



Parental Involvement and Socio-emotional Skills of the Kindergarten Pupils

A Correlational Study

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Abstract

Academic achievement does not guarantee success in school; one must also work on establishing the students' socio-emotional abilities to interact with teachers and peers. Socio-emotional development describes the ways in which children learn to communicate and express their emotions, form bonds with others, and engage in social abilities. Prioritizing socio-emotional development in preschool and kindergarten is essential. The purpose of this study is to examine the influence of parental involvement and socio-emotional skills of the kindergarten pupils of Pagasinan Elementary School. This study utilized quantitative descriptive research design to investigate the socio-emotional skills of kindergarten pupils in Sanga-Sanga, Bongao, Tawi-Tawi. The research specifically examined the influence of parental involvement on the socio-emotional skills of these young learners, utilizing quantitative research methods for data analysis and interpretation. Parents of Pagasinan Elementary School are highly involved in various aspects of their children's education. This includes fulfilling basic obligations, maintaining school-to-home communication, participating in school activities, and engaging in home learning activities. The kindergarten pupils possess strong socio-emotional skills as perceived by their teachers. Specifically, pupils show a high level of self-awareness and advanced level of self-management. There is moderate positive and statistically significant correlation between parents' involvement and the socio-emotional skills of kindergarten pupils. As parents' involvement, so does the socio-emotional of the pupils.

Keywords: Education; Kindergarten Pupils; Parental Involvement; Philippines; Socio-emotional Skills

Introduction

In the dynamic landscape of early childhood education, the role of parents in their child's academic journey is increasingly recognized as a pivotal factor in shaping educational outcomes. Kindergarten, as the foundational stage of formal education, lays the groundwork for a child's cognitive, social, and emotional development. Parental involvement is a significant topic because it is crucial to a child's socio-emotional development, thus this study would like to look into whether a correlation exists between parental involvement and socio-emotional skills of the kindergarten pupils. In accordance with this, self-awareness and self-management improve when parents are actively involved in their child's socio-emotional learning. Understanding and promoting parental involvement, we can contribute to the success and general well-being of children.

According to Epstein [1][2], there are numerous reasons for developing and establishing a partnership between school, family and community. The main reason for such collaboration is to help students in succeeding at school. Other reasons include improving school climate and programs,

developing parental skills and leadership, assisting families in connecting with others in the school and the community, and assisting teachers with their work. All these reasons highlight the significance of parents taking an active role in their children's education, as well as maintaining a strong and positive relationship with schools.

However, academic achievement does not guarantee success in school; one must also work on establishing the students' socio-emotional abilities to interact with teachers and peers. Socio-emotional development describes the ways in which children learn to communicate and express their emotions, form bonds with others, and engage in social abilities. Prioritizing socio-emotional development in preschool and kindergarten is essential.

Early childhood was the starting point for socio-emotional issues, according to a 2013 study by Aubrey and Ward. In their first educational setting, children with healthy social emotions can encourage positive behaviors and pay attention to self-control [3]. However, preschoolers with severely impaired socio-emotional development may have severe behavioral issues. Given this, educators must implement new tactics to enhance kids' socio-emotional growth and encourage positive behavior in preschoolers [4][5].

When children are in preschool, their socio-emotional development poses a significant obstacle [6]. According to studies, preschoolers with strong socio-emotional development can form wholesome bonds with their teachers and peers [7][8]. Thus, it is thought that a child's socio-emotional development is crucial during their formative years [9]. This increases the likelihood that kids may experience stress while also assisting them in avoiding more significant emotional and social issues down the road [10][11]. Furthermore, children's performance in academic and social environments as they get older is ensured by their healthy socio-emotional development [12][13].

