

LEVELS OF PARENTAL SUPPORT IN LEARNING AND METACOGNITIVE SKILLS OF KINDERGARTEN LEARNERS: BASIS FOR THE PARENT-ASSISTED LEARNING PROGRAM

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ABSTRACT

Parental support plays a vital role in enhancing the metacognitive development of kindergarten learners, particularly in fostering their ability to plan, monitor, and evaluate their own learning. This study aimed to assess the levels of parental support in learning and the metacognitive skills of kindergarten learners at Iba Elementary School, Iba District, Schools Division of Zambales, during the School Year 2024–2025. Employing a descriptive method of research, the study gathered, classified, summarized, and analyzed data using means, Kruskal-Wallis Test, and Pearson's Product Moment Correlation Coefficient. The respondents included 54 kindergarten parents selected through total population sampling. A researcher-designed questionnaire was used to measure parental support and learners' metacognitive skills, both of which demonstrated excellent internal consistency ($\alpha = 0.91$ and $\alpha = 0.93$, respectively). Findings revealed that most parents were females aged 30–39 years old, college graduates from low-income families with two children, who spent one to two hours daily teaching at home. Parents were highly supportive in motivational, emotional, behavioral, and social aspects, and perceived their children as highly skilled in self-awareness, goal setting, self-regulation, and task evaluation. No significant differences were found in parental support when grouped by profile variables. A high positive correlation existed between parental support and children's metacognitive skills. A Parental-Assisted Learning Program was designed to further strengthen these areas. Higher levels of parental support significantly enhanced learners' metacognitive development, emphasizing the essential role of parental involvement in early education. The study may serve as a foundation for implementing structured parental engagement programs that foster metacognitive growth among kindergarten learners.

Keywords: Parental Support, Support in Learning, Metacognitive Skills, Kindergarten Learners, Parent-Assisted Learning.

1. INTRODUCTION

In the ever-evolving landscape of early childhood education, the role of parental support in fostering self-regulated learning (SRL) and metacognitive skills had never been more critical. As educational demands increased, understanding how parental involvement influenced these foundational skills profoundly impacted a child's academic trajectory. Despite the growing recognition of the importance of SRL and metacognition, many early education systems struggled to effectively integrate these concepts into their curricula, revealing a significant gap in addressing these needs.

This study investigated the levels of parental support in learning and its influence on the development of metacognitive skills among kindergarten learners at Iba Elementary School, Iba District, Schools Division of Zambales. The study of Dermitzaki and Kallia (2021) affirmed that parental support, particularly through contingent support and autonomy encouragement, was pivotal in the early stages of learning. However, there remained a lack of comprehensive programs that addressed how these parental behaviors could be systematically incorporated into educational frameworks to enhance children's SRL and metacognitive abilities. The study of Kramarski et al. (2021) highlighted the ongoing struggle to integrate effective teacher interventions despite evidence supporting the importance of these skills.

The effects of parental support and teacher intervention in early childhood education were felt globally, but the impact varied significantly by region. Chen et al. (2024) emphasized that in many countries, including the Philippines, the integration of effective parental support strategies into educational practices was still underdeveloped. This gap had substantial implications for children's readiness for formal schooling and their ability to succeed in an increasingly complex educational environment. The study of Braund (2022) revealed the need for targeted interventions that could bridge this gap and improve educational outcomes on a broader scale.

Locally, the issue was particularly pronounced in communities where access to educational resources and support systems was limited. In these settings, the study of Dorrenbacher-Ulrich et al. (2023) showed that the lack of structured parental assistance and teacher training exacerbated the challenges faced by kindergarten learners in developing essential metacognitive skills. This study was conducted to address these local concerns by exploring how parental support could be optimized to enhance learning outcomes and metacognitive development in young children at Iba Elementary School, Iba District, Schools Division of Zambales. By focusing on this area, the study aimed to provide actionable insights and practical recommendations for educators and parents alike.

The primary objectives of this study were to evaluate the levels of parental support in learning, assess its impact on metacognitive skills among kindergarten learners, and develop a framework for a Parental-Assisted Learning Program. The study of Mok et al. (2024) highlighted the significance of understanding how metacognitive knowledge influenced educational practices. This research sought to fill existing gaps by providing empirical evidence on the effectiveness of parental involvement and offering a structured program that addressed both parental and educational needs. The study's significance lay in its potential to enhance early childhood education practices and improve learner outcomes through informed, evidence-based strategies. The scope of the study included kindergarten learners and their parents within Iba Elementary School, Iba District, Schools Division of Zambales, while its delimitations involved focusing primarily on parental support and metacognitive skills development without extending to other factors such as socio-economic influences or broader educational policies.

2. STATEMENT OF THE PROBLEM

This study aimed to assess the levels of parental support in learning and the metacognitive skills of kindergarten learners at Iba Elementary School, Iba District, Schools Division of Zambales, during the School Year 2024-2025.

