instructional delivery to kindergarten learners along with physical and motor development obtained an overall weighted mean of 4.60, described as "Highly Extensive." All ten (10) indicators were rated "Highly Extensive," obtaining weighted means ranging from 4.28 to 4.78. This would imply that the parents/guardians are excellent at mediating their children's physical health and motor development.

**3.4. Table 4:** Extent of Parents–Mediated Instructional Delivery to Kindergarten Learners along Physical Health and Motor Development

Indicators As A Parent/Guardian, I...	WM	DE	TR
1) Create safe indoor and outdoor learning environments that invite my child to move his/her body, explore his/her surroundings and practice fine and gross motor skills	4.78	A	HE
2) Involve my whole family by sharing information about physical health development	4.56	A	HE
3) Include sufficient time in the daily schedule for my child to do things for himself/herself without feeling rush, such as eating and personal hygiene	4.70	A	HE
4) Discuss the importance of rest and sleep	4.75	A	HE
5) Provide toys and materials that offer practice for fine motor skills and eye – hand coordination, such as puzzles, pegs, blocks, beads and lacing cards	4.28	A	HE
6) Play games and sing songs with movements that my child can imitate	4.40	A	HE
7) Encourage my child to help simple household chores	4.65	A	HE
8) Provide space and opportunities both inside and outside for my child for physical activities (walking, running, jumping and climbing)	4.63	A	HE
9) Offer activities that help my child learn about his/her bodies, how they work, and what is good for his/her health	4.65	A	HE
10) Serve as an enthusiastic role model for practices that support health and physical activity	4.64	A	HE
MEAN	4.60	A	HE

**Legend**

Rating Scale	Descriptive Equivalent (DE)	Transmuted Rating (TR)
4.20- 5.00	Always (A)	Highly Extensive (HE)
3.40- 4.19	Often (O)	Extensive (E)
2.60- 3.39	Sometimes (So)	Moderately Extensive (ME)
1.80- 2.59	Seldom (Se)	Slightly Extensive (SE)
1.00- 1.79	Never (N)	Not Extensive (NE)

Table 4 presents the extent of parents–mediated instructional delivery to kindergarten learners along with aesthetic/creative development. It is reflected in the table that the extent of parents–mediated instructional delivery to kindergarten learners along aesthetic/creative development obtained an overall weighted mean of 4.56, described as "Highly Extensive." All ten (10) indicators were rated "Highly Extensive" with weighted means that range from 4.51 to 4.69. Hence, this would imply that the parents/guardians are skillful in teaching aesthetic/creative development.

**3.5. Table 5:** Extent of Parents–Mediated Instructional Delivery to Kindergarten Learners along Aesthetic/ Creative Development

Indicators As A Parent/Guardian, I...	WM	DE	TR
1) Teach and encourage the creative and aesthetic side of my child in all activities laid out (art, music, dance/movement, creative role play and literature)	4.46	A	HE
2) Let my child free to express his/her innermost feelings or personal thoughts	4.57	A	HE

3) Provide activities that allow my child appropriate inquiry, reflection, wondering, curiosity and supported confusion	4.39	A	HE
4) Provide an array of experiences to build my child's foundation of knowledge	4.42	A	HE
5) Emphasize process not the product, ask my child to tell about his/her creation and notice what he/she discovered	4.39	A	HE
6) Help my child to make sense of the worlds and express feelings	4.59	A	HE
7) Encourage possibility thinking	4.68	A	HE
8) Help to develop emotional vocabulary at home so my child can identify and put his/her feelings into words	4.72	A	HE
9) Help to develop habits of mind: self-discipline, openness to experience, risk taking, and group trust	4.73	A	HE
10) Let my child explore ideas and create meaning about the world around him/her	4.63	A	HE
Mean	4.56	A	HE

Legend

Rating Scale	Descriptive Equivalent (DE)	Transmuted Rating (TR)
4.20- 5.00	Always (A)	Highly Extensive (HE)
3.40- 4.19	Often (O)	Extensive (E)
2.60- 3.39	Sometimes (So)	Moderately Extensive (ME)
1.80- 2.59	Seldom (Se)	Slightly Extensive (SE)
1.00- 1.79	Never (N)	Not Extensive (NE)

Consequently, the results show that they let their children express feelings, encourage possibility thinking, develop habits of mind, explore ideas, create meaning about the world around them, and encourage their child's creative and aesthetic side in all activities laid out. WISDOM Home Schooling, located in Canada, founded by Kem Noster, instills a scheme that focuses on procedure, meaning, and transformation. Wisdom created a program where a parent focuses on how to think more rather than what to think. This way, parents can motivate brain change in the learner, overcome weak areas, and use a learner's gifts. Table 5 shows the extent of parents-mediated instructional delivery to kindergarten learners along with Numeracy Development.

