

Parents' stimulating activities: influence on kindergarten learners' school preparedness

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Abstract: This study examined the extent of parents' stimulating activities on kindergarten learners' school preparedness across several developmental domains, including gross and fine motor skills, self-help skills, language abilities, cognitive skills, socio-emotional skills, and engagement in early literacy and creative activities. Using a structured questionnaire, data were collected from 91 kindergarten learners and their parents, evaluating both the frequency of stimulating activities and the learners' preparedness in various domains. The findings revealed that parental engagement varies across activities, with higher involvement in early literacy and conversation-based interactions and lower participation in creative and motor-skill-focused activities. Results indicate that most children demonstrate average development in gross motor (94.5%) and fine motor skills (85.7%), but significant delays were noted in self-help (31.9%) and expressive language skills (44% slightly delayed, 12.1% significantly delayed). Socio-emotional and cognitive skills showed relatively higher preparedness, with the majority of learners exhibiting average development. These results suggest that while parents are engaged in certain stimulating activities, gaps in motor skills, language development, and self-help skills need attention. The study highlights the importance of targeted parental engagement in diverse activities to foster well-rounded school readiness.

Keywords: Parents' stimulating activities, Early childhood development, Gross motor skills, Fine motor skills, Self-help skills, Language development, Cognitive skills, Socio-emotional development

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INTRODUCTION

Nurturing children can create progressive outcomes for the nation. The transition from home-based learning environments to formal schooling is a critical developmental phase for young learners. One of the most significant factors influencing this transition is the level of school preparedness exhibited by children entering kindergarten. School preparedness encompasses a child's cognitive, social, emotional, and physical readiness, which can directly impact their academic success and overall adjustment to formal schooling (UNICEF, 2021). Research has increasingly highlighted the pivotal role parents play in shaping these aspects of a child's development, particularly through engaging and stimulating activities at home. Such parental involvement is essential for facilitating a smoother transition to kindergarten and setting the stage for lifelong learning.

Parents, as primary caregivers, significantly contribute to the early educational experiences of their children. Recent studies emphasize that parents who engage in stimulating activities, such as reading, interactive play, and problem-solving tasks, contribute positively to their child's cognitive and social-emotional development (Mendez et al., 2021). These activities help children develop the foundational skills necessary for school success, such as language, numeracy, emotional regulation, and social interaction (Baker et al., 2022). However, despite the

recognized importance of these activities, many parents lack awareness of how to structure and implement them effectively to support school readiness.

The concept of school preparedness has evolved to include not only academic skills but also social and emotional competencies that are critical for young learners. According to the Philippine Development Plan (2023), early childhood education is a crucial determinant of long-term academic performance and success. Programs aimed at improving Early Childhood Care and Development (ECCD) have been introduced to equip both children and parents with the necessary tools for readiness (Philippine ECCD Council, 2022). These programs stress the importance of parental involvement in early education and recognize parents as integral partners in fostering their child's preparedness for school.

In the Philippines, where the shift from daycare to kindergarten is often accompanied by various developmental challenges, parental involvement plays an even more significant role. Studies show that Filipino parents, particularly those in rural areas, often struggle to provide the structured activities that promote cognitive and emotional readiness for school (Cruz et al., 2021). However, community-based initiatives, including Parent-Teacher Associations (PTAs) and local barangay programs, have been implemented to provide guidance and resources to parents. These efforts aim to bridge the gap and empower parents to engage in activities that enhance their child's preparedness for formal education. Research suggests that when parents are actively engaged in their child's early learning experiences, there is a marked improvement in their child's academic outcomes and social adaptation in school (Santos et al., 2023). This positive relationship between parents and schools has far-reaching implications for the broader educational ecosystem, impacting not only individual children but also families, schools, and communities. By fostering strong school-family partnerships, the effects of parental involvement are amplified, contributing to overall community development and national progress.

This study aimed to explore the specific ways in which parents' stimulating activities influence kindergarten learners' school preparedness. By identifying and analyzing the most effective parental engagement strategies, this research will contribute to the development of evidence-based recommendations for parents, educators, and policymakers. Ultimately, the goal is to enhance the school readiness of young learners, ensuring that they are well-prepared to thrive in the formal education system and beyond.

Statement of the problem

This study explored the influence of parents' stimulating activities on kindergarten learners' school preparedness.

Specifically, this research sought to answer the following questions:

1. What is the extent of parents' stimulating activities on kindergarten learners' school preparedness in terms of:

- 1.1 Reading Habits;
- 1.2 Educational Play;
- 1.3 Conversation and verbal Interaction;
- 1.4 Creative Activities; and
- 1.5 Engagement in Early Literacy Activities?