Specifically, it sought answers the following questions:

1. What is the profile of the kindergarten parents in terms of:

1.1. age;

- 1.2. gender;
 - 1.3. number of children;
 - 1.4. monthly family income;
 - 1.5. highest educational attainment; and
 - 1.6. daily teaching hours at home?
2. How can the levels of parental support in learning be described in terms of:
 - 2.1. motivational support;
 - 2.2. emotional support;
 - 2.3. behavioral support; and
 - 2.4. social support?
3. How can kindergarten parents perceive the levels of metacognitive skills of kindergarten learners be described in terms of:
 - 3.1. self-awareness;
 - 3.2. goal setting;
 - 3.3. self-regulation; and
 - 3.4. task evaluation?
4. Is there a significant difference in the levels of parental support in learning based when grouped according to their profile variables?
5. Is there a significant relationship between the levels of parental support in learning and their perceived metacognitive skills of kindergarten learners?
6. What parental-assisted learning program can be proposed to enhance the levels of parental support in learning and metacognitive development of kindergarten learners?

3. METHODS AND MATERIALS

This study aimed to assess the levels of parental support in learning and the metacognitive skills of kindergarten learners at Iba Elementary School, Iba District, Schools Division of Zambales, during the School Year 2024-2025. Employing a descriptive method of research, data were collected, classified, summarized, and analyzed using means. The respondents of the study consisted of 54 kindergarten parents selected through total population sampling to ensure that all members of the target group were fully represented in the data collection process. A researcher-designed questionnaire served as the primary data collection instrument, focusing on the levels of parental support in learning and the metacognitive skills of kindergarten learners. Internal consistency was established using Cronbach's Alpha, which demonstrated excellent reliability for the levels of parental support in learning ($\alpha = 0.91$) and the metacognitive skills of kindergarten learners ($\alpha = 0.93$). Hypotheses were tested using Kruskal-Wallis Test and Pearson's Product Moment Correlation Coefficient.

4. RESULTS AND DISCUSSIONS

4.1. Profile of Kindergarten Parents

4.1.1. Age

Table 1 presents the profile of kindergarten parents in terms of their age distribution.

Table 1. Profile of Kindergarten Parents in terms of Age

Age	Frequency	Percentage
60 years old and above	1	1.85
50-59 years old	2	3.70
40-49 years old	12	22.22
30-39 years old	27	50.00
20-29 years old	12	22.22
Total	54	100.00

As shown, one (1.85%) of the respondents was aged 60 years old and above, two (3.70%) were aged 50–59 years old, twelve (22.22%) were aged 40–49 years old, twenty-seven (50.00%) were aged 30–39 years old, and twelve (22.22%) were aged 20–29 years old. The data indicated that most respondents fell within the younger to middle adult age range, while only a few were in the older age brackets. These figures showed a relatively active group of parents who were likely more engaged in their children's early education.

The highest percentage of respondents belonged to the 30–39 years old category, comprising 27 or 50.00% of the total sample. This denoted that most kindergarten parents were within the productive working age, capable of providing sufficient support for their children's learning experiences at home and in school.

The findings of Gabutero et al. (2025) revealed that parental involvement and educational participation were most effective among parents within the middle adult age range, as they exhibited both stability and motivation to assist their children. Similarly, the present study affirmed this observation, suggesting that the predominance of parents in this age group contributed positively to their level of engagement and support in their children's kindergarten education.

4.1.2. Gender

Table 2 presents the profile of kindergarten parents in terms of their gender.

Table 2. Profile of Kindergarten Parents in terms of Gender

Gender	Frequency	Percentage
Male	8	14.81
Female	46	85.19
Total	54	100.00

As shown, eight (14.81%) of the respondents were male, while forty-six (85.19%) were female. The data indicated that the majority of the respondents were mothers who primarily took part in the educational guidance of their children. This finding suggested that female parents were more actively involved in their children's early learning activities than male parents.

The highest percentage of respondents belonged to the female category, comprising 46 or 85.19% of the total sample. This denoted that mothers generally assumed a more significant role in home-based learning support and in fostering their children's academic development.

The findings of Lasco and Mendoza (2025) revealed that mothers often took the lead in early childhood education due to their nurturing roles and consistent involvement at home. Similarly, the present study affirmed this, indicating that mothers in the kindergarten level played a crucial part in reinforcing learning habits and ensuring educational continuity for their children.

4.1.3. Number of Children

Table 3 presents the profile of kindergarten parents in terms of the number of their children.

Table 3. Profile of Kindergarten Parents in terms of Number of Children

Number of Children	Frequency	Percentage
5 children	6	11.11
4 children	2	3.70
3 children	10	18.52
2 children	23	42.59
1 child	12	22.22
no child	1	1.85
Total	54	100.00

As shown, six (11.11%) of the respondents had five children, two (3.70%) had four children, ten (18.52%) had three children, twenty-three (42.59%) had two children, twelve (22.22%) had one child, and one (1.85%) had no child. The data indicated that most of the respondents belonged to families with a small to moderate number of children. These figures showed a balanced family size where parents could adequately provide time, care, and support for their children's education.

The highest percentage of respondents had two children, comprising 23 or 42.59% of the total sample. This denoted that most kindergarten parents came from nuclear families with manageable household responsibilities, allowing them to give focused attention to their children's learning needs.

The findings of Mashiach and Davidovich (2023) revealed that parents with fewer children tended to provide more individualized guidance and involvement in their children's schooling. Similarly, the present study affirmed this, indicating that having fewer dependents enabled parents to devote more quality time and resources to supporting their children's early education.