Socio-emotional intelligence is made up of abilities that help children process social and emotional information more easily, solve problems more effectively, and exercise leadership in situations where they must interact with others and, as a result, manage a range of emotions [14]. Similarly, we talk about how crucial parents are as support networks for kids' social and emotional development, which is viewed as a process by which kids pick up and use the skills, knowledge, and dispositions that will enable them to comprehend and establish objectives, control your emotions, practice empathy for others, and make wise choices [15][16].

It is universally acknowledged that parents play a crucial role in loving and caring for their children. Their role has become even more significant as research suggests that they have a profound impact on their children's social, emotional, and academic development. In a study conducted with fifty-two Maranao senior kindergarten pupils of Ranao Council-Al-Khwarizmi International College-Science Laboratory School and their respective parents were chosen as respondents, it was found that authoritative parenting was the most prevalent style. This parenting style was characterized by parents actively encouraging and acknowledging their children's positive behavior. As a result, the majority of the preschoolers excelled academically and displayed positive socio-emotional skills.

In school, parents are attending parent-teacher conferences, and school functions to stay informed about their child's progress and engage with teachers and school staff. Parents are offering

their time and skills to assist in school activities, such as participating in parent-teacher organizations. Moreover, regular communication between parents and teachers, either through face-to-face meetings or phone calls, to discuss their child's academic progress, strengths, and areas for improvement. Parents are also providing assistance and guidance to their children with homework assignments, projects, and studying, reinforcing the importance of education and helping children develop good study habits. Furthermore, parents are actively participating in school decision-making processes, such as attending school meetings, to contribute their perspectives and advocate for their child's needs. Parents are instilling a positive attitude towards education, setting high expectations, and expressing interest in their child's socio-emotional learning.

The purpose of this study is to examine the influence of parental involvement and socio-emotional skills of the kindergarten pupils of Pagasinan Elementary School. Specifically this study sought to answer the following questions:

- To what extent the parental involvement of the parents in terms of Basic obligations, School-to-home communications, Parental involvement at school, and Parent participation home learning activities?
- What is the overall socio-emotional skills of kindergarten pupils as perceived by their teachers in terms of Self-awareness and Self-management?
- Is there a significant relationship between parental involvement and the socio-emotional skills of kindergarten pupils?

There is no significant relationship between parental involvement and the socio-emotional skills of the kindergarten pupils.

Materials and Methods

A. Research Design

This study utilized quantitative descriptive research design to investigate the socio-emotional skills of kindergarten pupils in Sanga-Sanga, Bongao, Tawi-Tawi. The research specifically examined the influence of parental involvement on the socio-emotional skills of these young learners, utilizing quantitative research methods for data analysis and interpretation.

B. Research Locale

The study was conducted at Pagasinan Elementary School in Sanga-Sanga, Bongao, Tawi-Tawi, under the supervision of the Ministry of Basic Higher and Technical Education. At the school, there were two sections of kindergarten classes, each consisting of thirty-five pupils. However, for the research purposes, only fifteen pupils were selected from each section for the study.

C. Research Respondents and Instrument

The respondents of this study were the parents of kindergarten pupils and kindergarten teachers of Pagasinan Elementary School, Sanga-Sanga, Bongao, Tawi-Tawi, whose pupils officially enrolled in the S.Y. 2023-2024. In addition, simple random sampling was utilized in choosing the respondents of the study.

The study utilized a research instrument consisting of two sets of questionnaires. The Teacher Questionnaire included 20 items focusing on assessing the socio-emotional skills, specifically self-awareness and self-management, of kindergarten pupils. In contrast, the Parent Questionnaire contained 20 items related to parental involvement in areas such as basic responsibilities, communication between school and home, participation in school events, and engagement in home learning activities to support the kindergarten pupils' education. The instrument underwent validity and reliability tests.

D. Data Collection Procedure

The researchers conducted a pilot test with eight kindergarten parents and two kindergarten teachers in Yusop Dais Elementary School, and the questionnaires were modified according to the results. The researcher secured first all the necessary requirements prior to the conduct of the actual data collection, then secured certification to be signed by the dean of the college of education for the data gathering. Additionally researcher provided consent letter as part of the ethical consideration before giving them the survey questionnaire.

