



## **BASIS FOR A PROPOSED PARENTAL LEARNING SUPPORT PROGRAM TOWARDS HOLISTIC DEVELOPMENT OF KINDERGARTEN PUPILS**

*(Research article)*

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### **Abstract**

The study focuses on parent–child relationships, parental practices and discipline, and the household environment, as well as children’s holistic development in key learning domains. In the study, a causal-comparative research design was adopted. The participants comprised randomly selected 268 parents/guardians of kindergarten children. The data were collected via a valid and reliable scale, and were analyzed using descriptive statistics, including weighted mean and standard deviation to determine the status of family dynamics and the developmental domains of kindergarten pupils, and multiple linear regression analysis in order to examine the influence of family dynamics on child development. Findings indicated that family dynamics were generally at a high level, with positive parent–child relationships and supportive parental practices evident among families. Likewise, kindergarten pupils demonstrated high levels of development in the social-emotional, self-management, perceptual-motor, and expressive language domains. Parent–child relationships and parental practices were found to significantly influence children’s overall development, while the household environment showed a notable influence on social-emotional development. The study concludes that strong and supportive family dynamics play an essential role in promoting the holistic development of kindergarten pupils. However, areas such as emotional regulation, initiative-taking, and fine motor skills were identified as needing further support. Based on these findings, a parental learning support program is recommended to strengthen emotional guidance, encourage independence, and enhance language development at home.

**Keywords:** Family dynamics, kindergarten development, parental practices, early childhood education, holistic development

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## 1. Introduction

### 1.1. Introduction to the problem

Family dynamics are important for the holistic development of young children. Family dynamics shape children's social, emotional, cognitive, physical, and language development. In the Philippines, family structure is changing (transnational families, single parents' families, working married parents), which is limiting their presence and engagement in early education. These new family structures, which affect engagement as well as family functioning, can be compounding factors of their economic contexts and expectations of their roles as families, connecting with their children's development, especially in semi-urban and rural areas like the Pila Sub-office. The present study is situated in Bowen's Family Systems Theory and examines how family system-level functioning of parents and families (parent-child relationships, types of parenting structures, and satisfaction within partnerships/spouses) is associated with the domains of development of kindergarten pupils. It has been noted that parental involvement is beginning to receive more attention, but little contextualized and localized research has been conducted to expand parental involvement of Filipino families with their children's early development. This study is partly an attempt to address that gap, providing empirical data to inform the development of a Parental Learning Support Program that can enhance children and school-family collaboration and more inclusive and relevant early childhood initiatives.

### 1.2. Review of Literature

First, studies consistently emphasize that strong parent-child relationships are foundational to children's developmental outcomes. Research indicates that secure attachment, parental involvement, and engagement in shared activities enhance children's emotional security, cognitive growth, and adaptability to learning environments (Chen et al., 2023; Li et al., 2020; Suleiman & Dahl, 2019). In the Philippine context, these relationships are deeply embedded in cultural values such as respect, family solidarity, and *utang na loob*, which reinforce interdependence within families (Obal & Mabulay, 2023). However, socio-economic constraints, including financial pressures and work demands, may limit parental involvement, thereby affecting both academic and emotional outcomes (Ablasa, 2024). Despite these challenges, Filipino parents generally demonstrate high levels of engagement in their children's education, contributing positively to developmental outcomes (Blair, 2019).

Second, parenting practices and disciplinary approaches significantly influence children's behavioral and psychological well-being. Literature shows that positive discipline strategies and consistent reinforcement foster healthier parent-child interactions and reduce behavioral problems, whereas harsh disciplinary methods, such as corporal punishment, are linked to adverse emotional outcomes (Mah et al., 2020; Johnson et al., 2023). Although corporal punishment remains prevalent in the Philippines, there is a growing shift toward non-violent and child-centered approaches, supported by programs like Positive Discipline in Everyday Parenting (Save the Children Philippines, 2023) and evolving legal frameworks. Moreover, authoritative parenting—characterized by a balance of discipline and emotional support—has been associated with improved resilience and psychological well-being among Filipino children

(Hock et al., 2020). These trends suggest a gradual transition from traditional authoritarian practices to more empathetic parenting styles.