4.1.4. Monthly Family Income

Table 4 presents the profile of kindergarten parents in terms of their monthly family income.

Table 4. Profile of Kindergarten Parents in terms of Monthly Family Income

Monthly Family Income	Frequency	Percentage
P150,000 and above	1	1.85
P50,000 to P74,999	2	3.70
P25,000 to P49,999	15	27.78
P24,999 and below	36	66.67
Total	54	100.00

As shown, one (1.85%) of the respondents had a monthly income of ₱150,000 and above, two (3.70%) earned ₱50,000 to ₱74,999, fifteen (27.78%) earned ₱25,000 to ₱49,999, and thirty-six (66.67%) earned ₱24,999 and below. The data indicated that the majority of the respondents belonged to the lower-income group. These figures showed that most kindergarten parents had limited financial capacity, which could influence the resources they provided for their children's education.

The highest percentage of respondents fell within the ₱24,999 and below category, comprising 36 or 66.67% of the total sample. This denoted that most kindergarten parents came

from low-income households, which might have affected their ability to afford supplementary learning materials or educational support at home.

The findings of Garcia et al. (2025) revealed that family income played a significant role in determining the level of parental support and educational involvement. Similarly, the present study affirmed this, suggesting that lower-income parents faced more challenges in providing material and technological support for their children's kindergarten learning activities.

4.1.5. Highest Educational Attainment

Table 5 presents the profile of kindergarten parents in terms of their highest educational attainment.

Table 5. Profile of Kindergarten Parents in terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Master's Graduate	4	7.41
College Graduate	35	64.81
Highest School Graduate	15	27.78
Total	54	100.00

As shown, four (7.41%) of the respondents were master's graduates, thirty-five (64.81%) were college graduates, and fifteen (27.78%) were high school graduates. The data indicated that most of the respondents had attained a higher level of education. These figures showed that a majority of kindergarten parents possessed sufficient educational background to assist their children in early learning activities.

The highest percentage of respondents were college graduates, comprising 35 or 64.81% of the total sample. This denoted that most kindergarten parents were well-educated and likely understood the importance of supporting their children's academic growth and development.

The findings of Soriano and Sumayo (2024) revealed that parents with higher educational attainment were more capable of providing academic assistance and guidance to their children. Similarly, the present study affirmed this, suggesting that the educational background of parents positively influenced their ability to foster effective learning habits among their kindergarten children.

4.1.6. Daily Teaching Hours at Home

Table 6 presents the profile of kindergarten parents in terms of the number of hours they spent teaching their children at home each day.

Table 6. Profile of Kindergarten Parents in terms of Daily Teaching Hours at Home

Daily Teaching Hours at Home	Frequency	Percentage
4.0 hours and above	3	5.56
3.0 to 3.9 hours	2	3.70
2.0 to 2.9 hours	13	24.07
1.0 to 1.9 hours	27	50.00
Less than 1.0 hour	9	16.67
Total	54	100.00

As shown, three (5.56%) of the respondents spent 4.0 hours and above, two (3.70%) spent 3.0 to 3.9 hours, thirteen (24.07%) spent 2.0 to 2.9 hours, twenty-seven (50.00%) spent 1.0 to 1.9 hours, and nine (16.67%) spent less than 1.0 hour teaching their children daily. The data indicated that most parents dedicated at least one hour of their day to their children's learning. These figures showed varying degrees of parental involvement in home-based teaching activities.

The highest percentage of respondents devoted 1.0 to 1.9 hours daily, comprising 27 or 50.00% of the total sample. This denoted that while parents actively participated in their children's home learning, time constraints might have limited their ability to extend teaching hours.

The findings of Mabao and Valle (2023) revealed that consistent parental engagement, even for limited hours, significantly enhanced children's motivation and academic development. Similarly, the present study affirmed this, suggesting that the regular teaching time provided by most parents contributed positively to their kindergarten children's learning progress at home.

4.2. Levels of Parental Support in Learning

4.2.1. Motivational Support

Table 7 presents the mean ratings and interpretations of the levels of parental support in learning in terms of motivational support.

Table 7. Mean Rating and Interpretations of the Levels of Parental Support in Learning in terms of Motivational Support

Item	Indicators	Mean Rating	Interpretation
1	I encourage my child to keep trying even when learning tasks are difficult.	3.76	Highly Supportive
2	I praise my child's efforts in learning new things, not just his/her successes.	3.80	Highly Supportive
3	I help my child set small goals to make learning more manageable and fun.	3.74	Highly Supportive
4	I share stories with my child about people who achieved success through hard work and perseverance.	3.57	Highly Supportive
5	I create positive and supportive environment where my child feels excited to learn.	3.80	Highly Supportive
6	I remind my child of his/her strengths and abilities to build his/her confidence in learning.	3.81	Highly Supportive
7	I celebrate my child's learning achievements, both big and small, to keep them motivated.	3.72	Highly Supportive
8	I provide my child with opportunities to choose what he/she wants to learn or explore at home.	3.76	Highly Supportive
9	I encourage my child to ask questions and express curiosity about the world around them.	3.74	Highly Supportive
10	I use positive words and gestures to show my child that I believe in his/her ability to learn and grow.	3.89	Highly Supportive
General Mean Rating		3.76	Highly Supportive

Among the indicators, the statement “I use positive words and gestures to show my child that I believe in his/her ability to learn and grow” obtained the highest mean rating of 3.89, which was interpreted as highly supportive. This finding denoted that parents had consistently shown strong motivational support through affirmation and encouragement, which helped build their children’s confidence in learning. It further indicated that parents’ positive reinforcement played a vital role in enhancing their child’s willingness to learn and persevere in academic tasks.