The researcher-made questionnaire was administered to the chosen parents of the thirty selected kindergarten learners studying at Pagasinan, Elementary School located in Sanga-Sanga Bongao, Tawi-Tawi. This demographic survey questionnaire was given to them, and the researchers personally assisted them in getting proper information from the respondents. In addition, a research-made questionnaire checklist was administered to the teacher to determine the socio-emotional skills of kindergarten pupils. The questionnaires were collected, analyzed, and interpreted. However, before administering the questionnaires to the respected respondents and before establishing the reliability of the data, the questionnaires were presented first to the panel for final correction and the duplication of final forms.

E. Treatment of Data

- Weighted mean was employed to determine the extent of parental involvement and socio-emotional skills of the kindergarten pupils. To interpret the weighted mean scores of respondents, a five-point scale of hypothetical mean ranges with the corresponding interpretation below will be used.
- Pearson moment product coefficient correlation was used to determine the significant relationship between parental involvement and socio-emotional skills of te kindergarten pupils.

Results and Discussion

A. Characteristics of Included Studies

Table 1 shows the extent of parental involvement of parents on basic obligations. Data were analyzed using weighted mean and the legend below the table was used to interpret the weighted mean obtained.

Table 1 presents the extent of parental involvement in basic obligations. The weighted mean scores indicate a high level of parental involvement across all statements, with scores ranging from 4.83 to 5.00, implying "Highly involved" in each case.

Table 1. Extent of Parental Involvement of Parents on Basic Obligations

STATEMENTS	WM	INTERPRETATION
I regularly check my child's basic needs such as food, shelter, and clothing.	4.93	Highly involved
I ensure that my child receives proper medical care.	4.83	Highly involved
I spend quality time with my child.	4.97	Highly involved
I support my child's emotional well-being and seek help when needed.	5.00	Highly involved
I show unconditional love and acceptance towards my child, making them feel valued and appreciated.	4.90	Highly involved
OVERALL:	4.93	Highly involved

Legend: 4.20-5.00 highly involved; 3.40-4.19 involved; 3.00-3.39 moderately involved; 1.80-2.59 slightly involved; 1.00-1.79 not involved

The overall weighted mean for the extent of parental involvement in school-to-home communication was calculated as 4.93, indicating that parents are actively engaged in fulfilling their basic obligations towards their children such as checking the child's basic needs (4.93), ensuring proper medical care (4.83), spending quality time (4.97), supporting emotional well-being (5.00), and showing unconditional love and acceptance towards the child (5.00).

This implies that the consistent high level of parental involvement in basic obligations implies a positive and supportive home environment for kindergarten pupils. When parents consistently meet their children's basic needs and provide emotional support, it fosters a sense of security, belonging, and emotional well-being in children. Numerous studies have demonstrated that certain caregiving mistakes could result in mental health issues for the victims as well as language, social, intellectual, and emotional issues [17]-[19]. These omissions happen in domains such as education, emotion, health, safety, clothing, housing, and nutrition [20]. Children would have lower fair expectations of a decent life as a result of these issues. Therefore, if parental care effectively keeps their kids from having these issues, that care might be considered acceptable. For example, parents should provide their children with enough food and nutrients to prevent nutritional neglect. This will guarantee that their kids won't have health and developmental issues brought on by poor nutrition.

Table 2 shows the extent of parental involvement of parents on school-to-home communications. Data were analyzed using weighted mean and the legend below the table was used to interpret the weighted mean obtained.