It is revealed in the table that the extent of parents-mediated instructional delivery to kindergarten learners along with numeracy development obtained an overall weighted mean of 4.27, described as "Highly Extensive." Eight (8) indicators were rated "Highly Extensive" with weighted means that range from 4.26 to 4.43. Thus, this could mean that parents/guardians enhance their children's natural interest in Numeracy and their disposition to use it by providing children's deep and sustained interaction with numerical ideas.

The two indicators have an "Extensive" rating and a high mean of 4.10 and 4.06. Aside from this, they are competent in providing a mathematically rich environment that includes manipulative blocks, puzzles, number books, and board games and incorporating the language of numeracy throughout the day.

3.6 Table 6: Extent of Parents-Mediated Instructional Delivery to Kindergarten Learners along Numeracy Development

Indicators As A Parent/Guardian, I...	WM	DE	TR
1) Provide a mathematically rich environment which includes manipulative, blocks, puzzles, number books and board games	4.26	A	HE
2) Incorporate the language of mathematics throughout the day	4.10	O	E
3) Enhance my child's natural interest's in mathematics and his/her disposition to use it to make sense of his/her physical and social worlds	4.38	A	HE
4) Provide my child's deep and sustained interaction with the key mathematical ideas	4.35	A	HE
5) Use literature to introduce mathematical concepts or whatever available materials in his/her surroundings then reinforce with hands-on activities	4.26	A	HE
6) Involve the whole family to play math games that add excitement such as checkers, math bingo, uno, etc.	4.06	O	E
7) Encourage my child to talk about and show a math problem in a way that makes sense	4.24	A	HE
8) Talk about math in positive way	4.31	A	HE
9) Connect math to everyday life and help my child how math influences them (i.e. shapes traffic signs, telling time, etc.)	4.35	A	HE
10) Use games and constructive competition to practice and review numeracy skills	4.43	A	HE
Mean	4.27	A	HE

Legend

Rating Scale	Descriptive Equivalent (DE)	Transmuted Rating (TR)
4.20- 5.00	Always (A)	Highly Extensive (HE)
3.40- 4.19	Often (O)	Extensive (E)
2.60- 3.39	Sometimes (So)	Moderately Extensive (ME)
1.80- 2.59	Seldom (Se)	Slightly Extensive (SE)
1.00- 1.79	Never (N)	Not Extensive (NE)

These results were supported by Ginsburg H.P. et al.'s (2008) conclusion that young children who develop wide-ranging everyday numeracy can learn additional and deeper numeracy than typically expected. They also found that fruitful mathematics education for young children appears to hold countless promises for improving advanced achievement, particularly in low-SES students at risk of inferior education from preschool onwards.

The National Council of Teachers of Mathematics (NCTM) affirms that high-quality, searching, and accessible mathematics education for 3- to 6-year-old children is essential for future numeracy learning. Thus, children should practice effective, research-based curricula and teaching practices in every early childhood situation.

3.7 Table 7: Extent of Parents-Mediated Instructional Delivery to Their Kindergarten Children along Understanding of the Physical and Natural Development

Indicators As A Parent/Guardian, I...	WM	DE	TR
1) Design some part of our house by organizing its spaces, furnishings, and materials to maximize the learning	4.30	A	HE

opportunities and the engagement of my child			
2) Make sure that the materials we use is accessible that involve books at different levels, placing materials within easy reach on a shelf or creating ample space	4.33	A	HE
3) Use visual and environment cues to help my child to know what to do	4.39	A	HE
4) Help my child to develop a love for nature	4.45	A	HE
5) Create opportunities to promote learning about nature	4.39	A	HE
6) Design our home by organizing its spaces, furnishings and materials to maximize the learning opportunities and the engagement of my child	4.31	A	HE
7) Apply concept which stresses that the environment and its materials should be accessible	4.18	O	E
8) Provide books or comics at different reading levels, placing within easy reach on a shelf	4.22	A	HE
9) Use visual and environmental cues to help my child know what to do	4.44	A	HE
10) Create a communication board and welcome area in one corner of our house to share information	4.12	O	E
MEAN	4.31	A	HE