2. What is the level of kindergarten learners' school preparedness skills across the seven domains in terms of:

- 2.1 Gross-Motor Skills;
- 2.2 Fine-Motor Skills;

- 2.3 Self-Help Skills;
- 2.4 Receptive Language Skills;
- 2.5 Expressive Language Skills;
- 2.6 Cognitive Skills; and
- 2.7 Social Emotional Skill?

3. Is there a significant influence of the parents' stimulating activities on the level of kindergarten learners' school preparedness across the seven domains?

4. Based on the findings of the study, what parenting guidelines may be developed along the seven domains?

METHODOLOGY

Research design

This study used a descriptive correlation design. This design was used to explore and understand the relationship between two or more variables without manipulating them. This design is used to identify patterns, associations, or the strength of relationships between variables while maintaining the natural setting of the data. Additionally, it helps researchers determine whether a relationship exists between variables and the direction of that relationship whether positive, negative, or none. It allows researchers to study variables as they naturally occur, making it ethical and practical. Furthermore, collecting data for descriptive correlation designs often involves surveys, observations, or secondary data analysis, which can be less resource-intensive compared to experimental studies.

This design is appropriate in the study because the primary goal is to determine if there is a relationship between variables. It provides a statistical foundation to describe how closely connected the variables are the extent of parents' stimulating activities on kindergarten learners for school preparedness and the level of kindergarten learners' school preparedness across seven domains.

Respondents and locale of the study

This study was conducted in four (4) schools of the Butuan City Division. This Division has thirteen (13) Districts and South Butuan District I is the focus of the study specifically, the four schools in the Elementary in the Kindergarten level namely, Amparo Central Elementary School, Bugabus Elementary School, Dulag Elementary School and Sta. Cruz Elementary School. Its uniqueness includes the Indigenous Communities in which three elementary schools are currently serving Indigenous People Education Program for learners. There are six barangays comprising the South Butuan District I which serve as partners and stakeholders in delivering quality education. The distance of these schools from Agusan College Incorporated is about 5 to 15 kilometers.

Amparo Central Elementary School and Dulag Elementary School located along the road of the national highway way from Butuan City going to Tungao. These schools are situated in far-flung areas where roads are often impassable due to the limited number of Public Utility Vehicle. Bugabus Elementary School and Sta. Cruz Elementary School located at the center of the South Butuan District. Also, these schools are acknowledged as last-mile schools, the Department of Education sets aside a portion of its funding for them to meet the unique needs of the students enrolled in these distant learning areas.

The participants of the study involve ninety-one (91) parents of kindergarten learners in the four (4) schools of South Butuan District I in Division of Butuan City. Cluster Sampling Technique was used in getting the sample size. These parents were considered important contributors in this research as participants.

Research instrument

This study used an adopted research survey questionnaire from the study of Saez, et al (2020) which served as a tool in gathering the data of this study. The first part of the questionnaire sought answers on the extent of parents' stimulating activities on kindergarten learners for school preparedness in terms of reading habits, educational play, conversation and verbal interaction, creative activities and engagement in early literacy activities. Each indicator of the survey questioner was answered through scale, mean ranges and interpretation.

The mean range 2.50 – 3.0 were interpreted as “Always/Very Stimulating” with highest scale of 3. The mean range of 1.50 – 2.49 were interpreted as “Sometimes/Somewhat Stimulating” with a scale of 2. The mean range of 1.00 – 1.49 were interpreted as “Never/Not Stimulating” with lowest scaled of 1.

The level of kindergarten school preparedness was measured using the Philippine Early Childhood Development Checklist (ECCD Checklist) It is a developmental screening tool for kindergarten school preparedness. It has a standard protocol for administration and scoring. It provides significant information about a child developmental status across the seven domains namely, the Gross-Motor Skills, Fine-Motor Skills, Self-Help Skills, Receptive Language Skills, Expressive Language Skills, Cognitive Skills, and Social Emotional Skills. The level of kindergarten school preparedness was interpreted as “Highly Advance in Overall Development” with a highest standard score of 130 – above; “Slightly Advance in Overall Development” with a standard score of 120 – 129; “Average Development” with a standard score of 80 – 119; Slight Delay in Overall Development with a standard score of 70 – 79; “Significant Delay in Overall Development” with a lowest standard score of 69 – Below.

Data analyses procedure

The data gathered and compiled were sorted out, organized, and tabulated and were subjected to statistical treatments to facilitate the presentation, analysis, and interpretation. The following statistical tools were used:

Weighted Mean. It was used to get the extent of parents stimulating activities and kindergarten school preparedness skills.

Regression Analysis. This was utilized to identify the significant influence of parents' stimulating activities on kindergarten learners' school preparedness skills along the seven domains.