Third, the household environment plays a crucial role in influencing children's development. A supportive and harmonious home environment, marked by effective communication and emotional support between parents, promotes children's socio-emotional stability and overall well-being (Wahyuningsih et al., 2021; Vazhappilly & Reyes, 2021). Conversely, marital conflict and instability are associated with negative developmental outcomes, including anxiety and behavioral issues (Wang & Wang, 2021). In the Philippine setting, cultural emphasis on family unity reinforces the importance of strong marital relationships; however, factors such as migration, changing gender roles, and economic stressors can disrupt household stability (Francisco-Menchavez, 2020; Gumasing, 2023).

In terms of child development, social and emotional competencies are identified as critical for academic success and lifelong adaptability. These competencies—including self-awareness, emotional regulation, and relationship skills—are influenced by both family and educational environments (CASEL, 2023; Mahoney et al., 2021). Similarly, self-management skills such as impulse control, goal-setting, and perseverance are essential for children's academic and personal development and are strengthened through structured support from both parents and educators (California Department of Education, 2020; Lucido, 2023). Additionally, perceptual and motor skills contribute significantly to children's physical, cognitive, and social readiness. Research highlights that both home and school environments play a vital role in developing these skills through structured activities and parental involvement (Cempron, 2021; Chavez et al., 2024). Likewise, expressive language development—encompassing vocabulary, sentence formation, and communication skills—is essential for social interaction and literacy development. Studies emphasize the importance of language-rich environments and active parental engagement in fostering these abilities (Reyes et al., 2023; Rungduin et al., 2019).

Overall, the literature reveals that family dynamics and child development are deeply interconnected. Socioeconomic conditions, parenting styles, and cultural values collectively shape children's developmental trajectories (Conger et al., 2020; Härkönen et al., 2020). Furthermore, holistic development requires the integration of emotional, cognitive, physical, and social domains, supported by both family and educational systems (Sarkar, 2021). Despite extensive research, gaps remain in understanding how these factors interact within specific cultural contexts, particularly in rapidly changing societies, highlighting the need for further localized and integrative studies.

### *1.3. Research Hypothesis*

This study hypothesized that family dynamics significantly influence the developmental outcomes of kindergarten pupils. Specifically, it was posited that positive parent-child relationships, consistent and supportive parental practices, and a stable household environment are significantly associated with improved social-emotional development, self-management, perceptual and motor skills, and expressive language abilities among children. Accordingly, the study tested the following hypotheses:

1. Family dynamics have no significant influence on the developmental outcomes of kindergarten pupils.
2. Family dynamics have a significant influence on the developmental outcomes of kindergarten pupils.

The findings of the study are expected to provide empirical evidence and generate insights for policymakers, educators, and practitioners. These insights may guide the development of evidence-based interventions and support systems that strengthen family engagement and promote holistic child development.

### **3. Method**

#### *3.1. Research Design*

This study employed a causal-comparative research design to examine the relationship between family dynamics and the holistic development of kindergarten pupils. This design investigates possible cause-and-effect relationships by analyzing existing conditions without manipulating variables or randomly assigning participants (Schenker & Rumril, 2004). The study focused on determining whether variations in family dynamics—specifically parent–child relationships, parental practices, and household environment—are associated with differences in the holistic development of kindergarten pupils. The analysis considered the direction, strength, and significance of these relationships based on naturally occurring data. Although causal-comparative design does not establish definitive causation, it provides meaningful insights into how family-related factors influence child development and serves as a basis for further experimental or longitudinal studies.

#### *3.2. Participants*

The participants of this study were randomly selected 268 parents/guardians of kindergarten pupils from randomly selected public schools in Pila, Laguna. The sample size was considered adequate, achieving a statistical power of 0.95 with a medium effect size (0.15) and a 0.05 level of significance using Spearman’s Rank Correlation Coefficient involving seven variables. The distribution of respondents per school.

#### *3.3. Research Instrument*

Data were collected using a structured survey questionnaire with a 4-point Likert scale to measure the dimensions of family dynamics and child development. The research instrument scale demonstrated excellent internal consistency, with Cronbach’s Alpha coefficients ranging from .947 to .982, indicating a very high level of reliability. Specifically, the subscales for Family Dynamics showed strong reliability: Parent–Child Relationships (.957), Parental Practices and Discipline (.947), and Household Environment (.982). These results indicate that the items within each subscale are highly correlated and consistently measure their respective

constructs. Overall, the high reliability coefficients confirm that the instrument is suitable for measuring family dynamics in a consistent and dependable manner.