Table 2. Extent of Parental Involvement of Parents on School-to-home Communication

STATEMENTS	WM	INTERPRETATION
I regularly check my child's school bag to look for any notes or updates from the school.	5.00	Highly involved
I read and respond to any emails or newsletters sent by the school or my child's teacher.	4.87	Highly involved
I stay informed about important dates, events, and activities happening at my child's school.	5.00	Highly involved
I actively support and reinforce any school policies or rules at home.	4.93	Highly involved
I promptly notify the school of any changes in contact information or emergency contacts.	4.87	Highly involved
OVERALL:	4.93	Highly involved

Legend: 4.20-5.00 highly involved; 3.40-4.19 involved; 3.00-3.39 moderately involved; 1.80-2.59 slightly involved; 1.00-1.79 not involved

Table 2 presents the extent of parental involvement regarding school-to-home communication. The weighted mean scores indicate a high level of parental involvement across all statements, with scores

ranging from 4.87 to 5.00, implying "Highly involved" in each case. The overall weighted mean for the extent of parental involvement in school-to-home communication was calculated as 4.93, indicating that parents always engage in activities such as checking their child's school bag (5.00), reading/responding to emails or newsletters (4.87), staying informed about school events (5.00), supporting school policies at home (4.93), and updating contact information promptly (4.87).

This implies that parents are actively involved in maintaining communication between the school and home environment. Regular communication between parents and the school can facilitate a supportive learning environment for children. Parents who consistently engage in school-related communication activities may contribute to their child's academic and socio-emotional development. According to some research, whether or not parents believe their child's teacher actively tries to involve them is correlated with their comprehension of school programs, level of trust in the teacher, and level of involvement in their child's learning [21]. By investigating parents' views and perceptions that might influence the effect of instructors' communication methods on parent involvement, the current study expands on the prior research.

Table 3 shows the extent of parental involvement of parents on parental involvement at school. Data were analyzed using weighted mean and the legend below the table was used to interpret the weighted mean obtained.

Table 3. Extent of Parental Involvement of Parents on Parental Involvement at School

STATEMENTS	WM	INTERPRETATION
I attend parent-teacher conferences or meetings to discuss my child's progress and any concerns.	4.90	Highly involved
I make an effort to connect with other parents or join parent-teacher associations to stay informed and involved.	5.00	Highly involved
I regularly communicate with my child's teacher to stay informed about their academic performance and behavior.	5.00	Highly involved
I actively seek out information or resources provided by the school to enhance my understanding of my child's education.	4.93	Highly involved
I support my child's participation in extracurricular activities.	5.00	Highly involved
OVERALL:	4.97	Highly involved

Legend: 4.20-5.00 highly involved; 3.40-4.19 involved; 3.00-3.39 moderately involved; 1.80-2.59 slightly involved; 1.00-1.79 not involved

Table 3 provides an overview of parental involvement at school. The weighted mean scores indicate a high level of parental involvement across all statements, with scores ranging from 4.90 to 5.00, implying "Highly involved" in each case. The overall weighted mean for parental involvement at school was calculated as 4.97, indicating that parents actively participate in school-related activities such as attending parent-teacher conferences (4.90), connecting with other parents or joining parent-teacher associations (5.00), communicating with teachers regularly (5.00), seeking out educational resources (4.93), and supporting their child's extracurricular activities (5.00).

This implies that parental involvement at school plays a significant role in supporting children's educational journey. Parents who actively engage with the school community contribute to a supportive learning environment for their children. By attending meetings, communicating with teachers, and supporting school initiatives, parents demonstrate their commitment to their child's education, which can positively influence their socio-emotional development. Similar study by Berk [22], also talked about

how parents actively pursued more unique identities for themselves and their kids. Consequently, there was a drop in the separation of the school and home. Parents that are curious about how current the curriculum is examined the material being taught in the classroom with greater rigor, Scott & Hannafin [23] detailed two groundbreaking initiatives to break the cycle of poverty and offer parenting and literacy instruction across generations. These two programs, Head Start and the University of Oregon Follow Through Program, empowered parents through training and communication to become involved in the education of their children.

Table 4 shows the extent of parental involvement of parents on parent participation home learning activities. Data were analyzed using weighted mean and the legend below the table was used to interpret the weighted mean obtained.