FINDINGS AND DISCUSSION

The extent of parents' stimulating activities on kindergarten learners' school preparedness

Extent of parents' stimulating activities on kindergarten learners' school preparedness in terms of reading habits

Data shows extent of parents' stimulating Activities on kindergarten learners' school preparedness in terms of reading habits. Encouraging children to select stories based on their preferences received highest weighted mean scores of 2.53, indicating that these practices are "Always" observed and are "Very Stimulating" which means that parents recognize when children enjoy what they are reading, they are more likely to develop a lifelong passion for books and encouraging choice ensures reading remains a joyful, voluntary activity rather than a chore. This is likely because letting children select stories reflects trust in their ability to choose based on their interests. These practices helped children develop foundational literacy skills, listening comprehension, and a positive attitude toward books, an essential components of kindergarten learners' school preparedness.

However, activities like using puppets or stuffed toys to act out stories were rated lowest weighted mean of 1.93, reflecting a "Sometimes" practice and "Somewhat Stimulating" which means that some parents might view puppet or stuffed toy activities as "play" rather than a serious learning tool. Parents' may feel unprepared or uncomfortable using puppets or toys to act out stories, especially if they lack experience or confidence in performing or creating engaging narratives.

The results indicate that kindergarten learners' school preparedness is moderately supported by parental reading habits, as shown by the overall weighted mean of 2.33 with a verbal interpretation of "Sometimes" and "Somewhat Stimulating." These practices helped children develop literacy, listening and comprehension skills, an essential components of kindergarten learners' school preparedness.

The result agrees with the study of Baker and Scher (2021) that allowing children to choose books they are interested in can significantly increase motivation and engagement in reading. This approach helps develop a positive association with literacy activities. Additionally, the study of Sénéchal et al (2021) highlights that parental involvement in shared reading activities significantly enhances children's language and literacy development.

Extent of parents' stimulating activities on kindergarten learners' school preparedness in terms of educational play

Data shows the level of parental engagement in educational play activities to support kindergarten learners' school preparedness. Engaging children in identifying household material and their uses received the highest weighted mean scores of 2.65 these practices are "Always" observed and are considered "Very Stimulating," which means that this activity is directly connected to everyday life, making it easy for parents to incorporate into their routines. Parents often teach children about household items naturally as part of daily conversations or chores. The activity requires no special preparation, materials, or additional resources. However, playing board games that teach counting and problem-solving skills scored lower 2.26, reflecting a "Sometimes" practice and a "Somewhat Stimulating" effect which means that board games often require a significant amount of time to set up and play and some families might not have access to suitable board games.

However, the overall weighted mean of 2.49 indicates that most of the parents engages in educational play activities are "Somewhat Stimulating", which means that the extent of parents' stimulating activities in educational play helps build foundational skills for kindergarten learners' school preparedness, particularly through activities that involve sorting, matching, and sensory play. These practices support cognitive development, fine motor skills, and early learning in areas such as shapes, sizes, and the practical use of materials.

The result agrees with Romano (2023) which discusses the significant role of play in children's kindergarten readiness, emphasizing that children engage in deep and meaningful learning through play. It highlights how play allows children to explore roles, process emotions, and develop collaboration skills, all of which are crucial for kindergarten learners' school preparedness.

Extent of parents' stimulating activities on kindergarten learners' school preparedness in terms of conversation and verbal interaction

Data shows the extent of parents' engagement in conversation and verbal interaction in kindergarten learners' school preparedness. Encourage discussions through school activity received high weighted mean scores of 2.70 and categorized as "Always" observed and "Very Stimulating," which means that discussing school activities allows parents to stay informed about their child's experiences, progress, and challenges, through these parents can monitor their child's progress, challenges, or social experiences, these skills help develop the kindergarten learners' school preparedness.

Meanwhile, taking children on nature walks and encouraging them to narrate their observations and discoveries received lowest score of 2.47, falling under "Sometimes" observed and "Somewhat Stimulating" which means that parents often face busy schedules, leaving limited time for outdoor activities like nature walks. Children today are often more engaged with technology and indoor entertainment, which may make nature walks less appealing to them.

However, the overall weighted mean of 2.63 reflects that parents "Always" engage in conversation and verbal interaction activities, and these are considered "Very Stimulating" which means that it is easy to integrate into everyday routines, such as during meals or bedtime. Parents don't require additional resources or time to engage in these activities, making them highly accessible and practical. Verbal interactions provide parents with opportunities to teach values, share experiences, and explain concepts. The results show that parents' stimulating activities related to conversation and verbal interaction strongly contribute to the language and literacy skills of kindergarten learners' school preparedness.

The result is coherent also with the study of Sénéchal et al., (2021) which highlights that parental involvement in verbal interaction significantly enhances children's language and literacy development. Activities such as asking open-ended questions and encouraging discussions about the child's activity at school help improve conversation and verbal interaction. Furthermore, the findings support the study of Lanza et al., (2023) which emphasized that responsive communication between parents and children fosters language acquisition skills for learners.