The findings of Gapasin (2025) revealed that parental motivation through praise and affirmation significantly fostered children’s enthusiasm and perseverance in learning. Similarly, the present study supported this, as it showed that kindergarten parents who provided motivational support through affirming words and actions greatly influenced their children’s positive attitude toward learning.

4.2.2. Emotional Support

Table 8 presents the mean ratings and interpretations of the levels of parental support in learning in terms of emotional support.

Table 8. Mean Rating and Interpretations of the Levels of Parental Support in Learning in terms of Emotional Support

Item	Indicators	Mean Rating	Interpretation
1	I listen to my child’s feelings and thoughts about his/her learning experiences.	3.85	Highly Supportive
2	I comfort my child when he/she feels frustrated or upset about schoolwork.	3.74	Highly Supportive
3	I encourage my child to express his/her emotions, whether he/she is happy, sad, or confused, about learning.	3.81	Highly Supportive
4	I stay patient with my child when he/she is struggling to understand something new.	3.65	Highly Supportive
5	I reassure my child that it is okay to make mistakes and that they are part of learning.	3.83	Highly Supportive
6	I spent quality time with my child to make them feel secure and supported while learning.	3.85	Highly Supportive
7	I use kind and gentle words to motivate my child when he/she feels discouraged.	3.80	Highly Supportive
8	I show understanding when my child is tired to overwhelmed by his/her school tasks.	3.81	Highly Supportive
9	I remind my child that I am always here to help them when he/she feels stuck or need support.	3.83	Highly Supportive
10	I encourage my child to believe in themselves and his/her ability to learn, even when things are hard.	3.85	Highly Supportive
General Mean Rating		3.80	Highly Supportive

Among the indicators, the statements “I listen to my child’s feelings and thoughts about his/her learning experiences,” “I spent quality time with my child to make them feel secure and

supported while learning,” and “I encourage my child to believe in themselves and his/her ability to learn, even when things are hard” obtained the highest mean rating of 3.85, which were interpreted as highly supportive. These findings denoted that parents had consistently provided emotional stability and encouragement to their children, ensuring they felt valued, understood, and motivated in their learning experiences. It also implied that emotional support played a crucial role in developing children’s confidence and resilience toward learning challenges.

The findings of Contreras (2024) revealed that consistent emotional support from parents strengthened children’s motivation and reduced anxiety toward school-related tasks. Similarly, the present study confirmed that kindergarten parents who showed empathy, patience, and reassurance helped nurture their children’s emotional well-being, which contributed to their positive learning attitude.

4.2.3. Behavioral Support

Table 9 presents the mean ratings and interpretations of the levels of parental support in learning in terms of behavioral support.

Table 9. Mean Rating and Interpretations of the Levels of Parental Support in Learning in terms of Behavioral Support

Item	Indicators	Mean Rating	Interpretation
1	I help my child create a daily routine that includes time for studying, playing, and resting.	3.74	Highly Supportive
2	I make sure my child has a quiet and organized place to do his/her schoolwork at home.	3.67	Highly Supportive
3	I guide my child in managing his/her time to complete his/her school tasks without feeling rushed.	3.83	Highly Supportive
4	I set simple and clear rules for my child to follow during study time, like keeping distractions away.	3.81	Highly Supportive
5	I monitor my child’s progress in completing his/her assignments and provide help when needed.	3.78	Highly Supportive
6	I encourage my child to take short breaks when he/she has been studying for a long time.	3.81	Highly Supportive
7	I provide my child with materials, like pencils and paper, that he/she needs to complete his/her schoolwork.	3.80	Highly Supportive
8	I practice good habits, like reading together, to help my child develop a love for learning.	3.72	Highly Supportive
9	I remind my child to stay focused and finish one task before moving on to another.	3.80	Highly Supportive
10	I check my child’s homework and schoolwork to make sure he/she understands his/her lessons.	3.78	Highly Supportive
General Mean Rating		3.77	Highly Supportive

Among the indicators, the statement “I guide my child in managing his/her time to complete his/her school tasks without feeling rushed” obtained the highest mean rating of 3.83, which was interpreted as highly supportive. This finding denoted that parents had actively guided their children in establishing productive study habits and routines that fostered discipline and organization in learning. It also implied that parents’ consistent involvement in structuring their children’s time had positively influenced their ability to manage academic responsibilities effectively.

The findings of Olivar and Naparan (2023) revealed that parental supervision and behavioral guidance played a crucial role in shaping learners’ discipline and study routines. Similarly, the present study confirmed that kindergarten parents who provided behavioral support through time management and consistent routines had strengthened their children’s focus and responsibility toward learning tasks.

4.2.4. Social Support

Table 10 presents the mean ratings and interpretations of the levels of parental support in learning in terms of social support.