### 3.4. Data Analysis

The analysis of the obtained data aimed to determine the extent of the relationship between the variables of the study. The data were analyzed using IBM SPSS version 25. Descriptive statistics, including weighted mean and standard deviation, were used to determine the status of family dynamics and the developmental domains of kindergarten pupils. To examine the influence of family dynamics on child development, multiple linear regression analysis was applied to identify significant predictors among parent–child relationships, parental practices and discipline, and household environment across the domains of social-emotional, self-management, perceptual-motor, and expressive language development. Composite scores from Likert-scale responses were used in the analysis and treated as interval data. Regression assumptions were tested to ensure validity, and a 0.05 level of significance ( $p < 0.05$ ) was used to determine statistical significance.

## 4. Findings and Discussion

The analysis of the data shows that parent–child relationships in the Pila Sub-Office are generally strong, with an overall mean of 3.74 (High). Parents consistently show affection, provide emotional support, and model positive behavior, indicating warm and supportive family interactions (Chen et al., 2023). The results suggest that such nurturing relationships are commonly practiced and likely contribute to children’s emotional well-being, social skills, and self-esteem. Other findings of the study are presented below.

**Table 1. Parental Practices and Discipline**

Statement	Mean	Sd	Interpretation
a. <i>I establish clear rules and expectations for my child's behavior.</i> Nagtatakda ako ng malinaw na mga tuntunin at inaasahan para sa asal ng aking anak.	3.66	0.53	High
b. <i>I provide positive reinforcement when my child behaves appropriately.</i> Nagbibigay ako ng positibong pagpapatibay kapag maayos ang asal ng aking anak.	3.72	0.51	High
c. <i>I use consistent and fair methods to address my child's misbehavior.</i> Gumagamit ako ng pare-pareho at makatarungang paraan sa pagharap sa hindi kanais-nais na asal ng aking anak.	3.64	0.62	High

d.	<i>I explain the reasons behind rules and consequences to my child.</i> Ipinapaliwanag ko sa aking anak ang mga dahilan sa likod ng mga tuntunin at kaukulang parusa.	3.69	0.57	High
e.	<i>I involve my child in discussions about family decisions when appropriate.</i> Isinasali ko ang aking anak sa mga talakayan tungkol sa desisyon ng pamilya kung naaangkop.	3.41	0.76	High
f.	<i>I set age-appropriate boundaries for my child's activities and behavior.</i> Nagtatakda ako ng angkop sa edad na mga hangganan para sa mga gawain at asal ng aking anak.	3.71	0.54	High
g.	<i>I use a calm and respectful tone when addressing my child's misbehavior.</i> Gumagamit ako ng mahinahon at magalang na pananalita kapag kinakausap ang aking anak tungkol sa kanyang hindi kanais-nais na asal.	3.66	0.53	High
h.	<i>I encourage my child to take responsibility for their actions.</i> Hinihikayat ko ang aking anak na panagutan ang kanyang mga kilos.	3.70	0.59	High
i.	<i>I provide opportunities for my child to learn from their mistakes.</i> Nagbibigay ako ng pagkakataon sa aking anak na matuto mula sa kanyang mga pagkakamali.	3.72	0.59	High
j.	<i>I balance discipline with understanding and empathy.</i> Binabalanse ko ang disiplina sa pamamagitan ng pag-unawa at empatiya.	3.75	0.52	High
<i>Overall</i>		3.67	0.58	High

Table 1 shows that parents in the Pila Sub-Office generally use structured and empathetic disciplinary practices, with an overall mean of 3.67 (High). The most common approach is balancing discipline with understanding, followed by positive reinforcement and allowing children to learn from mistakes. All indicators were rated High, indicating fair and supportive parenting methods. It can be said that, parents apply clear rules and respectful guidance that promote responsibility and emotional development rather than strict or harsh discipline (Li et al., 2020). However, involving children in family decisions was less common.