Legend

Rating Scale	Descriptive Equivalent (DE)	Transmuted Rating (TR)
4.20- 5.00	Always (A)	Highly Extensive (HE)
3.40- 4.19	Often (O)	Extensive (E)
2.60- 3.39	Sometimes (So)	Moderately Extensive (ME)
1.80- 2.59	Seldom (Se)	Slightly Extensive (SE)
1.00- 1.79	Never (N)	Not Extensive (NE)

Table 5f shows the extent of parents-mediated instructional delivery to kindergarten learners along with the understanding of physical and natural development.

It is revealed in the table that the extent of parents-mediated instructional delivery to kindergarten learners, along with the understanding of the physical and natural development, obtained an overall weighted mean of 4.31, described as "Highly Extensive." Eight (8) indicators were rated "Highly Extensive" with weighted means that range from 4.22 to 4.45. Hence, this could mean that parents/guardians enhanced their children's understanding of physical and natural development. And the table also shows, based on the results, that the parents/guardians are slightly low in two indicators which are applying concept which stresses the environment and its materials should be accessible and creating a communication board and welcome area in one corner of the house to share information rated "Extensive" with weighted means 4.12 to 4.18.

Hashmi J.'s (2015) research has shown that support and encouragement from parents have increased the educational aspirations of students. The study also found that parent engagement, through the monitoring of homework and through the behavior of communicating with school staff, is linked with higher rates of attendance, homework completion, student achievement, graduation, and college enrollment. Additionally, Sawyer M. (2015) emphasized parent involvement in a child's Learning can follow in

different school-related contexts, such as assisting with schoolwork and helping academic development at home. Table 5g presents the extent of parents-mediated instructional delivery to kindergarten learners along with language, literacy, and communication.

It is reflected in the table that the extent of parents-mediated instructional delivery to kindergarten learners along with language, literacy, and communication obtained an overall weighted mean of 4.44, described as "Highly Extensive."

**3.8 Table 8:** Extent of Parents-Mediated Instructional Delivery to Kindergarten Learners along Language, Literacy and Communication

Indicators	WM	D E	TR
As A Parent/Guardian, I...			
1) Listen to my child's response and provided the essential background knowledge needed to enrich the reading experience	4.58	A	HE
2) Provide explicit, systematic instruction in vocabulary	4.38	A	HE
3) Provide opportunities for self-directed activities of my child to match his/her interests and language abilities	4.41	A	HE
4) Use open questions that can have multiple answers, to help my child expand his/her own voice of expression	4.50	A	HE
5) Encourage my child to talk by providing prompts when my child need help in expressing himself/herself	4.53	A	HE
6) Use all forms of verbal expression to read, including reading, singing, and conversing about the content of the books or songs	4.41	A	HE
7) Incorporating my child's language when possible	4.45	A	HE
8) Promote essential early literacy skills like phonological awareness and print awareness	4.32	A	HE
9) Presenting vocabulary thematically to help my child make associations between words and scaffolds pupil's learning	4.39	A	HE
10) Including explanations of targeted vocabulary that can support word learning	4.45	A	HE
MEAN	4.44	A	HE

Legend

Rating Scale	Descriptive Equivalent (DE)	Transmuted Rating (TR)
4.20- 5.00	Always (A)	Highly Extensive (HE)
3.40- 4.19	Often (O)	Extensive (E)
2.60- 3.39	Sometimes (So)	Moderately Extensive (ME)
1.80- 2.59	Seldom (Se)	Slightly Extensive (SE)
1.00- 1.79	Never (N)	Not Extensive (NE)