Table 10. Mean Rating and Interpretations of the Levels of Parental Support in Learning in terms of Social Support

Item	Indicators	Mean Rating	Interpretation
1	I encourage my child to play and learn with his/her classmates to build friendships.	3.81	Highly Supportive
2	I help my child understand how to share and take turns during group activities.	3.74	Highly Supportive
3	I teach my child to listen to others and respect their opinions during discussions.	3.85	Highly Supportive
4	I talk to my child about the importance of being kind and helping others at school.	3.83	Highly Supportive
5	I encourage my child to ask for help from teachers or classmates when he/she needs it.	3.85	Highly Supportive
6	I help my child practice good manners, like saying please and thank you, when interacting with others.	3.70	Highly Supportive
7	I participate in school activities and events with my child to show support for his/her social growth.	3.72	Highly Supportive
8	I arrange playdates or group study sessions for my child to interact with peers.	3.54	Highly Supportive
9	I guide my child on how to resolve conflicts peacefully with friends or classmates.	3.70	Highly Supportive
10	I encourage my child to share his/her feelings and experiences with me after school.	3.69	Highly Supportive
General Mean Rating		3.74	Highly Supportive

Among the indicators, the statements “I teach my child to listen to others and respect their opinions during discussions” and “I encourage my child to ask for help from teachers or classmates when he/she needs it” obtained the highest mean rating of 3.85, which were interpreted as highly supportive. These findings denoted that parents had effectively guided their children in developing positive social behaviors and collaborative learning skills. It also implied that parents played a vital role in fostering their children’s communication, empathy, and respect for others, which enhanced their social growth and classroom participation.

The findings of Manalo et al. (2023) revealed that children who received consistent social guidance from their parents exhibited better interpersonal relationships and cooperative learning behaviors. Similarly, the present study confirmed that kindergarten parents who provided strong social support had nurtured their children’s ability to interact positively with peers and teachers, contributing to a more engaging and harmonious learning environment.

4.3. Metacognitive Skills of Kindergarten Learners as Perceived by Their Parents

Table 11 presents the mean ratings and interpretations of the metacognitive skills of kindergarten learners as perceived by their parents in terms of self-awareness.

4.3.1. Self-Awareness

Table 11. Mean Rating and Interpretations of the Metacognitive Skills of Kindergarten Learners as Perceived by Their Parents

Item	Indicators	Mean Rating	Interpretation
1	My child recognizes his/her own strengths and areas where he/she needs more practice in learning.	3.80	Highly Skilled
2	My child expresses his/her likes and dislikes when it comes to different school activities.	3.72	Highly Skilled
3	My child notices when he/she is getting frustrated and asks for help or a break.	3.72	Highly Skilled
4	My child reflects on what he/she learned each day and talks about it with me.	3.80	Highly Skilled
5	My child understands when he/she has made a mistake and tries to correct it.	3.74	Highly Skilled
6	My child sets small goals for themselves to accomplish tasks step-by-step.	3.76	Highly Skilled
7	My child identifies what makes them feel happy or proud about his/her learning.	3.87	Highly Skilled
8	My child explains his/her thinking process when solving simple problems or puzzles.	3.67	Highly Skilled
9	My child notices when he/she is distracted and makes an effort to refocus on his/her work.	3.76	Highly Skilled
10	My child expresses confidence when he/she understands a lesson or activity well.	3.74	Highly Skilled
General Mean Rating		3.76	Highly Skilled

The statement “My child identifies what makes them feel happy or proud about his/her learning” obtained the highest mean rating of 3.87, which was interpreted as highly skilled. This finding denoted that learners had developed a strong sense of self-awareness, allowing them to recognize their emotions, accomplishments, and motivations related to learning. It further implied that learners were capable of reflecting on their own learning experiences and expressing pride and satisfaction in their achievements.

The findings of Perez (2024) revealed that children who demonstrated higher self-awareness tended to exhibit stronger motivation and self-regulation in their learning behaviors. Similarly, the present study confirmed that kindergarten learners who were aware of their feelings and accomplishments showed greater enthusiasm and confidence in classroom activities, contributing to their overall learning success.

4.3.2. Goal Setting

Table 12. Mean Rating and Interpretations of the Metacognitive Skills of Kindergarten Learners as Perceived by Their Parents in terms of Goal Setting

Item	Indicators	Mean Rating	Interpretation
1	My child sets small, achievable goals for himself/herself in his/her schoolwork.	3.74	Highly Skilled
2	My child plans steps to reach his/her learning goals and follows through with those steps.	3.69	Highly Skilled
3	My child tells me about the goals he/she wants to achieve in his/her school subjects.	3.69	Highly Skilled
4	My child checks his/her progress towards his/her learning goals and feels motivated to keep going.	3.69	Highly Skilled
5	My child makes a list of tasks to complete to achieve his/her learning goals.	3.50	Highly Skilled
6	My child asks for feedback on his/her progress toward his/her goals to see how he/she can improve.	3.57	Highly Skilled
7	My child celebrates his/her success when he/she reaches a learning goal, no matter how small.	3.70	Highly Skilled
8	My child adjusts his/her goals if he/she finds them too difficult or too easy to achieve.	3.67	Highly Skilled
9	My child discusses with me what he/she need to do to meet his/her learning goals.	3.67	Highly Skilled
10	My child shows determination to overcome obstacles that may interfere with his/her goals.	3.85	Highly Skilled
General Mean Rating		3.68	Highly Skilled

Table 12 presents the mean ratings and interpretations of the metacognitive skills of kindergarten learners as perceived by their parents in terms of goal setting.