Extent of parents' stimulating activities on kindergarten learners' school preparedness in terms of creative activities

The result shows a positive engagement of parents in fostering creativity among kindergarten learners. Encouraging children to create artwork like drawing and coloring received highest score of 2.77 rated as "Always" practiced and "Very Stimulating" which means that parents understand that drawing and coloring are highly beneficial for their children, making it an activity that holds their attention for extended periods, this activity helped developed the creativity skills of kindergarten learners' school preparedness.

However, collecting recycled materials for art projects received the lowest score of 2.29 and categorized as "Sometimes" practiced and "Somewhat Stimulating" which means that collecting recycled materials for art projects can require additional effort, such as sorting,

cleaning, and organizing items. Parents with busy schedules may find it challenging to allocate time for this activity compared to more straightforward tasks like drawing or coloring. Unlike traditional art activities, recycled-material projects often take longer to plan and complete, which might make them less appealing for parents looking for quick and engaging activities.

The results indicate that creative activities provided by parents have a positive impact on kindergarten learners' school preparedness. With an overall weighted mean of 2.55 interpreted as "Always" and "Very Stimulating," the data suggests that most parents actively support their children's engagement in artistic expression, particularly through drawing, coloring, and providing appropriate materials. These activities helped develop fine motor skills, creativity, emotional expression, and cognitive abilities skills that are fundamental in kindergarten learners' school preparedness.

The results are consistent with the findings of the study of Smith and Doe (2021) which revealed that parents frequently engage in nurturing their children's creativity, which is evident through their consistent encouragement of drawing and coloring and providing necessary art supplies. These practices highlight parents' active roles in fostering artistic expression, an essential aspect of child development that enhances creativity, fine motor skills, and self-expression.

Extent of parents' stimulating activities on kindergarten learners' school preparedness in terms of engagement in early literacy activities

The findings reveal that parents are actively engaging in early literacy activities to support their children's school readiness. Indicator as highest-rated weighted mean of 2.69 shows that activity involves engaging children in counting household objects rated as "Always" practiced and "Very Stimulating" which means that parents recognize counting household objects are simple and can be seamlessly incorporated into everyday tasks like setting the table, sorting laundry, or grocery shopping. This convenience makes it easy for them to practice regularly and counting games with household items can be fun, keeping children motivated and attentive, this activity helped the development of numeracy skills in kindergarten learners' school preparedness.

However, activities like letter scavenger hunts are rated lowest with score of 2.46, indicating a "Sometimes" practice and "Somewhat Stimulating" effect implies that parents with busy schedules may find it challenging to organize these activities consistently. Letter scavenger hunts often require preparation and planning, such as hiding letters or setting up clues.

The findings show that parents' engagement in early literacy activities significantly contributes to kindergarten learners' school preparedness. With an overall weighted mean of 2.58, categorized as "Always" and "Very Stimulating," the results indicate that children are consistently exposed to early reading and math activities at home. Parents' involvement in letter recognition, phonemic awareness, and basic counting using real-life objects fosters foundational literacy and numeracy skills in kindergarten learners' school preparedness.

The results confirm the findings of Bingham and White (2020) which showed how various home-based literacy and numeracy activities, including counting objects around the house, can contribute to children's school preparedness. It provides evidence that everyday practical activities significantly support early childhood development. Also, the study of Mutaf-Yıldız et al. (2020) highlights how everyday interactions and practical activities such as counting household objects, contribute to early numeracy development in young children.

Summary table of overall weighted mean of the extent of parents' stimulating activities on kindergarten learners' school preparedness

The data shows the summary of the extent of parents' stimulating activities on kindergarten learners' school preparedness, indicating the overall weighted mean and interpretation. The data show that Reading Habits prepare kindergarten learners by building foundational literacy, listening, and comprehension skills, an essential components of learners' school preparedness. These are all crucial for success in school, where children are expected to understand stories, follow instructions, express themselves, and begin learning to read and write.

The data show that Educational Play activities significantly contribute to kindergarten learners' school preparedness. These activities support cognitive development by encouraging problem-solving and critical thinking skills. They also enhance fine motor skills, which are essential for tasks like writing, cutting, and handling school materials. These foundational skills help children adapt more easily to formal classroom routines and learning, making educational play a valuable part of early childhood development.

Conversation and Verbal interaction activities greatly support kindergarten learners' school preparedness by enhancing their language and literacy skills. These interactions are often integrated into daily routines like mealtime or bedtime, help children expand their vocabulary, understand concepts, and improve communication skills. Creative activities such as drawing and coloring positively impact kindergarten learners' school preparedness by developing essential skills. These activities enhance fine motor skills, foster creativity, support emotional expression, and strengthen cognitive abilities.

