

Socio-Economic Status and Support of Parents in Relation to the Performance of Kindergarten Pupils

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Abstract —The study aimed to determine the significant relationship between the socio-economic status of parents, parental involvement, and performance of kindergarten pupils. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher used the researcher-made survey on the socio-economic status of parents, which includes age, highest educational attainment, monthly income, and occupation was used. Moreover, a survey on parental involvement used by Almerino (1) in her study on Parental Involvement and the Academic Performance of the Grade V Pupils in Distance Learning Modality and the 3rd Quarter Assessment result in the modules of the kindergarten pupils. Simple Percentage, Weighted Mean and Chi-Square were the statistical tools used. The researcher found out that most of the parents are young with age range from 31-40, all of them can attend school from elementary level to being a college graduate, their monthly income ranges from 5,000.00 to 10,999.99 and most of the fathers have occupation while the mothers are mostly housewife. The data also revealed that the extent of parental involvement is very high, and performance of kindergarten pupils are very good. It was revealed in this study that there is a significant relationship between the parental involvement and performance of kindergarten pupils. Thus, this study concluded that parental involvement greatly affects the performance of the pupils even during this time of pandemic.

Keywords — *Socio-Economic Status, Support, Parents, Performance, Kindergarten Pupils*

I. Introduction

Education is the best legacy parents can give to their children. This is one of the treasures that all parents can give to their children, and this richness will never be taken away from them by anybody in any means. Apparently, education of the children starts within the family and the development of the nation starts from the family. When the family succeeds in teaching and imparting good values in their children, the country becomes a better place to live. It is generally believed that the basis for any true development must commence with the development of human resource. Formal education is the demonstration of such desires to build a sound and strong economy effectively and efficiently.

Kindergarten education has been compulsory in the Philippines based on Republic Act 10533 (4). It is a crucial year for every child, for this is the foundation years. During this time, parents and teachers should be engaged and play crucial roles. When COVID-19 reach the

Philippine archipelago, most of the children must stay at home for them not to be infected and to contain the spread of the virus. They must learn lessons at home using modules through the assistance and guidance of their parents.

In a report on May 13th, 2020, the United Nations also underlined how, during the COVID-19 pandemic, the emotional problems of children and adolescents were exacerbated by family stress, social isolation, interruption of school and educational activity, and uncertainty for the future which occurred in critical moments of their emotional development (7). Understanding how to strengthen parents and families in this situation, recovering their current socio-economic situation, with the aim to protect children and providing an avenue to continue their education, represents an important goal that researchers should have in this period because it is possible that other future pandemics will affect humanity (2).

As enlightened by the World Health Organization (8,9), this situation could have long-term negative consequences on psychological well-being, and there is a need to invest in mental health services and other services. A recent review stressed how people all over the world can show many different psychological disorder symptoms related to the pandemic (5). The WHO (2020a) highlighted that child were also showing signs of mental illness. In fact, both international and domestic studies showed that, during the lockdown, children exhibited several problems, such as anxiety and emotional and behavioral disorders (3,6,10).

Moreover, it is observed that among the pupils enrolled in some schools, kindergarten children are among the learners who need more attention with this new normal mode of learning. They need more attention from parents, teachers, and other stakeholders to make learning to happen while at home. And this has been the reason why the researcher had conducted this study to determine the socio-economic status and support of parents in relation to the performance of kindergarten pupils amidst this pandemic. A proposed intervention plan was formulated based on the result of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program.

This study determined the significant relationship between the socio-economic status and support of parents in relation to the performance of kindergarten pupils in Tongonan Elementary School, Kananga III District, Leyte Division. A proposed intervention plan was formulated based on the findings of the study.

Specifically, this study sought to answer the following questions:

1. What is the socio-economic status of parents in terms of the following:
 - a. Age;
 - b. Highest educational attainment;
 - c. Monthly income; and
 - d. Occupation?
2. What is the extent of parental support to the kindergarten pupils?
3. What is the post-test performance of the kindergarten pupils on modules for the 3rd quarter?