The statement “My child shows determination to overcome obstacles that may interfere with his/her goals” obtained the highest mean rating of 3.85, which was interpreted as highly

skilled. This finding denoted that learners had developed persistence and resilience in pursuing their academic objectives despite challenges. It also implied that learners possessed a positive attitude toward learning, enabling them to stay motivated and focused on achieving their goals.

The findings of Garcia and Garcia (2023) revealed that goal-oriented learners tended to demonstrate better academic performance and stronger perseverance in completing learning tasks. Similarly, the present study confirmed that kindergarten learners who practiced goal setting and persistence showed enhanced self-regulation and motivation, which contributed to their continuous learning progress and achievement.

4.3.3. Self-Regulation

Table 13 presents the mean ratings and interpretations of the metacognitive skills of kindergarten learners as perceived by their parents in terms of self-regulation.

Table 13. Mean Rating and Interpretations of the Metacognitive Skills of Kindergarten Learners as Perceived by Their Parents in terms of Self-Regulation

Item	Indicators	Mean Rating	Interpretation
1	My child controls his/her emotions and stays calm when facing a challenging task.	3.67	Highly Skilled
2	My child follows a routine for completing his/her schoolwork without needing reminders.	3.65	Highly Skilled
3	My child takes breaks when needed to manage his/her energy and focus better during study time.	3.70	Highly Skilled
4	My child sticks to his/her plan for homework and study sessions, even when he/she finds it difficult.	3.70	Highly Skilled
5	My child manages his/her time well and completes tasks by the deadlines set for them.	3.78	Highly Skilled
6	My child uses strategies to calm themselves down when he/she feels frustrated or overwhelmed.	3.67	Highly Skilled
7	My child evaluates his/her work and makes changes if he/she notices mistakes or areas for improvement.	3.69	Highly Skilled
8	My child keeps track of his/her progress and adjusts his/her approach if he/she is not achieving his/her goals.	3.67	Highly Skilled
9	My child shows patience and persistence when working on tasks that take longer to complete.	3.63	Highly Skilled
10	My child follows instructions and guidelines for school activities without needing constant supervision.	3.68	Highly Skilled
General Mean Rating		3.68	Highly Skilled

The statement “My child manages his/her time well and completes tasks by the deadlines set for them” obtained the highest mean rating of 3.78, which was interpreted as highly skilled. This finding denoted that learners had effectively developed time management and self-discipline skills necessary for completing academic tasks. It also implied that learners demonstrated responsibility and independence in handling their schoolwork, reflecting their growing ability to regulate their own learning behavior.

The findings of Suan (2023) revealed that learners with strong self-regulation skills showed greater academic persistence and adaptability in managing school demands. Similarly, the present study confirmed that kindergarten learners who practiced time management and self-control displayed enhanced focus, consistency, and autonomy in their learning activities, leading to improved academic readiness.

4.3.4. Task Evaluation

Table 14 presents the mean ratings and interpretations of the metacognitive skills of kindergarten learners as perceived by their parents in terms of task evaluation.

Table 14. Mean Rating and Interpretations of the Metacognitive Skills of Kindergarten Learners as Perceived by Their Parents in terms of Task Evaluation

Item	Indicators	Mean Rating	Interpretation
1	My child reviews his/her completed homework to check for any mistakes or missing parts.	3.54	Highly Skilled
2	My child asks questions about his/her work to understand how he/she can improve.	3.65	Highly Skilled
3	My child discusses his/her completed tasks with me to see if he/she did them correctly.	3.70	Highly Skilled
4	My child compares his/her works to examples or guidelines to ensure he/she meets the expectations.	3.65	Highly Skilled
5	My child identifies parts of his/her work he/she is proud of and parts he/she wants to improve.	3.72	Highly Skilled
6	My child reflects on feedback from teachers and uses it to make his/her work better.	3.65	Highly Skilled
7	My child notices when he/she has missed a step in his/her tasks and takes steps to fix it.	3.78	Highly Skilled
8	My child uses checklists or reminders to make sure he/she completes all parts of an assignment.	3.54	Highly Skilled
9	My child evaluates how well he/she understood a lesson and seeks help if needed.	3.74	Highly Skilled
10	My child makes adjustments to his/her work based on his/her own review and feedback from others.	3.57	Highly Skilled
General Mean Rating		3.65	Highly Skilled

The statement “My child notices when he/she has missed a step in his/her tasks and takes steps to fix it” obtained the highest mean rating of 3.78, which was interpreted as highly skilled. This finding denoted that learners had developed strong evaluative and corrective skills, allowing them to identify errors and make necessary adjustments independently. It also implied that learners demonstrated responsibility and awareness in ensuring the quality and completeness of their schoolwork.

The findings of Cabilan and Peteros (2024) revealed that learners who regularly evaluated their performance were more likely to develop self-correction habits and achieve higher learning outcomes. Similarly, the present study confirmed that kindergarten learners who engaged in reviewing and improving their tasks exhibited greater accountability and reflective thinking, contributing to the enhancement of their metacognitive growth and learning performance.