Table 4. Extent of Parental Involvement of Parents on Parent Participation Home Learning Activities

STATEMENTS	WM	INTERPRETATION
I set time for home learning activities with my child.	4.97	Highly involved
I provide a quiet and conducive environment for my child to focus on their home learning activities.	4.93	Highly involved
I provide materials and resources that support my child's home learning activities.	5.00	Highly involved
I monitor and assess my child's progress during home learning activities.	5.00	Highly involved
I communicate with my child about their home learning activities, asking about their experiences and any challenges they may be facing.	5.00	Highly involved
OVERALL:	4.98	Highly involved

Legend: 4.20-5.00 highly involved; 3.40-4.19 involved; 3.00-3.39 moderately involved; 1.80-2.59 slightly involved; 1.00-1.79 not involved

Table 4 presents the extent of parental involvement regarding school-to-home communication. The weighted mean scores indicate a high level of parental involvement across all statements, with scores ranging from 4.93 to 5.00, implying "Highly involved" in each case. The overall weighted mean for parental participation in home learning activities was calculated as 4.98, indicating a high level of parental engagement in supporting their child's learning at home such as setting time for home learning activities with their child (4.97), provide a conducive environment (4.93), offer materials/resources (5.00), monitor and assess their child's progress (5.00), and communicate effectively about these activities (5.00).

This implies that parental involvement in home learning activities significantly contributes to children's educational experiences. Parents who actively engage in supporting their child's learning at home create a positive learning environment conducive to academic and socio-emotional development. By providing support, monitoring progress, and fostering communication, parents play a vital role in enhancing their child's socio-emotional skills. According to Tamboto et al. [24], home learning activities give families the tactical chance to focus on the skills that teachers are teaching in the classroom, adding to the support system for students' academic achievement.

Table 5 shows the summary on the extent of parental involvement. Data were analyzed using weighted mean and the legend below the table was used to interpret the weighted mean obtained.

Table 5. Summary on the extent of parental involvement

Parental Involvement	WM	INTERPRETATION
Basic Obligations	4.93	Highly involved
School-to-home Communication	4.93	Highly involved
Parental Involvement at School	4.97	Highly involved
Parent Participation on Home Learning Activities	4.98	Highly involved
OVERALL:	4.95	Highly involved

Legend: 4.20-5.00 highly involved; 3.40-4.19 involved; 3.00-3.39 moderately involved; 1.80-2.59 slightly involved; 1.00-1.79 not involved

Table 5 presents the overall extent of parental involvement of parents on basic obligations, school-to-home communication, parental involvement at school, and parent participation on home learning activities. The overall weighted mean score was calculated as 4.95, indicating that parents are highly involved in their child's basic obligations, school-to-home communications, parental involvement at school, and parent participation on home learning activities.

Similar study of the importance of parental school involvement cannot be overemphasized since it is the home that first socializes the child before he or she is sent to school. A healthy family background with good childupbringing practices offers the child emotional stability [25] and helps maintain the much-needed bridge between the home and school for effective learning and improved students' academic performance. Green [26] in his analysis of parental involvement and student achievement reports that when schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer and like schooling more. Regardless of the level of family income and background, students whose parents are involved, are more likely to earn higher grades and test scores, be promoted, enroll in higher level programmes, pass their classes, earn credits, attend school regularly, have better social skills, show improved behavior, adapt well to school and graduate to post-secondary education. In other words, parental school involvement in addition to improved academic performance engenders positive school attitude in students. Failure of parents to be involved in their children's school activities can result to poor academic performance which Dariotis & Chen [27] linked with risky behavior and negative outcomes such as substance abuse, delinquency and emotional and behavioural problems.