**Table 2. Household Environment**

	<b>Statement</b>	<b>Mean</b>	<b>Sd</b>	<b>Interpretation</b>
a.	<i>My spouse/partner and I communicate openly and effectively about family matters.</i> Bukas at epektibo kaming nag-uusap ng aking asawa/kapareha tungkol sa mga usaping pampamilya.	3.64	0.60	High
b.	<i>My child observes a positive and respectful relationship between my spouse/partner and me.</i> Nakikita ng aking anak ang positibo at magalang na ugnayan sa pagitan namin ng aking asawa/kapareha.	3.62	0.64	High
c.	<i>We resolve conflicts in a healthy and constructive manner in our household.</i> Inaayos namin ang mga hindi pagkakaunawaan sa aming tahanan sa maayos at makabuluhang paraan.	3.65	0.62	High
d.	<i>My spouse/partner and I share responsibilities in raising our child.</i> Hati kami ng aking asawa/kapareha sa mga responsibilidad sa pagpapalaki ng aming anak.	3.60	0.71	High
e.	<i>Our household environment reflects stability and harmony.</i> Ang kapaligiran sa aming tahanan ay nagpapakita ng katatagan at pagkakaisa.	3.69	0.61	High
f.	<i>My spouse/partner and I make time for regular date nights or quality time together.</i> Naglalaan kami ng oras ng aking asawa/kapareha para sa regular na date o de-kalidad na oras na magkasama.	3.51	0.72	High
g.	<i>We support each other's personal and professional goals.</i> Sinusuportahan namin ang isa't isa sa aming mga personal at propesyonal na layunin.	3.65	0.63	High
h.	<i>My spouse/partner and I show appreciation for each other's contributions to the family.</i> Ipinapakita namin ng aking asawa/kapareha ang aming pagpapahalaga sa ambag ng bawat isa sa pamilya.	3.68	0.67	High
i.	<i>We maintain a united front when making parenting decisions.</i> Nagkakaisa kami ng aking asawa/kapareha sa paggawa ng mga desisyon sa pagpapalaki ng anak.	3.66	0.68	High
j.	<i>Our relationship provides a sense of security and stability for our child.</i> Ang aming relasyon ay nagbibigay ng pakiramdam ng seguridad at katatagan sa aming anak.	3.68	0.63	High
	<i>Overall</i>	3.64	0.65	High

Table 2 illustrates that households in the Pila Sub-Office are generally harmonious and supportive, with an overall mean of 3.64 (High). Families commonly experience stability, emotional security, open communication, and mutual respect, with strong appreciation and shared responsibilities between partners (Suleiman & Dahl, 2019). These findings indicate that most homes provide a positive and stable environment that supports children's well-being and development.

**Table 3 Social and Emotional Development**

	<b>Statement</b>	<b>Mean</b>	<b>sd</b>	<b>Interpretation</b>
a.	<i>My child interacts well with peers and builds friendships easily.</i> Maayos makisalamuha ang aking anak sa kanyang mga kaibigan at madali siyang nakakabuo ng pagkakaibigan.	3.67	0.57	High
b.	<i>My child expresses emotions in an age-appropriate manner.</i> Naipapahayag ng aking anak ang kanyang damdamin sa paraang angkop sa kanyang edad.	3.64	0.60	High
c.	<i>My child can empathize with others' feelings and situations.</i> Marunong makiramay ang aking anak sa damdamin at kalagayan ng iba.	3.64	0.58	High
d.	<i>My child handles frustration or disappointment without excessive outbursts.</i> Kayang harapin ng aking anak ang pagkabigo o pagkadismaya nang hindi labis ang pagwawala.	3.43	0.77	High
e.	<i>My child demonstrates an ability to follow group rules and norms.</i> Ipinapakita ng aking anak ang kakayahang sumunod sa mga patakaran at alituntunin ng grupo.	3.62	0.66	High
f.	<i>My child shows kindness and consideration towards others.</i> Ipinapakita ng aking anak ang kabaitan at paggalang sa kapwa.	3.68	0.63	High
g.	<i>My child can manage their emotions in challenging situations.</i> Kayang kontrolin ng aking anak ang kanyang damdamin sa mahihirap na sitwasyon.	3.45	0.75	High
h.	<i>My child seeks help from adults when needed.</i> Humihingi ng tulong ang aking anak sa mga nakatatanda kapag kinakailangan.	3.69	0.60	High

i. <i>My child participates in group activities and collaborates with peers.</i> Nakikilahok ang aking anak sa mga gawaing panggrupo at nakikipagtulungan sa kanyang mga kaibigan.	3.65	0.68	High
j. <i>My child demonstrates resilience in the face of setbacks.</i> Ipinapakita ng aking anak ang katatagan sa kabila ng mga pagsubok.	3.60	0.70	High
<i>Overall</i>	3.61	0.65	High

According to the Table 3 kindergarten pupils in the Pila Sub-Office have strong social and emotional development, with an overall mean of 3.61 (High). Children commonly show kindness, interact well with peers, and seek help from adults when needed. These results show that pupils are generally socially active and emotionally capable, though some children show slight difficulty in managing frustration and controlling emotions.