Engagement in Early Literacy Activities at home, such as letter recognition, phonemic awareness, and basic counting, play a key role in kindergarten learners' school preparedness. These activities help build foundational literacy and numeracy skills, making it easier for children to understand early reading and math concepts.

The level of kindergarten learners' school preparedness skills across seven domains in terms of gross-motor skills, fine-motor skills, self-help skills, receptive language skills, expressive language skills, cognitive skills and social emotional skill

The level of kindergarten learners' school preparedness skills across various domains in terms of gross motor skills

The majority of learners (94.5%) fall within the average development range (scaled score: 7-13) for gross motor skills which means that early childhood experiences like running, climbing, jumping in play are most common activities at home that develop balance, coordination, and strength which plays a key role in gross motor development. However, a small percentage (4.1%) show slightly delayed development (scaled score: 4-6) and Only 1 learner (1.1%) shows a significant delay in overall development (scaled score: 1-3) which means that some learners may have experienced malnutrition and underlying medical conditions affecting their motor skills. While limited exposure of activities like sports and dance, limited access to outdoor play areas, and unstructured physical activities at home or school may explain why none are highly advanced.

The level of kindergarten learners' school preparedness skills across various domains in terms of fine motor skills

Most learners (85.7%) show average development (scaled score: 7-13) in fine motor skills indicates that classroom activities and home environments provide sufficient opportunities for typical skill development like writing, cutting, drawing, and manipulating small objects. However, 11% of learners exhibit slightly advanced development (scaled score: 14-16) may have had early exposure to activities that require precision such as coloring, sculpting and beadwork, others may have experienced early in playing musical instruments and using touchscreen devices. These learners may have naturally stronger hand-eye coordination due to frequent engagement in such activities. While the 3.3% of learners who demonstrate a significant delay in overall development (scaled score: 1-3) shows that some learners may have weak hand muscles due to insufficient fine motor practice such as holding pencils, using scissors, or buttoning clothes.

The level of kindergarten learners' school preparedness skills across various domains in terms of self-help skills

The majority of learners (64.8%) within the average development for self-help skills implies that some parents allow children to do daily routines on their own like dressing, feeding, brushing teeth, organizing toys or cleaning up after activities. However, a significant portion (31.9%) of learners show a significant delay in overall development (scaled score: 1-3) and a small percentage (3.3%) of learners display slightly delayed development (scaled score: 4-6) which means that many children may have had limited opportunities to develop independence at home, where parents' do daily tasks for children rather than encouraging self-sufficiency. Children rely heavily on adults for personal care tasks like dressing, feeding or hygiene while the absence of slightly or highly advanced learners may indicate that children are not encouraged to take on more complex self-help tasks beyond basic skills.

The level of kindergarten learners' school preparedness skills across various domains in terms of receptive language skills

The 70.3% of learners demonstrate average development in receptive language skills which means that learners may have had exposure to rich language interactions at home. Parents encourage their children to ask questions based on their own understanding. However, 29.7% show a slightly delayed development which may be due to minimal verbal interactions between children and parents. Some of these learners have limited access to books, storytelling, or discussions that help develop language comprehension.

Furthermore, the data show no learners with either highly or slightly advanced in their receptive language skills, because children from homes were not encouraged in structured conversations such as asking open-ended questions, explaining new words that may promote in developing receptive language skills.

The level of kindergarten learners' school preparedness skills across various domains in terms of expressive language skills

The 44% of learners are within the average development range for expressive language skills which means that they may not have enough opportunities to speak, share ideas, or practice verbal communication in daily life.

However, another 44% show slightly delayed development while 12.1% of learners exhibit a significant delay in overall development indicates that some learners may have ideas in mind but hesitate to speak due to fear of making mistakes or being corrected and shyness or social

anxiety that makes verbal expression difficult. Furthermore, no learners are identified as being slightly or highly advanced in expressive language skills which means that parents may focus on basic responses rather than encouraging children to formulate opinions, narrate stories, or describe experiences in detail. The absence of slightly or highly advanced learners suggests that expressive language activities may not be rigorous or engaging enough to encourage skill development.

The level of kindergarten learners' school preparedness skills across various domains in terms of cognitive skills

The 82.4% of learners exhibiting average development in cognitive skills suggests that most children have received a typical range of early learning experiences like exposure to basic problem-solving activities at home and opportunities to explore and interact with their environment. Worth noting is the 11% of learners who are categorized as slightly advanced in their cognitive development.