Table 6 presents the socio-emotional skills of kindergarten pupils as perceived by their teachers, specifically focusing on self-awareness. The overall weighted mean for self-awareness was calculated as 4.76, indicating a high level of self-awareness among kindergarten pupils. They can identify and express their emotions (4.93), understand their strengths and abilities (4.77), describe their interests (4.83), recognize personal boundaries and limitations (4.43), reflect on their actions and behaviors (4.57), understand the emotions of others (4.80), communicate effectively (4.80), show awareness of their physical well-being (4.90), describe their thoughts and opinions (4.77), and demonstrate an understanding of their identity and cultural background (4.77).

Table 6. Socio-Emotional Skills of Kindergarten Pupils as Perceived by Their Teachers on Self-Awareness

STATEMENTS	WM	INTERPRETATION
The learner can identify and express their emotions.	4.93	Advanced
The learner recognizes and understands their own strengths and abilities.	4.77	Advanced
The learner can describe his/her own interests.	4.83	Advanced
The learner can understand his/her own personal boundaries and limitations.	4.43	Advanced
The learner can reflect on his/her own actions and behaviors.	4.57	Advanced
The learner recognizes and understands the emotions and feelings of others.	4.80	Advanced
The learner can communicate his/her needs and wants effectively.	4.80	Advanced
The learner shows awareness of his/her own body and physical well-being.	4.90	Advanced
The learner can describe his/her own thoughts and opinions.	4.77	Advanced
The learner demonstrates an understanding of their own identity and cultural background.	4.77	Advanced
OVERALL:	4.76	Advanced

Legend: 4.20-5.00 advanced; 3.40-4.19 proficiency; 3.00-3.39 approaching proficiency; 1.80-2.59 developing; 1.00-1.79 beginning

This implies that kindergarten pupils at Pagasinan Elementary School possess a strong foundation of self-awareness, which is essential for their socio-emotional development. Teachers' perceptions indicate that children exhibit a broad range of self-awareness skills, which can positively influence their interactions with others, decision-making processes, and overall well-being. Encouraging and nurturing self-awareness in early childhood can contribute to the development of resilient and emotionally competent individuals. According to Saleem et al. [28] children are social beings, and as such, need to learn the skills necessary to build relationships in a social world. The appropriate use of social language is complicated. Even with the most basic social exchange, such as conversational turn taking, proper engagement using social skills is required. To interact effectively, one must understand various communication contexts and when to use them appropriately. Many judgments must be made in a short amount of time, such as what is polite or impolite based on the relationship with the person, the time, the place, the culture norms, the person's current status as well as one's own status. For example, the way to greet the school principal is different than the way to greet a best friend. Social/emotional skills may seem intuitive to adults, but children are still in the experimental phase, the trial and error of learning and perfecting social skills. It is indeed necessary that children be provided with the tools to appropriately use these skills. In fact, Lam & Chung [29] contends that the single best childhood predictor of adult adaptation is not school grades, and not classroom behavior, but rather, the adequacy with which the child gets along with other children. Children who are generally disliked, who are aggressive and disruptive, who are unable to sustain close relationships with other children, and who cannot establish a place for themselves in the peer culture are seriously at risk. Therefore, social/emotional skills should be evaluated and documented to provide at risk children the instruments for social competence.

Table 7 shows the overall socio-emotional skills of kindergarten pupils as perceived by their teachers on self-management. Data were analyzed using weighted mean and the legend below the table was used to interpret the weighted mean obtained.