4. Is there a significant relationship between the support of parents and the performance of kindergarten pupils?
5. What intervention plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the descriptive-correlational research design to determine the relationship between the socio-economic status and support of parents and the performance of kindergarten pupils. Tongan Elementary School, Kananga III District, Leyte Division is the main locale of the study. The 20 parents and kindergarten pupils enrolled in the said locale are the main respondents of the study and a researcher-made survey on socio-economic status of parents, which includes age, highest educational attainment, monthly income, and occupation, was used. Moreover, a survey on parental involvement used by Almerino (2021) in her study on Parental Involvement and the Academic Performance of the Grade V Pupils in Distance Learning Modality and the 3rd Quarter Assessment result in the modules of the kindergarten pupils was also used. This research is focused on determining the socio-economic profile of parents and their extent of parental involvement and the level of performance of kindergarten pupils and its relationship. A Proposed Intervention Plan based on the findings of the study is the output.

Sampling. There are 20 kindergarten pupils and their parents involved in this study. The research instruments were distributed personally with consent from the Local IATF and strictly following the prescribed Health Protocol during the distribution and retrieval of the modules.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head and District Supervisor was sought. Orientation of the participants was done during the distribution and retrieval of modules by the parents through face-to-face. Permission from the Barangay and Local IATF was secured. Administering of the survey followed. After accomplishing the survey, the researcher collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Intervention Plan followed.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District, and school principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed, and consent to be included in the study were signed.

Treatment of Data. The Simple Percentage and Weighted Mean was employed to determine the socio-economic status and extent of parental support of parents and performance of kindergarten pupils. Chi-Square was used to determine the significant relationship between the dependent and independent variables of the study.

III. Results and Discussion

Table 1
Profile of Parents (N=20)

SOCIO-ECONOMIC STATUS	MOTHER	FATHER	TOTAL	PERCENTAGE
AGE				
51-60	0	1	1	3
41-50	3	2	5	12
31-40	12	12	24	60
21-30	5	5	10	25
TOTAL	20	20	40	100
HIGHEST EDUCATIONAL ATTAINMENT				
College Graduate	0	1	1	3
College Level	2	2	4	10
Vocational Graduate	0	1	1	3
ALS Graduate	0	1	1	3
High School Graduate	12	3	15	36
High School Level	4	8	12	30
Elementary Graduate	2	3	5	12
Elementary Level	0	1	1	3
TOTAL	20	20	40	100
MONTHLY INCOME				
Php11,000-20,000	0	1	1	3
Php5,000-10,999	4	13	17	42
Below Php5,000	4	5	9	23
None	12	1	13	32
TOTAL	20	20	40	100
OCCUPATION				
Housewife	12	0	12	30
Utility Worker	1	0	1	3
First Aider	1	0	1	3
Sewer	1	0	1	3
Food Vendor	1	1	1	3
Laborer	0	10	10	25
House Helper	4	0	4	10
Plumber	0	1	1	3
Carpenter	0	1	1	3
Construction Worker	0	5	5	12
Competent Person	0	1	1	3
None	0	1	1	3
TOTAL	20	20	40	100

Table 1 presents the socio-economic profile of parents in terms of age, highest educational attainment, monthly income, and occupation. The table revealed that there is 1 or 3% has an age between 51-60 years old, 5 or 12% have ages 41-50, 24 or 60% with ages 31-40 and 10 or 40% of the parents has an age range from 21-30. This means that most of the parents of the kindergarten pupils are still young. This implies that they can support and assist their children in accomplishing the modules, especially in doing the performance of the pupils.