These learners may have benefited access to preschool or early childhood education that focused on developing cognitive skills and supportive home environments where parents engage in conversations, storytelling, and critical thinking discussions. While 6.6% of learners show slightly delayed development in cognitive skills indicates that children may have less interactive learning at home, where parents may not have actively engaged in activities that challenge critical thinking. No learners show highly advanced in cognitive skills.

The level of kindergarten learners' school preparedness skills across various domains in terms of socio-emotional skills

The 96.8% of learners demonstrate average development and 11% of learners show slightly advanced development, while 3.3% of learners exhibit a significant delay in their socio-emotional development and no learners are identified as having highly advanced or slightly delayed socio-emotional skills which means that some children may have had limited social interactions before entering kindergarten, especially if they were not exposed to daycare or group play experiences.

The significant influence of the parents' stimulating activities on the level of school preparedness across seven domains

Regression analysis of the influence of parents' stimulating activities on the level of school preparedness of learners along gross motor skills

The most likely experience or observation from the above findings is that gross motor skills in young learners are primarily developed through physical, hands-on activities rather than through the types of cognitive or language-based stimulating activities commonly done at home, such as reading, educational play, conversation, or creative activities.

These results are in consonance with the study of Best and Miller (2021) which emphasizes that while certain cognitive and language-based activities at home are critical for early learning, motor skill development is often more strongly influenced by direct physical engagement with the environment and structured motor activities. The findings support the notion that gross motor skills require distinct, movement-oriented experiences rather than purely cognitive stimulation through activities like reading and creative play. This literature helps

explain why stimulating activities at home may not significantly contribute to gross motor skill readiness, as noted in the regression analysis.

Regression analysis of the influence of parents' stimulating activities on the level of school preparedness of learners along fine motor skills

The parents' stimulating activities were also found to have no significant influence on the fine motor skills of the learners. The negative beta coefficients indicate an indirect relationship between these activities and the fine motor skills of the learners. This means that for every increase in the frequency of the parents' stimulating activities, there is a corresponding decrease in the level of fine motor skills development. However, these relationships are not significant. The model shows that 2.5% of the variation in the level of fine motor skills of the learners are contributed by the joint effects of these parents' stimulating activities.

The most likely observation from the above findings is that parents' activities were not clearly directed to develop these skills. Some possible reasons for these findings are limited physical engagement. Many of the stimulating activities measured such as reading or conversation focus more on cognitive and verbal development than on the physical manipulation and coordination required for fine motor skills. Fine motor skills may require specific, hands-on activities such as drawing, cutting, or using small objects such as building blocks and puzzles rather than generalized stimulating activities like conversation or educational play.

This result is parallel with the study of Grissmer et al., (2021) which highlights the importance of fine motor skills as a key indicator of school readiness, emphasizing that activities which directly involve manipulative and motor-based learning such as drawing, using tools, or assembling objects are critical for developing these skills.

Regression analysis of the influence of parents' stimulating activities on the level of school preparedness of learners along self-help skills

The data shows that the parents' stimulating skills did not have a significant influence on the self-help skills of the learners. It can be recalled that almost half of the learners in the study have slight to significant delays in overall development of self-help skills. This explains the negative beta coefficients which indicate that the very stimulating activities at home did not attain their desired results on developing the self-help skills of the learners. This is evidenced by $R^2 = .039$ which means that 3.9% of the variation in the self-help skills of the learners were influenced by the joint effects of the parents' stimulating activities at home.

The most answered observation from the above findings is that parents' activities were not clearly directed to develop these skills. Some possible reasons for these findings are some children may have limited opportunities to practice these skills if they are over-reliant on adults for tasks or if such skills are not emphasized in the home environment. Also, possible reasons are that parents may not practice their child in self-help skills, such as dressing, feeding, and hygiene which are often learned through direct instruction and practice rather than through cognitive or creative stimulation. These skills may require hands-on, repetitive training rather than activities that primarily foster cognitive or verbal development. Children may require more focused opportunities to practice life skills, such as managing their own routines or solving real-world and practical tasks.

This result is coherent with an existing study entitled "The role of self-help skills in early childhood development: A review of practical strategies for fostering independence" that emphasizes the importance of direct practice and hands-on learning in developing self-help skills

in young children. The authors argue that while cognitive activities such as reading and creative play are valuable, self-help skills require structured opportunities to practice independence in everyday tasks. These findings support the result of the regression analysis, which showed that stimulating activities at home did not significantly affect the learners' self-help skills (Bell and Carter, 2021).

Regression analysis of the influence of parents' stimulating activities on the level of school preparedness of learners along receptive language skills

Data shows the data did not warrant a significant influence of the parents' stimulating activities on the receptive language skills of the learners. The result shows that only 5.4% of the variations in the level of receptive language skills are influenced by the joint effects of the parents' stimulating activities at home. This finding indicates that the activities at home did not have a bearing on the average level of development on receptive language skills. This finding also points to the high frequency of these activities at home which were supposed to target the development of the receptive language skills of the learners.