Table 7. Socio-Emotional Skills of Kindergarten Pupils as Perceived by Their Teachers on Self-Management

STATEMENTS	WM	INTERPRETATION
The learner can follow directions and complete tasks independently.	4.47	Advanced
The learner demonstrates self-control.	4.33	Advanced
The learner manages his/her own emotions appropriately.	4.50	Advanced
The learner is able to take care of his/her personal belongings and keep them organized.	4.70	Advanced
The learner follows classroom rules and guidelines without constantly reminding him/her.	4.23	Advanced
The learner stays focused during group activities or lessons.	4.20	Advanced
The learner is able to ask for help when needed and seek assistance.	4.70	Advanced
The learner demonstrates patience and waits for his/her turn during activities or discussion.	4.50	Advanced
The learner can manage his/her own basic needs, such as using the restroom or getting dressed.	4.67	Advanced
The learner shows responsibility in completing simple tasks, such as cleaning up.	4.50	Advanced
OVERALL:	4.48	Advanced

Legend: 4.20-5.00 advanced; 3.40-4.19 proficiency; 3.00-3.39 approaching proficiency; 1.80-2.59 developing; 1.00-1.79 beginning

Table 7 presents the socio-emotional skills of kindergarten pupils as perceived by their teachers, specifically focusing on self-management. The overall weighted mean for self-management was calculated as 4.48, indicating an advanced level of self-management among kindergarten pupils. They can follow directions independently (4.47), demonstrate self-control (4.33), manage emotions appropriately (4.50), take care of personal belongings (4.70), follow classroom rules without constant reminders (4.23), stay focused during activities (4.20), ask for help when needed (4.70), demonstrate patience (4.50), manage basic needs (4.67), and show responsibility in completing tasks (4.50).

This implies that kindergarten pupils at Pagasinan Elementary School exhibit strong self-skillful-class method has a strong emphasis on social community and how students can learn from each other. In that sense, it has a close relationship to the Social Culture Theory and Learning Community. Vygotsky's theories stress the fundamental role of social interaction in the development of cognition, as he believed strongly that community plays a central role in the process of "making meaning". Management skills, which are crucial for their socio-emotional development. Teachers' perceptions indicate that children possess the ability to regulate their behavior, emotions, and actions effectively, contributing to a positive learning environment. Developing self-management skills in early childhood lays a foundation for future academic success and personal well-being.

Table 8 shows the summary on the overall socio-emotional skills of kindergarten pupils as perceived by their teachers. Data were analyzed using weighted mean and the legend below the table was used to interpret the weighted mean obtained.

Table 8 presents the overall socio-emotional skills of kindergarten pupils as perceived by their teachers in terms of self-awareness and self-management. The overall weighted mean was calculated as 4.62, indicating a high level of self-awareness among kindergarten pupils and an advanced level of self-management among kindergarten pupils.



Table 8. Summary on the overall socio-emotional skills of kindergarten pupils

Socio-Emotional Skills of Kindergarten Pupils as Perceived by Their Teachers	WM	INTERPRETATION
Self-Awareness	4.76	Advanced
Self-Management	4.48	Advanced
OVERALL:	4.62	Advanced

Legend: 4.20-5.00 advanced; 3.40-4.19 proficiency; 3.00-3.39 approaching proficiency; 1.80-2.59 developing; 1.00-1.79 beginning

In terms of self-awareness, pupils can identify and express their emotions, understand their strengths and abilities, describe their interests, recognize personal boundaries and limitations, reflect on their actions and behaviors, understand the emotions of others, communicate effectively, show awareness of their physical well-being, describe their thoughts and opinions, and demonstrate an understanding of their identity and cultural background. In terms of self-management, pupils can follow directions independently, demonstrate self-control, manage emotions appropriately, take care of personal belongings, follow classroom rules without constant reminders, stay focused during activities, ask for help when needed, demonstrate patience, manage basic needs, and show responsibility in completing tasks. According to Khusnidakhon [30], preschool is one of the primary settings where children develop social skills crucial to their overall development. Some of those social skills include communication, body awareness, listening and understanding, and empathy. This is an indicator of how important an early childhood program is to the overall health and wellbeing of a child. Preschool provides children with a platform to learn social-emotional skills and provides a supportive environment in which to practice those emerging social skills.

Table 9 shows the relationship between parental involvement and socio-emotional skills of the kindergarten pupils.