All ten (10) indicators were rated "Highly Extensive" with weighted means that range from 4.32 to 4.58. This would imply that the parents/guardians are skillful in mediating kindergarten in language, literacy, and communication. They are familiar with the proper techniques and strategies in teaching, considering that they provide explicit, systematic instruction in vocabulary and incorporate children's language. Aside from this, they encourage their children to talk by providing prompts when they need help expressing themselves. Shanahan T. & Lonigan C. (2020), authors of The National Early Literacy Panel, also report about parent and home programs. The outcomes from the meta-analysis of the influences of home and parent programs on the

literacy skills of young children indicate that these interventions produce a moderate to big effect on oral language products and general intellectual abilities. The commonality across all of the programs considered in this set of studies was that they involved parents as the agents of intervention; beyond that, the efforts varied greatly (i.e., some programs had general goals of improving children's health, behavior, or cognitive functioning, and other programs had more specific goals such as improving children's oral language skills).

**3.9 Table 9:** Summary Table on the Extent of Parents–Mediated Instructional Delivery to Kindergarten Learners

Indicators	OWM	DE	TR
Socio-emotional Development	4.35	A	HE
Values Development	4.72	A	HE
Physical Health and Motor Development	4.60	A	HE
Numeracy Development	4.27	A	HE
Aesthetic/ Creative Development	4.56	A	HE
Understanding of the Physical and Natural Development	4.31	A	HE
Language, Literacy, and Communication	4.44	A	HE
Grand OWM	4.47	A	HE

#### Legend

Rating Scale	Descriptive Equivalent (DE)	Transmuted Rating (TR)
4.20- 5.00	Always (A)	Highly Extensive (HE)
3.40- 4.19	Often (O)	Extensive (E)
2.60- 3.39	Sometimes (So)	Moderately Extensive (ME)
1.80- 2.59	Seldom (Se)	Slightly Extensive (SE)
1.00- 1.79	Never (N)	Not Extensive (NE)

It can be seen in the table that the grand overall weighted mean of the summary of the extent of parents–mediated instructional delivery to kindergarten learners along with socio-emotional development, values development, physical health and motor development, numeracy development, language, literacy, and communication, and aesthetic/creative development obtained a grand overall weighted mean of 4.47 described as “Highly Extensive.” All seven (7) domains were rated “Highly Extensive” with a weighted mean that ranges from 4.27 to 4.72, where values development got the highest rank while numeracy development obtained the lowest rank although they have the same transmuted rating; “Highly Extensive.” This would imply that the parents/guardians prioritize the teaching of values developed over the other areas. Thus, considering this is a great path for learning essential values like love, acceptance, collaboration, peace, co-existence, and respect for others, which are critical for young children. On the other hand, learning numeracy is also considered one of the essential aspects of the lives of the kindergarten because this area is designed to respond to emerging skills, abilities, and interests of individual children in later academic success.

## 4. Conclusions

Based on the afore-cited findings of this study, this study concludes that most kindergarten parents of the Pangasinan II Division are in their early adulthood years, belong to low-income families, small families, and who value their mother tongue. Further, respondent-parents did their instructional mediation to their respective children very extensively.

Furthermore, the variables, namely: highest educational attainment, monthly family income, and occupation contributed to the variability in the extent of mediated instruction by the respondent-parents to their respective kindergarten children. Parents' extent of instructional mediation to their kindergarten children is correlated to the variables: highest educational attainment, occupation, and family income. An enhancement training program for parents of kindergarten children involved in parent-mediated instruction was formulated and proposed based on the indicator statements in the questionnaire with the lowest weighted mean. **5.**

## 5. Recommendations

Based on the conclusions of the study, the researcher arrived at the following recommendations to enhance parents-mediated instructional delivery in kindergarten. For the institution, specifically the school, the researchers highly recommend conducting a program for helping parents to augment their income by providing skills training. Further, the proposed enhancement program should be implemented to improve the respondents' parent-mediated instruction. Activities like symposia and fora that focus on the best practices in parent-mediated teaching should be organized and conducted to disseminate research-generated knowledge and the findings of this study. Other research studies should look into other aspects of the extent of mediated education by parents in kindergarten using other variables in a wider venue.

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## Author Profile

**Myrna Ote-Carrascal** was born in Sta Cruz, Davao Del Sur on March 19, 1982. She just recently finished her post-graduate studies with the degree of Doctor of Education in Educational Management at Urdaneta City University (UCU). Currently, she works as a Kindergarten Teacher III at Sto Domingo Elementary School. Happily married with 2 children.