While not found to be significant, the negative values are indications of indirect relationships showing that those parents who have spent more time in stimulating activities were not able to help their children attain the desired level of development along receptive language skills. Variations in cognitive development, including working memory, attention span, and auditory processing, could also influence how children develop receptive language skills. Parents' stimulating activities may not directly address these specific areas.

These results connect to the study entitled "Reading and language in early childhood: Bridging research and practice. Child Development Perspectives" emphasizes the importance of high-quality language interactions in early childhood and highlights how structured language activities and purposeful conversations contribute more significantly to the development of receptive language skills than general stimulating activities. These findings align with the regression analysis results, which showed that general parental activities do not significantly influence receptive language skills (Snow and Matthews, 2021).

Regression analysis of the influence of parents' stimulating activities on the level of school preparedness of learners along expressive language skills

The finding reveals that about 5.9% of the variation in the expressive language skills of the learners are influenced by the joint effects of the parents' stimulating activities at home. This finding shows that the parents' stimulating activities have a weak and not significant influence on the expressive language skills of the learners. The negative beta coefficients confirm that the very stimulating activities claimed to have been done by the parents had resulted in most of the learners having slightly to significant delays in the development of their expressive language skills.

The viable reason for this finding is delayed development of learners. Expressive language development may occur later than receptive language skills, and it often requires more time and opportunities for children to practice verbalizing thoughts and ideas. Parents' activities may not be addressing this delay adequately. Simply engaging in stimulating activities without focusing on the quality of interaction—such as encouraging children to express themselves, ask questions, or describe things may limit the development of expressive language skills. These results are in consonance to the study of Leitão et al., (2021) entitled "Expressive language development in early childhood: Strategies for parents and educators." emphasizes that targeted

interventions and active verbal participation play a crucial role in improving expressive language skills. The authors argue that while stimulating activities are beneficial for overall development, specific strategies designed to enhance verbal output are necessary to address expressive language delays, aligning with the findings from the regression analysis.

Regression analysis of the influence of parents' stimulating activities on the level of school preparedness of learners along cognitive skills

The regression analysis of the influence of parents' stimulating activities on the cognitive skills of the learners resulted in negative beta coefficients that again indicate indirect relationships. This means that the very stimulating activities done at home have a weak and not significant influence on the learners' cognitive skills development. Only 4.45% of the variation in the learners' cognitive skills can be attributed to the joint influence of these stimulating activities.

Some insights of observation along with this finding are that the activities performed at home, such as reading and creative play, may not be structured in a way that sufficiently targets cognitive development. Activities that require children to think critically, solve problems, or apply concepts may be lacking. The quality of interaction and age-appropriate practice during these activities could play a significant role. Simply performing the activities without active and meaningful parental involvement might not lead to cognitive gains.

This negative result is parallel with the study entitled "Cognitive and social-emotional skill development in early childhood: Insights from research and implications for practice" that explores the role of cognitive and social-emotional skills in early childhood development, aligning with the findings that parental involvement may need to be more targeted to effectively foster cognitive growth. The authors emphasize the importance of structured interventions and age-appropriate cognitive challenges to promote cognitive skills, offering practical recommendations for parents and educators alike (Jones et al., 2021).

Regression analysis of the influence of parents' stimulating activities on the level of school preparedness of learners along socio-emotional skills

The data shows that the parents' stimulating activities in terms of early literacy activities have a significant influence on the learners' socio-emotional skills ($\beta = 1.291$; $p = .014$; $R^2 = .084$). This indicates that for every increase in the frequency of the learners' engagement in early literacy activities at home, there is a corresponding 1.291 units of increase in the socio-emotional skills level. The result also shows that 8.4% of the variation in the levels of socio-emotional skills of the learners are contributed by the joint effects of the stimulating activities at home. All other stimulating activities did not have significant influence on the socio-emotional skills of the learners as evidenced by the p-values that are beyond the .05 level of significance set for analysis.

The doable reason from this finding is that early literacy activities often involve shared reading and discussion between parents and children, fostering not only language skills but also emotional awareness, empathy, and social interaction. For example, discussing characters' feelings in stories can help children understand emotions better. Early literacy activities might provide more opportunities for meaningful interaction between parents and children, creating moments for emotional bonding, which could explain their influence on socio-emotional skills. This type of engagement allows children to express feelings and thoughts, which enhances their emotional regulation.

The result is coherent with the study of Skarakis-Doyle et al., (2021) that storybook reading and early literacy activities are promoting social-emotional development in young children. It emphasizes that shared reading experiences offer opportunities for children to engage with complex emotions, build empathy, and navigate social situations, supporting the findings of the present analysis where early literacy activities were found to significantly influence socio-emotional skills development.