Table 9. Relationship between parental involvement and socio-emotional skills of the kindergarten pupils

Variable	N	P	Sig.(2-tailed)	Interpretation
Parental Involvement	142	0.584	0.000	Significant
Socio-emotional skills	142	0.556	0.000	Significant

Table 10 shows the result of Pearson R Correlation on parental involvement and socio-emotional skills of the kindergarten pupils as perceived by their teacher.

Table 10. Pearson R Correlation on Parental Involvement and Socio-Emotional Skills of the Kindergarten Pupils as Perceived by their Teachers

Variables	Pearson R	Remark	p- value	Interpretation
Parental Involvement Socio-Emotional Skills of Kindergarten Pupils	0.449	Moderate Positive Correlation	0.013	Significant

**Significance Level (α)= 0.05*

Table 10 reveals a moderate positive correlation (Pearson R = 0.449, p-value = 0.013) between parental involvement and the socio-emotional skills of kindergarten pupils. Additionally, the p-value of 0.013 suggests that this correlation is statistically significant at the 0.05 significance level. This indicates that as parental involvement increases, so does the level of socio-emotional skills exhibit by the pupils. The



significant positive correlation between parental involvement and socio-emotional skills, as indicated in Table 10, highlights the importance of parental involvement in fostering positive socio-emotional development among kindergarten pupils. This correlation implies that as parents become more involved in their child's education, there is a corresponding enhancement in the child's socio-emotional competencies.

Furthermore, these findings emphasize the importance of collaborative efforts between parents and educators in promoting holistic child development. These findings have implications for educational policies and practices, highlighting the need to actively involve parents in school activities and foster partnerships between home and school environments. This study contributes to our understanding of the relationship between parental involvement and socio-emotional skills in early childhood education. By recognizing the importance of parental engagement and its impact on children's socio-emotional development, educators and policymakers can work towards creating supportive environments that nurture the overall well-being of young learners. In this review, parental involvement is defined as those behaviors shown by the parents, both in home and school settings, meant to support the development of their children's social/emotional skills and facilitate their educational success. Socio-emotional intelligence has been discussed as comprising skills that facilitate the processing of social and emotional information and improve problem-solving and leadership-context activities in which the child must interact with other people and consequently deal with varied emotions in social situations. Likewise, we discuss the importance of parents as support systems for children's social and emotional learning, understand and manage emotions, set goals, embrace empathy for others, and make responsible decisions [15].

Conclusion

Parents of Pagasinan Elementary School are highly involved in various aspects of their children's education. This includes fulfilling basic obligations, maintaining school-to-home communication, participating in school activities, and engaging in home learning activities. The kindergarten pupils possess strong socio-emotional skills as perceived by their teachers. Specifically, pupils show a high level of self-awareness and advanced level of self-management. There is moderate positive and statistically significant correlation between parents' involvement and the socio-emotional skills of kindergarten pupils. As parents' involvement, so does the socio-emotional of the pupils.

The parents should continue to maintain high levels of involvement in their children's education. This includes fulfilling basic obligations, engaging in regular school-to-home communication, participating in school activities, and supporting home learning activities or look for additional ways to be involved such as volunteering in school events, participating in PTCA and seeking further additional resources to support their children. Teachers should develop and maintain open lines of communications with parents, provide regular updates of their children progress and involve parents in school activities or create more opportunities for parental involvement in school events and classroom activities. Propose workshops and training sessions for parents on how to support their children socio-emotional development at home. The school administrators should formulate policies that encourage

and facilitate parental involvement, recognize and reward active parental participation to sustain their engagement. The policy makers should advocate policies that promote strong partnership between schools and families. Ensure that schools have the resources and support needed to foster these partnerships or allocate funding for programs that encourage parental involvement and support socio-emotional learning in early childhood education setting. The future researchers should conduct similar studies to examine the long-term effects of parental involvement on children's socio-emotional development and academic success or explore similar studies in different socio-economic and cultural contexts to understand the broader applicability of the findings.

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