**Table 4. Self-Management**

Statement	Mean	sd	Interpretation
a. <i>My child can complete simple tasks independently.</i> Kayang tapusin ng aking anak ang mga simpleng gawain nang mag-isa.	3.64	0.64	High
b. <i>My child stays focused on activities appropriate for their age.</i> Nananatiling nakatuon ang aking anak sa mga gawaing angkop sa kanyang edad.	3.65	0.58	High
c. <i>My child adjusts well to new routines or changes in their environment.</i> Madaling nakakaangkop ang aking anak sa mga bagong gawain o pagbabago sa kanyang kapaligiran.	3.56	0.61	High
d. <i>My child shows patience when waiting for their turn during activities.</i> Ipinapakita ng aking anak ang pagtitiyaga habang naghihintay ng kanyang pagkakataon sa mga gawain.	3.57	0.66	High
e. <i>My child remembers and adheres to instructions given to them.</i> Naalala at sinusunod ng aking anak ang mga tagubilin na ibinibigay sa kanya.	3.64	0.61	High
f. <i>My child can organize their belongings and keep their space tidy.</i> Kayang ayusin ng aking anak ang kanyang mga gamit at panatilihin maayos ang kanyang paligid.	3.56	0.69	High

g.	<i>My child follows a daily routine with minimal reminders.</i> Sinusunod ng aking anak ang pang-araw-araw na gawain kahit kaunti lamang ang paalala.	3.59	0.68	High
h.	<i>My child demonstrates self-control in various situations.</i> Ipinapakita ng aking anak ang pagpipigil sa sarili sa iba't ibang sitwasyon.	3.49	0.71	High
i.	<i>My child can transition smoothly between different activities.</i> Kayang lumipat ng aking anak mula sa isang gawain patungo sa iba pa nang maayos.	3.53	0.70	High
j.	<i>My child takes initiative in completing tasks without being prompted.</i> Kusang-loob na tinatapos ng aking anak ang mga gawain kahit hindi pa pinaaalalahanan.	3.51	0.74	High
<i>Overall</i>		3.57	0.66	High

Table 4 reflects that kindergarten pupils in the Pila Sub-Office have strong self-management skills, with an overall mean of 3.57 (High). Children are generally able to stay focused, follow instructions, and complete simple tasks independently. The findings in Table 4 indicate that pupils are developing good self-regulation and independence, although some still need support in taking initiative and exercising self-control in different situations.

**Table 5 Perceptual and Motor Development**

	<b>Statement</b>	<b>Mean</b>	<b>sd</b>	<b>Interpretation</b>
a.	<i>My child demonstrates good balance and coordination in physical activities.</i> Ipinapakita ng aking anak ang mahusay na balanse at koordinasyon sa mga pisikal na gawain.	3.67	0.57	High
b.	<i>My child can hold and use small objects, such as pencils or scissors, with ease.</i> Kayang hawakan at gamitin ng aking anak ang maliliit na bagay tulad ng lapis o gunting nang madali.	3.79	0.49	High
c.	<i>My child engages in active play that develops their gross motor skills.</i> Nakikilahok ang aking anak sa aktibong paglalaro na nagpapalakas ng kanyang malalaking galaw ng katawan.	3.74	0.52	High
d.	<i>My child recognizes and differentiates colors, shapes, and sizes.</i> Nakikilala at naihihiwalay ng aking anak ang mga kulay, hugis, at sukat.	3.79	0.53	High
e.	<i>My child participates in activities requiring hand-eye coordination, such as puzzles or crafts.</i> Nakikilahok ang aking anak sa mga gawaing	3.67	0.62	High

	nangangailangan ng koordinasyon ng mata at kamay, tulad ng palaisipan o sining.			
f.	<i>My child can draw or write with precision.</i> Kayang gumuhit o magsulat nang may kasinupan ang aking anak.	3.70	0.57	High
g.	<i>My child enjoys participating in sports or physical activities.</i> Tuwang-tuwa ang aking anak sa pakikilahok sa isports o mga pisikal na aktibidad.	3.73	0.58	High
h.	<i>My child can complete puzzles or building activities with ease.</i> Kayang tapusin ng aking anak ang mga palaisipan o gawaing pagbuo nang madali.	3.58	0.65	High
i.	<i>My child demonstrates spatial awareness in their movements.</i> Ipinapakita ng aking anak ang kamalayan sa espasyo sa kanyang mga galaw.	3.65	0.63	High
j.	<i>My child can perform tasks that require fine motor skills, such as buttoning clothes.</i> Kayang gawin ng aking anak ang mga gawaing nangangailangan ng pinong galaw ng katawan, tulad ng pagsara ng butones ng damit.	3.57	0.72	High
<i>Overall</i>		3.69	0.59	High