Moreover, this table also presents the highest educational attainment of the parents of the kindergarten pupils. The table revealed that among the 40 mothers and fathers, 1 or 3% is a college graduate, 4 or 10% is college level, 1 or 3% is a graduate of vocational course, 1 or 3% an Alternative Learning System (ALS) graduate, 15 or 36% are high school graduate, 12 or 30% are high school level, 5 or 12% are elementary graduate and 1 or 3% is an elementary level. This means that all of the parents of the kindergarten pupils are able to go to school, and they have the knowledge on kindergarten lessons. This implies that these parents can understand the lessons stipulated in the modules, and they can support and assist their children in doing the activities.

Furthermore, this table also presents the monthly income of the kindergarten parents. The table revealed that among the 40 parents 1 or 3% has an income between 11,000.00 to 20,000.00, while 17 or 42% has an income of 5,000.00 to 10,999.99, 9 or 23% has an income of below 5,000.00 and 13 or 32% have no income and most of these are mothers. This means that most of the parents are income earners, which help in providing the daily needs of the family. This implies that despite of the minimal income that they earn, they can still survive, and they can still support their family, especially in the education of their children for kindergarten school is free in all public schools.

Finally, this table presents the occupation of the kindergarten pupils. The table revealed that among the 20-kindergarten mother, 12 or 30% are plain housewife, 1 or 3% is utility worker, 1 or 3% is first aider, 1 or 3% sewer, 1 or 3% a food vendor and 4 or 10% a house helper. On the other, among the 20 kindergarten fathers, 1 or 3% is a food vendor, 10 or 25% is a laborer, 1 or 3% plumber, 1 or 3% a carpenter, 5 or 12% a construction worker, 1 or 3% a competent person and 1 or 3% has no work. This means that most of the parents, especially fathers have occupation. This implies that most of them are income earners, and they can support the basic needs of the family.

Table 2
Parental Involvement (N=20)

No.	Statements	Weighted Mean	Description	Interpretation
1	I spent time with my child's education.	3.40	Always	Very High
2	I attended the meeting in school in the implementation of modular distance learning education.	3.39	Always	Very High
3	I got overwhelmed trying to understand educational programs and procedures, especially during this pandemic.	3.42	Always	Very High
4	I spend several hours trying to help my child understand her modules.	3.38	Always	Very High
5	My child gets an excessive number of modules every day, and I don't have time to help.	3.36	Always	Very High
6	I always check my child's work to make sure it is correctly done.	3.43	Always	Very High
7	I have difficult time understanding my child's modules enough to make sure it is correct.	3.19	Sometimes	High
8	My child receives too many modules every night.	3.03	Sometimes	High
9	I am always willing to help my child complete his/her modules.	3.63	Always	Very High
10	I was the one responsible in getting and retrieving the modules of my child.	3.66	Always	Very High
11	I had a hard time helping my child's modules because I lack information or knowledge regarding the lessons discussed.	3.74	Always	Very High
12	My involvement in my child's education motivates him/her to finish the modules.	3.56	Always	Very High
13	I seek help from the teacher every time I find difficulty in assisting my child's module.	3.54	Always	Very High
14	Teachers at my school encourage parents to guide our child in completing his/her modules.	4.00	Always	Very High
15	I cannot help my child on his/her modules because I do not know.	3.66	Always	Very High

16	I attended capacity building to enhance my knowledge in assisting my child.	3.72	Always	Very High
17	I believe that my child is equipped with the knowledge to answer his/her modules independently.	3.57	Always	Very High
18	My child cannot work on his/her module without my assistance.	3.72	Always	Very High
19	I attended to my child's need in completing the requirements for their modules.	3.66	Always	Very High
20	I talk with other parents frequently about educational issues.	3.62	Always	Very High
GRAND MEAN		3.53	Always	Very High

Table 2 presents the extent of parental involvement of parents in the education of their children during this time of pandemic. The table revealed that the extent of parental support/involvement has a grand mean of 3.53 which is interpreted as very high. This means that kindergarten parents always support their children in all activities in school and in accomplishing the activities in the modules. This implies that parents are always looking into the importance of education of their children. They motivate, involve and encourage their children to work and answer their modules. They connect and coordinate with the teachers and attend activities in school.