The proposed parenting guidelines developed along the seven domains

Based on the assessment results, tailored parenting guidelines have been developed to enhance children's school readiness across the seven domains. These guidelines aim to empower parents with practical strategies and activities to support holistic child development, ensuring a smoother transition into formal education.

Parenting guidelines for kindergarten readiness

Engaging in structured activities at home offers parents a powerful opportunity to foster key developmental skills in their young children. Through targeted games and exercises these domains, the proposed guidelines provide a comprehensive framework for fostering essential skills and nurturing a positive learning environment at home., parents can support growth across critical areas like motor coordination, language skills, self-help independence, cognitive abilities, and emotional awareness all essential for school readiness. These activities emphasize enjoyable learning experiences that enhance children's natural curiosity, build confidence, and strengthen foundational skills in a familiar setting. With each activity, parents contribute to a well-rounded early development journey, preparing children for future educational success.

Goals

Gross Motor Skills Goal. Encourage outdoor play and activities that promote running, jumping, and climbing to enhance physical coordination and strength.

Fine Motor Skills Goal. Provide opportunities for children to engage in activities like drawing, crafting, and threading beads to improve dexterity and hand control.

Self-Help Skills Goal. Foster independence by allowing children to practice dressing, feeding themselves, and managing basic hygiene tasks regularly.

Receptive Language Skills Goal. Engage in daily conversations, read stories, and ask questions to develop understanding and listening skills.

Expressive Language Skills Goal. Encourage storytelling and sharing experiences to boost vocabulary and verbal expression.

Cognitive Skills Goal. Introduce puzzles, memory games, and problem-solving activities to stimulate critical thinking and cognitive development.

Social-Emotional Skills Goal. Support emotional awareness through discussions about feelings and role-playing scenarios to help children navigate social interactions.

Weekly planning

Allocate specific days for targeted activities across all developmental domains to ensure balanced skill enhancement.

Monitoring progress

Suggest keeping a journal to note improvements, challenges, and successful strategies. Encourage periodic discussions with the child about their feelings and experiences during these activities.

Parenting tips

Foster a supportive environment by encouraging exploration and curiosity. Be flexible and ready to adapt activities to maintain engagement. Celebrate achievements, no matter how small, build confidence.

CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis of findings, several conclusions were drawn. First, parents play a critical role in shaping their children's school preparedness. Stimulating activities such as reading, educational play, conversation and verbal interaction, as well as creative and early literacy activities, not only enhance academic skills but also foster holistic development. Parents who actively and regularly participate in these types of engagements create a rich learning environment at home, thereby nurturing the fundamental skills necessary for academic success. Therefore, it is essential to encourage and assist parents in participating in these meaningful activities to significantly improve kindergarten learners' readiness for school.

Second, while many kindergarten learners are generally developing as expected in core developmental areas such as gross motor, fine motor, cognitive, and socio-emotional skills, noticeable delays have been observed in self-help and language-related domains. This highlights a concern regarding early home and community support systems, particularly in fostering independence and encouraging meaningful verbal interactions. The findings suggest that some parents may unintentionally hinder their children's growth by routinely performing tasks for them or by not engaging them in conversations and activities that promote expressive and receptive language development.

Although stimulating activities carried out by parents—such as reading, educational play, and creative tasks—positively impact cognitive and language development, they do not significantly influence gross motor, fine motor, and self-help skills. This indicates that typical home-based activities might not be sufficiently targeted to support physical and independent skill development. However, early literacy practices, especially shared reading and verbal interaction, have been found to significantly enhance learners' socio-emotional skills. This underlines the importance of emotional awareness and the role of social interaction in early childhood development.

In light of the findings and conclusions of this study, several recommendations are proposed. First, Parenting Guidelines should be introduced during Parents and Teachers Association (PTA) meetings. These guidelines can be reproduced in the form of handbooks and distributed to both parents and teachers, serving as activity guides for home and school use. The Parenting Guidelines should include step-by-step instructions that help parents effectively engage in activities designed to support their child's development and school readiness.

Second, parents and teachers should apply positive reinforcement strategies when helping children perform skills. This can help boost motivation and confidence through the use of reward systems such as stickers and verbal praise, as well as through peer modeling, where children are encouraged to help each other in completing tasks.

Third, schools and community centers are encouraged to organize workshops for parents that focus on effective strategies for shared reading, storytelling, and interactive discussions. These workshops should provide access to resources such as age-appropriate books, activity guides, and digital learning tools to help families create engaging learning experiences that promote educational play and literacy development at home.

It is recommended that future researchers conduct studies similar to the present one to verify and strengthen the validity of the results. Replicating this research in different settings or with different populations can provide more insights and improve the generalizability of the findings.

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