Table 5 shows that kindergarten pupils in the Pila Sub-Office have strong perceptual and motor development, with an overall mean of 3.69 (High). Children commonly demonstrate good coordination, recognize shapes and colors, and engage in active play that supports physical development. These results mean pupils are generally physically active and well-coordinated, though a few still need support in fine motor tasks such as puzzles and buttoning clothes (Sarkar, 2021).

**Table 6. Expressive Language**

	<b>Statement</b>	<b>Mean</b>	<b>sd</b>	<b>Interpretation</b>
a.	<i>My child uses complete sentences to express their needs or ideas.</i> Gumagamit ng buong pangungusap ang aking anak upang ipahayag ang kanyang pangangailangan o ideya.	3.57	0.66	High
b.	<i>My child can clearly articulate words and phrases appropriate for their age.</i> Malinaw na naipapahayag ng aking anak ang mga salita at pariralang angkop sa kanyang edad.	3.62	0.61	High
c.	<i>My child enjoys telling stories or describing events in detail.</i>	3.72	0.57	High

	Tuwang-tuwa ang aking anak sa pagkukuwento o paglalarawan ng mga pangyayari nang detalyado.			
d.	<i>My child asks questions to clarify or seek more information.</i>	3.73	0.53	High
	Nagtatanong ang aking anak upang linawin ang mga bagay o humingi ng karagdagang impormasyon.			
e.	<i>My child uses a variety of vocabulary words in everyday conversations.</i>	3.50	0.80	High
	Gumagamit ang aking anak ng iba't ibang bokabularyo sa araw-araw na usapan.			
f.	<i>My child can retell stories or events in a logical sequence.</i>	3.60	0.67	High
	Kayang ikuwento muli ng aking anak ang mga pangyayari sa lohikal na pagkakasunod-sunod.			
g.	<i>My child uses descriptive language to explain their thoughts.</i>	3.59	0.68	High
	Gumagamit ng masining na pananalita ang aking anak upang ipaliwanag ang kanyang iniisip.			
h.	<i>My child engages in conversations with both peers and adults.</i>	3.75	0.57	High
	Nakikipag-usap ang aking anak sa kanyang mga kaibigan at sa mga nakatatanda.			
i.	<i>My child can follow multi-step directions accurately.</i>	3.66	0.60	High
	Kayang sundin ng aking anak ang sunud-sunod na tagubilin nang tama.			
j.	<i>My child enjoys reading books and discussing them.</i>	3.54	0.70	High
	Tuwang-tuwa ang aking anak sa pagbabasa ng mga aklat at sa pagtalakay ng mga ito.			
	<i>Overall</i>	3.63	0.64	High

Table 6 illustrates that kindergarten pupils in the Pila Sub-Office have strong expressive language skills, with an overall mean of 3.63 (High). Children commonly engage in conversations, ask questions, and share ideas through storytelling and clear communication. These findings show that pupils are generally confident in verbal expression and interaction, although some still show limited use of varied vocabulary in daily conversations (Andriani, et al., 2022).

**Table 7. Effect of Family Dynamics on the development of kindergarten pupils in terms of Social Emotional**

Variables	Unstandardized Coefficients		Standardize d Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.053	0.219		0.240	0.810
Parent–Child Relationships	0.322	0.098	0.238	3.277	0.001
Parental Practices and Discipline	0.499	0.083	0.417	5.994	0.000
Household Environment	0.142	0.055	0.145	2.560	0.011

According to the Table 7 all dimensions of family dynamics—parent–child relationships, parental practices and discipline, and household environment—significantly influence the social and emotional development of kindergarten pupils, as indicated by p-values below 0.05. These results suggest that better family dynamics are associated with stronger social and emotional development among children.