Moreover, the statement which states that, "Teachers at my school encourage parents to guide our child in completing his/her modules", got the highest mean of 4.00, which is interpreted as very high. This means that every time the parents get and retrieve the modules, the teacher is always reminding the parents to support and guide their children in accomplishing the modules. This implies that parents are very supportive to the teachers, their children, and to the whole school. They listen to the words of encouragement of teachers, and they also do their tasks, roles, and responsibilities as parents.

Finally, the statement which states that, "My child receives too many modules every night", got the lowest mean of 3.03, which is interpreted as high. This means that sometimes their children receive many modules, especially when a child failed to accomplish the previous modules. This implies that modules should be accomplish at once and be submitted on time.

Table 3
Post Test Performance of Kindergarten Pupils (N=20)

Score Range	Description	Frequency	Percentage
16-20	Very Good	18	90
11-15	Good	2	10
6-10	Fair	0	0
1-5	Poor	0	0
Total		20	100

Table 3 presents the post-test performance of the kindergarten pupils on the assessment in the modules. The table revealed that among the 20 kindergarten pupils, 18 or 90% got a score of 16-20 which is interpreted as very good and 2 or 10% got the score of 11-15 or good. This means that all the pupils passed the test. This implies that kindergarten pupils can understand and master the lessons or skills stipulated in the modules.

Table 4
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
PARENTAL INVOLVEMENT AND PERFORMANCE	0.70	3.643	1.082	Reject Ho	Significant Relationship (High)

Table 4 presents the test of relationship between the parental involvement and performance of kindergarten pupils. The table revealed that the computed value or t of 3.643 is greater than the table value of 1.082 at .05 level of significance, so the null hypothesis is rejected. This means that there is a significant relationship between the parental involvement and performance of kindergarten pupils. The r-value of .70 shows a high significant relationship. This implies that the very high involvement of parents results in a very good performance of the kindergarten pupils. This implies further that the support and guidance of the parents to the pupils in accomplishing the modules and attending school activities despite this pandemic yield a positive learning outcome.

IV. Conclusion

The data revealed that there is a significant relationship between the parental involvement and performance of kindergarten pupils. Therefore, parental involvement greatly affects the performance of the kindergarten pupils even this time of pandemic.

V. Recommendations

1. The Proposed Intervention Plan formulated should be utilized;
2. Teachers should continue to encourage their parents for support to their children;
3. Teachers should encourage their parents to motivate their children to accomplish at once the modules given to them;
4. Teachers should continue to provide activities which will help improve the performance of the kindergarten pupils and make them ready for the next grade level;
5. School Heads and teachers should provide an avenue where they can discuss the performance of the pupils; and
6. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

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AUTHOR'S PROFILE



MISS MARIA THERESA D. TORING

Maria Theresa D. Toring or popularly known as "Ysa" is born on May 20, 1995, at Maypajo, Caloocan City, Philippines, and the eldest of the six siblings in the family. She finished her elementary education at Mariano C. Pono Elementary School in 2007 and graduated at Kananga National High School in 2011 for her secondary studies. Afterwards, she took up Bachelor of Elementary Education in Western Leyte College, Ormoc City where she graduated and earned the degree in 2015 while consistently being a scholar of the Commission on Higher Education (CHED) scholarship program. Now, she is still enrolled at Western Leyte College finishing her Master of Arts in Education major in *Administration and Supervision*.

Prior to becoming part of the Department of Education in the government, she worked as a private school teacher in Emmanuel Baptist Learning Center for one year and had stints as a substitute teacher in Mariano C. Pono Elementary School and Tugbong Central School for a few months.

Currently, Ysa is teaching kindergarten at Tongonan Elementary School, Kananga III District, Leyte Division for almost three years, holding the position of Teacher I. She is well-equipped with the Distance Learning Education through attending various seminars and trainings in the Division and District levels and received different awards and recognition for her exemplary performance in teaching.