4.4. Difference Between the Levels of Parental Support in Learning and Their Profile

4.4.1. Age

Table 15 presents the difference between the levels of parental support in learning and their profile in terms of age.

Table 15. Difference Between the Levels of Parental Support in Learning and Their Profile in terms of Age

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
60 years old and above	3.93	4	.415	Accept H_{01}
50-59 years old				(Not Significant)
40-49 years old				
30-39 years old				
20-29 years old				

The computed value of $H = 3.93$ with $df = 4$ and $p = .415$ indicated that there was no significant difference between the levels of parental support in learning when grouped according to age. Since the p -value was greater than 0.05, the null hypothesis (H_{01}) was accepted. This finding denoted that the parents, regardless of age, extended similar levels of support to their children's learning activities.

The finding of the present study agreed with that of Galabay and Tepacia (2025), who found that parents' age did not significantly influence the extent of support provided to learners. Both studies emphasized that parental support was influenced more by personal commitment and awareness of children's needs than by age differences.

4.4.2. Gender

Table 16 presents the difference between the levels of parental support in learning and their profile in terms of gender.

Table 16. Difference Between the Levels of Parental Support in Learning and Their Profile in terms of Gender

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
<u>Male</u>	.487	1	.485	Accept H_{01}
<u>Female</u>				(Not Significant)

The computed value of $H = 0.487$ with $df = 1$ and $p = .485$ revealed that there was no significant difference between the levels of parental support in learning when grouped according

to gender. Since the p-value was greater than 0.05, the null hypothesis (H_{01}) was accepted. This finding denoted that both male and female parents provided almost the same level of support in assisting their children's learning.

The finding of the present study aligned with that of Caban et al. (2024), who found that gender did not significantly affect the degree of parental involvement in education. Both studies confirmed that the willingness to support learners was not determined by gender but by parents' sense of responsibility toward their children's academic success.

4.4.3. Number of Children

Table 17 presents the difference between the levels of parental support in learning and their profile in terms of the number of children.

Table 17. Difference Between the Levels of Parental Support in Learning and Their Profile in terms of Number of Children

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
5 children	9.637	5	.086	Accept H_{01}
4 children				(Not Significant)
3 children				
2 children				
1 child				
No child				

The computed value of $H = 9.637$ with $df = 5$ and $p = .086$ revealed that there was no significant difference between the levels of parental support in learning when grouped according to the number of children. Since the p-value was greater than 0.05, the null hypothesis (H_{01}) was accepted. This finding denoted that the number of children in the family did not affect the extent of support parents provided for their children's learning.

The finding of the present study agreed with that of Calib-Og and Cabigas (2023), who reported that family size did not significantly influence parents' participation in their children's education. Both studies highlighted that parental support was more dependent on parents' dedication and value for education rather than on the number of children they had.

4.4.4. Monthly Family Income

Table 18 presents the difference between the levels of parental support in learning and their profile in terms of monthly family income.

Table 18. Difference Between the Levels of Parental Support in Learning and Their Profile in terms of Monthly Family Income

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
P150,000 and above	3.174	2	.204	Accept H_{01}
P50,000 to P74,999				(Not Significant)
P25,000 to P49,999				
P24,999 and below				

The computed value of $H = 3.174$ with $df = 2$ and $p = .204$ revealed that there was no significant difference between the levels of parental support in learning when grouped according to monthly family income. Since the p-value was greater than 0.05, the null hypothesis (H_{01}) was

accepted. This finding denoted that parents, regardless of their income level, rendered comparable support in guiding their children's learning.

The finding of the present study supported that of Palomares et al. (2024), who found that parents' financial status did not significantly influence their involvement in their children's academic activities. Both studies emphasized that parental support was rooted more in commitment and concern for learning rather than in the family's economic condition.

4.4.5. Highest Educational Attainment

Table 19 presents the difference between the levels of parental support in learning and their profile in terms of highest educational attainment.

Table 19. Difference Between the Levels of Parental Support in Learning and Their Profile in terms of Highest Educational Attainment

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
Master's Graduate	3.365	2	.186	Accept H_{01}
College Graduate				(Not Significant)
High School Graduate				

The computed value of $H = 3.365$ with $df = 2$ and $p = .186$ revealed that there was no significant difference between the levels of parental support in learning when grouped according to highest educational attainment. Since the p -value was greater than 0.05, the null hypothesis (H_{01}) was accepted. This finding denoted that the parents, regardless of their educational background, demonstrated similar levels of support in assisting their children's learning.

The finding of the present study was consistent with that of Quijano et al. (2023), who found that parents' educational attainment did not significantly affect their involvement in their children's schooling. Both studies indicated that parental support stemmed from a sense of responsibility and concern for children's education rather than from academic qualifications.

4.4.6. Daily Teaching Hours at Home

Table 20 presents the difference between the levels of parental support in learning and their profile in terms of daily teaching hours at home.