**Table 8 Effect of Family dynamics on the development of kindergarten pupils in terms of Self-Management**

Variables	Unstandardized Coefficients		Standardize d Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.097	0.253		0.384	0.701
Parent–Child Relationships	0.369	0.114	0.255	3.243	0.001
Parental Practices and Discipline	0.560	0.096	0.438	5.819	0.000
Household Environment	0.012	0.064	0.011	0.182	0.856

Table 8 shows that parent–child relationships and parental practices and discipline significantly influence the self-management skills of kindergarten pupils, while household environment has no significant effect. These findings show that children’s self-management is mainly shaped by direct parenting behaviors rather than the general household environment.

**Table 9 Effect of Family dynamics on the development of kindergarten pupils in terms of Perceptual and Motor**

Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.645	0.212		3.041	0.003
Parent–Child Relationships	0.498	0.095	0.407	5.228	0.000
Parental Practices and Discipline	0.370	0.081	0.342	4.584	0.000
Household Environment	-0.049	0.054	-0.055	-0.905	0.366

According to the Table 9 parent–child relationships and parental practices and discipline significantly influence the perceptual and motor development of kindergarten pupils, while household environment has no significant effect. Among the predictors, parent–child relationships had the strongest influence, followed by parental practices and discipline. The results also suggest that children’s physical coordination and perceptual skills are mainly developed through direct parental involvement and structured guidance rather than household environment (Francisco-Menchavez, 2020; Cempron, 2021).

**Table 10. Effect of Family dynamics on the development of kindergarten pupils in terms of Expressive Language**

Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.647	0.258		2.512	0.013
Parent–Child Relationships	0.433	0.116	0.318	3.741	0.000
Parental Practices and Discipline	0.317	0.098	0.263	3.232	0.001
Household Environment	0.055	0.065	0.056	0.848	0.397

Table 10 shows that parent–child relationships and parental practices and discipline significantly influence the expressive language development of kindergarten pupils, while household environment has no significant effect. Among the predictors, parent–child relationships had the strongest influence, followed by parental practices and discipline. Overall, the findings suggest that children’s language development is mainly shaped by active communication, interaction, and supportive parenting practices at home rather than household environment (Andriani, et al., 2022).

## **5. Conclusions and Recommendations**

Families in the Pila Sub-Office demonstrated strong family dynamics, as reflected in high levels of parent–child relationships, positive parental practices, and harmonious household environments. These findings indicated that family structures in the locale were generally supportive and conducive to child development. Kindergarten pupils exhibited high levels of holistic development across social-emotional, self-management, perceptual-motor, and expressive language domains. This suggested that children were receiving adequate support both at home and in school, contributing to their readiness for formal education. Family dynamics significantly influenced the developmental outcomes of kindergarten pupils. Parent–child relationships and parental practices were found to have a strong effect on all developmental domains, while household environment primarily impacted social-emotional development. This confirmed the critical role of family engagement in shaping early childhood growth.

The study provided a basis for designing a parental learning support program that strengthened family involvement and promoted practices aligned with holistic child development (Sarkar, 2021). Based on the findings and conclusions, the following recommendations are proposed:

1. Parents should receive training in emotion coaching and conflict resolution strategies to help children manage frustration and disappointment effectively. Activities that foster autonomy, such as choice-based tasks and goal-setting exercises, should be implemented both at home and in classroom settings. Structured fine motor activities, including drawing, cutting, threading, and buttoning exercises, are recommended to strengthen motor coordination. Parents should be encouraged to engage in storytelling, reading aloud, and interactive conversations to enrich children’s vocabulary and expressive language skills. Guidance should also be provided to parents on including children in age-appropriate family decision-making to promote responsibility and communication skills.
2. Future research should examine changes in family relationships over time and their impact on parental education, socioeconomic status, and school-based interventions. Expanding the scope to include private schools and other districts is recommended to enable comparative analysis and enhance the generalizability of findings.
3. Proposed parental learning program to promote better quality of family dynamics in the locale. PILA-KID: Parental Learning Support Program Proposal

### **Declaration of Conflicting Interests and Ethics**

This study adhered to strict ethical considerations to protect the rights and welfare of the participants. Prior to data collection, informed consent was obtained, explaining the purpose of the research, the voluntary nature of participation, and the confidentiality of their responses. Participants’ identities remained anonymous, and data were used solely for academic purposes. Additionally, the study complied with ethical guidelines set by the Department of Education (DepEd) and relevant research protocols to uphold integrity, transparency, and respect for all respondents involved.

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