Table 20. Difference Between the Levels of Parental Support in Learning and Their Profile in terms of Daily Teaching Hours at Home

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
4.0 hours and above	3.718	4	.445	Accept H_{01}
3.0 to 3.9 hours				(Not Significant)
2.0 to 2.9 hours				
1.0 to 1.9 hours				
Less than 1.0 hour				

The computed value of $H = 3.718$ with $df = 4$ and $p = .445$ revealed that there was no significant difference between the levels of parental support in learning when grouped according to daily teaching hours at home. Since the p -value was greater than 0.05, the null hypothesis (H_{01}) was accepted. This finding denoted that the amount of time parents spent teaching their children at home did not significantly influence the level of support they provided.

The finding of the present study concurred with that of Kim (2023), who found that the duration of parents' involvement at home was not a determining factor of their effectiveness in

supporting learning. Both studies emphasized that the quality of parental engagement mattered more than the number of hours spent in teaching at home.

4.5. Relationship Between the Levels of Parental Support in Learning and Their Perceived Metacognitive Skills of Kindergarten Learners

Table 21 presents the relationship between the levels of parental support in learning and their perceived metacognitive skills of kindergarten learners.

Table 21. Relationship Between the Levels of Parental Support in Learning and Their Perceived Metacognitive Skills of Kindergarten Learners

Dependent Variables	<i>r</i>	<i>p</i>	Interpretation	Decision
Self-Awareness	.508	.000	High Positive Correlation	Reject H_{01} (Significant)
Goal Setting	.492	.000	Low Positive Correlation	Reject H_{01} (Significant)
Self-Regulation	.453	.000	Low Positive Correlation	Reject H_{01} (Significant)
Task Evaluation	.528	.000	High Positive Correlation	Reject H_{01} (Significant)
Overall	.598	.000	High Positive Correlation	Reject H_{01} (Significant)

The computed value of $r = .508$ with $p = .000$ for self-awareness revealed a high positive correlation, leading to the rejection of the null hypothesis (H_{01}). For goal setting, $r = .492$ with $p = .000$ indicated a low positive correlation, also resulting in the rejection of H_{01} . Similarly, self-regulation with $r = .453$ and $p = .000$ showed a low positive correlation, while task evaluation with $r = .528$ and $p = .000$ exhibited a high positive correlation, both being significant and resulting in the rejection of H_{01} .

Overall, the computed value of $r = .598$ with $p = .000$ denoted a high positive correlation between the levels of parental support in learning and the perceived metacognitive skills of kindergarten learners. This finding meant that as parental support increased, learners' metacognitive skills also improved, signifying a significant and direct relationship between the two variables.

The finding of the present study was consistent with that of Leopardas and Rosil (2024), who found that sustained parental involvement enhanced children's cognitive and self-regulatory abilities. Both studies emphasized that strong parental support played a vital role in nurturing learners' capacity to plan, monitor, and evaluate their own learning processes.

4.6. Parental-Assisted Learning Program to Enhance the Levels of Parental Support in Learning and Metacognitive Development of Kindergarten Learners

The Parental-Assisted Learning Program aims to strengthen parents' involvement in their children's early learning by equipping them with effective strategies to provide motivational, emotional, behavioral, and social support. This program is significant as it recognizes parents as vital partners in fostering kindergarten learners' metacognitive skills, including self-awareness, goal setting, self-regulation, and task evaluation. It seeks to create a more supportive home learning environment where parents confidently guide and monitor their children's learning progress. To

realize this program, schools may conduct parent-training workshops, distribute learning activity guides, and establish regular parent-teacher collaboration sessions. Through these efforts, parents may become more empowered to nurture their children's cognitive growth and academic readiness.

5. CONCLUSIONS

1. Most of the parents were females aged 30–39 years old, college graduates from low-income families with two children, who spent about one to two hours daily teaching their kindergarten children at home.
2. Most of the parents were highly supportive in providing motivational, emotional, behavioral, and social support for their children's learning.
3. Most of the parents perceived that their kindergarten children were highly skilled in metacognitive aspects such as self-awareness, goal setting, self-regulation, and task evaluation.
4. There was no significant difference between the levels of parental support in learning when grouped according to age, gender, number of children, monthly family income, highest educational attainment, and daily teaching hours at home.
5. Parents who provided higher levels of support in learning significantly enhanced their kindergarten children's metacognitive skills, particularly in self-awareness, goal setting, self-regulation, and task evaluation.
6. The Parental-Assisted Learning Program was designed to enhance the levels of parental support in learning and the metacognitive development of kindergarten learners.

6. RECOMMENDATIONS

1. Schools may conduct parent development sessions focusing on effective time and resource management strategies to help parents from low-income families maximize their limited teaching time at home.
2. Teachers may continue to encourage parents to sustain their high levels of motivational, emotional, behavioral, and social support by providing them with regular feedback and recognition for their involvement.
3. Educators may design activities that further strengthen children's metacognitive skills by engaging both parents and learners in reflective and goal-oriented home learning tasks.
4. School administrators may promote inclusive parental engagement programs that cater to all types of families, regardless of demographic differences, to sustain equal levels of support across households.
5. Parents may be guided through workshops and resource materials that demonstrate effective ways to provide consistent learning support that enhances their children's metacognitive growth.
6. The implemented Parental-Assisted Learning Program may be further enhanced and institutionalized across kindergarten levels to ensure sustained collaboration between home and school in developing learners' metacognitive abilities.

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